

Pengaruh Perilaku Kepemimpinan, Kompetensi Manajerial, Pengalaman Kerja, Perilaku Inovatif Terhadap Kinerja Kepala Sekolah (Studi SMPN Di Kecamatan Sindue Kabupaten Donggala)

The Effect of Leadership Behavior, Managerial Competence, Work Experience, Innovative Behavior on Principal Performance (Study of Junior High School on Sindue District, Donggala Regency)

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Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh perilaku kepemimpinan, kompetensi manajerial, pengalaman kerja, dan perilaku inovatif terhadap kinerja kepala sekolah SMP Negeri Kecamatan Sindue Kabupaten Donggala, baik secara parsial maupun simultan. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian eksplanatori. Populasi dalam penelitian ini adalah guru SMP Negeri Kecamatan Sindue Kabupaten Donggala, dengan jumlah responden sebanyak 82 orang. Teknik pengumpulan data dilakukan melalui kuesioner, sedangkan analisis data menggunakan uji validitas, uji reliabilitas, uji asumsi klasik, dan analisis regresi linear berganda. Hasil penelitian menunjukkan bahwa secara simultan perilaku kepemimpinan, kompetensi manajerial, pengalaman kerja, dan perilaku inovatif berpengaruh positif dan signifikan terhadap kinerja kepala sekolah, yang ditunjukkan oleh nilai F hitung sebesar 57,377 dengan signifikansi 0,000. Secara parsial, perilaku kepemimpinan berpengaruh positif dan signifikan terhadap kinerja kepala sekolah dengan koefisien regresi 0,657 dan signifikansi 0,005; kompetensi manajerial berpengaruh positif dan signifikan dengan koefisien regresi 0,251 dan signifikansi 0,030; pengalaman kerja berpengaruh positif dan signifikan dengan koefisien regresi 0,518 dan signifikansi 0,000; serta perilaku inovatif berpengaruh positif dan signifikan dengan koefisien regresi 0,333 dan signifikansi 0,023. Nilai koefisien determinasi (R Square) sebesar 0,849 menunjukkan bahwa 84,9% variasi kinerja kepala sekolah dapat dijelaskan oleh keempat variabel independen, sedangkan sisanya 15,1% dipengaruhi oleh variabel lain di luar model penelitian. Dengan demikian, peningkatan kinerja kepala sekolah SMP Negeri Kecamatan Sindue Kabupaten Donggala perlu didukung melalui penguatan perilaku kepemimpinan, kompetensi manajerial, pengalaman kerja, dan perilaku inovatif secara terpadu.

Kata Kunci: Perilaku Kepemimpinan, Kompetensi Manajerial, Pengalaman Kerja, Perilaku Inovatif, Kinerja Kepala Sekolah.

Abstract

This study aims to analyze the influence of leadership behavior, managerial competence, work experience, and innovative behavior on the performance of the principal of a State Junior High School in Sindue District, Donggala Regency, both partially and simultaneously. This study uses a quantitative approach with an explanatory research type. The population in this study were teachers of a State Junior High School in Sindue District, Donggala Regency, with a total of 82 respondents. Data collection techniques were carried out through questionnaires, while data analysis used validity tests, reliability tests, classical assumption tests, and multiple linear regression analysis. The results of the study indicate that simultaneously leadership behavior, managerial competence, work experience, and innovative behavior have a positive and significant

effect on the performance of the principal, as indicated by the calculated F value of 57.377 with a significance of 0.000. Partially, leadership behavior has a positive and significant effect on the performance of the principal with a regression coefficient of 0.657 and a significance of 0.005; managerial competence has a positive and significant effect with a regression coefficient of 0.251 and a significance of 0.030; work experience has a positive and significant effect with a regression coefficient of 0.518 and a significance of 0.000; and innovative behavior have a positive and significant effect with a regression coefficient of 0.333 and a significance of 0.023. The coefficient of determination (R Square) value of 0.849 indicates that 84.9% of the variation in the principal's performance can be explained by the four independent variables, while the remaining 15.1% is influenced by other variables outside the research model. Thus, improving the performance of the principal of SMP Negeri in Sindue District, Donggala Regency needs to be supported by strengthening leadership behavior, managerial competence, work experience, and innovative behavior in an integrated manner.

