



The influence of principal managerial ability and bos fund management on the performance of leading teachers at elementary schools in solok regency

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ABSTRACT

This study was motivated by the suboptimal managerial role of school principals, limited leadership support, and the lack of transparency in the management of the School Operational Assistance (BOS) funds, which have hindered support for the innovative programs of teacher leaders as agents of change in schools. The study aims to determine the extent to which the managerial capabilities of school principals and the management of BOS funds influence the performance of teacher leaders, both partially and simultaneously. The research design employed is a field study using a quantitative approach with multiple linear regression. The study population consists of 335 teacher-leaders at public elementary schools in Solok Regency, with a sample of 183 participants determined using the Slovin formula and proportional random sampling. Data were collected via questionnaires and analyzed using multiple regression with the aid of IBM SPSS Statistics 26. The results indicate that the principal's managerial competence has a significant effect on the performance of teacher leaders. Conversely, the management of BOS funds does not have a significant effect when considered partially. However, when considered simultaneously, both variables have a significant effect on the performance of teacher leaders.

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INTRODUCTION

Education plays a vital role in driving a nation's progress. In Indonesia, the right to access education is firmly guaranteed by the state, as stated in Article 31, Paragraph 1 of the 1945 Constitution, which declares that every citizen has the right and the obligation to receive an education. Education is designed with the aim of producing a generation that is faithful and highly moral, and has the ability to face the challenges of the times. As stated in Law No. 20 of 2003 concerning the National Education System, education aims to develop the potential of students so

that they become people who are faithful, pious, and possess the skills to contribute to society (E. Mulyasa., 2012)

Guru Penggerak are designed to be agents of change capable of creating innovative, collaborative, and project-based learning tailored to students' needs (Pribadi, 2023). Guru Penggerak are responsible for classroom instruction, but they are also encouraged to motivate their colleagues to adopt more innovative and effective learning approaches. This role is reflected through the implementation of various strategic programs designed and carried out within the school environment (Sari et al., 2020). Factors influencing the performance of Teacher Leaders include, professional competence, work motivation, and discipline all of which are believed to enhance the quality of teachers' performance (Widyastiti, 2023). According to (Arisucipta Dewi, 2024), transformational leadership style and job satisfaction are two dominant factors influencing teacher performance. According to (Wikasiwi, 2023), service-oriented leadership, work discipline, and a strong organizational culture have a positive and significant impact on improving teacher performance. Additionally, the motivation to excel is also a key factor that can influence a teacher's effectiveness in carrying out their duties (Nathalia, 2021).

Gusnani, M.Pd, a school supervisor in Solok Regency, explained during a field observation that the principal's leadership plays a crucial role, while the management of School Operational Assistance (BOS) funds supports programs that will also impact the performance of teacher leaders in elementary schools. Supporting various school operational needs is one function for which BOS funds are utilized, including the provision of facilities, teacher training, and the organization of learning activities.

Observations in the field indicate that the implementation of the Guru Penggerak program at public elementary schools in Solok Regency still faces various challenges. Some teachers have not yet performed optimally in applying learning innovations, classroom management, and collaboration, which is influenced by limited resources, administrative burdens, and uneven school readiness. The lack of support from school principals and limited access to BOS funds are also obstacles, so that the performance of Guru Penggerak in promoting student-centered learning and developing collaboration has not been maximized.

Previous studies have shown that the managerial skills of school principals play a role in influencing teacher performance, as demonstrated by (Cahyaningrum, 2022), (Kemala & Ulum, 2023), and (Budiaty et al., 2024) through quantitative approaches and correlational or regression analysis. Additionally, the study by (Hakim et al., 2022) highlights that the School Operational Assistance (BOS) program is beneficial for teacher performance, leadership style, and the work environment. (Efendi et al., 2023) further note that work commitment can mediate the influence of transformational leadership on teacher performance.

This study addresses a research gap, as previous studies have tended to examine the effectiveness of BOS funds in general (Hakim et al., 2022) without specifically analyzing aspects of BOS management by school principals in direct relation to teacher performance. Furthermore, no study has simultaneously examined the influence of school principals' managerial capabilities and BOS fund management as two independent variables on teacher performance. The focus on teacher leaders has also not been a primary concern in previous quantitative research; even in the study by (Sodik, 2021), the approach used remained qualitative and emphasized performance improvement strategies. Furthermore, geographically, no research has been conducted in Solok Regency, so this local context remains unexplored. Therefore, the novelty of this study lies in the combined approach of between managerial competence and BOS management, a specific focus on teacher leaders as agents of educational change, and a contextual contribution that fills a gap in research within Solok Regency.

