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The Influence Of Principal Leadership And Learning Community Intensity On Improving Elementary School Teachers' Performance In Tanjung Lago District

Sundari
PGRI University, Palembang, Indonesia
Andi Rahman
PGRI University of Palembang
Nurlina
PGRI University of Palembang

Corresponding Author: ichuns855@gmail.com andiplg@gmail.com nurlinaabadi@gmail.com

Abstract

Study This aim For analyze influence leadership head school and intensity community Study to improvement performance of elementary school teachers in the sub-district Tanjung Lago. Respondent in study This totaling 82 teachers spread across SDN 1, SDN 5, SDN 20, SDN 22, and SDN 23. Data were collected through questionnaire and analyzed use multiple linear regression after meet the assumption test classical (normality , linearity , multicollinearity , and heteroscedasticity). Research results show that : (1) Leadership head school influential positive and significant to teacher performance with mark t_hitung 5.981 and contribution partial by 26.8%; (2) Intensity community Study influential positive and significant to teacher performance with mark t_hitung 6.223 and contribution partial by 28.6%; (3) In general simultaneous , leadership head school and intensity community Study influential positive and significant to teacher performance with mark F_count 40.862Coefficient of determination (R Square) of 0.508 shows that second variables the in a way together give contribution by 50.8% against variation teacher performance , while the remaining 49.2% influenced by other outside factors study This.

Keywords : Leadership Head School , Intensity Community Learning , Teacher Performance.

INTRODUCTION

Basic education is foundation crucial in system education nationally determined quality

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source Power humans in the future (Nurhidayani et al., 2025) . In effort reach objective education national , teachers hold role central as end spear implementer curriculum at the class level . Optimal teacher performance improvement is not just demands profession , but rather need urge For ensure every participant educate get right quality learning . However , global challenges and changes dynamic curriculum often create pressure that impacts fluctuations productivity and effectiveness teacher work in the field . Teacher performance in general essential influenced by internal and external factors (Sancoko & Sugiarti, 2022) . Factors the most dominant external is style leadership head school . As manager at a time leader instructional , head school responsible answer create clear vision , providing motivation , as well as do constructive supervision . In the District Tanjung Lago, effectiveness leadership This become very crucial remember characteristics of the area that require coordination intensive to standard service education can evenly throughout unit education , both in the center village or in a wider area remote .

Besides factor leadership , intensity teacher involvement in Community Study (Kombel) or group teacher's work also becomes variables important . Community Study functioning as receptacle for educators For each other share practice good (*best practices*), discuss constraint curriculum , and solve problem instructional in a way together . The more frequent and effective interaction in community this , increasingly fast teacher adaptation process change regulations and development knowledge knowledge . Furthermore , in the era of transformation education moment this , development teacher professionalism is not Again done individually but rather collaborative through community learning (*Combels*) (Situmorang & Nurdiansyah , 2024) . Intensity teacher involvement in community this , both inside school and inter-school (such as KKG), become key main in dissemination practice good and solution problem learning . The visible phenomenon is existence gap between active teachers utilise community Study as receptacle reflection with teachers who only consider it as routine administrative , which ultimately impact on differences quality teaching .

Problems that arise at school base in the District Tanjung Lago is related with consistency teacher performance in adapt method learning innovative . Although means training has available , implementation in class Still often found not optimal. This is allegedly related with how far is the head school capable give space and support real for development teacher competence . Without supportive leadership , teacher initiative to develop tend stagnant , so that hinder improvement quality school in a way collective (Riduansyah & Cinantya , 2025) . Synergy between leadership head strong schools and communities active learning believed can create ecosystem healthy work . Head schools that facilitate time , source power , and provide appreciation to activity community

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Study in a way No direct currently build capacity collective organization . Interaction between policy firm managerial However supportive with culture collaborative between teachers is variables expected determinants capable jack up school teacher performance base in the District Tanjung Lago in general significant .

