

Analyzing the Impact of Leadership, Occupational Stress, and Work-Life Balance on Teachers' Job Satisfaction

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Abstract

Schools possess varying leadership characteristics that influence adherence to rules and work discipline. Based on this premise, the present study aims to analyze the effects of leadership, work stress, and work-life balance on teachers' job satisfaction at Tunas Mulia School. This research employs a quantitative method, utilizing data collection through Google Forms, with data analyzed using SPSS version 25. The findings indicate that, partially, leadership (X1) does not have a positive and significant effect on job satisfaction (Y), with a significance value of 0.000. Similarly, work stress (X2) also does not exhibit a positive and significant influence on job satisfaction (Y), with the same significance value. In contrast, the work-life balance variable (X3) demonstrates a positive and significant effect on job satisfaction, with a significance value of 0.000. Simultaneously, the three variables (X1, X2, X3) collectively exert a positive and significant influence on job satisfaction, with a significance value of 0.011. Notably, 95% of the variance in job satisfaction is influenced by other factors not addressed in this study. As a recommendation, school management is advised to implement stress management programs and flexible work policies as strategic efforts to enhance work-life balance, thereby promoting more sustainable job satisfaction among teachers.

I. INTRODUCTION

Human capital represents the most critical asset for an organization, serving as the foundation for sustained competitive advantage and organizational growth (Gustiana & Fauzi, 2022), to ensure that the operations of a company are effectively aligned with and achieve its organizational objectives (Arisandra, 2016). A well-structured organizational management system adheres to established Standard Operating Procedures (SOPs), which

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serve as binding guidelines to ensure operational consistency and compliance across all functional areas (Husain & Santoso, 2022), as it ensures the presence of clear guidelines for employees on how to perform their tasks and responsibilities in accordance with established rules and regulations, thereby minimizing the risk of human error (Kirom, 2024).

Leadership constitutes an ongoing process that generates various impacts on individuals' behavior, particularly in guiding, motivating, and directing them toward the achievement of organizational objectives (Fikriana & Syakban, 2024; Kurniawan, 2014). Effective leadership is required to achieve business objectives, ensure employee well-being, foster motivation, support individual contributions, enhance productivity, and promote job satisfaction (Febriantina et al., 2024; Wibowo & Tjahjono, 2023). This often leads to work-related stress, which acts as a barrier due to workload pressure, strict deadlines, and other job-related grievances experienced by individual employees, potentially resulting in decreased motivation, reduced productivity, and deteriorating mental health. (Gumilar & Rismawati, 2022).

This objective is intended to promote work-life balance as a means of enhancing the welfare of all staff members at Tunas Mulia School. Among the critical dimensions of human resource management in this regard is job satisfaction, which serves as a core determinant of employee engagement, retention, and long-term organizational effectiveness Rahman et al. (2023) dan Luthans (2006) employee job satisfaction serves as a driving force in achieving optimal work performance.

Among the various factors that affect job satisfaction, leadership plays a central role, being defined as the process by which an individual influences others to achieve common goals and fulfill their roles within the organization (Az-Zahroh et al., 2023; Mathori et al., 2022). The leadership system at Tunas Mulia School fosters a supportive environment in which employees are empowered with the competencies required to contribute meaningfully to the education of students at all levels, including kindergarten, elementary, and high school. Organizational success, in this regard, is closely linked to the robustness and efficiency of its overall management structure (Setiawan, 2022) through the positive influence of effective leadership on its workforce (Jumawan et al., 2023).

Research Problem Identification:

1. The influence of leadership in every organization may manifest in both positive and negative ways. In the context of this study, the researcher investigates how leadership particularly effective leadership can foster a harmonious relationship between employees and their superiors. The research is conducted within the specific organizational setting under study, where the presence of strong leadership practices is hypothesized to enhance interpersonal dynamics and organizational cohesion.
2. In accordance with the organizational disciplinary policy, management issues up to three formal warnings for employee misconduct. Should the employee persist in violating regulations or engage in actions detrimental to the institution, leadership retains the authority to proceed with termination, as no further tolerance will be granted.
3. Work-related stress can yield both positive and negative outcomes. On the negative side, excessive job demands often lead to emotional strain and reduced performance. However, when approached constructively, stress can also have positive effects, as it may enhance resilience and problem-solving capabilities. To harness its positive

potential, individuals must adopt a constructive mindset when confronting workplace challenges, transforming stressful experiences into opportunities for growth and improved productivity.

