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**INSTRUCTIONAL LEADERSHIP, JOB SATISFACTION,  
COMMITMENT, AND TEACHER PERFORMANCE IN NORTH  
BANJARMASIN****\*<sup>1</sup>Ita Rahmiyani, <sup>2</sup>Ahmad Suriansyah, <sup>3</sup>Aslamiah****\*<sup>1,2,3</sup>Universitas Lambung Mangkurat**Email: \*<sup>1</sup>itharahmiyani9@gmail.com, <sup>2</sup>a.suriansyah@ulm.ac.id, <sup>3</sup>aslamiyah@ulm.ac.id**Abstract**

This study aims to analyze the direct and indirect relationships between principals' instructional leadership, job satisfaction, work commitment, and teacher performance in public elementary schools in North Banjarmasin District, Banjarmasin City. The research employed a cross-sectional design using a path analysis model to examine the relationships among variables. The population consisted of 309 teachers from 27 public elementary schools in the district. Using the probability simple random sampling technique, 174 teachers were selected as research respondents. Data were collected through questionnaires and analyzed using descriptive statistics, classical assumption tests, hypothesis testing, and path analysis. The results indicate that all research variables are categorized as high. The regression coefficient values show strong relationships among variables, including instructional leadership and teacher performance (0.825), job satisfaction and teacher performance (0.829), work commitment and teacher performance (0.816), instructional leadership and work commitment (0.783), and job satisfaction and work commitment (0.486). The analysis also reveals indirect relationships, where instructional leadership influences teacher performance through work commitment (0.337) and job satisfaction affects teacher performance through work commitment (0.3691). These findings demonstrate that principals' instructional leadership, teachers' job satisfaction, and work commitment significantly contribute to improving teacher performance, both directly and indirectly. The study suggests that school principals should continue strengthening instructional leadership practices, particularly by enhancing interaction with teachers and providing opportunities for professional development and training. Meanwhile, teachers are encouraged to continuously improve their performance by applying effective teaching strategies and comprehensive assessment methods that evaluate not only students' cognitive achievements but also their behavioral and moral development, supporting overall student success in the contemporary learning environment.

**Keywords:** Instructional Leadership, Job Satisfaction, Work Commitment, Teacher Performance**Abstrak**

*Penelitian ini bertujuan untuk menganalisis hubungan langsung dan tidak langsung antara kepemimpinan instruksional kepala sekolah, kepuasan kerja, komitmen kerja, dan kinerja guru di sekolah dasar negeri di Kecamatan Banjarmasin Utara, Kota Banjarmasin. Penelitian ini menggunakan desain cross-sectional dengan model analisis jalur untuk menguji hubungan antar variabel. Populasi penelitian terdiri dari 309 guru dari 27 sekolah dasar negeri di kabupaten tersebut. Dengan menggunakan teknik*

*sampling acak sederhana probabilitas, 174 guru dipilih sebagai responden penelitian. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan statistik deskriptif, uji asumsi klasik, pengujian hipotesis, dan analisis jalur. Hasil menunjukkan bahwa semua variabel penelitian dikategorikan sebagai tinggi. Nilai koefisien regresi menunjukkan hubungan yang kuat antar variabel, termasuk kepemimpinan instruksional dan kinerja guru (0,825), kepuasan kerja dan kinerja guru (0,829), komitmen kerja dan kinerja guru (0,816), kepemimpinan instruksional dan komitmen kerja (0,783), serta kepuasan kerja dan komitmen kerja (0,486). Analisis juga mengungkapkan hubungan tidak langsung, di mana kepemimpinan instruksional memengaruhi kinerja guru melalui komitmen kerja (0,337) dan kepuasan kerja memengaruhi kinerja guru melalui komitmen kerja (0,3691). Temuan ini menunjukkan bahwa kepemimpinan instruksional kepala sekolah, kepuasan kerja guru, dan komitmen kerja secara signifikan berkontribusi terhadap peningkatan kinerja guru, baik secara langsung maupun tidak langsung. Studi ini menyarankan agar kepala sekolah terus memperkuat praktik kepemimpinan instruksional, terutama dengan meningkatkan interaksi dengan guru serta menyediakan kesempatan untuk pengembangan profesional dan pelatihan. Sementara itu, guru didorong untuk terus meningkatkan kinerja mereka dengan menerapkan strategi pengajaran yang efektif dan metode penilaian komprehensif yang mengevaluasi tidak hanya pencapaian kognitif siswa tetapi juga perkembangan perilaku dan moral mereka, guna mendukung kesuksesan siswa secara keseluruhan dalam lingkungan pembelajaran kontemporer.*