Speak about ideal conditions for teacher performance in the field in real terms, we No only see the numbers above paper (such as UKG or SKP scores), but how is the teacher functioning as agent changes within class and environment school . In context study This , the ideal teacher performance can be seen from a number of indicator concrete among them ability differentiation learning , mastery integrated technology (not just tools), capabilities reflection and improvement self , management humanistic class , productivity collaboration , administration based quality and measurement results authentic learning (Hafidulloh et al., 2021) . ADDIN CSL_CITATION {"citationItems":[{"id":"ITEM-1","itemData":{"ISBN":"6236786887","author":[{"dropping-particle":"","family":"Hafidulloh","given":"Hafidulloh","non-dropping-particle":"","parse-names":false,"suffix":""},{"dropping-particle":"","family":"Iradawaty","given":"Sofiah Nur","non-dropping-particle":"","parse-names":false,"suffix":""},{"dropping-particle":"","family":"Mochklas","given":"Mochamad","non-dropping-particle":"","parse-names":false,"suffix":""}],"id":"ITEM-1","issued":{"date-parts":[["2021"]]},"publisher":"Bintang Pustaka Madani (CV. Bintang Surya Madani)","title":"Manajemen Guru: Meningkatkan Disiplin dan Kinerja Guru","type":"article"},"uris":["http://www.mendeley.com/documents/?uuid=4df66692-6114-4798-93bf-eaca734768ec"]}],"mendeley":{"formattedCitation":"(Hafidulloh et al., 2021)","plainTextFormattedCitation":"(Hafidulloh et al., 2021)","previouslyFormattedCitation":"(Hafidulloh et al., 2021)"},"properties":{"noteIndex":0},"schema":"https://github.com/citation-style-language/schema/raw/master/csl-citation.json"}The gap between expectations (ideals) and reality (real) in the field namely : Gap in Leadership Instructional . Ideal conditions : Head school should play a role as leader active instructional do supervision clinical , providing bait come back routinely , and become a mentor for teachers in repair quality teaching . Real conditions : In the field , especially in some schools in the sub-district Tanjung Lago, assignment head school often still stuck in a burden administrative and managerial (such as BOS fund management and reporting physical). As a result , the function supervision academic often only done as formality a year very For needs evaluation number credit , without existence action further in depth .

The gap in Intensity Community Study (Kombel). Ideal Condition : Community learning (

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like KKG) should be become receptacle intense collaboration , where teachers actively routine do reflection , sharing innovative teaching modules , and together solve problem difficulty Study students . Real Condition : Intensity meeting community Study Still nature fluctuating and frequent only nature informative-administrative . Meeting tend used For listen instructions from service education than discuss regarding pedagogical strategies . The distance between schools in the Tanjung Lago area is also often become obstacle for teachers to involved in a way consistent and deep . The gap in Performance Improvement (Adaptation Curriculum). Ideal Condition : Teachers are expected to own responsive performance to change curriculum (such as Independent Curriculum) with compile device differentiated and based learning technology (PMM). Real Condition : There is still a digital competency gap and reluctance some teachers (especially senior teachers) to go out from the comfort zone method lecture conventional . Teacher performance in compile administration learning often still nature *copy-paste* , not results design customized independence with characteristics unique students in class they .

A significant gap was found between ideal performance standards and objective facts on the ground (Dasar, 2024) . Normatively, the performance of the school principal should reflect a high level of adaptability to learning through the support of continuous principal supervision. However, the facts in Tanjung Lago District show that the principal's supervisory function is often displaced by managerial administrative burdens, while learning community activities have not fully addressed the substance of improving teaching practices. Teachers tend to work independently with limited resources, resulting in slow progress in improving the quality of education in this region. This phenomenon underlies the urgency of this research to analyze the extent to which the influence of leadership and the intensity of collaboration can significantly boost teacher performance.

Factor Which influence improvement teacher performance including leadership head school Which visionary (Head school play a role as manager and supervisor (Alhabsyi et al., 2022) . Leadership head effective schools give clear direction , motivation , and support emotional to the teacher. When the head school capable create culture transparent and supportive work , teachers tend to feel more appreciated and motivated For give results Work best they). In addition, internal factors also contribute become constraint crucial in improvement quality education is low motivation teacher work and weakness bond organization . When motivation Work down , push For display performance excellent teaching , innovation in class , and follow development professionalism sustainable development (PKB) tends to decline become just routine formalities . Conditions This aggravated If climate organizations in schools not enough

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support , where teachers feel not enough involved in taking decision or feel his contribution not enough appreciated . As a result , a sense *of* belonging towards school fading , which triggers low commitment organization and create improvement targets performance school become difficult achieved .

