

Kurtosis and Skewness at Instructional Leadership Relationships Organizational Culture Organizational Commitment to Teacher Performance in the Junior High School

Ulil Amri¹, Nellitawati², Syahril³, Rusdinal⁴, Nurhizrah Gistituati⁵, Sufyarma Marsyidin⁶

Abstract

This research shows that the kurtosis and skewness values derived from the analysis of instructional leadership, organizational culture, and organizational commitment instruments related to teacher performance are normally distributed. The study employed a descriptive quantitative method, involving a sample of 357 teachers determined using Slovin's formula with a stratified random sampling technique. Data collection was conducted through questionnaires and analyzed using descriptive statistical analysis. The prerequisite tests for analysis included kurtosis and skewness values. The data analysis was carried out using SMART PLS 4 software. The results indicated that the kurtosis values demonstrated normal distribution, even though the skewness values were negative. The kurtosis values were considered normally distributed as they exceeded 3, while the negative skewness values indicated a tendency to not fully meet the normality assumption for the population and sample under specific conditions.

Keywords: Kurtosis, Skewness, Instructional Leadership, Organizational Culture, Organizational Commitment, Teacher Performance.

Introduction

An organization requires reliable human resources to execute its functions and achieve its goals as expected. Similarly, the progress of a nation is significantly influenced by the quality of its human resources. Human resources are the most critical resource compared to others, as it is human resources that enable other resources to be utilized effectively. Any organization, regardless of its form, will strive to achieve its objectives as efficiently and effectively as possible. The efficiency and effectiveness of an organization heavily depend on the quality of the management of its members (Setiawati et al., 2023).

The role of human resources (HR) in an organization holds a crucial position in the execution of organizational processes and the achievement of its objectives. In practice, human resources serve as the primary element compared to other resources. Without human resources, other resources cannot be utilized effectively. Although numerous factors influence an organization, such as modern machinery, strong capital, advanced technology, and sophisticated systems, these factors would hold no significance for organizational development without human intervention to manage and operate them (Harahap & Rusdinal, 2017).

Human resources are the individuals who design and formulate the strategies and objectives of an organization. Without skilled and competent individuals, it would be impossible for the organization to achieve its goals. Human resources are the driving force that enables other resources to function effectively. Regardless of the numerous advantages an organization may possess, it cannot maximize productivity without a community of skilled, competent, and highly dedicated individuals who exhibit optimal performance (Satata et al., 2020).

Teachers, as educators, play a strategic role in the learning process and are a dominant factor influencing

¹ Universitas Negeri Padang, Indonesia, Email: ulilamri845@gmail.com: (Corresponding author)

² Universitas Negeri Padang, Indonesia, Email: nellitawati@fip.unp.ac.id.

³ Universitas Negeri Padang, Indonesia, Email: syahril@fip.unp.ac.id.

⁴ Universitas Negeri Padang, Indonesia. Email: rusdinal@fip.unp.ac.id

⁵ Universitas Negeri Padang, Indonesia, Email: gistituatinurhizrah@gmail.com

⁶ Universitas Negeri Padang, Indonesia, Email: sufyarma@fip.unp.ac.id

students' learning outcomes (Mehnaz et al., 2022). The primary responsibility of teachers is to facilitate learning and provide services to meet students' essential needs (Werang et al., 2023). These needs primarily include the fundamental requirement for knowledge (Aung, 2020).

Teachers should understand, master, and be capable of carrying out activities related to their primary duty, which is teaching. As outlined in the Indonesian Law No. 14 of 2005 on Teachers and Lecturers, Article 1, Clause 1 states that teachers are professional educators whose main tasks include educating, teaching, guiding, directing, training, and evaluating students in formal early childhood education, primary education, and secondary education (Syoviana et al., 2024). The execution of these primary tasks reflects the performance of teachers (Werang et al., 2023). The effectiveness of classroom learning largely depends on how well teachers perform their roles and functions (Junindra et al., 2022).

