Journal of Educational Sciences
Journal homepage: https://jes.ejournal.unri.ac.id/index.php/JES

P-ISSN 2581-1657
E-ISSN 2581-2203

The Influence of Transformational Leadership of Principals and Understanding of Education Reports on Teacher Performance at Langgam District Public High Schools

Masyunila Artati*, Fadly Azhar, Neni Hermita
Administrasi Pendidikan, Program Pascasarjana,Universitas Riau, Pekanbaru, 28293, Indonesia

ARTICLE INFO

Article history:

Received: 04 Dec 2025
Accepted: 28 April 2026
Available Online: 05 May 2026

Keywords:

Transformational Leadership,
Understanding of Educational Report Cards,
Teacher Performance

* *Corresponding author:*

E-mail: nilaartati81@gmail.com

Article Doi:

https://doi.org/10.31258/jes.10.5.p.258-271

A B S T R A C T

Specifically, the study focuses on three main objectives: to analyze the significant and positive effect of transformational leadership of school principals on teacher performance, to analyze the significant effect of understanding educational report cards on teacher performance, and to analyze the simultaneous effect of transformational leadership of school principals and understanding educational report cards on teacher performance. The study employed a mixed methods approach to obtain both quantitative data and in-depth narratives regarding the experiences of teachers and principals in enhancing teacher performance. Quantitative data were collected through questionnaires distributed to 42 teachers, covering the variables of transformational leadership (X1), understanding of educational report cards (X2), and teacher performance (Y). Data analysis was conducted using descriptive statistics and regression analysis to provide a comprehensive understanding of teacher performance scores, including mean, mode, median, highest, and lowest scores. The results indicated that transformational leadership of school principals had a positive and significant effect on teacher performance with a regression coefficient of 0.312, meaning that each one-unit increase in transformational leadership increases teacher performance by 0.312 units. Descriptive analysis showed that all indicators of transformational leadership were in the very high category, except for one indicator in the high category, with a total mean score of 4.83 (96.5%), reflecting a strong positive influence on teacher performance.

1. Introduction

Education is the main foundation for the progress of a nation, and schools as formal educational institutions play a crucial role in educating the nation. Improving the quality of education is a strategic issue that has always been a priority in national

development. One important indicator in assessing the quality of education is the education report card, which contains comprehensive data related to learning outcomes, the quality of the learning process, and the performance of teachers in carrying out their professional duties (Ujud, 2023). In an effort to achieve sustainable education quality, the Ministry of Education, Culture, Research, and Technology has launched an Education Report Card policy as an evaluation and reflection tool to support data-based planning (Ahmadi, 2023). Good teacher performance will have a direct impact on the quality of learning and student learning outcomes (Rachman, 2025). The quality of teacher learning has a direct impact on student learning outcomes and the overall quality of education (Intan, 2019). From this perspective, a nation cannot achieve progress without a good education system (Septiana, 2013).

Leadership in English is defined as "Leadership," but in general, leadership can be defined as a close relationship between a person and a group (Sinaga, 2021). According to Asmarazisa (2016), leadership will work well if leaders and employees have good cooperation. The transformational leadership of the principal is key to solving the problem of low quality of teacher learning. Principals with a transformational leadership style are seen as capable of creating positive change through inspiration, motivation, and empowerment of teachers and the entire school community (Jauhari, 2024). Without strong and focused leadership from the principal, efforts to improve teacher performance will be difficult to achieve (Lintong, 2025). Transformational leadership is part of a new leadership paradigm that pays more attention to the charismatic and affective elements of leadership (Harsoyo, 2022).

The Ministry of Education, Culture, Research, and Technology emphasizes that the main objective of the Education Report Card is to provide comprehensive, objective, and easy-to-understand information for education stakeholders, especially school principals and teachers. The use of the Education Report Card as a tool for self-evaluation and improvement planning is becoming increasingly important in the context of improving the quality of education. One important indicator in assessing the quality of education is the education report card, which contains comprehensive data related to learning achievements, the quality of the learning process, and the performance of teachers in carrying out their professional duties (Manik, 2019). The education report card serves as an instrument that aims to evaluate the education system as a whole (Kiriana, 2023). The education report card is obtained by comparing the values of indicators over different time periods (Musakirawati, 2023).