Intensity community learning (Community Learning (such as KKG or Comb school) to be vital container for development professional . Intensity interactions within it allows occurrence exchange practice good (*best practices*), discussion solution on constraint curriculum , and problem solving problem learning in a way collective . This is speed up improvement competence teacher pedagogy in general sustainable). Work motivation And organization (Internal factors in the form of desire strong from in teacher self for reach performance work is very important quality teaching . Teachers who have commitment tall to his profession will Keep going try do innovation learning even though face challenge , because they look at teach as A not quite enough moral and professional responsibility). Level of professional and pedagogical competence (Teacher performance compared to straight with depth mastery teaching materials and skills manage class . Training sustainable , mastery technology information (ICT), as well as ability adapt with method learning new is foundation technical aspects that ensure teachers are capable operate his duties in accordance standard national Education). Availability of facilities and infrastructure supporters (Environment physique adequate schools like internet access , availability tool props , up to comfort room the class is very supportive teacher effectiveness . Completeness facility This reduce burden administrative and technical aspects of teachers, so that they can more focus on the creative process in teach).

Climate Work And environment social (Atmosphere harmonious work between teachers and colleague colleagues , administrative staff , and parents student create calm inner . An environment with minimal conflict and full of mutual respect . honor allows teachers to concentrate full on development academic and character participant education). Giving rewards and welfare (Recognition on performance work , good in form financial (allowances / incentives) and non- financial (rewards / promotions), have an impact significant to discipline and enthusiasm Work . Guaranteed prosperity make teachers feel safe in a way economy , so that they can dedicate his time and energy in a way totality for progress school). Limitations budget development Source Power Human resources (HR) are often a stumbling block main in effort increase quality education in schools . When the allocation of funds for improvement teacher competency is very minimal, crucial programs like training pedagogy , workshop implementation curriculum latest , and utilization digital technology in learning become very rare or even No Can

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implemented in a way uneven distribution . Lack of financial stimulus This forcing teachers to Study in a way independent with facility as is , which in the end trigger gap competency (*skills gap*) between power educators . Obstacles financial This in a way direct lock potential creative teacher and become factor significant inhibitor in optimal effort . Workload excessive administrative often become factor main distorting role the essence of teachers in the learning process at school . When teachers' time and energy are depleted seized For finish document bureaucratic — like compilation report complicated administration , filling overlapping digital applications overlap , until affairs clerical others — focus main they For designing innovative and implementing learning strategies evaluation deep to student become marginalized .

Utilization technology platform that Not yet optimal , Effort jack up teacher performance often hit on utilization technology platform that Not yet touch level Optimal . Currently, the existence of new digital platforms is limited to shifting work media from paper to computer screens, without being accompanied by a transformative change in work culture (mindset). Teachers tend to utilize technology only for basic features, while features such as student development analysis, self-paced training, and networks for sharing Good Practices are rarely touched upon. The lack of ongoing support makes technology platforms seem like an additional burden, rather than a supporting solution that can simplify tasks and boost teacher professionalism . This No only trigger fatigue physical and mental (burnout), but also reduces motivation as well as room teacher creativity in teaching . As a result , the high demands administrative This in a way direct erode quality interactions in class and become obstacle significant structural in effort improvement teacher performance in general sustainable .alization teacher performance to achieve quality targets learning at school .

Based on complexity problem said , researchers look at need For do study in -depth scientific about to what extent is leadership head school and intensity community Study give contribution significant to improvement school teacher performance base in the District Cape Lago.

THEORITICAL REVIEW

Teacher Performance

Teacher performance is a terminology that refers to the results Work in a way quality and quantity achieved by a person educator in carry out task the main thing is in accordance with not quite enough the answers given (Hafidulloh et al., 2021) . In general etymological , performance originate from the word performance or actual progress which means performance Work or

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progress real work . In context institutions education , teacher performance is not only seen as results end only , but a behavioral process a complex organization in which a teacher integrates competence pedagogical , professional , personality and social For reach objective learning that has been set .