Keywords: Leadership Behavior, Managerial Competence, Work Experience, Innovative Behavior, Principal Performance

INTRODUCTION

Education is a strategic factor in national development because it plays a role in producing high-quality and competitive human resources. Within the context of educational institutions, the principal plays a crucial role as a leader responsible for the management, development, and achievement of educational goals in schools. A principal's performance is reflected in their ability to plan programs, manage school resources, supervise, make decisions, and create an effective and conducive school environment. Therefore, improving principal performance is a key factor in supporting improvements in educational quality.

Principal performance is influenced by various factors, including leadership behavior, managerial competence, work experience, and innovative behavior. Effective leadership behavior enables a principal to motivate and direct the school community toward achieving shared goals. Furthermore, managerial competence plays a role in the principal's ability to manage school planning, organization, and development effectively and efficiently. Work experience also makes a significant contribution by helping the principal understand organizational dynamics and make informed decisions based on their experience. Furthermore, innovative behavior is becoming an increasingly

relevant factor in addressing the dynamic and complex challenges of education.

In the era of educational decentralization and increasingly rapid changes in the educational environment, principals are required to adapt, innovate, and continuously improve the quality of school management. Various studies have shown that leadership behavior, managerial competence, work experience, and innovative behavior are significantly related to improving principal performance. Therefore, understanding these factors is crucial as a basis for formulating professional development strategies for principals to support improving the quality of education in Indonesia.

METHODS

This study uses a quantitative approach with an explanatory research type that aims to analyze the influence of leadership behavior, managerial competence, work experience, and innovative behavior on the performance of school principals at public junior high schools in Sindue District, Donggala Regency. The study was conducted during February–April 2026 with a population of 103 teachers from five public junior high schools in Sindue District. The sample determination used the Slovin formula with a 5% error rate, resulting in 82 respondents. The sampling technique used proportional random sampling so that the

sample distribution in each school was carried out proportionally and randomly.

The research variables consisted of independent variables, namely leadership behavior, managerial competence, work experience, and innovative behavior, while the dependent variable was principal performance. Data collection was conducted through observation, questionnaires, and documentation. The research instrument was structured based on the indicators of each variable and measured using a five-point Likert scale, ranging from strongly disagree to strongly agree. Before use, the research instrument was tested for validity and reliability to ensure accuracy and consistency of measurement.

Data analysis techniques were descriptive and inferential analysis using multiple linear regression. Prior to hypothesis testing, classical assumption tests, including normality, multicollinearity, and heteroscedasticity, were conducted to ensure the feasibility of the regression model. Hypothesis testing was conducted using the F-test to determine the simultaneous effect of independent variables on the dependent variable, and the t-test to determine the partial effect of each variable. Furthermore, the coefficient of determination (R^2) was used to measure the model's ability to explain variations in principal performance.

RESULT

Multiple Linear Regression is a parametric statistical tool used to analyze and explain the relationship between two or more research factors with different names, through observation of several results in various fields of activity. In this study, the parametric statistical analysis tool, Multiple Linear Regression, was used to determine the effect of the independent variables (X1, X2, X3, and X4) on the dependent variable (Y). In this study, Multiple Linear Regression was used to measure the influence of leadership behavior (X1), managerial competence (X2), work experience (X3), and innovative behavior (X4) on the performance of school principals (Y) at public junior high schools in Sindue District, Donggala Regency.