Teacher performance will be good if teachers have implemented elements consisting of loyalty and high commitment to teaching duties, mastery and development of teaching materials, discipline in teaching, and other tasks. Rivai (2021) states that teacher performance is a manifestation of teachers' abilities and sincerity in organizing meaningful learning processes, based on professional competence and established performance standards. (Masfufah, 2024) explains that performance is determined by four factors, namely: (1) Environment, (2) individual characteristics, (3) organizational characteristics, (4) job characteristics. Teacher

performance cannot be separated from the influence of the principal's leadership. Sagala (2009) defines leadership as "the process of influencing, persuading, setting an example, and guiding others to achieve predetermined goals."

Based on the research questions outlined above, the purpose of this study is to determine whether there is a significant and positive influence of the principal's transformational leadership on teacher performance at Langgam District Public High School. To determine whether there is a significant influence of understanding educational reports on teacher performance at Langgam District Public High School. As well as to determine whether there is a significant and positive simultaneous influence between the transformational leadership of the principal and understanding educational reports on teacher performance at Langgam District Public High School.

2. Methodology

This study uses a quantitative approach with survey methods and correlational techniques. The purpose of the study is to examine the relationship between the research variables, namely: (X1) Transformational Leadership of School Principals, (X2) Understanding of Education Reports, and (Y) Teacher Performance. According to Sugiyono (2013), the quantitative approach was chosen because it is suitable for explaining the relationship between variables and testing hypotheses statistically. A correlational design was used to determine the direction and strength of the relationship between variables so that empirical data on the contribution of transformational leadership and understanding of education reports to teacher performance could be obtained. The correlational design is very appropriate because it not only describes trends or phenomena that occur but also explains the strength and direction of the relationship between variables (Fraenkel, 2012).

The research was conducted at SMAN Langgam, Langgam District, Pelalawan Regency. The population consisted of all civil servant and non-civil servant teachers at three public high schools in Langgam District, totaling 90 people. According to Sugiyono (2013), the population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions are drawn. The distribution of the research population can be seen in Table 1.

Table 1. Distribution of the Research Population

No	School Name	L	P	PNS	Non PNS	Number of Teachers
1.	SMAN 1 Langgam	5	9	11	3	32 People
2.	SMAN 2 Langgam	8	12	14	6	25 People
3.	SMAN 3 Langgam	6	9	11	4	33 People
	Total	**46**	**69**	**89**	**26**	**90 People**

Source: UPTD Education Office of Langgam Subdistrict, Pelalawan Regency, 2025.

The sampling technique used was random sampling. The sample size was calculated using the Slovin formula:

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

With N = 90 and d = 0.01, obtained:

$$n = \frac{90}{1 + 90(0.01)} = 41{,}86 \approx 42$$

The research sample consisted of 42 teachers, divided proportionally. Data collection techniques used a Likert scale questionnaire with five alternative answers: SS (5) – S (4) – KK (3) – P (2) – TP (1) for positive statements, and vice versa for negative statements. Data analysis techniques used descriptive statistics. The type and source of data used were primary and secondary data. According to Neuman (2014), the simultaneous use of primary and secondary data provides rich data and strengthens the validity of the research results interpretation.

3. Result and Discussion

This chapter will explain the research results for each variable using quantitative analysis methods based on a descriptive analysis model approach. The data description presented was obtained from a questionnaire distributed to 42 teachers covering the variables of principal's transformational leadership (X1), understanding of education reports (X2), and teacher performance (Y). The purpose of this data analysis is to provide a comprehensive understanding of the distribution of Teacher Performance scores by looking at how often these scores appear. In addition, this analysis will also examine several statistical parameters, including total score, mean score, mode, median, highest score, and lowest score.