The essence teacher performance in essence is teacher's ability in show behavior effective teaching For create change positive about yourself participant educate (Masrum , 2021) . Improvement performance This become vital indicators for quality A school , because teachers are the front line who interact direct with students . High-performing teachers tall tend own strong dedication , capable adapt with change curriculum , as well as own commitment to success every individuals in their class . Therefore that , evaluation to teacher performance is necessary done in a way periodically For ensure that standard national education can fulfilled optimally .

Intensity Community Study

Community Study or Professional Learning Community (PLC) is A paradigm in the world of education which emphasizes collaboration inter-educator For increase quality learning in a way sustainable . In a conceptual , community Study No just meeting formal routine , but rather A a forum where teachers work The same in a way collective , sharing practice good , and conduct reflective dialogue For solve problem learning faced in class (Rukin & Muflih, 2025) . Intensity in context This refers to depth , frequency , and quality teacher involvement in activity said , which shows to what extent the community the become pulse pulse for development professionalism they .

Importance intensity community Study based on assumptions that the most effective teacher learning happen when done together colleague colleagues in context work everyday life (Tanggur et al., 2025) . According to Richard DuFour, the community strong learning own clear focus on three matter main : ensure all student learning , culture collaboration , and focus on results. Teachers involved in a way intensive in community This No Again look at his class as island isolated , but rather part from not quite enough answer collective school For increase quality education . Intensity interactions within it become machine driving force for transformation knowledge from individual become knowledge organization .

Leadership Head School

Leadership head school is the ability and process of influencing , guiding , and direct all over source Power people at school For Work The same in reach objective education (Alhabsyi et

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al., 2022) . As leader education , head school hold role central in determine direction policy and culture organizations in the environment unit education . Leadership This No just position structural or position administrative , but rather A art For move the hearts and minds of teachers and staff to have aligned vision with objective school . At the level school basic leadership head school become foundation main for creation effectiveness schools and quality learning .

In perspective management modern education , leadership head school now shift from the authoritarian model towards a leadership model instructional and transformational (Raprap et al., 2025) . Leadership instructional emphasize the role head school as leader development - focused learning curriculum , teaching process improvement , and achievement performance academic students . Meanwhile that , leadership transformational focused on giving motivation , inspiration and empowerment of teachers so that they capable beyond interest personal progress organization . Synergy between second style leadership This allows head school For become agent responsive change to dynamics education in the region .

RESEARCH METHODS

Study This use approach quantitative with explanatory survey design (Explanatory survey). Selection approach quantitative aim For test hypothesis that has been determined , namely measure how much big influence causal (cause and effect) of variables that is Leadership Head School (X1) and Intensity Community Learning (X2), against variables bound namely Teacher Performance (Y). Approach quantitative selected so that researchers can do generalization results study from sample to population of elementary school teachers in the sub-district Tanjung Lago in general objective and measurable through statistical data . In Implementation , research This put Leadership Head School and Intensity Community Study as variables suspected predictors influence Low Teacher Performance in the District Tanjung Lago. Explanatory design (explanation) was chosen in a way specific Because researchers No only want to describe condition variables (descriptive survey), but also want to explain Why variables dependent changed as consequence from changes in variables independent . This design is very suitable for regression models that test connection predictive and causal in context social . With Thus , validity and reliability instruments used will become focus main For ensure the data collected truly represent phenomena that occur in the field . Population study This taken from all Civil Servant Teachers (PNS) and Employee Teachers Government with Agreement Work (PPPK) who have active status teaching and engaging in implementation Independent Curriculum , in five State Elementary Schools (SD) which are location research in the sub-district Tanjung Lago with a total of 102 teachers .

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Remember amount sufficient population size and limitations time as well as power , then study This use sample . Determination technique size sample done with use Formula Slovin . Formula This chosen Because amount population (N) in study This known in a way certain (population finite). As for level precision or level specified margin of error is 5% (0.05), which means level The data confidence level is 95%. The data collection technique in this study was designed to obtain accurate and measurable quantitative data from the entire population of teachers that had been determined (SDN 1, SDN 5, SDN 20, SDN 22 and SDN 23 Tanjung Lago), supported by secondary data for administrative purposes.