This study provides a theoretical contribution by integrating two important factors in educational management: principal managerial competence and School Operational Assistance (BOS) fund management, to explain the performance of Leading Teachers. Previous research generally positions principal competence as a leadership factor influencing teacher performance,

while BOS fund management is more often examined in the context of accountability and the effectiveness of school budget use. Therefore, studies that simultaneously link these two aspects to Leading Teacher performance are still relatively limited. Based on the above phenomenon, this study is crucial to identify the extent to which these two independent variables contribute to supporting Teacher Leaders in Solok Regency in achieving optimal performance. Based on the previous statement, the objective of this study is to determine the extent of the "Impact of School Principals' Managerial Skills and the Management of BOS Funds on the Performance of Teacher Leaders at Public Elementary Schools in Solok Regency".

RESEARCH METHODOLOGY

A quantitative approach was chosen as the research method for this study. Data were collected directly from respondents or primary sources in the field through field research methods. The study population consisted of 335 teacher leaders at public elementary schools in Solok Regency. To determine a sample size that accurately represents the population, the Slovin formula was used with a margin of error of 5% (0.05), as explained below:

$$n = \frac{N}{1+N(\alpha)^2} \quad (1)$$

$$n = \frac{335}{1+335(0.05)^2} \quad (2)$$

$$n = \frac{335}{1,837} \quad (3)$$

$$n = 182,3 \quad (4)$$

Where:

n : Sample Size

N : Population Size

α : Margin of Error

Based on the Slovin formula calculation above, the sample size used for this study was rounded up to 183 Leading Teacher respondents working at public elementary schools in Solok Regency. Respondent characteristics included age, gender, education level, length of service, and experience participating in the Leading Teacher Program.

The method used for sample selection was Proportional Random Sampling, a technique for random sampling that takes into account the proportion of teacher leaders in each subdistrict or cluster of public elementary schools. This was done to ensure that the sample proportionally represented the characteristics of the population and to avoid location bias. The sample size of 183 participants was determined using the Slovin formula and the Proportional Random Sampling technique. This was done to ensure that the sample proportionally represents the characteristics of the population and avoids location bias (Sugiyono, 2016).

The data collection method used in this study involved a questionnaire designed based on the variables used in the research, namely the managerial competence of school principals, the management of the School Operational Assistance (BOS) Fund, and the performance of teacher leaders, using a closed-ended question format administered to 183 teacher leaders. A Likert scale was used as the measurement instrument. To assess the accuracy of the instrument, validity tests comprising content validity and empirical validity as well as reliability tests were conducted.

This study uses three main variables, namely the principal's managerial ability as the Dependent Variable and, the management of School Operational Assistance (BOS) funds, and the performance of Leading Teachers as independent variables. Each variable is measured using several indicators compiled based on theoretical concepts and adapted to the research context. The

principal's managerial ability is measured through six indicators, namely the ability to create, plan, organize, communicate, motivate, and evaluate (Rosyada, 2013). The variable of BOS fund management is measured through four indicators, namely training activities, provision of learning facilities, teacher professional development, and learning planning. Meanwhile, the performance of Leading Teachers is measured through seven indicators, namely learning planning, effective learning implementation, learning leaders, mentoring other teachers, encouraging collaboration between teachers, inspiring and guiding students and colleagues, and finally self-development and innovation (Supardi, 2014).

The data analysis technique used in this study is multiple linear regression. Multiple linear regression is a statistical technique used to test and assess the combined influence of several independent variables on a single dependent variable (Gujarati, 2012). Before conducting the multiple linear regression analysis, the researcher performed classical assumption tests, namely Normality, Linearity, Heteroscedasticity, and Multicollinearity. Classical assumption tests were conducted to obtain a regression equation that is consistent, unbiased, and accurate (Gujarati, 2012). The regression model used in this study is as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + e$$

(5)

Where:

Y	: Performance of SDN Teacher Leaders in Solok Regency
X	: Managerial Ability of School Principals
X ₂	: Management of School Operational Assistance Funds
$\beta_0, \beta_1, \beta_2$: Coefficients
e	: error term

RESULTS AND DISCUSSIONS

Before conducting data analysis, the researcher tested the validity and reliability of the research instruments used. The validity test results showed that all items had a calculated r-value from the item-total corrected correlation greater than the table r-value at a significance level of 0.05 (5%), thus they were deemed valid. Meanwhile, Cronbach's Alpha values ranged from 0.964 to 0.966 for the instruments of the three variables. Thus, all items were deemed reliable and suitable for measuring the research variables, so the questionnaire was distributed to respondents for completion.

