

The Headmaster's Policy in Improving Teacher Work Motivation at State Senior High School 3 Peusangan

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| ABSTRACT | CONTACT |
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| <p>The Headmaster's Policy plays a very important role in increasing teacher work motivation in educational institutions. The purpose of this study is to identify and analyze the Headmaster's policy in increasing teacher work motivation State Senior High School 3 Peusangan. Descriptive research method and qualitative approach, data was obtained through direct observation and interviews in State Senior High School 3 Peusangan. Research results on State Senior High School 3 Peusangan found that effective Headmaster's policies include performance-based rewards, competency development, workload management, and inspirational leadership. Implementation of policies involving periodic socialization, monitoring, and evaluation has also been shown to increase teacher motivation, creating a positive and collaborative work environment and contributing to teacher morale and teacher commitment. This study emphasizes the importance of Headmaster's policies State Senior High School 3 Peusangan in creating a supportive working atmosphere, so that teacher motivation can be maintained and teacher professionalism can increase, so that the institution has a positive impact on teachers in the educational institution environment.</p> | <p>tmhaekal.th@gmail.com</p> |
| ABSTRAK | KEYWORDS |
| <p>Kebijakan kepala sekolah sangat berperan penting dalam meningkatkan motivasi kerja guru dalam lembaga pendidikan. Tujuan penelitian ini adalah untuk mengidentifikasi dan menganalisis kebijakan kepala sekolah dalam meningkatkan motivasi kerja guru Sekolah Menengah Atas Negeri 3 Peusangan. Metode penelitian deskriptif dan pendekatan kualitatif, data diperoleh melalui observasi langsung dan wawancara di Sekolah Menengah Atas Negeri 3 Peusangan. Hasil penelitian pada Sekolah Menengah Atas Negeri 3 Peusangan menemukan bahwa kebijakan kepala sekolah yang efektif mencakup penghargaan berbasis kinerja, pengembangan kompetensi, pengelolaan beban kerja, serta kepemimpinan yang inspiratif. Implementasi kebijakan yang melibatkan sosialisasi, monitoring, dan evaluasi berkala juga terbukti meningkatkan motivasi guru sehingga menjadikan lingkungan kerja positif dan kolaboratif serta turut berkontribusi dalam menjadikan semangat kerja guru dan komitmen guru. Penelitian ini menegaskan pentingnya kebijakan kepala Sekolah Menengah Atas Negeri 3 Peusangan dalam menciptakan atmosfer kerja yang mendukung, sehingga motivasi guru dapat terjaga dan profesionalisme guru meningkat, sehingga lembaga berdampak positif pada guru di lingkungan lembaga pendidikan.</p> | <p>Headmaster's Policy, Teacher Work Motivation, Aceh</p> <p>Received: 14/02/2024 Revised: 24/04/2024 Accepted: 10/05/2024 Online: 31/10/2024 Published: 31/10/2024</p> <p>Al-ijtima'i is licenced under a Creative Commons Attribution Share-Alike Public Licence (CC-BY-SA)</p> |

INTRODUCTION

To motivate teachers to work competitively in the digital era, teachers need special and continuous training. The quality of education is still one of the main problems in the Indonesian education system. Teacher motivation plays a role in improving the quality of learning. Teacher motivation in carrying out their duties can come from internal factors such as a calling, satisfaction in teaching, the desire to educate the nation's generation, or external factors such as awards, economic conditions, job opportunities, support from the school and the school environment (Situmeang, et. al, 2024). Highly motivated teachers tend to be more innovative, creative, and enthusiastic in delivering effective educational materials to their students. Motivation is the driving force behind the process of human behavior to achieve a goal. The components of motivation include aspects such as passion, orientation, maintenance, reinforcement, sustainability, and goal orientation (Elvirawati et al., 2023). Therefore, the Headmaster's plays an important role in creating a supportive and motivating work environment for teachers. However, motivating teachers is not an easy task and requires continuous effort and the right approach.