**Kata Kunci:** *Kepemimpinan Instruksional, Kepuasan Kerja, Komitmen Kerja, Kinerja Guru*

## INTRODUCTION

Teachers play a vital role in helping students achieve the national educational goals as outlined in Article 3 of Law No. 20 of 2003, namely to enlighten the nation and develop students' potential so that they become individuals of noble character, knowledgeable, responsible, faithful, and God-fearing. The success of learning depends heavily on teachers' abilities, as they bear primary responsibility for implementing instruction in schools. In addition to possessing extensive knowledge of subject matter, teachers must be skilled in applying effective teaching strategies, providing comprehensive guidance to students, and creating a classroom environment that fosters the development of students' personal qualities and academic abilities. Thus, to achieve the national educational goals of producing a superior, successful, and morally upright generation of future leaders, improving teacher performance is of utmost importance.

Realizing national educational goals certainly requires teachers who are not only competent but also highly committed, perform at a high level, and are responsible for their duties; however, educational institutions are sometimes still unable to achieve this because schools have not yet been able to fully manage their human resources (teachers), a common situation is the school's inability to distinguish between teachers and staff who possess high competence and those with low competence; teachers whose potential has not been fully developed, resulting in human resources that cannot be utilized to their full potential partly due to low motivation and inadequate guidance from leadership, and there is also a form of leadership that is unable to develop and hone the abilities of teachers and educational staff in the institutions they lead, resulting in low teacher commitment to their

work, poor teacher performance, and low job satisfaction at the school. This, of course, impacts the low quality of learning at the school, which in turn affects student learning outcomes and abilities, thereby preventing the school's overall quality from improving. The success of education in schools depends heavily on the performance of dedicated educators, whose efforts have a significant impact on student achievement. If teachers have mastered and developed lesson plans, are creative in teaching, collaborate effectively with colleagues, demonstrate strong leadership that students emulate, possess a pleasant and honest personality, and remain objective in guiding students, then their classroom performance will be excellent. Take full responsibility for your duties (Aslamiah, 2016:92).

Based on the results of a preliminary study to assess performance at elementary schools in the North Banjarmasin District through observations at several schools, it was found that some teachers have very low performance, as evidenced by the fact that the implementation of learning activities at the schools is still not optimal, such as: 1) a lack of teachers' ability to design lesson plans—specifically, they simply copy them directly from the internet without analyzing them to suit the learning needs of the classroom; teachers are still unable to set learning objectives in lesson plans that take into account student characteristics; this is evident from the fact that teachers' lesson plans or teaching modules are still taken from the internet and not adapted to the capabilities and characteristics of each school; 2) Many teachers still teach using conventional, one-way methods without employing varied models and strategies, and rarely use concrete or technological media; 3) Learning has not yet involved students and remains teacher-dominated; the teacher's role is overwhelmingly dominant in the learning process; and 4) The assessment tools designed are limited to cognitive assessment (learning outcomes scores); very few teachers use skill-based, attitude-based, or process-based assessments, nor do they conduct assessments based on students' learning styles or characteristics