Before conducting multiple linear regression analysis, classical assumption tests were first performed, including tests for normality, linearity, heteroscedasticity, and multicollinearity. The first classical assumption test conducted in this study was the normality test using the one-sample Kolmogorov-Smirnov test and a normal probability plot. Based on the results of the One-Sample Kolmogorov-Smirnov test, an Asymp. Sig. (2-tailed) value of 0.200 was obtained, which exceeds the significance threshold of 0.05. This finding indicates that the data in this study are normally distributed. To reinforce the results of the One-Sample Kolmogorov-Smirnov Test, the researcher also used a Normal P-P-Plot diagram analysis with the following results:

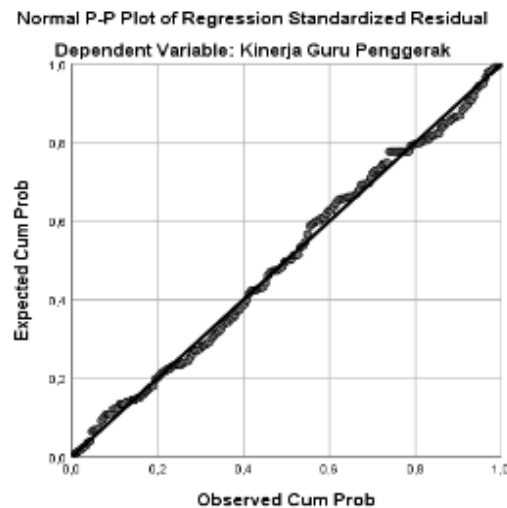


Figure 1. Normal P-Plot Graph

The results of the analysis in Figure 1 show that the data points on the graph follow a diagonal line pattern, indicating that the residuals from the regression model between the principal's managerial ability and the management of BOS funds on the performance of lead teachers at public elementary schools in Solok Regency are normally distributed. Thus, it can be concluded that the assumption of normality in the regression for this study has been met.

After conducting the normality test, the researcher performed a linearity test as the second classical assumption test. In this study, the linearity test used by the researcher was conducted via an ANOVA test and an Eta comparison with R-squared. Based on the calculation of the test for linearity, the model is considered linear if the sig. for linearity is < 0.05 from the ANOVA table (Widhiarso, 2010). After conducting the linearity test, the following results were obtained:

Table 1. Linearity Test of Motivational Teachers' Performance (Y) - School Principals' Managerial Skills (X1) - BOS Fund Management (X2)

		F	Sig	
Motivational Teachers' Performance * School Principals' Managerial Skills	Combined	5,338	.000	
	Linearity	84,225	.000	
	Deviation from Liniearity	2,521	.000	
Motivational Performance*School Managerial Skills	Teachers' Principals'	Combined	4,709	.000
		Linearity	48,575	.000
		Deviation from Liniearity	2,400	.002

Source: Processed data

Based on tables 1, the significance value in the linearity test was recorded at 0.000, which is smaller than the significance threshold of 0.05. Thus, it can be concluded that the relationship between these variables is linear. To strengthen the results of the linearity analysis using the ANOVA table, a linearity test was also conducted using the Eta and R-squared comparison test. The linearity test comparing Eta and R-squared can be seen in the measure of association table. If the Eta value is greater than R-squared, the model is linear (Sinta, 2022). The results of the linearity test using the measure of association table are as follows:

Table 2. Linearity Test of Motivational Teacher Performance (Y) – Principal’s Managerial Ability (X1) – BOS Fund Management (X2)

	R	R Squared	Eta	Eta Squared
Motivational Teacher Performance * Principal’s Managerial Ability	0,523	0,274	0,709	0,503
Motivational Teacher Performance * BOS Fund Management	0,435	0,190	0,606	0,368

Source: Processed data

Based on Table 2, the eta value is 0.709 and the R-squared value is 0.274 for Y with X1, and the eta value is 0.606 and the R-squared value is 0.190 for Y s with X2. This means that the eta value is greater than the R-squared value for both relationships. Therefore, it can be concluded that the model for the relationship between X1 and Y, as well as between X2 and Y, is a linear model. The results of the two linearity test the ANOVA table and the comparison of the Eta values with R-squared yield the same conclusion. Thus, it can be determined that there is a linear relationship between the Performance of Teacher Leaders and the Managerial Skills of School Principals and the Management of BOS Funds.