RESULTS

Data Description

a) Distribution Respondents Based on Gender

Table Distribution Respondents Based on Type Sex

JK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	L	41	50.0	50.0	50.0
	P	41	50.0	50.0	100.0
	Total	82	100.0	100.0	

Source : Processed Primary Data , 2026

Balance This show that study This own proportional gender representation , so that results study No dominated by one group type sex certain . This is important in study field education , because gender differences can influence style teaching , interaction social , as well as participation in community learn . With balanced distribution , then results study This can give a clearer picture objective related influence leadership head school and intensity community Study to teacher performance .

b) Distribution Respondents Based on Education Level

Table Distribution Respondents Based on Education Level

Education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S1	55	67.1	67.1	67.1
	S2	27	32.9	32.9	100.0

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	Total	82	100.0	100.0	

Source : Processed Primary Data , 2026

This data show that level sufficient teacher education diverse , with relative dominance at the S1 and S2 levels balanced . This is indicates that part big teacher has own qualification adequate education For support implementation learning . The height proportion of teachers with Masters education also shows existence effort improvement competence professionals among teachers .

c) Distribution Respondents Based on Work Period

Table Distribution Respondents Based on Work Period

Years of service					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<5	15	18.3	18.3	18.3
	>20	19	23.2	23.2	41.5
	11-20	21	25.6	25.6	67.1
	5-10	27	32.9	32.9	100.0
	Total	82	100.0	100.0	

Source : Processed Primary Data , 2026

This matter show that part big teacher in study This has own experience quite a long time of work . Experience long work tend give contribution to improvement skills pedagogical , ability management class , and adaptation to change curriculum . In addition that , variation of working period this also reflects existence combination between senior teachers and junior teachers in environment school . Condition this is very relevant in context community learn , because allows the transfer of knowledge and experience occurs between teachers, so that can increase performance in a way collective .

d) Distribution Respondents Based on Employee Status

Table Distribution Respondents Based on Employee Status

Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PPPK	43	52.4	52.4	52.4
	civil	39	47.6	47.6	100.0

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	servant				
	Total	82	100.0	100.0	

Source : Processed Primary Data , 2026

This data show that the proportion of PPPK teachers is still A little more dominant compared to with civil servant teachers. Employee status can influence motivation work , level welfare , as well as involvement in activity development professional like community study . PNS/PPPK teachers generally own guarantee a better career stable .

DISCUSSION

Influence Leadership Head School on Teacher Performance

Based on results analysis of data that has been done , known that leadership head school own influence positive and significant to teacher performance . This is proven through t-test results show t - value amounting to 5,981 with level significance by 0.001 which is more small from 0.05. With thus , it can concluded that leadership head school in a way partial influential significant to teacher performance . In addition that , value coefficient regression of 0.378 indicates that every improvement One unit leadership head school will increase teacher performance of 0.378 units . This show that connection between second variables nature positive , where the more Good quality leadership head school , then the more teacher performance is also high . If you look at from mark coefficient determination partial (R Square), leadership head school give contribution by 26.8% against teacher performance . This means that almost half variation teacher performance can explained by variables leadership head school , while the rest 73.2 % is influenced by factors other . When compared with intensity community learning that provides contribution by 28.6%, then contribution leadership head school A little more low . However thus , leadership head school still give strong influence to teacher performance . This is strengthened with mark beta coefficient of 0.474 which shows that variables leadership head school own influence positive to improvement teacher performance .