Based on the results of the Multiple Linear Regression analysis using SPSS for Windows Release 23.0, the results obtained from 82 respondents indicated the suspected influence of the three independent variables (leadership behavior, managerial competence, work experience, and innovative behavior) on the performance of school principals (Y) at public junior high schools in Sindue District, Donggala Regency. The calculation results are as follows:

Tabel 1
Result Multiple Regression Calculation Results

<i>Dependent Variabel Y = Principal Perfomance</i>				
Variabel	Koefisien Regresi	Standar Error	t	Sig
C = Constanta	5,994	5,363	1,118	0,267
X1 = Leadership Behavior	0,657	0,225	2,920	0,005
X2 = Managerial Competence	0,251	0,114	2,209	0,030
X3 = Work Experience	0,518	0,095	5,427	0,000
X4 = Innovative Behavior	0,333	0,144	2,313	0,023
R- R-Square Adjusted R-Square	= 0,865 = 0,849 = 0,836			
		F-Statistik Sig. F	= 57,377 = 0,000	

Source : Result Multiple Regression Calculation Results (2016)

The regression model obtained from the table above is: $Y = 2,125 + 0,283 (X1) + 0,415 (X2)$

$$Y = 5,994 + 0,657X1 + 0,251X2 + 0,518X3 + 0,333X4$$

The equation above shows that the independent variables analyzed, namely

variables (X1, X2, and X3), influence the independent variable (Y). The regression analysis model for the performance of the principals of Public Middle Schools in Sindue District, Donggala Regency, can be seen as follows:

From the equation above, it can be explained:

1. The equation shows a constant of 5.994, meaning that if the variables of leadership behavior, managerial competence, work experience, and innovative behavior are held constant or set to zero, the principal's performance score remains at 5.994. Furthermore, all regression coefficients for the independent variables are positive, indicating that an increase in each independent variable will lead to an increase in the principal's performance. Therefore, the relationship between all independent variables and the dependent variable in this study is unidirectional or positive.

2. The leadership behavior variable (X1) has a regression coefficient of 0.657 with a t-value of 2.920 and a significance level of 0.005. Because the significance value is less than 0.05, it can be concluded that leadership behavior has a positive and significant effect on principal performance. This indicates that the better the leadership behavior displayed, the higher the principal's performance. This finding emphasizes the importance of a leader's ability to direct, support, and build a conducive work environment in increasing the effectiveness of task implementation in schools.

3. The managerial competency variable (X2) has a regression coefficient of 0.251 with a t-value of 2.209 and a significance level of 0.030. This value indicates that managerial competency also has a positive and significant effect on the principal's performance, because the significance value is less than 0.05. This means that the higher the managerial competency, the better the principal's performance. These results indicate that the principal's ability to plan, organize, manage resources, and make managerial decisions has a real contribution to improving performance.

4. The work experience variable (X3) has a regression coefficient of 0.518 with a calculated t-value of 5.427 and a significance

level of 0.000. These results indicate that work experience has a positive and significant effect on principal performance. Among all the independent variables tested, work experience has the largest calculated t-value, indicating that this variable contributes the strongest influence in the research model. This finding indicates that the greater the work experience, the better the principal's ability to carry out functions, complete tasks, and navigate the dynamics of the school environment.

5. The innovative behavior variable (X4) has a regression coefficient of 0.333 with a calculated t-value of 2.313 and a significance level of 0.023. Because the significance level is less than 0.05, innovative behavior also has a positive and significant effect on principal performance. This indicates that the higher the innovative behavior, such as the ability to generate ideas, share ideas, and implement them, the higher the principal's performance. This finding confirms that innovation is an important factor in supporting the effectiveness of school leadership, especially in facing changes and demands of increasingly dynamic educational management.