Next, the researcher conducted the third classical assumption test, namely the heteroscedasticity test. Heteroscedasticity was detected using the Glejser test. According to the Glejser test, a model is considered free from heteroscedasticity if the Sig value is > 0.05. Based on Table 3 below, Sig values of 0.165 and 0.067 were obtained; since both Sig values are greater than 0.05, it can be concluded that this model is free from heteroscedasticity.

Table 3. Gletser Test

Model	t	Sig.
(Constant)	5,720	0,000
Principal’s Managerial Skills	-1,394	0,165
Management of BOS Funds	-1,846	0,067

Source: Processed data

The final classical assumption test conducted was the multicollinearity test. To identify this, the Variance Inflation Factor (VIF) and tolerance values were used. If the VIF value is less than 10 and the tolerance is greater than 0.1, it can be concluded that multicollinearity does not occur, and vice versa. Based on Table 4, it can be seen that the VIF values for all variables are less than 10, specifically 1.774, and the tolerance values are greater than 0.1, specifically 0.56; therefore, it can be concluded that there is no multicollinearity in the regression model.

Tabel 4. Multikolinearitas Test

Model	Tolerance	VIF
Principal’s Managerial Skills	0,564	1,774
Management of BOS Funds	0,564	1,774

Source: Processed data

After all classical assumption tests were conducted, multiple linear regression analysis was performed to address the research objectives for 183 respondents, yielding the following results:

Tabel 5. Multiple Linear Regression Output

Model	B	t	Sig.
(Constant)	52,654	9,249	0,000
Principal’s Managerial Skills	0,498	4,987	0,000
Management of BOS Funds	0,312	1,904	0,058

Source: Processed data

Based on Table 6, the multiple linear regression equation model is as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + e \quad (6)$$

$$Y = 52,65 + 0.498 X_1 + 0.312 X_2 + e \quad (7)$$

Where:

X₁ = Principal's Managerial Ability

X₂ = Management of BOS Funds

Y = Performance of Leading Teachers

Based on the model, if the principal's managerial ability is increased by one unit, the performance of the lead teacher will also increase by 0.49 units. Referring to the research results in Table 5, the calculated t-value for the principal's managerial ability variable is 4.987, and the critical t-value from the t-table is 1.973. Since the calculated t-value is greater than the critical t-value ($4.987 > 1.973$) and the significance level (Sig.) is $0.000 < 0.05$, this indicates a significant influence of the principal's managerial ability on the performance of teacher leaders. Substantively, this increase in the influence of the principal's managerial ability can be explained through educational management theory, which emphasizes that the principal's leadership plays a strategic role in motivating teachers toward optimal performance.

As educational managers, school principals are responsible for planning, organizing, implementing, and supervising school programs (Mulyasa, 2017). When these managerial aspects are executed optimally, teachers feel supported and facilitated, thereby becoming motivated to work more innovatively and productively. This situation is relevant to the role of teacher-leaders, who are expected to initiate innovation-based learning and drive positive change within the school environment. Thus, these statistically significant findings reinforce the view that the quality of a school principal's managerial leadership is a determining factor in enhancing the performance of teacher-leaders.

Teacher performance is significantly influenced by the principal's ability to provide academic supervision and continuous professional support (Glickman, 2010). In line with this, (Robbins, 2017) emphasizes that strong managerial skills enable a leader to direct, motivate, and coordinate organizational members more effectively, thereby improving organizational performance.