Statement of the Problem:

1. Is there a significant influence of leadership on employee job satisfaction at Tunas Mulia School?
2. To what extent does work-related stress affect employee job satisfaction at Tunas Mulia School?
3. Is there a significant influence of work-life balance on employee job satisfaction at Tunas Mulia School?
4. Is there a simultaneous influence of leadership, work-related stress, and work-life balance on employee job satisfaction at Tunas Mulia School?

This study aims to examine the influence of leadership on job satisfaction at Tunas Mulia School, to assess the effect of work-related stress on job satisfaction, and to evaluate the role of work-life balance in shaping job satisfaction. Additionally, the research investigates the combined impact of leadership, occupational stress, and work-life balance on job satisfaction within the institutional context of Tunas Mulia School.

The significance of this research is threefold. For the researcher, it provides an opportunity to develop critical research skills and problem-solving abilities that are instrumental in enhancing employee development based on organizational performance. For the institution, the study offers insights that may help employees better adapt to their work environment by reducing occupational stress and fostering a healthier work-life balance, ultimately improving job satisfaction. For the university, the research contributes to the academic development of students in the field of leadership and human resource management while strengthening the institution's academic reputation through curriculum advancement in the human resource management program.

II. METHODS

According to Sugiyono (2009), "Population refers to the generalization area consisting of objects or subjects that possess specific qualities and characteristics determined by the researcher to be studied and subsequently drawn into conclusions." In this study, the population comprises all employees of Tunas Mulia School, with a total of 110 respondents.

According to Sugiyono (2012) a sample is a subset of the population that possesses the same characteristics and attributes as the population from which it is drawn. The sample size denotes the total number of subjects or elements drawn from the population to represent it in the research (Hidayat, 2021). According to Suharsimi (2012), If the population size is fewer than 100 individuals, the entire population is used as the sample. However, if the population exceeds 100 individuals, a sample ranging from 10–15% or 20–25% of the total population may be selected. In this study, since the population does not exceed 100 individuals, the researcher decided to include the entire population at Tunas Mulia School, comprising 110 respondents. Accordingly, the use of the entire population without selecting a representative subset is referred to as a census technique.

Data Collection

According to Sugiyono (2012), "Data collection is a critical and strategic phase in the research process, as the core aim of any scientific investigation is to gather valid, reliable, and relevant data that can answer the research questions and support empirical analysis".

According to Sugiyono (2016) states that: "A questionnaire is a data collection technique in which a set of written questions or statements is presented to respondents to be answered".

Table 1 Likert Scale

Response Indicators	Description	Indicator Value
STS	Strongly Disagree	1
TS	Disagree	2
N	Neutral	3
S	Agree	4
SS	Strongly Agree	5

Note: STS, TS, N, S, SS: Abbreviation of description.

Data Analysis Technique

The data analysis technique was carried out using computer-based software, specifically IBM SPSS Statistics 25 for Windows 10. The analysis included a validity test using appropriate statistical formulas, a reliability test using Cronbach's Alpha, and a normality test to examine the distribution of the data. In addition, multicollinearity testing was conducted to assess the correlation among independent variables, and a heteroscedasticity test was used to identify the variability of errors across observations.

Furthermore, multiple linear regression analysis was applied to measure the influence of the independent variables on the dependent variable. Hypothesis testing was performed using t-tests (partial significance testing) and F-tests (simultaneous significance testing) to determine whether the independent variables had a statistically significant impact on the dependent variable.

Operationalization of Variables

The operationalization of variables in this study consists of three independent variables: Leadership (X1), Work Stress (X2), and Work-Life Balance (X3), as well as one dependent variable: Job Satisfaction (Y). Each variable was broken down into conceptual dimensions (sub-variables), and each dimension was further specified through a set of measurable indicators. These indicators were used to develop the research instrument in the form of a structured questionnaire.

III. RESULTS

The results present the outcomes derived from statistical calculations performed using the selected tools or software application, detailing each stage of the testing process, including the final results of the hypothesis testing.

