

**THE INFLUENCE OF THE PRINCIPAL'S TRANSFORMATIONAL LEADERSHIP
STYLE AND THE HUMAN RESOURCE MANAGEMENT (HRM) APPROACH ON
STUDENTS' LEARNING OUTCOMES IN STATE ELEMENTARY SCHOOL IN
PLAJU DISTRICT**

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ABSTRACT

This study aims to determine and analyze: (1) To determine the effect of the Transformational Principal's leadership style on student learning outcomes at Plaju District Elementary Schools; (2) To determine the effect of the Human Resource Management (HRM) approach on student learning outcomes at Plaju District Elementary Schools; (3) To determine the effect of the Transformational Principal's leadership style and the Human Resource Management (HRM) approach on student learning outcomes at Plaju District Elementary Schools. This study is a quantitative study with a correlation method. This study was conducted at Plaju District Elementary Schools with 42 respondents. Data collection techniques used questionnaires, observation, and documentation. The validity test used the product moment formula while the reliability test used Cronbach's Alpha. The analysis prerequisite test used the normality test, multicollinearity test, heteroscedasticity test, autocorrelation test, and the data was analyzed using multiple regression analysis techniques. The results of the study showed that: (1) there was an effect between the transformational principal's leadership style on student learning outcomes of 82.9%; (2) there is an influence between the Human Resource Management (HRM) approach and student learning outcomes of 86.4%; (3) there is an influence between the transformational principal's leadership style and the Human Resource Management (HRM) approach and student learning outcomes of 92.3%.

Keywords: Transformational Principal Leadership Style, Human Resource Management (HRM) Approach, Learning Outcomes

A. Introduction

Education is an important factor in developing quality human resources (Halean et al., 2021). Through education, individual potential is

developed so that they can play an active role in the progress of the nation in various fields. However, the quality of education is largely determined by the quality of educators (Badrudin,

2013). Educators or teachers have a strategic role in the learning process, because they directly influence academic achievement, character development, and social skills of students (Jannah, 2024). Therefore, efforts to improve the quality of educators are the main key to realizing quality education. According to Law Number 14 of 2005 concerning Teachers and Lecturers, educators must have adequate academic qualifications, competencies, and certification. This aims to ensure that teachers have the knowledge, skills, and attitudes needed to carry out their duties properly. However, challenges in improving the quality of educators are still widely found in the field, especially in elementary schools, including SD Negeri in Plaju Palembang. Based on data from the Central Statistics Agency (BPS) in 2020, around 30% of teachers in Indonesia still need to improve their qualifications and competencies through training or further education. This phenomenon shows that there are still many teachers who have not met the expected competency standards, which in turn has an impact on the quality of learning and student learning outcomes.

The quality of educators is closely related to human resource management in the education environment (Indra, 2021). Human resource management (HRM) in education is an important factor that influences the quality of educators (Guntur, 2023). HRM in the context of education includes recruitment, competency development, performance evaluation, and teacher career management. Hasibuan (2014) explains that well-managed HRM can create a conducive and productive work environment, which will have an impact on improving the quality of education. In this case, the principal as the leader of the educational institution plays a role in managing teachers and other human resources effectively so that they can make maximum contributions to improving student learning outcomes. One of the factors that influences teacher performance is the principal's leadership style (Erawati, 2022). An effective leadership style, especially a transformational leadership style, has a significant impact on teacher motivation and performance (Andriani, 2022). Principals who apply a transformational leadership style are able to inspire and motivate teachers

to achieve their best potential, which leads to improved learning quality (Hartati, 2022). According to Bass and Avolio (1994), principals who lead in a transformational manner can create a positive and productive work culture, as well as increase the spirit of professionalism among teachers.