Teachers are required to consistently demonstrate high performance. Teacher performance can be defined as the ability to fulfill their primary duties, which include planning or designing lessons, delivering instruction, assessing learning outcomes, and providing follow-up actions based on assessment results (Junindra et al., 2022; Sabandi et al., 2018); (Widiasmara & Andriani, 2021). Furthermore, a teacher's ability to deliver instruction can be observed through their behaviors and activities in providing educational services that align with students' needs and expectations, as well as the learning objectives to be achieved effectively and efficiently (Sabandi et al., 2018). The teacher's capability to design, implement, and evaluate the learning process, along with follow-up actions based on evaluations, is a crucial aspect in ensuring that the educational process is conducted effectively and efficiently (Setiawan, 2018). Additionally, other research found that good teacher performance positively impacts student learning outcomes. Teachers with strong performance can deliver high-quality instruction, motivate students, and foster student engagement in the classroom (Mansur, 2013); (Hasanah & Setyaningsih, 2020); (Kit Kilag et al., 2024).

The discussion above highlights that teacher performance plays a critical role in student success and the overall quality of education. However, the reality in the field indicates that teacher performance in Indonesia is still below expectations. This can be observed from the educational outcomes of Indonesian students compared to other countries. Indonesia ranks 10th out of 14 developing countries in terms of education outcomes, and its teachers rank 14th out of 14 developing countries globally (Sabandi et al., 2018). The 2018 PISA (Program for International Student Assessment) results, which assess the abilities of 15-year-old students in reading, mathematics, and science, revealed that the average scores of Indonesian students were 371 in reading, 379 in mathematics, and 396 in science. These scores are significantly below the average of the 79 PISA-participating countries, which stand at 487 for reading, 489 for mathematics, and 489 for science (Sabandi et al., 2018). Furthermore, the 2022 PISA results indicated a decline in performance (learning loss) by 12–13 points compared to 2018 (Sahudra et al., 2019). They also noted that the 2022 PISA outcomes are among the lowest recorded, comparable to those of the 2023 PISA assessment (Hartiwi et al., 2020).

Based on the above, it can be concluded that the quality of education in Indonesia remains highly concerning, reflecting the performance of teachers. Furthermore, research conducted at various levels of madrasas across different regions in Indonesia indicates that the performance of madrasa teachers has not yet met expectations (Firdani, 2017). Observations in the field at several Madrasah Tsanawiyah Negeri (MTsN) in West Sumatra reveal notable issues related to teacher performance. These issues include instances where some teachers are still unable to (1) Develop lesson plans aligned with the applicable curriculum; (2) Formulate appropriate learning outcome indicators; (3) Master the subject matter effectively; (4) Conduct lessons using differentiated teaching methods; (5) Utilize teaching media that are both technologically relevant and suitable for students' developmental levels; (6) Implement assessments that align with curriculum demands. These shortcomings highlight the urgent need for improvement in the professional competencies of madrasa teachers to enhance educational outcomes (Nellitawati, 2019).

Given the importance of teacher performance, the conditions described above regarding teacher performance cannot be left unaddressed. Solutions must be found to overcome these challenges in order to improve the quality of education in Indonesia, particularly at the Madrasah Tsanawiyah level. Many factors contribute to the suboptimal performance of teachers. According to R. J., the high workload,

including additional duties such as administrative tasks, reduces the time available for direct teaching (Fadillah, 2014). This affects student outcomes, as teachers burdened with extra tasks cannot optimize their time and energy to provide quality instruction. Further research by Skaalvik, E. M., & Skaalvik, S indicates that teachers with numerous additional responsibilities outside of teaching, such as administrative duties, experience higher levels of stress and fatigue (Ganyaupfu, 2013). This excessive workload impacts their job satisfaction and performance, including difficulties in balancing teaching responsibilities with administrative tasks (Anub, 2020); (Hazizah et al., 2024). Teachers are expected to consistently demonstrate good performance, which refers to their ability to fulfill their duties effectively. In relation to their primary role as educators, achieving high student learning outcomes requires teachers to maintain high levels of teaching performance (Guler & Özgenel, 2023).

Based on data from the Central Statistics Agency in West Sumatra, there are 112 Madrasah Tsanawiyah Negeri (MTsN) spread across 19 districts, with a total of 5,259 teachers, excluding honorary teachers. These individuals are ideally expected to demonstrate strong performance as educators. However, various challenges hinder their ability to perform optimally. Not all teachers are quick to adapt to new technologies, diverse trends in the education sector, and curriculum changes, such as the current Merdeka Belajar curriculum. Teachers need to adapt to new learning models. Although organizations such as the subject-specific teacher associations (MGMP) are available for teachers to exchange information and enhance their capacities through regular meetings and self-upgrading, a phenomenon in West Sumatra, particularly in rural areas, reveals that some teachers still need improvement in areas such as classroom management, lesson plan development, using student-appropriate and technology-based teaching media, and conducting assessments aligned with curriculum requirements. Therefore, this study is designed to further explore the performance of Madrasah Tsanawiyah Negeri (MTsN) teachers in West Sumatra and identify the factors that contribute to these performance gaps.