Table 2 Reliability Test

No	Variable	Cronbach's Alpha	Interpretation
1	Leadership (X1)	0.977	Reliabel
2	Work Stress (X2)	0.977	Reliabel
3	Work-Life Balance (X3)	0.977	Reliabel
4	Job Satisfaction (Y)	0.976	Reliabel

Note: Reliable: Trustworthy; Cronbach's Alpha: ranges from 0 to 1.

1. According to the reliability test results, variable X1 has a Cronbach's Alpha of 0.977, which exceeds the commonly accepted reliability threshold of 0.60. At a 95% confidence level ($\alpha = 0.05$), this value confirms that the items associated with X1 demonstrate strong internal consistency. Thus, the instrument used to measure this variable is considered highly reliable. Conversely, a Cronbach's Alpha value below 0.60 would indicate inadequate reliability, suggesting that the items fail to consistently measure the intended construct.
2. Based on the table above, variable X2 yielded a Cronbach's Alpha value of 0.982 at a 95% confidence level ($\alpha = 0.05$). This indicates that the data are reliable, as the calculated coefficient (r -calculated = 0.982) exceeds the acceptable threshold (r -table = 0.60). Therefore, it can be concluded that the instrument is highly reliable and falls within the category of strong internal consistency. Conversely, if the Cronbach's Alpha value were below 0.60, the items measuring the variable would be considered not reliable.
3. Based on the table above, variable X3 has a Cronbach's Alpha value of 0.977 at a 95% confidence level ($\alpha = 0.05$). This indicates that the data are reliable for use, as the calculated reliability coefficient (r -calculated = 0.977) exceeds the minimum threshold (r -table = 0.60). Therefore, it can be concluded that the measurement items for this variable are highly reliable and fall within the category of strong internal consistency. Conversely, if the Cronbach's Alpha value were below 0.60, the items would be considered not reliable for measuring the intended construct.
4. Based on the table above, the dependent variable Y (Job Satisfaction) has a Cronbach's Alpha value of 0.976 at a 95% confidence level ($\alpha = 0.05$). This demonstrates that the data are reliable, as the calculated reliability coefficient (r -calculated = 0.976) exceeds the threshold value (r -table = 0.60). Therefore, it can be concluded that the instrument used to measure this variable is highly reliable and falls within the category of strong internal consistency. Conversely, if the Cronbach's Alpha value were below 0.60, the items would be considered unreliable for measuring the intended construct.

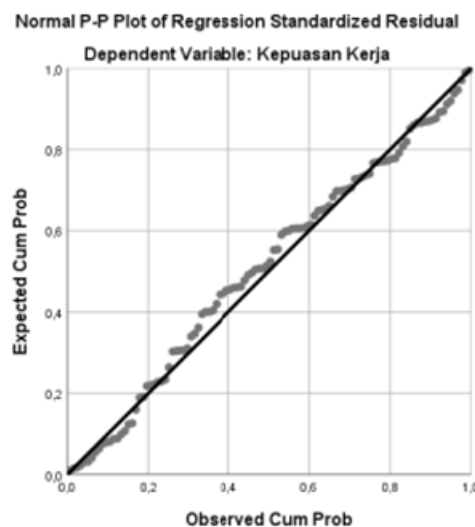


Figure 1 P-Plot Regression Standarized Residual

Source: Data Processing Using SPSS Version 25

Based on the figure above, the normal P-Plot of standardized regression residuals shows that the data points are distributed around the diagonal line. This indicates that the residuals are approximately normally distributed, and thus, the assumption of normality in the regression model is met.

Table 3 Normality

Test	One-Sample Kolmogorov-Smirnov Test (Unstandardized Residual)
N	101
Mean	0
Standard Deviation	1.568775
Most Extreme Differences - Absolute	0.069
Most Extreme Differences - Positive	0.042
Most Extreme Differences - Negative	-0.069
Test Statistic	0.069
Asymp. Sig. (2-tailed)	200%

Note: N: 2-tailed: A type of hypothesis test in which the critical region is located on both ends of the distribution.

Based on the data processing results using SPSS version 25, it can be concluded that the data in this study are normally distributed. This conclusion is supported by the results of the normality test as evidenced by the Normal Probability Plot and the Histogram, both of which indicate that the residuals follow a normal distribution pattern.