Work motivation is a drive (Rorimpandey, 2020). High work motivation also contributes to improving the professionalism and psychological well-being of teachers. Motivated teachers will be more adaptive

to curriculum changes, able to apply innovative learning methods, and build positive relationships with students and colleagues. Conversely, low work motivation can have a negative impact on the effectiveness of learning, thus affecting student learning outcomes. Various strategies are needed to increase teacher work motivation, both through policies that support teacher welfare, organizing ongoing training, and creating a conducive work environment. In this case, the Headmaster as a motivator must have the right strategy to provide encouragement to teachers so that they can carry out their duties and functions optimally, because work motivation can generate enthusiasm or encouragement to work individually or in groups in work to achieve certain goals (Bambang, et. al, 2020).

(Hutahaeen, 2018) explains that the purpose of leadership is to help others become motivated and the headmaster is referred to as an educational manager in an educational unit. This educational institution has full responsibility for school management, including planning, organizing, implementing, and evaluating various educational activities. As an educational manager, the headmaster has a strategic role in developing a vision and mission for their school that is consistent with national education policies and the needs of their students. The headmaster also plays a supervisory role to ensure that the learning process runs effectively, teachers carry out their duties with high professionalism, and school facilities and infrastructure are optimally managed. To carry out their duties, the headmaster must have leadership qualities and management skills, entrepreneurship, and academic teaching, as well as the ability to build collaborative relationships with various stakeholders, including teachers, students, parents, and the community. (Yukl, 2015) states that leadership is the individual's ability to influence and motivate so that the headmaster plays an important role in developing good teachers by providing encouragement, guidance, motivation, direction and ongoing supervision. School productivity is measured not only by the quantity of work done but also by the quality of work done. Therefore, school managers have the task of encouraging teachers, who are central figures in the school education and teaching process, as leaders because school leadership is a process of guiding and awakening the talents and energy of teachers (Joel, 2022).

(Mirnawati, et. al, 2020) In addition to his leadership role in the administrative field, the headmaster also acts as a system of change to improve the quality of education in his school. In this context, the headmaster must succeed in fostering a productive, innovative work culture that focuses on improving the quality of education. Effective leadership from the headmaster can motivate teachers, create a conducive learning environment, and improve student academic achievement. Given the increasingly dynamic world of education, school leaders need to develop strategies to increase teacher motivation and job satisfaction, as well as create more effective innovations and the role of the headmaster is very important and vital to the success of an educational institution so that the headmaster must have skills in data-based decision making, human resource management, and effective communication (Sabran, et. al. 2020). Through strong and visionary leadership, the headmaster can be a driving force behind the continuous improvement of the quality of education.

The phenomenon that occurs is that limited facilities and infrastructure are one of the main challenges in increasing teacher work motivation. An unsupportive work environment, such as inadequate classrooms, limited learning technology, and minimal supporting facilities, can reduce teacher enthusiasm in teaching and periodic curriculum changes are often not accompanied by adequate training, so teachers have difficulty adapting. Uncertainty in understanding and implementing the new curriculum can increase their workload and reduce their motivation in the teaching and learning process (Pramana, et. al. 2020). Therefore, the Headmaster needs to ensure that teachers receive sufficient support and training in order to implement the curriculum effectively.

According to (Afework, et. al, 2021) Leadership style is a pattern of behavior that is preferred by a leader to be used in the leadership of the headmaster, so the leadership style and communication of the headmaster also affect teacher work motivation. Headmasters who are less inspiring and unable to build effective communication can create a less conducive work environment. Teachers who feel less heard or not given appreciation for their hard work will experience decreased motivation. In addition, excessive

administrative burdens are also an obstacle, because teachers have to allocate a lot of time to bureaucratic tasks rather than focusing on learning. Headmasters need to take strategic steps by lightening the administrative burden and creating an open and collaborative work culture, so that teachers feel more appreciated and motivated in carrying out their duties.

The results of the study (Musnani et al., 2024) revealed that (1) the headmaster's strategy to increase teacher motivation is to remind teachers that teaching is a noble job, not to complain, to build good relationships with all teachers, and to provide a comfortable environment and conditions. Other strategies include increasing motivation through recognition and rewards, and focusing on work-life balance. In addition, teachers need to maintain a positive attitude. Get to know the environment and its characteristics, then make the most of every activity given by your teacher. (2) The headmaster's strategy to improve teacher performance is to focus on work-life balance. Don't be afraid to innovate, Provide active motivation to teachers, Provide appropriate allowances to teachers, Always give teachers opportunities to develop themselves, Develop teachers themselves, Improve teacher professionalism, Form a collaborative team in the learning community, and Involve all stakeholders. The headmaster has good communication and good cooperation in all activities. Even if there are obstacles, these obstacles can be resolved through good communication.