Skewness refers to a distribution that describes data that deviates from a normal distribution. Meanwhile, kurtosis refers to a distribution that explains the extreme values within a dataset. Previous research indicates that not all items on the research variables follow a normal distribution, although kurtosis and skewness can directly be influenced by teacher performance. The skewness of the normal distribution is affected by instructional leadership, organizational culture, and organizational commitment on teacher performance. Among the numerous studies conducted, it can be concluded that the influence of instructional leadership, organizational culture, and organizational commitment on teacher performance is the variable with the least risk when compared to other variables in the study (Gading, 2024); (Nellitawati et al., 2024).

Based on the explanation above, the issues related to teacher performance (Y) are influenced by problems associated with instructional leadership (X1), organizational culture (X2), and commitment (X3). The importance of this research lies in examining and analyzing how the kurtosis and skewness values are normally distributed in relation to the influence of instructional leadership, organizational culture, and commitment on teacher performance in madrasahs across West Sumatra. Given this context, the author is interested in investigating the effects of instructional leadership, organizational culture, and commitment on teacher performance in madrasahs throughout West Sumatera (Saleem et al., 2020).

Literature Review

Teacher performance refers to work achievements aligned with the capabilities demonstrated within an organization to fulfill assigned tasks and responsibilities based on mutually agreed criteria. It encompasses activities such as lesson planning, the implementation of the teaching-learning process, and the execution of learning evaluations. Factors influencing teacher performance include both internal and external factors (Zulkarnain & Alkadri, n.d.).

Internal factors include motivation, sufficient teacher competence, knowledge, intelligence, skills, aptitude, health, and personality. External factors involve supervision by school principals, the creation of a conducive work environment by school leaders, adequate facilities and infrastructure for teaching and learning processes, and professional development activities carried out by teachers (Akbar et al., 2023); (Quines & Ogal, 2023);

(Awaliyah, Rusdinal, 2019).

Instructional leadership refers to a behavior or personality pattern that influences subordinates (Sukarmin & Sin, 2022). Indicators affecting instructional leadership include analytical skills, the ability to demonstrate simplicity, rationality and objectivity, work instructions, democratic practices, communication skills, task delegation, and firmness (Rusdinal et al., 2024).

Organizational culture is a system of values acquired and developed by an organization, shaped by the habits and fundamental philosophy of its founders. This culture forms the rules used as guidelines for thinking and acting to achieve organizational goals. Indicators of organizational culture include cooperation, discipline, participation, and communication.

Organizational commitment reflects loyalty and a positive attachment to the organization. Indicators of organizational commitment include responsibility, work awareness, and loyalty

Research Methodology

This study employs a descriptive quantitative approach. The research utilizes data collected from January to March 2024, involving 357 teachers, using Slovin's formula and the stratified random sampling technique. Data analysis is conducted using SMART PLS 4. The dependent variables include instructional leadership, organizational culture, and organizational commitment, while the independent variable is teacher performance, measured by kurtosis and skewness values (Guru Dan Dosen, 2005); (Misnawati et al., 2022). The kurtosis calculations for the variables of organizational leadership, organizational culture, and organizational commitment concerning teacher performance are shown in the following formula.

$$Kurt(r_{t,i}) = \frac{E(r_{t,i} - \mu_i)^4}{\sigma_i^4}$$

Kurtosis values provide information about the peak of a distribution. If the kurtosis value is less than 3 (kurtosis < 3), it indicates that the density function is concentrated around the center of the data. If the kurtosis value is greater than 3 (kurtosis > 3), it means that the density peaks near the center. Next, the skewness value is determined using the mean and standard deviation, as shown in the following formulation.

$$S(r_{t,i}) = \frac{E(r_{t,i} - \mu_i)^3}{\sigma_i^3}$$

The skewness value provides information about the asymmetry of a distribution. Positive skewness (skewness > 0) refers to a distribution curve with a longer tail to the right. In contrast, negative skewness (skewness < 0) describes a distribution curve where the tail is stretched more to the left. A distribution is considered symmetrical when the skewness value is 0.