In a way theoretical , leadership head school is factor important in determine success organization education . Head school play a role as a leader who does not only manage administration school , but also as driving force in increase quality learning . In instructional leadership perspective , principal school own not quite enough answer For ensure that the learning process walk in a way effective and high quality . Research results This in line with research conducted by Azizah and Tiadilona (2023) which stated that leadership head school own

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influence significant to teacher performance . In systematic literature review study explained that effective leadership capable increase motivation work , competence , and teacher commitment in carry out his duties . Besides In addition , research by Irfiana and Siswanto (2024) also shows that leadership head school influential positive to teacher performance . Principal capable schools give clear directions , do effective supervision , as well as give support to the teacher will create environment Work productive . Another study by Nofi Lalomo et al. (2023) explains that leadership strategy head effective schools covering ability in manage organization , building good communication , as well as give motivation to the teacher. That strategy proven capable increase teacher performance in general significant . If associated with conditions in the sub-district Tanjung Lago, role head school become very crucial in face various challenge education . Teachers are faced with demands change curriculum , limitations means infrastructure , as well as difference background behind competence . In condition said , head school sued For capable become adaptive , innovative , and responsive leaders to teacher needs .

Leadership head effective schools will capable create climate conducive work , where teachers feel supported and appreciated in carry out his duties . Head school can give motivation , direction , and necessary facilities For increase teacher competence . This is will impact directly on the increase teacher performance . In addition that , function supervision Academics is also one of them factor important in leadership head school . Supervision carried out in a way sustainable and constructive will assist teachers in repair quality learning . Head active school do supervision No only play a role as an evaluator, but also as mentor professional for teachers. From the results study this , looks that t - value of 5.981 and a beta coefficient of 0.474 indicating that leadership head school own influence positive and significant to teacher performance . Findings This confirm that improvement teacher performance is not can released from quality leadership head school in manage and develop source Power education at school . However however , although leadership head school give sufficient contribution means , still there is other factors that influence teacher performance . This is indicated by the remainder contribution of 73.2% which is influenced by other variables outside research , such as motivation work , environment work , competence professional , disciplined work , culture organization school , as well as intensity community Study .

With thus , it can concluded that leadership head school is one of the factor important in increase teacher performance . Principal capable schools operate function leadership in a way effective will create environment conducive work , improving teacher motivation , as well as push improvement teacher professionalism . Implications from results study This is the need

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improvement quality leadership head school through continuous training and development . Head school need equipped with ability managerial , supervision academic , as well as leadership transformational to be able to face challenge education is increasingly complex . Besides that , head schools also need develop style participatory leadership with involving teachers in taking decision . This is will increase sense of belonging to organization school and in the end will increase teacher performance . In general overall , results study This strengthen theory and research previously stated that leadership head school is factor important in increase teacher performance . With effective leadership , is expected quality education at school basic , especially in the District Tanjung Lago, can Keep going increase in a way sustainable .

Influence Intensity Community Study On Teacher Performance

Based on results analysis of data that has been done , known that intensity community Study own influence positive and significant to teacher performance . This is proven through t-test results show t - value amounting to 6,223 with level significance < 0.001 which is higher small from 0.05. With thus , it can concluded that intensity community Study in a way partial influential significant to teacher performance . In addition that , value coefficient regression of 0.406 shows that every improvement One unit intensity community Study will increase teacher performance of 0.406 units . This indicates that connection between second variables nature positive , where the increase activity community Study will followed by an increase teacher performance . If you look at from mark coefficient determination partial (R Square), intensity community Study give contribution by 28.6% against teacher performance . This means that 28.6 % of the variation teacher performance can explained by the intensity community learning , while the rest 71.4 % is influenced by other factors outside variables This .

When compared with leadership head schools that have contribution by 26.8%, then can concluded that intensity community Study own little contribution more big to teacher performance . Findings This show that teacher involvement in community Study own sufficient role important in increase quality implementation duties and responsibilities answer professional teachers. In theoretical , community Study or professional learning community is means development professional teachers through interaction social and collaboration . Intensity community Study reflect how much how often and how much in teacher involvement in activity discussion , reflection , and share practice learning . The more tall intensity said , then the more big opportunities for teachers to increase competence . Research results This in line with research conducted by Nofi Lalomo et al. (2023) which states that collaborative strategy in community

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Study can increase teacher competence and performance . In study the explained that activity share experience and discussion professional capable assist teachers in find solution to problem classroom learning .