Respondent Characteristics

The characteristics of the respondents in this study were compiled to provide a comprehensive picture of the demographic background and professional conditions of the participating teachers. This information is important because it can influence the interpretation of research results, particularly those related to teacher performance, transformational leadership of school principals, and understanding of education reports. The three main aspects analyzed include employment status, age range, and research variables covering teacher performance, transformational leadership, and understanding of education reports.

The employment status data shows differences in the composition of civil servant, PPPK, and honorary teachers at the three schools where the research was conducted. There were a total of 42 teacher respondents, consisting of 9 civil servants (21.43%), 27 PPPK (64.29%), and 6 honorary teachers (14.29%). More specifically, SMAN 1 Langgam had a relatively balanced employment composition, SMAN 2 Langgam had the largest percentage of civil servants, while SMAN 3 Langgam was dominated by PPPK teachers.

Table 2. Characteristics of Respondents Based on Employment Status

No	School Name	PNS	PPPK	HONOR	Number of Teachers	Percentage PNS	Percentage PPPK	Percentage HONOR
1	SMAN 1 Langgam	4	5	1	10	40%	50%	10%
2	SMAN 2 Langgam	2	0	1	3	66,67%	0%	33,33%
3	SMAN 3 Langgam	3	22	4	29	10,34%	75,86%	13,79%
	Jumlah	9	27	6	42	21,43%	64,29%	14,29%

Based on the table above, these findings indicate that the majority of teachers in the sub-district are PPPK teachers. This variation in employment status can affect teachers' perceptions and performance levels, especially in relation to administrative burdens and work experience. Based on age range, the majority of respondents were aged 31–40 years, with a total of 19 people (45.2%). The 41–50 age group is also quite significant, with 12 people (28.6%). Meanwhile, there are 9 teachers under the age of 30 and 2 teachers over the age of 51.

Table 3. Characteristics of Respondents Based on Age Range

No	Age Range	Number of Respondents	Percentage
1	20–30 year	9	21,4%
2	31–40 year	19	45,2%
3	41–50 year	12	28,6%
4	>51 year	2	4,8%
	Total	42	100%

Description of Teacher Performance Variables (Y)

Teacher performance variables were measured using 30 statements. The results of the analysis show that most teachers responded very positively to the indicators assessed. The highest percentage was found in the statement regarding teachers' understanding of the relationship between teaching performance and student achievement, which was 98.2%. Descriptive statistics of teacher performance can be seen in Table 4.

Table 4. Descriptive Statistics of Teacher Performance

Statistics

Teacher Learning Performance Variables		
N	Valid	42
	Missing	0
Mean		133.27
Std. Error of Mean		.638
Median		147.00
Mode		120
Minimum		134
Maximum		140
Sum		20012

The table above presents descriptive statistics for the Teacher Learning variable based on data from 42 respondents. Descriptive statistics show a mean value of 133.27, with a median of 147 and a mode of 120. The score range is between 134 and 140, which indicates variation in perception but remains in the high category. The accumulated score of all respondents reached 20,012. The Teacher Performance Score categories can be seen in Table 5.

Table 5. Teacher Performance Score Categories

No	Category	Interval	Frequency	Percentage (%)
1	Very high	126,1–150	36	85,71
2	High	102,1–126	6	14,29
3	Moderate	78,1–102	0	0
4	Low	54,1–78	0	0
5	Very low	30–54	0	0
	Total		42	100

From the table above, it can be seen that the category classification shows that 85.71% of teachers are in the very high category, while the rest are in the high category. No teachers are in the moderate, low, or very low categories. These results indicate that, in general, teachers have a very good level of performance in terms of planning, implementation, and evaluation of learning.