Result and Discussion

Descriptive statistics were analyzed using SMART PLS 4, yielding the following kurtosis and skewness values.

Table 1. Descriptive Statistics of the Instructional Leadership Variable

Name	Excess kurtosis	Skewness
X1.1	1.605	-1.075
X1.10	2.234	-1.339
X1.11	0.71	1.268

X1.12	2.311	1.723
X1.13	1.757	-1.263
X1.14	1.056	1.303
X1.15	-0.408	-0.595
X1.16	0.268	1.094
X1.17	0.445	1.124
X1.18	0.627	1.181
X1.19	1.161	-1.206
X1.2	0.059	-0.741
X1.20	-0.777	0.693
X1.21	0.529	-0.859
X1.22	1.986	-1.218
X1.23	1.852	-1.29
X1.24	0.781	1.286
X1.26	-0.333	-0.588
X1.27	0.603	-0.726
X1.28	1.571	-1.085
X1.29	1.827	-1.27
X1.30	0.455	-0.672

Table 1 illustrates that all kurtosis values for the instructional leadership variable are less than 3, indicating that the density function of data from X1.1 to X1.30 is concentrated around the center. Meanwhile, there are seven data points with positive skewness, specifically X1.11, X1.12, X1.14, X1.16, X1.17, X1.18, and X1.24, with skewness values greater than 0. This suggests that the distribution curve has a longer tail to the right. Additionally, there are 22 data points—X1.1, X1.2, X1.3, X1.4, X1.5, X1.6, X1.7, X1.8, X1.9, X1.10, X1.13, X1.19, X1.20, X1.21, X1.22, X1.23, X1.26, X1.27, X1.28, X1.29, and X1.30—which exhibit negative skewness, indicating that the distribution curve has a tail extending more to the left. Furthermore, there is one data point, X1.20, with a skewness value of 0, suggesting that the data distribution appears symmetric.

Table 2. Descriptive Statistics of the Organizational Culture Variable

Name	Excess kurtosis	Skewness
X2.1	0.575	-0.839
X2.2	1.098	-0.902
X2.3	-0.22	0.61
X2.4	-0.917	0.155
X2.5	0.12	0.689
X2.6	1.721	1.201
X2.7	1.385	-0.953
X2.8	1.239	-1.136
X2.9	3.472	-1.475
X2.10	2.191	-1.202
X2.11	0.523	1.023
X2.12	0.466	-0.828
X2.13	0.643	1.062

X2.14	-0.1	-0.504
X2.15	1.283	-0.977
X2.16	0.387	-0.825
X2.17	1.144	-1.072
X2.18	0.082	0.869
X2.19	0.92	-0.97
X2.20	0.049	-0.771
X2.21	0.087	0.622
X2.22	0.54	0.868
X2.23	0.576	-0.741
X2.24	0.38	-0.772

Table 2 illustrates that all kurtosis values for the organizational culture variable are less than 3, indicating that the density function of data from X2.1 to X2.24 is concentrated around the center, except for the data point X2.9, which shows a kurtosis value greater than 3, suggesting that the data density peaks near the center. Meanwhile, there are two data points with positive skewness, specifically X2.11 and X2.13, with skewness values greater than 0. This suggests that the distribution curve has a longer tail to the right. Additionally, there are 21 data points—X2.1, X2.2, X2.3, X2.4, X2.5, X2.7, X2.8, X2.9, X2.10, X2.12, X2.14, X2.15, X2.16, X2.17, X2.18, X2.19, X2.20, X2.21, X2.22, X2.23, and X2.24—which exhibit negative skewness, indicating that the distribution curve has a tail extending more to the left. Furthermore, there are six data points—X2.3, X2.4, X2.5, X2.18, X2.21, and X2.22—with a skewness value of 0, suggesting that the data distribution appears symmetric.