The results of the study (Romandoni et al, 2024) show that the headmaster plays an important role in creating an environment that can increase performance motivation and job satisfaction. One strategy used by school leaders to increase teacher motivation and job satisfaction is to apply a participatory leadership style that involves teachers in decision-making and learning planning. Second, conduct regular academic guidance to provide constructive input to teachers. Third, create a positive organizational culture in schools whose values contain cooperation, mutual respect, and a spirit of achievement. Fourth, ensure that teachers are given adequate support and facilities to carry out their duties.

Research results (Elvirawati et al., 2023) show that Headmasters play an important role in developing good teachers by providing encouragement, guidance, motivation, coaching, and supervision, which ultimately leads to improved teacher performance. Productivity in schools is not just about getting as much work done as possible. You also need to pay attention to the quality of your work. As a leader, the headmaster is tasked with motivating his subordinate teachers to become implementers of education and teaching in schools.

METHODS

This research is a descriptive research and qualitative approach, where the researcher conducts research in the field by describing events to provide a deeper picture of the phenomena/case studies that exist in the research environment (Sarah J. Tracy 2013).

RESULTS AND DISCUSSIONS

The Headmaster's Policy in Improving Teacher Work Motivation at State Senior High School 3 Peusangan

According to (Sadewo & Purnasari, 2021) Policies in the world of education require teachers to adapt immediately so that they can increase work motivation. The headmaster has a strategic role in increasing teacher work motivation in the State Senior High School 3 Peusangan environment as an education manager, the headmaster can design and implement policies that encourage teacher work enthusiasm, such as giving awards, professional training, and improving welfare. Awards can be in the form of verbal appreciation, certificates, or financial incentives given to outstanding teachers. Furthermore, regular training and competency development programs will improve teacher skills, so that they feel more confident and motivated to improve the quality of learning. The results of the study (Warna et al., 2020) prove that awards have a significant positive effect on work motivation. So the more awards are given, the more the teacher's work motivation increases. The results of this study emphasize the importance of providing appreciation as a factor that drives work enthusiasm in schools.

Incentives and competency development, Headmasters also need to create a conducive work environment and support collaboration between teachers. A positive work atmosphere, open communication, and teacher involvement in decision-making can increase a sense of belonging to the school and increase their loyalty. Policies that encourage collaboration, such as reflective discussions, teacher learning communities, and mentoring, can build a stronger professional culture because teachers are not only motivated individually but also encouraged to work together to achieve broader educational goals and providing awards from schools or education offices for teachers is a form of reward for teacher achievement both in intrinsic and extrinsic forms (Warna et al, 2020).

Transformational Headmaster leadership can be a major factor in increasing teacher motivation. Headmasters who are able to provide a clear, inspiring vision, and become role models in work ethic and commitment will influence teacher attitudes and performance. Leadership that supports innovation and provides space for teachers to be creative in the learning process will also increase their job satisfaction. The results of the study (Nugraheni & Khanifah, 2016) found that headmasters have succeeded in becoming motivators in improving teacher professionalism. One of the things implemented by the headmaster to motivate teachers is by giving awards. This action reflects the headmaster's efforts in realizing his role as a motivator and supporter of improving teacher quality. Therefore, the headmaster's policy in increasing teacher work motivation must be holistic, including aspects of incentives, professional development, a positive work environment, and inspiring leadership.

Furthermore, in addition to the internal aspects of the school, the headmaster's policy in improving teacher work motivation also needs to consider external involvement, such as cooperation with external parties, either in the form of partnerships with educational institutions, the industrial world, or teacher professional organizations. Collaboration programs with universities or industry-based training can provide teachers with new insights into the development of science and technology that are relevant to their teaching fields. With the opportunity to develop professional networks, teachers will feel appreciated and have greater motivation to continue to improve their competence and innovation in learning.