Description of Principal's Transformational Leadership (X1)

The transformational leadership variable was measured through 30 statements covering the aspects of role modeling, integrity, motivation, individual attention, and the principal's openness to innovation. The indicator with the highest percentage was the principal's ability to set an example in terms of discipline and responsibility (95.14%). Meanwhile, the indicator regarding openness to teachers' ideas had the lowest percentage (81.15%), although it remained in the very high category. Descriptive Statistics Transformational leadership has a mean value of 137.71, a median of 70, and a mode of 70, with a score range of 117–150. Descriptive Statistics Transformational leadership can be seen in Table 6.

Table 6. Descriptive Statistics Transformational leadership (X1)

Statistics		
Transformational Leadership Principal		
N	Valid	42
	Missing	0
Mean		137.71
Std. Error of	Mean	.625
Median		70.00
Mode		70
Minimum		117
Maximum		150
Sum		19141

The leadership level category shows that 81% of respondents rated the principal's leadership as very high, while 19% rated it as high, as shown in Table 7.

Table 7. Principal's Transformational Leadership Score Category

No.	Category	Interval	Frequency	Percentage (%)
1.	Very high	126,1-150	34	81,00
2.	High	102,1-126	8	19.00
3.	Moderate	78,1-102	0	0
4.	Low	54,1-78	0	0
5.	Very Low	30-54	0	0
Total			**42**	**100**

These findings indicate that school principals have optimally exercised transformational leadership, particularly in setting an example and motivating teachers. However, openness to feedback could still be improved.

Description of Understanding of Education Reports (X2)

The variable of understanding of education reports measures the extent to which teachers understand the content, interpretation, and use of education reports in lesson planning. The highest percentage score was for the indicator of understanding student achievement (95%). The lowest indicator was the ability to maintain consistency in learning quality (88.38%). Descriptive statistics show that this variable has a mean of 89.28, a median of 92, and a mode of 93, with a range of 74–100. A total of 90.48% of respondents were in the very high category, while 9.52% were in the high category. The mean, median, mode, standard deviation, variance, and range of data for the Educational Report Card Understanding variable ($X2$) can be seen in Table 9 below:

Table 9. Descriptive Statistics for Educational Report Card Understanding

Statistics
Understanding Education Reports (X_2)

N	Valid	42
	Missing	0
Mean		89.28
Std. Error of Mean		.541
Median		92.00
Mode		93
Minimum		74
Maximum		100
Sum		12688

Table 10. Categories of Understanding Educational Reports ($X2$)

No.	Category	Interval	Frequency	Percentage (%)
1.	Very high	84,1-100	38	90,48
2.	High	68,1-84	4	9.52
3.	Moderate	52,1-68	0	0
4.	Low	36,1-52	0	0
5.	Very Low	20-36	0	0
Total			42	100

These results indicate that teachers have a strong understanding of the function of education reports as a tool for reflection, learning reinforcement, and school quality improvement.

Data Analysis and Hypothesis Testing Results

Analysis of mean values based on gender, employment status, and age shows a consistent pattern. Both men and women, civil servants and contract employees, and all age groups show averages in the very high category for all variables (Y, X_1, and X_2). This reinforces that the respondents' perceptions are homogeneous and consistent.

Classical Assumption Test

Classical assumption tests were conducted to ensure that the data used in the study met the requirements for linear regression analysis. These tests included normality, multicollinearity, and heteroscedasticity tests.

Normality Test

The normality test in this study used SPSS version 25.00 software with the Kolmogorov-Smirnov test at a significance level of 5%. The basis for decision making is that if the Asymp. Sig (2-tailed) value > 0.05, then the data distribution is normal, and conversely, if the Asymp. Sig (2-tailed) value < 0.05, then the data distribution is not normal. The results of the Kolmogorov-Smirnov Test for normality can be seen in Table 11.

Table 11. Results of the Kolmogorov-Smirnov Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		42
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.68722367
Most Extreme Differences	Absolute	.069
	Positive	.039
	Negative	-.069
Test Statistic		.069
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.

Based on the results of the Kolmogorov-Smirnov normality test presented, the sig value is 0.200 (>0.05), indicating that the data is normally distributed. Furthermore, in the normality test using a histogram graph, the distribution of the data can be evaluated through the graph display shown in Figure 1.