Table 3. Descriptive Statistics of the Organizational Commitment Variable

Name	Excess kurtosis	Skewness
X3.1	1.513	-1.191
X3.2	2.216	1.77
X3.3	-1.123	0.282
X3.4	-1.006	-0.177
X3.5	1.954	1.678
X3.6	2.047	1.64
X3.7	1.179	-1.2
X3.8	2.229	1.72
X3.9	1.734	-1.33
X3.10	-0.099	0.684
X3.11	-0.828	0.058
X3.12	0.256	-1.002
X3.13	-0.976	-0.519
X3.14	2.364	-1.266
X3.15	1.314	-1.175
X3.16	-1.187	0.078
X3.17	-0.745	0.398
X3.18	-1.114	-0.238
X3.19	-0.641	-0.458

X3.20	-0.323	0.746
X3.21	-0.723	0.774
X3.22	-1.029	0.411
X3.23	-0.764	-0.013
X3.24	-0.104	-0.79

Table 3 explains that all kurtosis values for the organizational commitment variable are less than 3, indicating that the density function of data from X3.1 to X3.24 tends to be concentrated around the center. Meanwhile, there are two data points with positive skewness, namely X3.2 and X3.8, with skewness values greater than 0. This suggests that the distribution curve has a longer tail to the right. There are 21 data points, namely X3.1, X3.3, X3.4, X3.5, X3.6, X3.7, X3.9, X3.10, X3.11, X3.12, X3.13, X3.14, X3.15, X3.16, X3.17, X3.18, X3.19, X3.20, X3.21, X3.22, X3.23, and X3.24. These data points exhibit negative skewness, indicating that the distribution curve has a tail extending more to the left. Additionally, there are eight data points—X3.3, X3.10, X3.11, X3.16, X3.17, X3.20, X3.21, and X3.22—with skewness values of 0, suggesting that the data distribution appears symmetric.

Table 4. Descriptive Statistics of Teacher Performance Variable

Name	Excess kurtosis	Skewness
Y1.1	7.244	-2.474
Y1.2	4.546	-2.177
Y1.3	5.424	-1.99
Y1.4	1.596	-1.471
Y1.5	1.432	-1.153
Y1.6	0.471	-1.027
Y1.7	0.406	-1.017
Y1.8	0.786	-0.88
Y1.9	-0.319	-0.796
Y1.10	-0.361	-0.728
Y1.11	4.524	-2.028
Y1.12	1.309	-1.386
Y1.13	0.124	-1.124
Y1.14	2.544	-1.602
Y1.15	3.199	-1.644
Y1.16	4.019	-1.767
Y1.17	-0.334	-0.145
Y1.18	-0.55	-0.303
Y1.19	3.377	-1.527
Y1.20	0.209	-0.659
Y1.21	1.467	-0.969
Y1.22	-0.649	-0.051
Y1.23	-0.626	-0.425
Y1.24	2.185	-1.299
Y1.25	2.255	-1.111
Y1.26	0.26	-0.864

Y1.27	0.545	-1.064
Y1.28	2.233	-1.438
Y1.29	0.034	-0.96
Y1.30	2.91	-1.396

Table 4 describes that all kurtosis values for the teacher performance variable are less than 3, indicating that the density function of data from Y1.1 to Y1.30 tends to be concentrated around the center, except for the data points Y1.1, Y1.2, Y1.3, Y1.11, Y1.16, and Y1.19. Meanwhile, negative skewness is observed in the data from Y1.1 to Y1.30. This indicates that all 30 data points have negative skewness, suggesting that the distribution curve has a tail extending more to the left.

Conclusions

The research findings show that the kurtosis value is < 3 and the skewness is positive for the instructional variable, with 7 data points having a skewness > 0 and 22 data points showing negative skewness. For the kurtosis value, 23 data points are < 3 , and 1 data point is > 3 . In the organizational culture variable, there are 2 data points with positive skewness (skewness > 0) and 6 data points with skewness = 0. In the organizational commitment variable, 24 data points have a kurtosis value < 3 . The positive skewness is observed in 2 data points, with skewness > 0 , while 21 data points show negative skewness, and 8 data points have skewness = 0. In the teacher performance variable, 24 data points have a kurtosis value < 3 , and 6 data points have kurtosis > 3 . All skewness values for the teacher performance variable are negative, indicating a distribution curve where the tail extends more to the left. This can be interpreted that the average kurtosis value is less than 3 (< 3), which suggests a normal data distribution, while the average skewness value shows a negative tendency, indicating that normality assumptions are not fully met for the population and sample concerning specific values.