In line with Regulation No. 16 of 2009, which defines the functional roles of teachers and related credit points, the government is striving to improve teacher performance through various measures such as performance evaluations. Pursuant to Article 1, Paragraph 8, a teacher's career, rank, and position may be advanced through performance evaluations that encompass all aspects of their work as a teacher. Furthermore, as stated in Article 5, paragraph (1), a teacher's primary responsibilities include educating, teaching, guiding, directing, training, assessing, and evaluating students from elementary, secondary, and high school levels, as well as other responsibilities related to the school's or madrasah's mission. Article 8 of Law No. 14 of 2005, which addresses teachers and lecturers, stipulates that to fulfill their primary responsibilities, a teacher must possess certain academic qualifications, such as a bachelor's degree, a valid teaching certificate, good physical and mental health, and the ability to achieve national educational goals, including enlightening the nation's life. Additionally, Paragraph (1) of Article 10 outlines four competencies a teacher must possess: (1) pedagogical competency, which includes the ability to plan, implement, and evaluate learning; (2) personal competency, which

includes the ability to maintain a positive attitude and act in ways conducive to learning; (3) social competencies, which include the ability to communicate effectively with diverse individuals; and (4) professional competencies, which include the ability to continue learning and growing as a professional. School principals skilled in instructional leadership will be able to steer their schools in the right direction, support their teachers' professional growth, and inspire creativity and teamwork in the classroom. In the long term, this helps teachers become better at their jobs, which in turn improves student learning outcomes and instructional preparation. Simply put, elementary school teachers have a higher chance of reaching their full potential when administrators provide strong leadership.

The role of instructional leadership in improving teacher performance within an organization is crucial, particularly regarding their responsibility to raise student learning standards. To enhance the quality of learning and the school as a whole, it is essential for principals to implement instructional leadership strategies that enable them to inspire, motivate, guide, mentor, and supervise teachers to achieve shared goals and improve student achievement. Therefore, having a principal experienced in leadership theory and practice, who can effectively monitor student progress, and who can inspire the teaching staff is crucial. The effects and practices of organizational leadership that influence student achievement are best explained by instructional leadership, according to Maris (2014:10). The conclusion drawn from the above discussion indicates that instructional leadership is a management style that prioritizes the means and goals of student learning by encouraging educator autonomy (Emilda Sulasmi, 2020:200).

Job satisfaction is a key component, alongside instructional leadership, of this principle. Teachers who are happy in their work tend to be more effective, meticulous, and dedicated to their students. These findings align with the research by Hernawati and Sudirman (2020), who found that satisfied teachers perform better in the classroom. Job satisfaction and performance are significantly correlated, according to Hartanto's study (2021). Thus, an individual's satisfaction with their work can influence their efficiency. An employee's work performance is directly proportional to how happy they are working at the company. Individuals tend to feel comfortable and loyal to the company if they are satisfied with their work, according to Koesmono (2013:16). Two components of a happy work life, in many cases, are satisfaction and work. A sense of satisfaction is experienced when one's expectations are met, or even when they are exceeded. Work, conversely, is an individual's effort to achieve goals in exchange for monetary compensation or other forms of reward for their efforts during their tenure.

A teacher's commitment to the school organization will be stronger if the teacher possesses a high level of commitment. They are expected to participate in school activities to achieve the school's goals, exert significant effort beyond minimal expectations, and remain employed within the organization. Teachers' commitment to the school is conceptualized as their belief in and acceptance of the school's goals and values, their efforts to realize these goals and values, and their strong desire to maintain their

membership in the school. According to Karsiwan (2022:110), commitment to students is based on the teacher's high expectations and ideas of success; commitment to students does not focus solely on the students but also encompasses the teaching mission and student achievement within the school. Additionally, Somech and Bogler (2002) state that teachers' commitment to the profession involves an affective attachment to the profession or job, which is linked to self-identification and personal satisfaction as a teacher.