The headmaster's policy must also pay attention to the psychological well-being and work-life balance of teachers. Excessive workload without adequate support can cause stress and reduce motivation, so the headmaster needs to design policies that allow teachers to have enough time for reflection, self-improvement, and a balanced personal life. Providing guidance and counseling services for teachers, implementing a fair work schedule, and an objective and transparent evaluation system are steps that can improve the psychological well-being of teachers. The results of the study (Abdul & Umar, 2022), the headmaster gave awards to teachers for their success in implementing programs to improve the quality of education. The headmaster acts as a motivator by effectively managing the environment, work atmosphere, discipline, encouragement, awards, and providing adequate learning facilities. Thus, teachers can work with greater enthusiasm and commitment in improving the quality of education at State Senior High School 3 Peusangan. The following is a table explaining the headmaster's policy in improving the work motivation teachers of State Senior High School 3 Peusangan based on several main aspects:

| Aspect | Implemented Policies | Impact on Teacher Motivation |
|---------------------------------|---|---|
| Awards and Incentives | <ol style="list-style-type: none"> 1. Give awards to outstanding teachers (certificates, bonuses, promotions) 2. Provide performance-based incentives | <ol style="list-style-type: none"> 1. Increase feelings of appreciation and job satisfaction 2. Encourage teachers to work better |
| Professional Development | <ol style="list-style-type: none"> 1. Conduct regular training and workshops 2. Provide opportunities for further study and skills certification 3. Collaborate with educational institutions and industry | <ol style="list-style-type: none"> 1. Improving teacher competence and professionalism 2. Motivating teachers to continue learning and developing |

| | | |
|---------------------------------------|---|---|
| Conducive Working Environment | <ol style="list-style-type: none"> 1. Creating a supportive and collaborative work culture 2. Improving communication between headmasters and teachers 3. Providing adequate work facilities | <ol style="list-style-type: none"> 1. Increase comfort and job satisfaction 2. Encourage collaboration and innovation in teaching |
| Well-being and Workload | <ol style="list-style-type: none"> 1. Determine proportional workload 2. Provide psychological support through counseling or mentoring 3. Provide adequate welfare (insurance and benefits) | <ol style="list-style-type: none"> 1. Reduce stress and work fatigue 2. Increase teacher loyalty and dedication |
| Leadership and Decision Making | <ol style="list-style-type: none"> 1. Involving teachers in school policy making 2. Providing freedom in learning innovation 3. Being a role model in work ethic and discipline | <ol style="list-style-type: none"> 1. Increase the sense of belonging to the school 2. Motivate teachers to be more active and creative |

Table 1. The Headmaster's Policy in Improving Teacher Work Motivation

The table above illustrates how appropriate headmaster policies can improve teacher work motivation, whether through incentives, professional development, a good work environment, welfare, or inspirational leadership.

Implementation of The Headmaster's Policy in Increasing Teacher Work Motivation State Senior High School 3 Peusangan

The implementation of the headmaster's policy in increasing the work motivation of high school teachers is a complex process and requires the right strategy in order to run effectively. The headmaster must ensure that the policies that have been designed are not only written in formal documents, but are also actually implemented in daily practice. One of the initial steps in this implementation is to conduct socialization to all educators regarding the policies that will be implemented. This socialization aims to build a common understanding among teachers and increase their involvement in the policy implementation process. Although resistance to change is also an obstacle to improving performance. Some teachers and education personnel find it difficult to accept new policies or methods implemented by the headmaster. This often happens because of a lack of understanding or comfort with the old methods they have implemented. (Shopiana, 2025). However, clear and effective communication helps build harmonious working relationships and minimizes misunderstandings in carrying out tasks. (Fiandi et al., 2021).

After the policy is socialized, the headmaster needs to conduct regular monitoring and evaluation to ensure that the policy is running according to its objectives. For example, in the reward and incentive policy, the headmaster can hold an objective and transparent performance appraisal system, where each teacher gets constructive feedback on their performance. With regular evaluation, the headmaster can identify obstacles that arise in the implementation of the policy and make necessary improvements so that the policy remains relevant and effective.

Furthermore, monitoring and evaluation, policy implementation must also involve active participation from the teachers themselves. The headmaster can form a discussion forum or learning community where teachers can share experiences and provide support to each other in improving the quality of learning. Through this participatory approach, teachers will feel more appreciated and have a sense of ownership of the policies implemented. Policies are assessed to measure the effectiveness of innovation in student learning outcomes and to identify challenges faced by teachers in the teaching process (Shopiana, 2025). Teacher involvement in decision-making can also increase their motivation because they feel that their voices and aspirations are accommodated in school policies. Technical aspects, effective policy implementation also requires strong leadership from the headmaster. The headmaster must be able to be a role model who provides examples in terms of discipline, dedication, and professionalism. An inspiring

and supportive leadership attitude will create a positive work environment, so that teachers feel more comfortable and motivated in carrying out their duties. Thus, the headmaster not only acts as a policy manager, but also as a leader who provides motivation and direction to teachers so that they remain enthusiastic in educating students.