References

- Akbar, S. J., Dharmayanti, P. A., Nurhidayah, V. A., Lubis, S. I. S., Saputra, R., Sandy, W., Mailidiana, S., Setyaningrum, V., Letari, L. P. S., Ningrum, W. W., Astuti, N. M., Nelly, Ilyas, F. S., Ramli, A., Kurniati, Y., & Yuliastuti, C. (2023). Model dan Metode Pembelajaran Inovatif (Efitra & Sepriano, Eds.). PT. Sonpedia Publishing Indonesia.
- Anub, C. D. (2020). Instructional Leadership Practices, Teachers' Satisfaction and School Performance Indicators. *Journal of World Englishes and Educational Practices (JWEEP)*, 2(4), 50–64.
- Aung, T. (2020). A Study of The Relationship between Lecturer's Perceptions of their Leadership Capacity and Organizational Culture at Strategy First University, Yangon, Myanmar. Assumption University of Thailand.
- Awaliyah, Rusdinal, Y. (2019). Contribution of Professional Competence and Supervision toward Vocational High School Teachers' Performance in Lima Puluh Kota District. *International Journal of Educational Dynamics*, 1(2), 325–333.
- Fadillah. (2014). Implementasi kurikulum 2013 dalam pembelajaran SD/MI, SMP/MTs, dan SMA/MAN (1st ed.). Ar-Ruzz Media.
- Firdani, A. (2017). Persepsi Guru dalam Pembelajaran SBDP pada Kurikulum 2013 Edisi Revisi SD IT Bias Assalam Kota Tegal. Universitas Negeri Semarang.
- Gading, S. J. L. (2024). Instructional Leadership Practices of the School Heads to Improve Teachers Performance. *United International Journal for Research & Technology*, 5(6), 89–119.
- Ganyaupfu, E. M. (2013). Factors Influencing Academic Achievement in Quantitative Courses among Business Students of Private Higher Education Institutions. 4(15), 57–66.
- Guler, E., & Özgenel, M. (2023). The Pattern of Relationships Between School Size, School Culture, and Teachers' Organizational Commitment and Students' Academic. *İnsan ve Toplum Bilimleri Araştırmaları Dergisi*, 12(3), 1474–1501. <https://doi.org/10.15869/itobiad.1270644>
- Guru Dan Dosen, Pub. L. No. 14, 14 1 (2005).
- Harahap, F., & Rusdinal. (2017). The influence of principal managerial competency toward teachers productivity with mediation of organizational citizenship behavior and interpersonal communication. 2nd International Conference on Educational Management and Administration, 290–299.
- Hartiwi, H., Kozlova, A. Y., & Masitoh, F. (2020). The Effect of Certified Teacher and Principal Leadership Toward Teachers' Performance. *International Journal of Educational Review*, 2(1), 70–88.
- Hasanah, A., & Setyaningsih, R. (2020). Hubungan Pelaksanaan Supervisi Akademik dengan Kinerja Guru di SMA Islam As-Shofa Pekanbaru. *Indonesian Journal of Islamic Educational Management*, 3(1), 44–51.