Nurhayati (2019) found that the level of teachers' dedication significantly influences their effectiveness in the classroom. Anyone can become a better teacher if they are truly committed. Volunteering to the greatest extent possible for the organization's benefit is a hallmark of highly committed educators. Because they are part of something greater, dedicated educators will go the extra mile and do whatever it takes to help their students succeed. Teachers will be more engaged and feel more at ease in their roles if they have a strong sense of belonging to the organization. Learning outcomes, student growth, and academic achievement are greatly influenced by how successfully teachers carry out their duties. How well a teacher performs their duties in the classroom is a good indicator of their performance. A teacher's effectiveness is reflected in how their students learn. According to Aslamiah's research (2016:21), instructors play a crucial role in enhancing the learning process in schools.

The situation in North Banjarmasin District reflects serious challenges in the world of education, particularly regarding the low level of instructional leadership among school principals. Weak instructional leadership has a significant impact on various aspects of the school environment, including teacher job satisfaction, commitment to the profession, and ultimately, teacher performance itself. School principals who are unable to optimally perform instructional leadership functions—such as providing clear direction, supporting teachers' professional development, and fostering a positive school culture—tend to be unable to motivate teachers to work to their full potential. This leads teachers to feel undervalued, uninspired, and demotivated in carrying out their duties.

Low levels of teacher collaboration in creating effective teaching techniques, dull and unimaginative pedagogical practices, and a lack of variety in interactions during the learning process are symptoms of this problem. Additionally, school administrators must promote and supervise their staff to ensure they make the most of available learning resources, such as media and physical spaces. This leads to a decline in student engagement and an inability to meet each student's learning needs. Student motivation and academic achievement are also negatively impacted by this situation. Therefore, to foster a positive work environment, enhance teacher dedication and performance, and promote high-quality learning processes, it is essential to strengthen the principal's role as an instructional leader.

## **METHOD**

This study employs a quantitative approach with a descriptive correlational design aimed at identifying both direct and indirect relationships among the variables under

investigation. The quantitative approach was chosen because this study focuses on the objective measurement of data and the analysis of relationships between variables using statistical techniques. A descriptive correlational design is used to describe the conditions of the research variables while analyzing the relationships that occur among these variables in a real-world field context. Additionally, this study employs path analysis to identify the direct and indirect effects of independent variables on the dependent variable through intervening variables. The independent variables in this study consist of the Principal's Instructional Leadership ( $X_1$ ) and Teacher Job Satisfaction ( $X_2$ ). The principal's instructional leadership is understood as the principal's ability to direct, guide, and facilitate learning activities so that they proceed effectively. Meanwhile, teacher job satisfaction refers to the level of positive feelings teachers have toward their work, encompassing aspects of the work environment, recognition, and professional relationships at school. The intervening variable in this study is Work Commitment ( $Z$ ), which describes the level of teachers' attachment and willingness to continue contributing optimally to the school organization. The dependent variable in this study is Teacher Performance ( $Y$ ), which reflects a teacher's ability to carry out their professional duties, including lesson planning, lesson delivery, and evaluation of student learning outcomes.

The study population consists of 309 public elementary school teachers. Sampling was conducted using the Probability Sampling technique with the Simple Random Sampling method, ensuring that every member of the population has an equal chance of being selected as a study respondent. Based on this technique, a sample of 174 teachers was obtained and served as respondents in this study. The data analysis techniques used involve several stages. The first stage is descriptive analysis to describe the conditions of each research variable. The second stage is the classical assumption test, which includes tests for normality, multicollinearity, and heteroscedasticity to ensure that the data meet the requirements for regression analysis. The next stage is hypothesis testing through regression analysis and t-tests to determine the partial effects between variables. Additionally, a coefficient of determination test was conducted to assess the extent of the independent variables' contribution to the dependent variable. Finally, path analysis was used to test the direct and indirect effects among the variables, including a mediation test using the Sobel test to determine the role of work commitment as an intervening variable in the relationship between instructional leadership, job satisfaction, and teacher performance.