Besides that , research by Harahap et al. (2023) also shows that culture supporting organizations collaboration own influence to teacher performance . Community Study is one of the form implementation culture collaborative that allows occurrence exchange knowledge and experience between teachers. Research results This show that contribution community Study to teacher performance is classified as Enough good . Teacher involvement in activity community Study allows occurrence exchange experience , improvement competence , as well as strengthening ability professionals who ultimately impact on increasing teacher performance . In context in the District Tanjung Lago, community Study can become receptacle for teachers to each other share experience in face various challenge learning . Through activity discussion , reflection , and collaboration , teachers gain chance For increase ability pedagogy and professional .

Besides that , community learning can also assist teachers in understand various change policy education and implementation continuous curriculum developing . Through continuous interaction , teachers can get relevant information , knowledge , and learning strategies with need participant educate . Although Thus , the effectiveness community learning is very dependent on the level participation and quality involvement members . The more active teachers in follow activity community learn , then the more the benefits obtained are great For increase quality learning and performance they . If you look at from mark beta coefficient of 0.493, can concluded that intensity community Study own influence positive enough strong to teacher performance . In fact , the beta value A little more tall compared to leadership head schools that have beta value of 0.474. Findings This show that community Study is very important factor in support improvement teacher performance , in particular in aspect development professional sustainable

With thus , it can concluded that intensity community Study influential positive and significant to teacher performance . Increasingly tall teacher involvement in community learn , then the more the teacher performance produced is also high . Therefore that , activity community Study need Keep going developed so that it can give more optimal impact on improvement quality education . Implications from results study This is the need strengthening role community Study as means development professional teachers. Activities community Study need designed in a way more systematically , with focus on solving problem learning , sharing practice good , and improvement teacher competency in general sustainable . Besides that , head schools also need play a role active in push teacher involvement in community learning . Support in the form of time

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, facilities , and motivation is very necessary so that teachers can participate optimally . With Thus , the intensity community Study can increase Good from aspect frequency and quality , so that capable give more contributions big to teacher performance .

Influence Leadership Head School and Intensity Community Study On Teacher Performance

Based on results analysis of data that has been done , known that leadership head school and intensity community Study in a way simultaneous own influence positive and significant to teacher performance . This is proven through F test results show calculated F value amounting to 40,862 with level significance < 0.001 which is higher small from 0.05. With thus , it can concluded that second variables in a way together influential significant to teacher performance . In addition that , the result analysis coefficient determination show The R Square value is 0.508 or 50.8%. This is means that leadership head school and intensity community Study in a way simultaneous capable explain amounting to 50.8% variation teacher performance . As for the rest 49.2 % is influenced by other factors outside study this , like motivation work , competence professional , environment work , culture organization school , discipline work , and facilities and infrastructure education .

The R Square value of 50.8% indicates that the research model own sufficient ability strong in explain connection between variables free with variables bound . This means that the combination between leadership head school and intensity community Study is factor important in increase teacher performance . When compared in a way partial , intensity community Study own little contribution more big compared to leadership head school . This is seen from mark contribution partial intensity community Study by 28.6%, while leadership head school by 26.8%. Although Thus , the difference the relatively small so that second variables You're welcome own role important in increase teacher performance . When both variables combined , their contributions increase to 50.8%, which shows that second variables each other complete in explain variation teacher performance .

Effect each other complete the can interpreted that leadership head school and intensity community Study own different functions However each other support in increase teacher performance . Leadership head school play a role in give direction , policy , supervision , and support to implementation teacher's duties . Meanwhile that , community Study play a role as means development professionals that enable teachers to share experience , discuss , and improve his competence in a way sustainable . In a theoretical , results study This in line with draft management education that states that improvement teacher performance is not only influenced

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by factors leadership , but also by culture organization and environment Work collaborative . In context this , community Study is part from culture supporting organizations improvement quality teacher learning and professionalism .

Research result this is also in line with research conducted by Harahap et al. (2023) which stated that leadership head school and culture organization in a way together influential significant to teacher performance . In study the explained that combination between effective leadership and the environment conducive work will produce optimal teacher performance . In addition In addition , research by Azizah and Tiadilona (2023) also shows that leadership head school will more effective if supported by the system collaboration between strong teachers . This is show that leadership and community Study is two interrelated factors support in increase teacher performance . In in practice , leadership head school play a role in create conditions that allow community Study can walk in a way effective . Head school can provide time , facilities , and support for teachers to participate in activity community study . Without support from head school , intensity community Study tend No develop optimally . On the other hand , the community learning also plays a role in support implementation various policies set by the head school . Through community learning , teachers can understand , discuss , and implement various educational programs in a way more effective . This is show that connection between leadership head schools and communities Study nature each other strengthen .