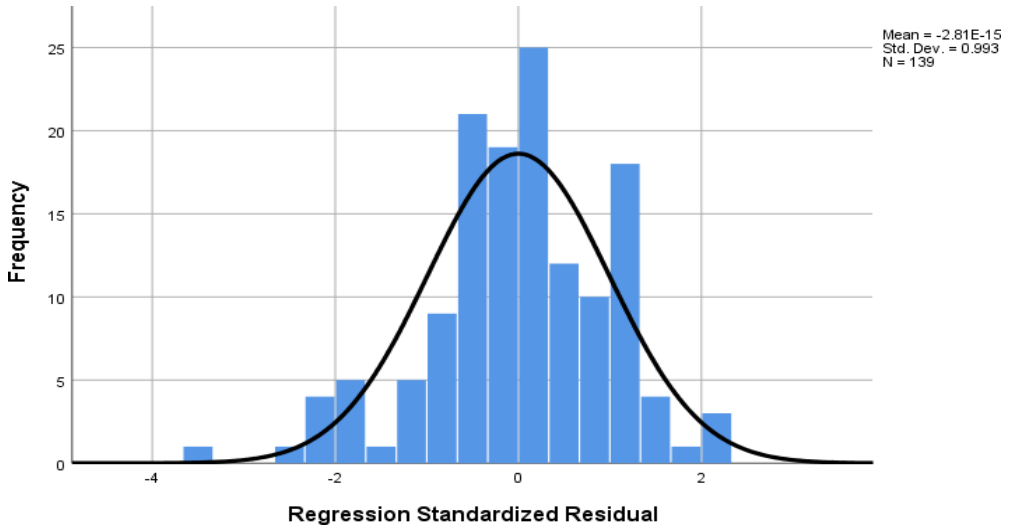

Figure 1. Histogram Chart

The histogram graph above shows the results of the normality test with a data distribution pattern forming a symmetrical bell curve without extreme slopes to the right or left, indicating that the data residuals are normally distributed.

Multicollinearity Test

Multicollinearity in a regression model can cause high variance, making it difficult to obtain accurate estimates. The results of the multicollinearity test can be seen in Table 12.

Table 12. Multicollinearity Test Results

No.	Variable	*Tolerance*	VIF	Information
1.	Transformational Leadership of School Principals (*X*1)	.215	2.420	There is no multicollinearity
2.	Understanding Education Report Cards (*X*2)	.215	2.420	There is no multicollinearity

The table above shows a tolerance value of 0.215 (>0.1) and a VIF of 2.420 (<10), indicating that there is no multicollinearity.

Heteroscedasticity Test

A good regression model is one that is heteroscedastic, meaning that the variance of the residuals from one observation to another is constant, as seen in the graph of the calculation between the predicted value of the level variable (zpred) and the residual (Sresid). The results of the heteroscedasticity test can be seen in Figure 3.