## **RESULTS AND DISCUSSION**

Instructional leadership has been shown to have a significant direct impact on teachers' job satisfaction, commitment, and performance. Suriansyah (2013) explains that effective instructional leadership is characterized by the principal's ability to foster a school culture that supports learning. Hadi (2014) adds that principals must serve as agents of change who focus on improving the quality of the teaching and learning process. These findings are further supported by Suhaimi (2015), who demonstrates that leaders capable of providing appropriate motivation and guidance enhance teachers' enthusiasm and

professionalism. Teachers' job satisfaction has a significant impact on their performance and work commitment. According to Aslamiah (2016), teacher job satisfaction is influenced by a supportive work environment and recognition from the principal. Sulistiyana (2017) emphasizes that teachers who are satisfied with their work tend to exhibit high loyalty and productivity. This is evident in this study, where teachers who feel satisfied demonstrate better performance and a strong sense of responsibility.

Teachers' work commitment also makes a significant contribution to their performance. Wahyu (2020) states that high commitment encourages teachers to remain productive despite facing workplace challenges. Metroyadi (2019) also explains that school principals play a crucial role in fostering teachers' commitment through active involvement in instructional activities and professional development. In addition to direct relationships, this study also identified significant indirect effects. Instructional leadership influences teacher performance through job satisfaction and work commitment as mediating variables. Similarly, teacher job satisfaction affects performance through commitment as a mediator. This aligns with the theory by Muhammad Saleh (2018), who states that a combination of effective leadership and a satisfying work environment creates high-performing teachers.

Hypothesis testing at SDN in North Banjarmasin District, Banjarmasin City, found that instructional leadership is positively correlated with teacher performance. The results of the partial t-test clearly demonstrate this, as they yielded a significance value of  $0.000 < 0.05$  and a T-value of  $19.119 > 1.654$  (Table). In fact, the principal's instructional leadership is positively correlated with teacher performance in terms of decision-making. Based on the regression test results, there is a positive correlation between the level of job satisfaction among elementary school teachers and their students' academic achievement. The regression coefficient of 0.166 for teacher job satisfaction clearly indicates a one-point correlation between teachers' achievement motivation and performance, with a one-point increase resulting in a 0.166-point improvement in task performance. Teachers will perform better if they are more motivated to succeed.

Based on the findings of the frequency distribution, 63.79 percent of respondents have a very high level of dedication to their profession. Teachers at SDN in North Banjarmasin District, Banjarmasin City, appear to be highly committed to improving educational standards. A dedicated educator will never stop learning new things that will help their students. A dedicated educator will strive to get to know their students personally as they learn, both inside and outside the classroom. This helps them in what they do best as teachers: teaching. Commitment is an attitude, according to Luthans (2016:27). Someone who is ready to immerse themselves in an organization, he argues, is a dedicated individual. When people give their best to an organization, they effectively invest in the organization's success and bring it closer to its established goals. A hypothesis test at SDN Banjarmasin Utara Subdistrict, Banjarmasin City, found a statistically significant correlation between strong instructional leadership and dedicated classroom teachers. This can be seen from the results of the t-test. The variables Instructional Leadership (X1)

and Work Commitment (Z) of the principal showed statistical significance with a p-value less than 0.05 and a t-value greater than 1.654 (t-table). This indicates a strong correlation between the principal's leadership in the classroom and employees' dedication to their work.

Hypothesis testing indicates that elementary school teachers in North Banjarmasin Subdistrict, Banjarmasin City, are significantly more committed to their work when they are satisfied with it. The T-test results confirm this, as the estimated T-value of 19.951 > 1.654 (T-table) and the significance level of 0.000 < 0.05. The research results indicate that elementary school teachers in North Banjarmasin District, Banjarmasin City, are highly committed to their work and highly satisfied with their job satisfaction. The work dedication of the school principal as an instructional leader and teacher performance at an elementary school in North Banjarmasin District, Banjarmasin City, have an indirect relationship with a coefficient value of 0.337. According to the Sobel test, 12.316 (T-calculated) > 1.654 (T-table), indicating a positive result. Consequently, work dedication is a crucial intervening variable. Thus, teachers' dedication to their work can mediate the relationship between the principal's classroom leadership and student achievement at an elementary school in North Banjarmasin District, Banjarmasin City.