In context in the District Tanjung Lago, synergy between leadership head school and intensity community Study become very important in face various challenge education . Limitations source power , condition geographical , as well as difference teacher competency demands existence Work the same strong between head schools and teachers in increase quality education . Head capable schools facilitate community Study in a way effective will create environment collaborative and productive work . Teachers do not only Work in a way individual , but also as a collective in increase quality learning . Conditions This will impact on increasing teacher performance in general overall . However however , although contribution second variables Enough big , still there is other factors that influence teacher performance . This is indicated by the value 49.2 % of which comes from from other external factors research . Findings This show that improvement Teacher performance is a complex process and is influenced by various factors . factors , both internal and external external . With thus , it can concluded that leadership head school and intensity community Study in a way simultaneous own influence positive and significant to teacher performance . Combination between effective leadership and community active learning proven capable increase teacher performance in general more optimal

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than if second factor the stand Alone .

Implications from results study This is the need strengthening synergy between leadership head schools and communities study . Head school need play a role active in encourage and facilitate activity community learning , while teachers need to increase participation and quality involvement in activity mentioned . Besides that , is necessary supportive policies development community Study as part from the improvement strategy quality education . With existence support from various parties , it is hoped teacher performance can Keep going increase in a way sustainable . In a overall , results study This show that improvement teacher performance is not can done only through One factor only , but need comprehensive approach through strengthening leadership head school and improvement intensity community Study as two interrelated factors support in realize better teacher performance Good .

CONCLUSION

Based on results research and discussion about influence leadership head school and intensity community Study to performance of elementary school teachers in the sub-district Tanjung Lago, then can withdrawn a number of conclusion as following : Leadership head school influential positive and significant to teacher performance . This is proven with t-test results show t - value amounting to 5,981 with level significance < 0.001 which is higher small from 0.05. In addition that , value coefficient determination partial of 26.8% shows that leadership head school give contribution to improvement teacher performance . With thus , the more Good leadership head school , then the more teacher performance is also high . Intensity community Study influential positive and significant to teacher performance . This is indicated by the calculated t value amounting to 6,223 with level significance < 0.001 which is higher small of 0.05. The value coefficient determination partial 28.6 % shows that intensity community Study give contribution to improvement teacher performance . These results show that the more tall teacher involvement in activity community learn , then the more good teacher performance is also produced . Leadership head school and intensity community Study in a way simultaneous influential positive and significant to teacher performance . This is proven through F test results with calculated F value amounting to 40,862 and the level significance < 0.001 which is higher small from 0.05. In addition that , value coefficient determination 50.8 % indicates that second variables the in a way together capable explains 50.8% of the variation teacher performance , whereas the rest 49.2 % is influenced by other factors outside research . With thus , leadership head school and intensity community Study is factor important that in together contribute in increase performance of

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elementary school teachers in the sub-district Cape Lago.

SUGGESTION

Based on results research that has been done , then researchers give some suggestions as following : Share head school , it is hoped can Keep going increase quality leadership , especially in aspect supervision academic , giving motivation , as well as taking participatory decisions . Head schools also need more active in create climate conducive and supportive work development professional teachers. For teachers, it is hoped that can increase participation active in activity community study , no only as obligation administrative , but as means For develop competence professional . Teachers are also expected to more open to innovation learning as well as active in share practice Good with colleague colleagues . Share party school , need increase quality and intensity activity community Study with design a more effective program structured and problem -solving oriented problem learning . Besides that , school need provide adequate facilities and time For support activity For the Department of Education, it is hoped that can give support in the form of policies , training , and mentoring for head schools and teachers in increase quality leadership and community learning . Development program professional teachers need focused on proven activities effective in increase teacher performance . Share researchers Next , it is recommended For add other variables that can influence teacher performance , such as motivation work , competence professional , environment work , and facilities and infrastructure education , so that results study can more comprehensive .

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