At the same time, a good HRM approach in schools can ensure that teachers have the appropriate competencies and receive the support needed to carry out their duties well (Kasali, 2021). By managing teachers through continuous competency development programs and proper performance evaluations, the quality of teaching can be improved, which will ultimately have an impact on improving student learning outcomes. However, based on data and facts in the field, initial observations show significant differences in the learning climate and student engagement which are thought to be closely related to the principal's leadership style and the approach used in managing educators. Schools led by principals with a transformational style who are able to inspire, motivate, and support teacher development have a more lively learning environment. In these schools, teachers are more

enthusiastic in teaching and show creativity, which has an impact on increasing student activity, participation in class discussions, and discipline. Conversely, schools with a more administrative and conventional leadership style tend to have a passive learning atmosphere. Teachers work according to routine, the principal's supervision is formal, and there is minimal professional development. This condition causes students to be less motivated, less involved in the learning process, and show weak learning discipline. Suboptimal human resource management approaches such as the absence of coaching, the absence of teacher competency mapping, and minimal performance evaluation further weaken the quality of learning.

Table 1. Initial Observation Data on Leadership Style, HRM, and Student Learning Outcomes

N0	Principal Leadership Style	HRM Implementation	Average Student Grades
1	Transformasi onal	Good	84
2	Transformasi onal	Enough	80
3	Administratif	Less	74
4	Transformasi onal	Good	86
5	Administratif	Less	71

Source: (Results of initial researcher observations, 2025)

Based on the table above, it shows that schools with

transformational leadership style and good HRM implementation (rows 1 and 4) have an innovative, collaborative learning process, and actively involve students. Changes in student learning behavior appear consistent, positive, and focused, with average student scores reaching 84 and 86. This shows that a conducive learning atmosphere and strong managerial support have a direct impact on student academic achievement. In contrast, schools with poor administrative leadership and HRM (rows 3 and 5) show a learning process that tends to be monotonous and passive, with inconsistent changes in student behavior and less clear direction. This is reflected in the lower average student scores, namely 74 and 71. Schools in row 2, with transformational leadership but suboptimal HRM, show that although the learning process is quite active, the direction of student change is not yet completely stable. The average student score is at 80, which is quite high, but not as optimal as schools with better HRM. This emphasizes the importance of synergy between transformational leadership style and effective HR management to improve student learning outcomes.

Thus, the data shows that to improve student learning outcomes at Plaju District Elementary School, a joint effort is needed involving all parties, starting from the principal, teachers, students, to parents. The application of the right leadership style by the principal, improvement of educational facilities, more efficient management of time and curriculum, and efforts to increase student motivation and discipline will contribute greatly to improving student learning outcomes at this school. Based on this background, this study aims to analyze the influence of the transformational principal's leadership style and the Human Resource Management (HRM) approach on student learning outcomes at Plaju District Elementary School. This study is expected to provide an overview of how the principal's leadership style and the application of good HRM can affect the quality of education, especially student learning outcomes. It is also hoped that the results of this study can contribute to the development of better educational policies and practices at Plaju District Elementary School, as well as other schools in Indonesia.

B. Method

This study uses a quantitative method with a correlation and regression approach to analyze the relationship between operationalized variables. This quantitative method aims to test a particular theory by using numbers as a representation of data collected through research instruments. In this context, correlation is used to measure the extent of the relationship between the independent variable (X) and the dependent variable (Y), while regression is used to predict the effect of the independent variable on the dependent variable (Creswell, 2013). The research used is an ex post facto design. This design refers to research in which the independent variable has occurred or been implemented without any treatment, and aims to observe the relationship that arises between the independent variable (X) and the dependent variable (Y) (Asep, 2018).

The population of the study included teachers and the assembly of Public Elementary Schools in Plaju District. The sampling technique used in this study was stratified random sampling. This technique is done by dividing the

population into groups of strata that have certain characteristics, then samples are taken randomly from each stratum. The number of samples taken in this study was 36 teachers/educators and 6 principals using Arikunto's theory, 2013 which includes various strata that are relevant to the characteristics desired in the study. The data collection technique in this study used a questionnaire on leadership style, human resource management (HRM) and student learning outcomes. Before the questionnaire was used, the questionnaire was validated by experts and tested for validity using Pearson product moment and its reliability using Cronbach's alpha. This study used three instruments, namely instruments to measure leadership style, human resource management (HRM) and student learning outcomes, using a Likert scale with answer choices and scores of strongly agree (5), agree (4), quite agree (3), disagree (2), and strongly disagree (1). The data analysis technique in this study first uses data prerequisite tests (normality test, multicollinearity test, heteroscedasticity test, autocorrelation test, linearity test,

correlation analysis) and second uses multiple linear regression analysis.