Table 4 Multicollinearity Test

Model	Tolerance	VIF
Leadership (X1)	0.018	54.311
Work Stress (X2)	0.017	59.185
Work-Life Balance (X3)	0.017	59.539

Note: X1, X2, X3: Independent variables used in this study.

Based on the table above, the Leadership variable (X1) has a VIF value of 54.311 and a tolerance value of 0.018, indicating the presence of multicollinearity. Similarly, the Work Stress variable (X2) has a VIF of 59.185 and a tolerance value of 0.017, while the Work-Life Balance variable (X3) has a VIF of 59.539 with a tolerance of 0.017—both also indicating multicollinearity.

These results suggest that the multicollinearity assumption is violated, as all VIF values exceed the commonly accepted threshold of 10 and the tolerance values are below 0.10. Hence, the regression model shows signs of multicollinearity among the independent variables. Consequently, the use of these predictors in a standard multiple regression model may compromise the validity of the estimated coefficients due to inflated standard errors.

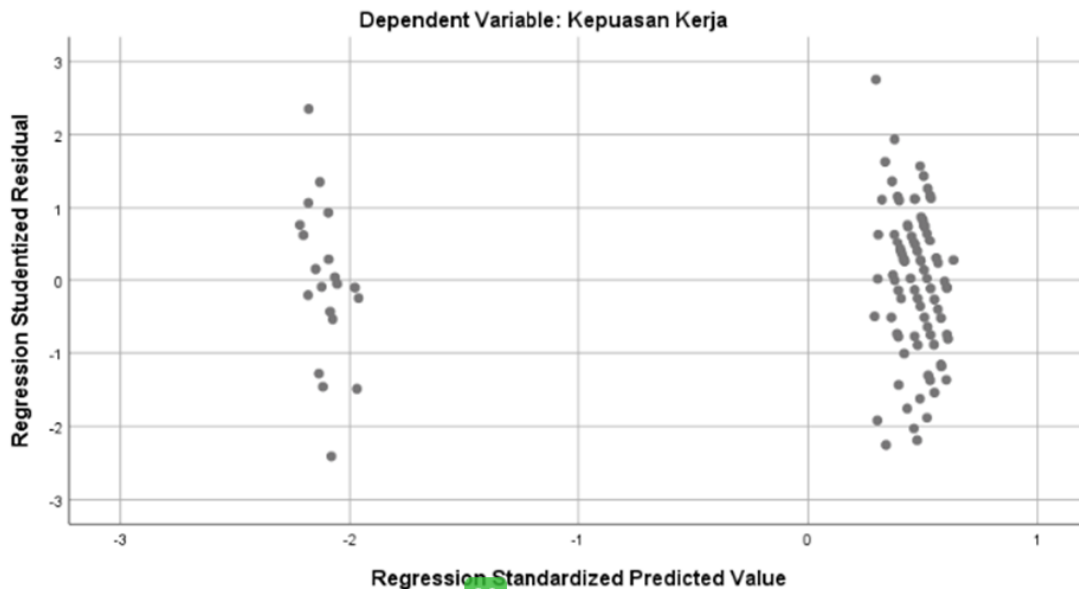


Figure 2 Scatterplot

Source: Data Processing Using SPSS Version 25

Table 5 Partial Test (Uji T)

Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.
	B	Std. Error	Beta	
(Constant)	0.268	0.689	0.388	0.699
Leadership (X ₁)	0.377	0.080	0.380	0.000
Work Stress (X ₂)	0.398	0.083	0.402	0.000
Work-Life Balance (X ₃)	0.215	0.083	0.216	0.011

Note: T: T-statistik, Sig.: Level of Significance.

Referring to the table above, the following interpretation of the test results can be made:

1. Hypothesis 1 (H₁)

The t-test result for the Leadership variable (X₁) shows a t-value of 4.741, which is greater than the critical t-table value of 1.659 (4.741 > 1.659), and a significance value (p-value) of 0.000, which is lower than the significance level of 0.05. However, despite these statistical values typically indicating significance, the interpretation provided suggests that Leadership (X₁) does not have a positive and significant influence on Job Satisfaction (Y).