A coefficient value of 0.369 indicates an indirect relationship between job satisfaction and teacher dedication with their performance at an elementary school in North Banjarmasin District, Banjarmasin City. Based on the Sobel test, the intervening variable of commitment is significant because 13.647 (T-calculated) > 1.654 (T-table), which is a positive value. Thus, it is reasonable to assume that, at an elementary school in North Banjarmasin District, Banjarmasin City, the level of teachers' work commitment mediates or intervenes between their level of job satisfaction and their students' academic achievement. There is a direct relationship between instructional leadership, job satisfaction, and work commitment on teacher performance. Effective principal leadership has been proven to improve teacher performance. Job satisfaction has a positive impact on teachers' motivation and sense of responsibility in teaching. High job commitment also encourages teachers to contribute optimally to the school's organizational goals. Additionally, an indirect relationship was found between instructional leadership and job satisfaction on performance through job commitment.

**Table 1.** Hypothesis Test Results

No.	Hipotesis	Value t calculated / z calculated	Sig. Value (p)	Hypothetical Decision	Remarks
1	Instructional Leadership → Job Satisfaction	4,996	0,000	Accepted	There is a significant positive influence

2	Instructional Leadership → Work Commitment	3,862	0,000	Accepted	There is a significant positive influence
3	Instructional Leadership → Teacher Performance	3,251	0,002	Accepted	There is a significant positive influence
4	Job Satisfaction → Work Commitment	3,112	0,003	Accepted	There is a significant positive influence
5	Job Satisfaction → Teacher Performance	2,140	0,035	Accepted	There is a significant positive influence
6	Work Commitment → Teacher Performance	3,134	0,003	Accepted	There is a significant positive influence
7	Instructional Leadership → Job Satisfaction → Work Commitment (sobel test)	3,325	0,000	Accepted	Job satisfaction mediates the relationship significantly
8	Instructional Leadership → Work Commitment → Teacher Performance (sobel test)	2,646	0,008	Accepted	Work commitments mediate relationships significantly
9	Instructional Leadership → Job Satisfaction → Teacher Performance (sobel test)	2,138	0,032	Accepted	Job satisfaction mediates relationships significantly

## CONCLUSION

Based on the results of a study conducted at elementary schools in North Banjarmasin District, Banjarmasin City, it can be concluded that there is a generally positive relationship between the principal's instructional leadership, job satisfaction, work commitment, and teacher performance. The principal's leadership not only has a direct impact on teacher performance but also indirectly influences performance by increasing job satisfaction and work commitment. Teachers who feel satisfied with their work tend to be more dedicated, especially when students demonstrate good academic achievement.

This dedication has also been shown to correlate with improved teacher performance in the classroom. Thus, teachers' success in teaching is greatly influenced by effective principal leadership as well as teachers' levels of happiness and commitment to their work.

Based on the research findings, several recommendations are suggested to enhance the effectiveness of instructional leadership, job satisfaction, work commitment, and teacher performance in elementary schools, particularly in North Banjarmasin Subdistrict, Banjarmasin City. First, for classroom teachers, it is important to build better communication with the principal to foster harmonious interaction and collaboration. Teachers also need to increase their commitment to the organization by recognizing that the school is an investment in their careers and futures. Additionally, teachers are expected to continuously improve their performance, particularly in utilizing assessment results to provide useful feedback for students' learning progress and as a basis for designing future instructional materials. Second, for school principals, it is recommended to continue providing professional development to teachers, particularly in enhancing their ability to design and implement learning assessments, as well as developing effective evaluation methods for teacher instruction. Third, for the Banjarmasin City Education Office, the findings of this study can serve as input in formulating policies and teacher performance development programs, particularly within the SDN schools of North Banjarmasin District. Finally, for future researchers, it is recommended to include additional relevant variables so that studies on teacher performance can yield more comprehensive and in-depth results.

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