DISCUSSION

A.The Influence of Leadership Behavior, Managerial Competence, Work Experience and Innovative Behavior on the Performance of Public Middle School Principals in Sindue District, Donggala Regency

The results of the study indicate that leadership behavior, managerial competence, work experience, and innovative behavior simultaneously have a positive and significant effect on the performance of public junior high school principals in Sindue District, Donggala Regency. This finding confirms that principal performance is not influenced by a single factor, but rather by a combination of leadership skills, organizational management, professional experience, and a mutually supportive innovative orientation. These results align with the research of Hibban and Yusuf (2021) which states that competence and work experience significantly contribute to principal performance, and are supported by the findings of Causirhom et al. (2024) which

emphasize the importance of leadership behavior and managerial competence in improving school organizational performance.

Leadership behavior and managerial competencies have been shown to have a positive and significant impact on principal performance. Effective leadership behavior is reflected in the principal's ability to direct, motivate, supervise, and create a conducive work environment, thereby increasing work effectiveness within the school environment. Meanwhile, managerial competencies reflect technical skills, interpersonal relationships, and conceptual abilities in effectively managing school resources. These findings support the research findings of Causirhom et al. (2024) which showed that leadership and managerial skills have a significant contribution to improving school organizational performance through more focused and effective management

Work experience and innovative behavior also showed a positive and significant influence on principal performance. Work experience was the most dominant factor because it was related to the accumulation of knowledge, professional skills, decision-making abilities, and adaptation to the dynamics of the school organization. These results align with research by Hibban and Yusuf (2021), which found that work experience significantly contributed to improving principal performance. Furthermore, innovative behavior showed that principals who were able to create, share, and implement new ideas tended to perform better in the face of change and dynamic educational demands. These findings support the study by Oro and Divinagracia (2025), which emphasized the importance of innovation, collaboration, and managerial skills in creating effective school leadership.

B. The Influence of Leadership Behavior on the Performance of Public Middle School Principals in Sindue District, Donggala Regency

The results of the study indicate that leadership behavior has a positive and significant effect on the performance of junior high school principals in Sindue District, Donggala Regency. This finding

indicates that the better the leadership behavior demonstrated by the principal, the higher the level of performance in carrying out managerial, supervisory, coordination, and school development functions. Leadership behavior is reflected in the principal's ability to provide direction, set work standards, conduct supervision and evaluation, build good communication, provide motivation, and create a conducive work atmosphere. Thus, leadership behavior is a strategic factor in supporting the effectiveness of school management and the achievement of educational goals.

The findings of this study align with those of Aidawati and Widianingsih (2022), who stated that leadership behavior has a direct, positive effect on the work performance of public junior high school principals. Furthermore, these findings are supported by research by Causirhom et al. (2024), who found that principal leadership behavior significantly impacts teacher performance by creating a communicative, supportive, and motivating work environment. Research by Pardosi and Utari (2022) further supports these findings by demonstrating that the quality of principal leadership behavior significantly impacts teacher performance and student achievement, thus viewing leadership behavior as a crucial element in improving educational quality.

This research also draws support from the findings of Asy'ari et al. (2023), who asserted that principals' leadership behavior is reflected in their ability to influence subordinates, establish effective communication, provide guidance, and involve relevant stakeholders in decision-making. This demonstrates that leadership behavior is not only a personal attribute of the principal but also serves as a managerial and social instrument that determines the success of the school organization. Therefore, improving principal performance needs to be directed at strengthening leadership behavior through leadership training, developing interpersonal communication, enhancing motivational skills, and cultivating constructive supervision and coaching practices.

C. The Influence of Managerial Competence on the Performance of Public Middle School Principals in Sindue District, Donggala Regency

The results of the study indicate that managerial competence has a positive and significant effect on the performance of junior high school principals in Sindue District, Donggala Regency. This finding confirms that the better the managerial competence of the principal, the higher their performance in carrying out leadership functions, resource management, decision-making, and school development. Managerial competence in this study includes technical skills, interpersonal skills, and conceptual skills that support the process of planning, organizing, directing, controlling, and evaluating school programs effectively. Therefore, managerial competence is an important foundation in creating systematic school governance that is oriented towards improving the quality of education.