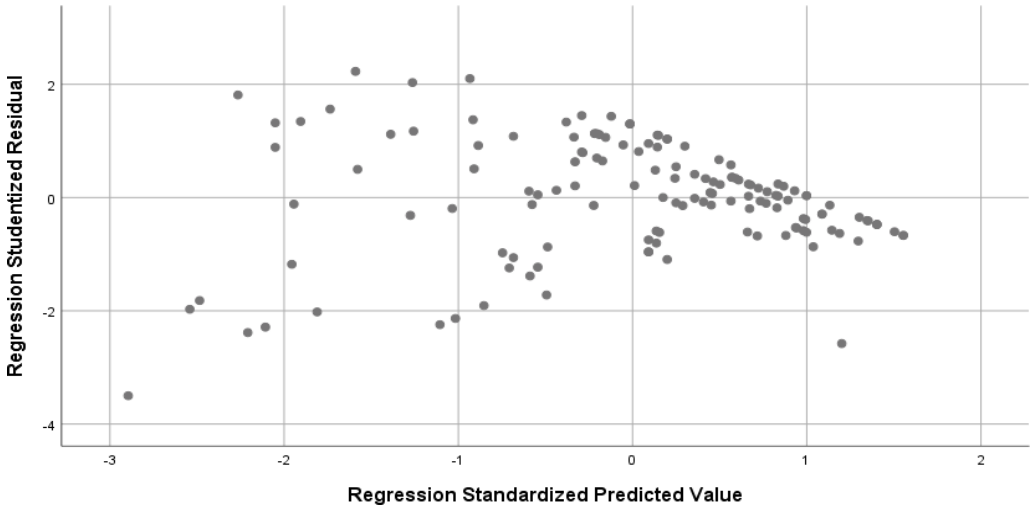

Figure 2. Heteroscedasticity Test Results

Based on Figure 2, the points on the graph appear to be scattered randomly without forming a clear pattern and are spread above and below the zero line, indicating that there is no heteroscedasticity.

Multiple Linear Regression Analysis

Multiple linear regression analysis is used to estimate the value of variable Y based on the value of variable X, as well as to estimate the change in variable Y for each unit change in variable X. The results of the Multiple Linear Regression Analysis Test can be seen in Table 13.

Table 13. Results of the Multiple Linear Regression Analysis Test

Coefficients[a]

Model		*Unstandardized Coefficients* B	Sig.
1	(Constant)	28.714	.000
	Transformational Leadership of School Principals (X1)	.245	.003
	Understanding Education Reports (X2)	.512	.000

a. Dependent Variable: Teacher Performance (Y)

The regression model produces the equation:

$$Y = 28{,}714 + 0{,}245X_1 + 0{,}512X_2$$

Based on the regression equation, the following interpretation can be given: Transformational leadership (X_1) has a significant effect on teacher performance

(sig = 0.003). Understanding of education reports (X_2) also has a significant effect (sig = 0.000). Variable X_2 has a greater effect than X_1.

Partial Significance Test (t-test)

The t-statistic test aims to test whether there is a relationship between each independent variable (X) and the dependent variable (Y). If the value of $thitung > ttabel$, then Ho is rejected and Ha is accepted at α = 5%. If the value of $thitung < ttabel$, then Ho is accepted and Ha is rejected at α = 5%. The t-table can be seen in Table 14.

Table 14. Calculated t table

Coefficient

Model		t	Sig.
1	Transformational Leadership of School Principals (X1)	3.764	.001
	Understanding Education Reports (X2)	5.289	.000

a. Dependent Variable: Teacher Performance (Y)

All variables have t-values > t-table (2.022), so each has a significant effect on teacher performance.

Simultaneous Significance Test (F-test)

The F test was conducted to determine whether all independent variables (X1 and X2) have a simultaneous or joint relationship with the dependent variable (Y). The results of the Simultaneous Significance Test (F test) can be seen in Table 15.

Table 15. Results of the Simultaneous Significance Test (F test)

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	425.672	2	212.836	98.542	.000[b]
	Residual	84,233	39	2.160		
	Total	509,905	41			

a. Dependent Variable: Teacher Performance (Y)
b. Predictors: (Constant), Transformational Leadership of School Principals (X1), Understanding of Education Reports (X2)

Referring to the table above, the calculated F value is greater than the F Table (425.672>3.13) with a significance of less than 0.05 (0.000 < 0.05). It can be concluded that the transformational leadership of the principal and understanding of the education report card simultaneously have a positive and significant relationship with teacher performance.

Determination Coefficient Test

The determination coefficient test is used to measure the extent to which independent variables are able to relate to dependent variables through the

determination coefficient. The results of the Determination Coefficient Test can be seen in Table 16.