School principals with superior managerial competencies are able to create a productive work environment, stimulate innovation in the learning process, and provide a space that supports the professional development of teacher leaders. This finding aligns with research results indicating that a school principal's managerial leadership positively contributes to enhancing teacher performance and motivation. (Rukandi, 2023) demonstrates that strong managerial skills enhance teachers' effectiveness and productivity through targeted supervision and active participation in school activity planning. Thus, in the context of SDN schools in Solok Regency, the principal's managerial skills are not only an indicator of success in institutional management but also a primary driver in comprehensively improving the performance of teacher-leaders, particularly in supporting the implementation of national education policies.

In addition to the principal's managerial capabilities, as shown in the model and Table 6, there is a positive correlation between BOS fund management and the performance of leading teachers, with a coefficient of 0.312. This means that if BOS fund management is increased by one unit, the performance of leading teachers will increase by 0.312 units. Based on the results of the research data analysis, it was found that the calculated t-value for the BOS fund management variable (X₂) was 1.904, while the table t-value was 1.973. Since the calculated t-value is smaller than the critical t-value—specifically, $1.904 < 1.973$ and the significance level (Sig.) of 0.058 is greater than 0.05, this indicates that the performance of teacher leaders at SDN in Solok Regency is positively influenced by BOS fund management. Although the direction of the relationship suggests that effective BOS fund management tends to support improvements in the performance of teacher leaders, the analysis results indicate that this effect is not statistically significant.

In other words, the contribution of BOS Fund management to teacher performance is not yet strong enough or does not demonstrate sufficient consistency to be considered a direct

influence. This means that although the BOS Fund has been managed quite well by the school, its impact on the performance of lead teachers is not yet clearly visible or directly felt by the teachers. One possible cause of these results is that the use of BOS funds may not yet specifically target programs that support the role and functions of teacher leaders, such as training, capacity building, or the provision of innovative learning media. Additionally, it is possible that the management of BOS funds remains administrative in nature and focused on the school's routine operational needs, thus having limited impact on the professionalism and work motivation of teacher leaders.

Research conducted by (Muspawi et al., 2022) titled "A Portrait of Teacher Performance in the Covid-19 Era: An Examination of the Influence of Work Motivation and BOS Fund Policy at State High School 10 Muaro Jambi" found that the BOS Fund policy had a 16.1% influence on teacher performance, while work motivation had a much greater impact (77.1%). This implies that while the BOS Fund has a positive influence, the magnitude of its effect is relatively small and appears less significant compared to other factors. The variable of transparency in the use of BOS funds does not have a significant effect on teacher performance, particularly that of teacher leaders. Although the relationship is positive meaning that the higher the transparency in BOS fund management, the higher the teacher performance statistically, this influence is not strong enough to reach the level of significance (Rustam Hasibuan, 2022).

Next, an F-test was conducted to examine how these two independent variables simultaneously influence the performance of teacher leaders. Based on the data analysis results, the calculated F-value was 36.40, which is greater than the critical F-value of 3.05 at a 5% significance level with degrees of freedom $df_1 = 2$ and $df_2 = 180$. Additionally, the significance value obtained was $0.000 < 0.05$. This means that, based on the research findings, the variables School Principal's Managerial Ability (X1) and BOS Fund Management (X2) simultaneously have a significant effect on the performance of teacher leaders (Y). In other words, the combination of good managerial ability and effective BOS fund management is capable of tangibly improving the performance of teacher leaders at SDN Kab. Solok. This indicates that these two independent variables, when combined, jointly contribute to the improvement of Teacher Leader performance.

Operationally, these research findings indicate that a principal's ability to perform managerial functions such as designing programs, organizing resources, implementing activities, and conducting optimal evaluation and supervision implies the availability of guidance, support, and a conducive environment for teacher leaders to develop their roles and innovate in the learning process. On the other hand, when BOS funds are managed transparently, accountably, and in accordance with priority educational needs, teacher leaders have access to adequate facilities, training, and resources to support their performance. Therefore, the higher the quality of school principal management and the better the management of BOS funds in elementary schools, the higher the performance of teacher-leaders will be in terms of instructional leadership, collaboration, innovation, and their influence on the educational environment at SDN in Solok Regency.