The findings of this study align with those of Nurhemah and Putri (2024), who stated that managerial competence directly influences school principal effectiveness. Furthermore, a study by Murniati and Siregar (2022) also showed that principals' managerial competence contributes to improved organizational performance through their ability to build vision, strengthen communication, and create effective teamwork. The results of a study by Ahmad et al. (2023) also support these findings by explaining that principals' managerial competence can improve teacher performance through resource optimization, school program management, and strengthening school organizational coordination.

Further empirical support comes from research by Ihsan and Anisa (2025), who found that principals' managerial competence has a positive and significant impact on teacher performance through aspects of planning, organizing, evaluating, and leadership. This finding strengthens the argument that principals with high managerial competence are better able to manage school organizations professionally, adaptively, and effectively. Therefore, improving principal performance needs to be

directed at strengthening managerial competence through training, professional mentoring, and ongoing leadership capacity development to enable them to navigate the dynamics and complexities of education management.

D. The Influence of Work Experience on the Performance of Public Middle School Principals in Sindue District, Donggala Regency

The results of the study indicate that work experience has a positive and significant effect on the performance of junior high school principals in Sindue District, Donggala Regency. This finding confirms that the more work experience a principal has, the higher their performance in carrying out leadership, managerial, supervisory, and school development functions. Work experience is not only interpreted as the length of service, but also reflects the accumulation of practical knowledge, maturity in decision-making, problem-solving skills, and the ability to adapt to the dynamics of the school organization. In fact, based on the calculated t value, work experience is the variable that has the most dominant influence compared to other independent variables.

The findings of this study align with those of Hibban and Yusuf (2021), who found that work experience significantly influenced the performance of elementary school principals in Bireuen Regency. This study demonstrated that work experience significantly contributes to shaping the quality of principal performance by improving professional skills and school management effectiveness. Furthermore, conceptual support is provided by Pasinag's (2025) research, which asserts that practical experience in the field strengthens principals' abilities to manage school operations, build partnerships, maintain learning quality, and implement strategic communication in educational leadership.

However, the results of this study differ from those of Garcia and Reyes (2025), who stated that years of experience had no significant relationship with principals' leadership performance. This difference can be explained by the fact that this study views work experience more

substantively, not only based on length of service but also encompassing improvements in knowledge, skills, job mastery, and the ability to provide innovative solutions. Thus, work experience accompanied by professional learning and capacity development has been shown to be an important asset in enhancing the effectiveness of principals' leadership. Therefore, improving principal performance needs to be supported by strengthening meaningful, reflective, and sustainable professional experiences.

E. The Influence of Innovative Behavior on the Performance of Public Middle School Principals in Sindue District, Donggala Regency

The results of the study indicate that innovative behavior has a positive and significant effect on the performance of junior high school principals in Sindue District, Donggala Regency. This finding confirms that the higher the innovative behavior of a principal, the higher their performance in carrying out leadership functions, school management, and developing educational quality. Innovative behavior in this study is reflected in the principal's ability to generate ideas, share ideas, and realize ideas into concrete actions in the school environment. Innovative principals tend to be more adaptive to change, open to renewal, and able to respond to organizational needs creatively and provide solutions. This finding is in line with Ariratana et al. (2019) who stated that innovative leadership is closely related to the ability to build a high-performance school organization.

In the ever-evolving educational landscape, innovative behavior is a crucial factor as schools face demands for improved learning quality, technology utilization, and more flexible organizational management. Research by Waziroh et al. (2022) shows that principals' leadership innovation in the learning process encompasses aspects of planning, implementation, supervision, coaching, and the development of school resources, supported by strong communication and commitment. These findings support the study's understanding that innovative behavior is an integral part of

the effectiveness of principal leadership in sustainable school development.