Overall, the implementation of the headmaster's policy in increasing teacher work motivation must be carried out systematically and sustainably. The role of the headmaster is as an educator, manager, administrator, supervisor, leader, innovator, motivator (EMASLIM) (Mulyasa, 2013). Therefore, the headmaster plays a very important role in improving teacher performance in carrying out their duties and obligations both directly and indirectly. (Ulfah, 2025). This process involves careful planning, effective socialization, routine monitoring and evaluation, and inspiring leadership, with the right approach, the headmaster can create a conducive work environment, where teachers feel appreciated, supported, and motivated to continue to develop. The following is a table that summarizes the implementation of the headmaster's policy in improving teacher work motivation:

| Aspect | Policy Implementation | Impact on Teachers |
|--------------------------------------|---|--|
| Policy Socialization | <ol style="list-style-type: none"> 1. Hold regular meetings to explain policies 2. Provide written guidelines to teachers | <ol style="list-style-type: none"> 1. Teachers understand the direction of school policy 2. Increase teacher involvement in school policy |
| Monitoring and Evaluation | <ol style="list-style-type: none"> 1. Conduct periodic evaluations of policies 2. Provide feedback on teacher performance | <ol style="list-style-type: none"> 1. Teachers can improve the quality of teaching based on evaluation 2. Reducing barriers to policy implementation |
| Awards and Incentives | <ol style="list-style-type: none"> 1. Provide performance-based awards 2. Provide incentives for high-achieving teachers | <ol style="list-style-type: none"> 1. Teachers are more motivated in working 2. Increase healthy competition among teachers |
| Professional Development | <ol style="list-style-type: none"> 1. Conduct training, seminars, and workshops 2. Provide opportunities for further study | <ol style="list-style-type: none"> 1. Teachers improve skills and competencies 2. Increase motivation to continue developing |
| Conducive Working Environment | <ol style="list-style-type: none"> 1. Creating open communication between teachers and headmasters 2. Encouraging collaboration between teachers through learning communities | <ol style="list-style-type: none"> 1. Teachers feel more comfortable working 2. Increase cooperation and synergy in teaching |
| Inspirational Leadership | <ol style="list-style-type: none"> 1. The headmaster is a role model in discipline and dedication 2. Provides moral and professional support to teachers | <ol style="list-style-type: none"> 1. Teachers feel appreciated and supported 2. Increase loyalty and commitment to the school |

Table 2. Implementation of The Headmaster's in Improving Teacher Work Motivation

The table above illustrates how the implementation of appropriate policies that are oriented towards the welfare and professional development of teachers, the headmaster can create an environment that supports teacher work motivation in a sustainable manner.

CONCLUSIONS

This study found that teacher work motivation is influenced by various factors, both intrinsic and extrinsic, which include aspects of appreciation, welfare, work environment, and headmaster leadership. The headmaster has a strategic responsibility in creating policies that support the improvement of teacher

work motivation, such as providing incentives, professional development, providing a conducive work environment, and implementing inspirational leadership. The results of the study found that the headmaster's policy in improving teacher work motivation includes a participatory approach, academic supervision, recognition of teacher achievement, and providing opportunities for self-development. The headmaster's policy also focuses on work-life balance, innovation in learning, and effective collaboration between teachers and the school, which is implemented through socialization, monitoring, periodic evaluation, and active involvement of teachers in the decision-making process. This study also found that effective headmaster policies must consider teacher psychological well-being by ensuring a proportional workload and providing adequate support, thus creating a supportive work environment and providing sustainable motivation by implementing a systematic and sustainable approach, headmasters can build a positive work culture, where teachers feel appreciated, motivated, and continue to innovate in improving the quality of learning. This study highlights the importance of headmaster leadership in creating an educational environment that encourages teacher work motivation, so that with the right policies, headmasters can improve teacher professionalism and dedication, have a positive impact on the effectiveness of learning and student achievement, and make efforts to improve teacher work motivation a priority in school education policies.

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