The research findings that show that the principal's managerial ability has a significant effect on the performance of Leading Teachers, while the management of BOS funds does not have a significant effect partially but has a significant effect simultaneously along with the principal's managerial ability, can be explained through the theory of educational leadership and management. Educational Leadership Theory emphasizes that principals play a crucial role in building teacher capacity, creating a collaborative culture, and encouraging performance improvement through effective leadership practices (Elfira et al., 2024); (Tan et al., 2024). Meanwhile, Educational Management Theory explains that school success is determined not only by the availability of resources, but also by the leader's ability to manage and integrate these resources to achieve educational goals (Anand et al., 2023); (Peng et al., 2024). Therefore, the insignificant partial management of BOS funds indicates that financial resources do not automatically improve the performance of Leading Teachers without the support of effective leadership and management. On the other hand, the significant influence of both variables

simultaneously indicates that the performance of the Leading Teacher is the result of synergy between the principal's managerial abilities and the appropriate use of school resources to support professional development, learning innovation, and educational change in schools.

The findings of (Sakbana, 2022) the studies by and (Armaiyyetti et al., 2020) provide strong empirical support for the focus of this research. Both studies indicate that a principal's capabilities in leadership and management, as well as the management of school funds (including BOS funds), have a significant influence on teacher performance or achievement, both partially and simultaneously. The results of the study indicate that the principal's managerial ability is a factor that significantly influences the performance of Leading Teachers. Therefore, elementary school management policies need to place more emphasis on strengthening the principal's managerial ability through leadership education and training, professional mentoring, and continuous competency evaluation. In addition, although the management of BOS funds did not have a significant partial effect, the significant simultaneous effect indicates that BOS fund management needs to be integrated with teacher development programs and improving the quality of learning. Thus, school policies should not only focus on providing financial resources, but also on improving the leadership capacity of principals so that available resources can be optimally utilized to support the performance of Leading Teachers and improve the quality of education.

Furthermore, a determination test was conducted to measure the extent to which the entire set of independent variables can explain the changes or variations occurring in the dependent variable. In other words, the coefficient of determination test answers the question: How well does the model explain the variation in Y, Based the Summary of the Coefficient of Determination Test, the coefficient of determination (R-squared) of 0.288, or adjusted $R^2 = 0.288 \times 100\% = 28.8\%$. This implies that 28% of the variation in Y is influenced by the independent variables (X1 and X2) used in this study, while the remaining 72% is influenced by other factors not examined by the researcher. This implies that there are still many other variables that can influence the performance of teacher leaders, given that this study only used two dependent variables.

CONCLUSION

Based on the research findings, it was found that the managerial abilities of school principals have a positive and significant influence on the performance of lead teachers at public elementary schools in Solok Regency. School principals who are able to optimally carry out the functions of planning, organizing, directing, and evaluating will create a work environment conducive to professionalism and the improvement of teacher competencies. The management of BOS funds and the performance of lead teachers have a positive relationship but do not have a significant influence. BOS funds are used for the school's daily operational needs, such as electricity, water, or building maintenance. Needs directly related to improving teacher performance, such as training for teacher leaders or the procurement of innovative teaching materials, remain minimal or have not been prioritized, so the direct impact on performance is not strongly evident.

This research is limited to analyzing the influence of principal managerial skill and BOS fund management on the performance of Leading Teachers. Therefore, future research can develop a more comprehensive model by incorporating other variables, such as work motivation, school culture, job satisfaction, and organizational commitment. These variables have the potential to act as mediating or moderating factors that can more deeply explain the mechanisms for improving Leading Teacher performance. Furthermore, future research can use a mixed methods approach or expand the scope of the research area to gain a more comprehensive understanding of the factors influencing Leading Teacher performance in various school contexts.

This study contributes to the development of educational leadership and school management theory by demonstrating that the principal's managerial ability is a crucial factor in improving the performance of Leading Teachers. The findings also indicate that school resource

management, represented by the management of BOS funds, does not directly affect Leading Teacher performance, but contributes more effectively when supported by the principal's managerial ability. These findings reinforce the view of educational leadership theory that effective leadership is a key factor in driving teacher performance, and support school management theory that emphasizes the importance of integrating leadership capacity and resource management to optimally achieve educational goals. Besides that The local government of Solok Regency may consider enhancing leadership training for school principals and managerial staff across all public elementary schools, as there is a strong correlation between principals' managerial skills and the performance of teacher leaders. Additionally, collaboration with the Education Office, school boards, parents, and the local community needs to be strengthened to bolster support for improving the quality of education. This study contributes to understanding the relationship between school leadership and the performance of lead teachers in the context of elementary education.

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