Furthermore, research by Garcia and Reyes (2025) emphasizes the importance of fostering innovation in improving the quality of principal performance, particularly through teacher empowerment, feedback, and data-driven innovation leadership strategies. Compared to this research, the results of the Sindue District study provide stronger evidence that innovative behavior has a significant impact on principal performance. Thus, innovative behavior can be understood as an adaptive leadership capacity that enables principals to identify problems, create solutions, build collaboration, and implement continuous reform. Therefore, improving principal performance needs to be directed at strengthening a culture of innovation, openness to change, and the ability to implement new ideas in school management.

CONCLUSION

Based on the data analysis and discussion, the following conclusions can be drawn:

1. Leadership behavior, managerial competence, work experience, and innovative behavior simultaneously have a positive and significant effect on the performance of junior high school principals in Sindue District, Donggala Regency.
2. Leadership behavior has a positive and significant effect on the performance of junior high school principals in Sindue District, Donggala Regency.
3. Managerial competence has a positive and significant effect on the performance of junior high school principals in Sindue District, Donggala Regency.
4. Work experience has a positive and significant effect on the performance of junior high school principals in Sindue District, Donggala Regency.
5. Innovative behavior has a positive and significant effect on the performance of junior high school principals in Sindue District, Donggala Regency.

RECOMENDATION

Based on the research conclusions, the following recommendations can be made.

1. Regarding leadership behavior, one aspect that still needs improvement is the leadership's ability to provide instructions and work direction to employees. Leaders are expected to be able to convey directions more clearly, in a structured, and easily understood manner so that task execution can be more effective and efficient. Furthermore, supervision, evaluation, and the setting of work standards also need to be continuously optimized to support discipline and improved work quality. Furthermore, leadership behaviors that demonstrate concern for employee welfare, openness to ideas, and the ability to create a positive work environment need to be maintained and developed as they can increase motivation, work comfort, and interpersonal relationships within the organization.

2. Regarding managerial competency, one aspect that still needs improvement is the ability to update technological knowledge and assist in resolving work problems. Improving competency in these areas is crucial so that leaders can adapt to technological developments and provide appropriate solutions to various organizational challenges. Furthermore, technical skills and conceptual thinking also need to be continuously developed through training, professional development, and ongoing work experience to optimize decision-making effectiveness. On the other hand, the ability to communicate, understand work dynamics, show empathy, resolve conflicts, and develop long-term strategies and planning needs to be maintained because it reflects good managerial competence in building cooperation and creating a conducive organizational environment.

3. Regarding work experience, one aspect that still needs improvement is utilizing length of service as a basis for improving the quality of individual performance and abilities in carrying out tasks. Work experience needs to be continuously directed so that it is not merely a matter of length of

service but also makes a tangible contribution to improving competence, professionalism, and work effectiveness. Furthermore, the ability to operate work equipment and adapt to evolving job demands also needs to be continuously developed through training, continuous learning, and adaptation to changes in the work environment. Furthermore, the ability to develop knowledge and skills, integrate theoretical knowledge with work practices, complete tasks, and provide innovative solutions needs to be maintained as it demonstrates a good level of work mastery.

4. Regarding innovative behavior, one aspect that still needs improvement is employee creativity in generating new ideas and developing innovative concepts in the workplace. Organizations need to provide support through training, developing creative thinking skills, and creating a work environment that encourages continuous innovation. Furthermore, collaboration and the exchange of ideas among employees also need to be continuously strengthened to ensure more effective idea-sharing and more constructive solutions. On the other hand, an open attitude to ideas, communication skills, translating ideas into concrete actions, and the ability to overcome obstacles and conduct continuous evaluation should be maintained as they demonstrate a strong culture of innovation within the organization.

5. Future researchers are advised to expand this study by adding other variables suspected of influencing principal performance, such as organizational culture, work motivation, organizational commitment, academic supervision, work discipline, or a supportive work environment. Future research could also expand the scope of research locations, increase the number of respondents, or use a mixed methods approach to gain a deeper and more comprehensive understanding of the factors influencing principal performance.

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