Table 16. Results of the Determination Coefficient Test

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.782[a]	.612	.606	4.722

a. Predictors: (Constant), the role of school leadership and the transformational leadership of the principal
b. Dependent Variable: Teacher performance

Referring to the table above, the value obtained is *R*2= 0.612 or 0.612%. It can be concluded that the variables of transformational leadership of the principal (X1) and understanding of education reports (X2) simultaneously have a relationship with teacher performance of 0.612% in the high category. Meanwhile, the remaining 38.8% has a relationship with other factors outside this regression model.

Discussion

This study shows that the principal's transformational leadership and understanding of education report cards have a positive and significant relationship with teacher performance. The regression results show a coefficient of 0.312 with a significance value of 0.001, as well as a t-count value greater than the t-table, confirming that an increase in transformational leadership has a direct impact on increasing teacher performance. Descriptively, the transformational leadership indicator is in the very high category with a mean of 4.83, reflecting a strong contribution to performance improvement. Understanding of education reports also has a significant effect, as evidenced by a t-value of 5.289 and a performance mean of 4.57 across various groups of teachers. Multiple regression analysis shows that these two variables simultaneously affect teacher performance by 61.2%, while the rest is influenced by other factors. This finding is also in line with research in Yogyakarta, which reveals that the combination of transformational leadership contributes 57.6% to the improvement of teacher performance through mechanisms related to strengthening work ethic (Mononimbar, 2022). Thus, improving teacher performance needs to be optimized through strengthening the transformational leadership of school principals, improving understanding of education reports, continuous training, and effective school support systems.

4. Conclusion

Based on the results of research on the influence of transformational leadership of school principals and understanding of education reports on teacher performance at SMAN Langgam District, it can be concluded that understanding of education reports has a significant effect on teacher performance, as indicated by a regression coefficient of 0.312, which means that every one-unit increase in understanding of education reports will increase teacher performance by 0.312. The transformational leadership of the principal also has a significant effect on teacher performance, as

evidenced by statistical test results showing that an increase in transformational leadership can significantly improve teacher performance. Simultaneously, both variables have a positive and significant effect on teacher performance, with an R^2 value of 0.612. This means that 61.2% of the variation in teacher performance is influenced by the principal's transformational leadership and understanding of education reports, while the other 38.8% is influenced by factors outside the scope of this study. This conclusion confirms that strengthening the principal's transformational leadership and improving understanding of education reports are important factors in improving teacher performance.

References

Ahmadi, A., & Hadi, S. (2023). Upaya Peningkatkan Kualitas Pembelajaran Melalui Persiapan Mengajar Guru. *Jurnal Jendela Pendidikan*, *3*(01), 50–58. https://doi.org/10.57008/jjp.v3i01.409

Asmarazisa, D. (2016). Pengaruh Motivasi dan Kepemimpinan terhadap Kinerja Karyawan pada Pt. Bank BTN Batam. *Jurnal Dimensi*, *5*(2).

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). How to Design and Evaluate Research in Education (8th ed). McGrawHill Humanities/Social Sciences/Languages.

Harsoyo, R. (2022). Teori Kepemimpinan Transformasional Bernard M. Bass dan Aplikasinya dalam Peningkatan Mutu Lembaga Pendidikan Islam. *Southeast Asian Journal of Islamic Education Management*, *3*(2), 247-262.

Intan, I. (2016). Enhacement of Quality of Learning through Material Presentation based on Multimedia in Barrang Lompo Island. *Jurnal Pekommas*, *1*(2), 121–132. https://media.neliti.com/media/publications/222407-enhacement-of-quality-of-learning-throug.pdf

Jauhari, M. N., Aulia Dwi Shanty, Alsyah Asfarina Subekti, & Adi Syahrul Romadlon. (2024). Kurikulum Merdeka: Pembelajaran Berdiferensiasi yang Berpusat pada Peserta Didik. *Kanigara*, *4*(2), 113–118. https://doi.org/10.36456/kanigara.v4i2.9402

Kiriana, I. N., & Widiasih, N. N. S. (2023). Implementasi Rapor Pendidikan dalam Meningkatkan Kualitas Pendidikan Nasional. *Widya Accarya*, *14*(2), 156-164.