2. Hypothesis 2 (H₂)

The t-test result for the Work Stress variable (X₂) indicates that the calculated t-value is 4.808, which exceeds the critical t-table value of 1.659 (4.808 > 1.659), and the significance value (p-value) is 0.000, which is less than the significance level of 0.05. This result demonstrates that Work Stress (X₂) has a statistically significant and positive influence on Job Satisfaction (Y).

3. Hypothesis 3 (H₃)

The t-test result for the Work-Life Balance variable (X₃) shows a t-value of 2.580, which is greater than the critical t-table value of 1.659 (2.580 > 1.659), and a significance value of 0.011, which is less than the standard significance level of 0.05.

This indicates that Work-Life Balance (X_3) has a positive and statistically significant influence on Job Satisfaction (Y).

Table 6 Coefficient of Determination Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	0.994	0.987	0.987	1.591	0.987	2790.278	100	100	0.000

Note: R: Correlation Coefficient, df_1 : Degrees of Freedom for the Regression Model, df_2 : Degrees of Freedom for the Residual/Error Term

Based on the table above, the R-Square value is 0.987 or 98.7%. This indicates that the independent variables Leadership (X_1), Work Stress (X_2), and Work-Life Balance (X_3) collectively explain 98.7% of the variance in Job Satisfaction (Y). The remaining 1.3% is likely accounted for by other factors not included in the regression model.

Table 7 Simultaneous Test (F-Test)

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	21184.120	3	7061.373	2790.278	0.000
Residual	268.255	106	2.531		
Total	21452.37	109			

Note: Df_1 : Degree, F: F statistic, Sig.: Significance level.

Based on the data analysis using SPSS version 25, the simultaneous F-test yields an F-calculated value of 2790.278 with a significance level (p-value) of 0.000. The F-calculated value exceeds the critical F-table value of 3.08 ($2790.278 > 3.08$), which was determined at a 95% confidence level ($\alpha = 0.05$). Since the p-value is lower than the significance threshold ($0.000 < 0.05$), and $F_{\text{calculated}} > F_{\text{table}}$, the null hypothesis is rejected.

Therefore, it can be concluded that the fourth hypothesis is accepted, indicating that the independent variables Leadership (X_1), Work Stress (X_2), and Work-Life Balance (X_3) jointly have a positive and statistically significant effect on the dependent variable, Job Satisfaction (Y).

Discussion

1. The influence of leadership (X_1) on job satisfaction (Y) was found to be statistically insignificant.

As a leader, the principal plays a dominant role in enhancing the quality of learning outcomes and bears primary responsibility for the success of the school in achieving its educational objectives. Every action undertaken by the principal, as an educational leader, is directed toward supporting the attainment of these goals. Accordingly, the principal is obliged to guide, supervise, assign, monitor, and evaluate the performance of teachers within the school under their leadership (Mujtahid, 2011). Effective leadership characterized by motivational support, collaboration, recognition, and innovation can positively influence employee job satisfaction. Conversely, negative leadership practices, such as a lack of team collaboration or indifference toward employee well-being, may hinder or diminish job satisfaction. This study is subject to certain limitations. The respondent sample consisted of approximately 110 teachers, and the researcher did not include the entire employee population to avoid potentially irrelevant or non-representative outcomes. Moreover, the data collection and analysis

were conducted during the period of December 2022 to May 2023. It is important to note that organizational management undergoes continuous changes over time, influenced by feedback and suggestions provided by employees, which may affect the generalizability of the findings. This finding is supported by a study published by Wartini (2014) which demonstrated that the leadership of school principals has a significant influence on teachers' job satisfaction.