- Hazizah, N., Rusdinal, Ismaniar, Nirwana, H., & Alnedral. (2024). Kindergarten Teachers' Difficulties in Developing Early Childhood Attention Skills in Padang City. *Community Practitioner*, 21(4), 1554–1551. <https://doi.org/10.5281/zenodo.11102152>
- Junindra, A., Nasti, B., Rusdinal, & Gistituati, N. (2022). Manajemen berbasis Sekolah (MBS) dalam Meningkatkan Mutu Pendidikan di Sekolah Dasar. *Cerdas Proklamator*, 10(1), 88–94.
- Kit Kilag, O. T., Uy, F. T., Mae Gomez, H. D., Dela Cruz, R., Joy Matis, P. A., Anne Gier, R., & Seblon, K. M. (2024). Impact of Transformational Leadership on Teacher Job Satisfaction and Commitment. 7. <https://doi.org/10.5281/zenodo.12606261>
- Mansur, N. (2013). Meningkatkan Mutu Pendidikan melalui Penerapan Manajemen berbasis Sekolah. *Jurnal Ilmiah DIDAKTIKA*, XIV(1), 24–42.
- Mehnaz, H. S., Iqbal, M., & John, A. (2022). Impact of Instructional Leadership on Student Achievement through Teachers Behaviour: Multilevel Study. *Journal of ISOSS*, 8(1), 361–374.
- Misnawati, Karma, N., & Oktavianti, I. (2022). Analisis Strategi Guru dalam Pengelolaan Kelas Daring di Kelas V SDN 35 Ampenan Tahun 2020/2021. *Jurnal Ilmiah Profesi Pendidikan*, 7(1), 177–181.
- Nellitawati, Ganefri, Rusdinal, Hardianto, Setiawan, M. N. A., Ginanjar, S., & Arwildayanto. (2024). The influence of instructional leadership and work commitment on teacher performance. *Cakrawala Pendidikan*, 43(3), 546–561. <https://doi.org/10.21831/cp.v43i3.66677>
- Nellitawati, N. (2019). Teacher's pedagogical competencies on the vocational high school of Padang City. *Jurnal Konseling Dan Pendidikan*, 7(2), 58–61. <https://doi.org/10.29210/133300>
- Quines, L. A., & Ogal, J. A. M. (2023). The Mediating Effect of Passion For Teaching on The Relationship Between Organizational Culture And Empowering Leadership of School Heads. *EducationJournalofEducationStudies*, 10(12), 474–499. <https://doi.org/DOI:10.46827/ejes.v10i12.5142>
- Rusdinal, Komariah, A., Wiyono, B. B., Meizatri, R., & Rifina. (2024). E-leadership capacity and readiness for change in tackling learning innovation disruption in implementing Merdeka Belajar policy. *Cakrawala Pendidikan*, 43(2), 398–410. <https://doi.org/10.21831/cp.v43i2.71589>
- Sabandi, A., Anisah, & Rusdinal. (2018). Training Needs Analysis: Study on Development of School Administration's Competence. *Journal of Educational Review and Research*, 1(1), 15–24.
- Sahudra, T. M., Murniati, Setiawan, D., & Taher, A. (2019). The Influence of Social Interaction Learning Model, Learning Motivation, Social Attitude on the Student Learning Result of Geographic Subject in Public Senior High Schools in Aceh Province. *Environment and Pollution Journal*, 8(2), 41–55. <https://doi.org/doi:10.5539/ep.v8n2p41>
- Saleem, A., Deeba, F., & Naz, F. L. (2020). Role of Instructional Leadership on Teachers' Performance at College Level. *Pakistan Social Sciences Review*, 4(1), 1059–1071.
- Satata, S., Trisnamasyah, S., Sujiarto, H., & Kosasih, U. (2020). The Effect Of Leadership, Organizational Culture, Commitment, And Teacher Competency On Teacher Performance. *International Journal of Educational Research & Social Sciences*, 1(1), 1–9.
- Setiawan, A. W. (2018). Differences of Education Systems in Developed and Developing Countries Curriculum, Educators and Financing in Indonesia and Finland. *Didaktika Religia*, 6(1), 139–152.
- Setiawati, Y. H., Baharan, H., Sa'diyah, H., & Hidayati, Y. (2023). Career Management in Building Teacher Professional Performance. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(3), 3387–3394. <https://doi.org/10.31004/obsesi.v7i3.4156>
- Sukarmin, & Sin, I. (2022). THE INFLUENCE OF PRINCIPAL INSTRUCTIONAL LEADERSHIP BEHAVIOUR ON THE ORGANISATIONAL COMMITMENT OF JUNIOR HIGH SCHOOL TEACHERS IN SURAKARTA. *Malaysian Journal of Learning and Instruction*, 19(2), 69–95. <https://doi.org/10.32890/mjli2022.19.2.3>
- Syoviana, E., Rusdinal, Hadiyanto, Gistituati, N., & Marsidin, S. (2024). Needs Analysis of Teaching Materials To Increase Pedagogical Competence through Action based Learning. *Community Practitioner*, 21(6), 1898–1910. <https://doi.org/10.5281/zenodo.12285760>
- Werang, B. R., Agung, A. A. G., Pio, R. J., Asaloei, S. I., & Leba, S. M. R. (2023). The Effect of Servant Leadership, Work Ethics, Organizational Culture, and Organizational Commitment on Teacher Performance in State Vocational High School in Denpasar City. *Pegem Journal of Education and Instruction*, 14(1). <https://doi.org/10.47750/pegegog.14.01.15>
- Widiasmara, B., & Andriani, D. (2021, October 19). The Effects of Instructional Leadership and Organizational Culture on Teacher Performance at Public Senior High Schools in Sleman Regency, Indonesia. <https://doi.org/10.4108/eai.19-12-2020.2309164>
- Zulkarnain, R., & Alkadri, H. (n.d.). Primary School Teacher Performance in Creating Quality Learning. *IRJE | Indonesian Research Journal in Education* | Vol. <https://doi.org/10.22437/irje.v8i1.31677>.