Lintong, F. D., Judijanto, L., & Mutoharoh, M. (2025). *Pengelolaan Pendidikan: Konsep Dasar, Peranan dan Penunjang Kualitas Pendidikan*. PT. Sonpedia Publishing Indonesia.

Manik, Y. M., Tambunan, J. O., & Bangun, D. (2019). Kompetensi Profesional Guru Untuk Meningkatkan Mutu Pembelajaran Di Sd 030425 Simerpara Kabupaten Pakpak Bharat. *DIKDAS MATAPPA: Jurnal Ilmu Pendidikan Dasar*, *2*(2), 213. https://doi.org/10.31100/dikdas.v2i2.448

Masfufah, N. F., & Rindaningsih, I. (2024). Faktor-Faktor yang Mempengaruhi Kinerja Guru: Literatur Riview. *ELSE (Elementary School Education Journal): Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, *8*(1).

Mononimbar, F. J., Trang, I., & Saerang, R. T. (2022). Pengaruh Work From Home (Wfh), Beban Kerja dan Kompetensi terhadap Kinerja Guru SMA N 2

Manado. *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi*, *10*(3), 32-42.

Musakirawati, M., Jemmy, J., Anggriawan, F., Triansyah, F. A., Akib, A., & Tahir, A. (2023). Pemanfaatan Platform Rapor Pendidikan Indonesia terhadap Perencanaan Berbasis Data. *JDMP (Jurnal Dinamika Manajemen Pendidikan)*, *7*(2), 201-208.

Neuman, D. (2014). Qualitative research in educational communications and technology: A brief introduction to principles and procedures. *Journal of Computing in Higher Education*, *26*(1), 69-86.

Rachman, R. A., Firmansyah, R., Aziiz, S. A., Catur Istiyanto, D., Suharyanto, H. H. R., Rahili, N., Widagdo, A. B., Wibowo, M., & Khoirunnisa, H. (2025). Studi Karakteristik Sedimen Menggunakan Metode Statistik Gradistat untuk Mendukung Pengembangan Pelabuhan Patimban. *Buletin Oseanografi Marina*, *14*(1), 145–156. https://doi.org/10.14710/buloma.v14i1.60085

Rivai, A. (2021). Pengaruh Pengawasan, Disiplin dan Motivasi terhadap Kinerja Guru. *Maneggio: Jurnal Ilmiah Magister Manajemen*, *4*(1), 11-22.

Sagala, S. (2009). *Kemampuan Profesional Guru dan Tenaga Kependidikan: Pemberdayaan guru, tenaga kependidikan, dan masyarakat dalam manajemen sekolah*. Alfabeta.

Septiana, R., & Ivada, E. (2013). Pengaruh Kepemimpinan Kepala Sekolah dan Motivasi Kerja terhadap Kinerja Guru SMP Negeri Wonosari. *Jupe-Jurnal Pendidikan Ekonomi*, *2*(1).

Sinaga, N. S., Aprilinda, D., & Budiman, A. P. (2021). Konsep Kepemimpinan Transformasional. *Cerdika: Jurnal Ilmiah Indonesia*, *1*(7), 840-846.

Sugiyono. (2013). *Metode Penelitian Kualitatif, Kuantitatif, dan R&D* (Second). Alfabeta.

Ujud, S., Nur, T. D., Yusuf, Y., Saibi, N., & Ramli, M. R. (2023). Penerapan Model Pembelajaran Discovery Learning untuk Meningkatkan Hasil Belajar Siswa SMA Negeri 10 Kota Ternate Kelas X pada Materi Pencemaran Lingkungan. *Jurnal Bioedukasi*, *6*(2), 337–347. https://doi.org/10.33387/bioedu.v6i2.7305

How to cite this article:

Artati, M., Azhar, F., & Hermita, N. (2026). The Influence of Transformational Leadership of Principals and Understanding of Education Reports on Teacher Performance at Langgam District Public High Schools. *Journal of Educational Sciences*, *10(5)*, 258-271.