2. Work Stress (X_2) and Its Influence on Job Satisfaction (Y).
3. Stress is a universal phenomenon experienced by all workers; however, the way it is manifested and its impact can vary significantly among individuals. While some employees experience stress that leads to negative outcomes such as burnout or reduced job satisfaction, others perceive stress positively particularly when it serves as a motivator to enhance performance up to a certain threshold. This dual nature of stress is supported by the findings of Budiasa (2021), who highlighted that stress can produce both adverse and beneficial effects, depending on individual appraisal and coping mechanisms. The concept of ambivalence is central to this dynamic. Ambivalence refers to the simultaneous experience of both positive and negative emotions toward a particular object or situation. In the context of teaching, ambivalent feelings may lead to dissatisfaction with one's professional role. Teachers who experience such emotional dissonance often report lower levels of job satisfaction, especially when their expectations are in conflict with institutional demands. Job satisfaction among teachers is influenced by a multitude of factors, including but not limited to salary, promotion opportunities, supervisory support, benefits, rewards, working conditions, peer relationships, the intrinsic nature of teaching, communication climate, and student achievement targets. These dimensions collectively shape how teachers evaluate their roles, responsibilities, and the psychosocial environment within the school setting.
4. Work-Life Balance (X_3) and Its Influence on Job Satisfaction (Y)
Work-life balance reflects an employee's ability to effectively manage and fulfill both personal and professional roles. When this balance is achieved, individuals are more likely to experience higher levels of well-being and job satisfaction. The findings of this study affirm that Work-Life Balance (X_3) has a positive and statistically significant effect on Job Satisfaction (Y). This result is consistent with previous studies by Rahmawati (2016) dan Arif & Farooqi (2014), who examined the relationship between work-life balance, job satisfaction, and organizational commitment among teaching staff at the University of Gujarat. Their research concluded that employees' ability to maintain equilibrium between professional responsibilities and personal life significantly affects not only their job satisfaction but also their commitment to the institution. Specifically, they emphasized that work-life balance is a critical determinant of faculty engagement and long-term retention. These findings support the view that institutional policies fostering work-life harmony can serve as strategic levers for enhancing both individual fulfillment and organizational effectiveness. In the context of Tunas Mulia School, attention to the work-life needs of educators is not merely a matter of employee well-being, but a foundational element for sustained teacher performance and student achievement outcomes..

IV. CONCLUSIONS

Based on the results of the quantitative analysis and the preceding discussion, this study draws several key conclusions regarding the factors influencing teacher job satisfaction at Tunas Mulia School:

1. Leadership (X_1), when tested partially, does not have a positive and significant effect on job satisfaction (Y), as indicated by a significance value of 0.000. This finding suggests that the prevailing leadership style has not fostered a work climate conducive to enhancing satisfaction among teachers. It highlights the need for developing more responsive leadership approaches particularly transformational or participative leadership models that are attuned to the affective and motivational needs of teaching staff.
2. Work stress (X_2) was found to have a positive and statistically significant effect on job satisfaction, with a significance value of 0.000. This result suggests that teachers who are able to manage occupational stress constructively tend to experience greater satisfaction in their professional roles. In other words, stress does not inherently lead to negative outcomes when it is addressed through adaptive coping strategies, indicating the nuanced and potentially facilitative role of stress under effective regulation.
3. Work-life balance (X_3) was shown to have a positive and statistically significant effect on job satisfaction, with a significance value of 0.011. This finding underscores the importance of implementing work-life balance policies as a key determinant of teacher engagement and well-being. Achieving an equilibrium between professional responsibilities and personal life emerges as a critical factor in fostering sustained satisfaction and institutional commitment among educators.
4. Collectively, the three independent variables leadership, work stress, and work-life balance have a statistically significant effect on job satisfaction, with a model contribution of 95% ($R^2 = 0.950$). This indicates that the regression model possesses strong explanatory power in capturing the dynamics of job satisfaction within the educational institution. Such a high coefficient of determination suggests that the selected variables are highly relevant predictors in understanding teachers' workplace experiences and overall satisfaction.
5. The remaining 5% of the variance in job satisfaction is attributable to factors outside the current model, such as organizational climate, compensation, coworker relationships, and career development opportunities. These dimensions represent important areas for future research, offering potential insights into complementary determinants of teacher satisfaction within educational settings.

Theoretically, this study reinforces the importance of adopting a holistic perspective in educational human resource management, wherein work-life balance and stress management exert a greater influence on job satisfaction than any singular leadership style. From a practical standpoint, the findings suggest that school management should prioritize the development of comprehensive programs focused on leadership capacity building, stress management training, and the implementation of flexible work policies. These initiatives are essential to fostering a healthy and productive work environment that supports teacher well-being and institutional effectiveness.

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