C. Result

Normality Test

Tabel.2. Normality Test

One-Sample Kolmogorov-Smirnov Test		
Unstandardized Residual		
N	42	
Normal Parameters ^{a,b}	Mean	0.000000
	Std. Deviation	1.83952245
Most Extreme Differences	Absolute	.087
	Positive	.068
	Negative	-.087
Test Statistic		.097
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		

Source: Researchers Using SPSS, 2025

The significant results for the normality test of the variables of transformational Principal leadership style and Human Resource Management (HRM) approach to student learning outcomes are $0.200 > 0.05$, which can be used to determine whether the data is normally distributed, as seen in the table above.

Multicollinearity Test

Tabel.3 Multicollinearity Test

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
	B	Std. Error					
1(Constant)	4.176	3.514		1.189	.242		

Transformational Leadership Style	.391	.072	.444	5.461	.000	.300	3.329
Human Resource Management Approach	.575	.084	.558	6.872	.000	.300	3.329

a. Dependent Variable: Student Learning Outcomes

Source: Researchers Using SPSS, 2025

Based on the data above, it can be seen that the tolerance value is $0.300 > 0.1$, and the VIF value is $3.329 < 10$, this shows that the independent variables of the transformational Principal's leadership style and the Human Resource Management (HRM) approach do not show multicollinearity.

Heteroscedasticity Test

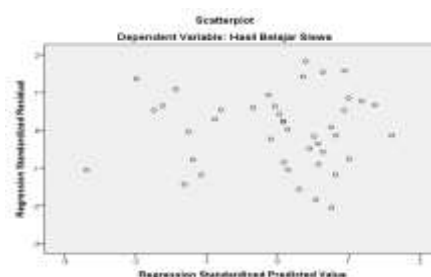


Figure 1. Scatter Plot Graph

Based on the image above, it can be seen that the points are spread randomly and there is no clear pattern, and the points are spread above and below the number 0 on the Y axis. This indicates that there is no heteroscedasticity problem in this data.

Autocorrelation Test

Table 4. Autocorrelation Test

Model Summary^b				
	R	Adjusted R Square	Error of Estimate	Durbin-Watson
Model 1	.961 ^a	.923	.919	1.886

a. Predictors: (Constant), Human Resource Management Approach, Transformational Principal Leadership Style

b. Dependent Variable: Student Learning Outcomes

Source: Researchers Using SPSS, 2025

Based on table 4, it is obtained that the Durbin Watson (DW) value is 2.308, this shows that the value is not between -2 and +2, so autocorrelation occurs.

Linearity Test

Tabel.5. Linearity Test of Variable X1

		ANOVA Table				
		Sum of Squares	df	Mean Square	F	Sig.
Student Learning Outcomes *	Betw (Combined)	1655.036	22	75.229	10.228	.00
Transformational Principal Leadership Style	Within Groups	1488.041	41	1488.041	202.310	.00
	Total	166.995	21	7.952	1.081	.435
	Deviation from Linearity	139.750	19	7.355		
	Within Groups	1794.786	41			

Source: Researchers Using SPSS, 2025

Based on the description in table 5 of the linearity test of the transformational Principal's leadership style and on student learning outcomes at Plaju District Elementary School above, partially shows that

Fcount> Ftable, namely the value in the deviation from linearity column is 0.435> 0.05. The next linearity test of the Human Resource Management (HRM) approach to student learning outcomes at Plaju District Elementary School, as seen in the following table.

Table 6. Linearity Test of Variable X2

		ANOVA Table				
		Sum of Squares	df	Mean Square	F	Sig.
Student Learning Outcomes *	Betw (Combined)	1644.536	16	102.783	17.102	.000
Human Resource Management Approach	Within Groups	1549.964	1	1549.964	257.897	.000
	Total	94.572	15	6.305	1.049	.444
	Deviation from Linearity	150.250	25	6.010		
	Within Groups	1794.786	41			

Source: Researchers Using SPSS, 2025

Based on the description in table 6, the linearity test of the influence of the Human Resource Management (HRM) approach on student learning outcomes at Plaju District Elementary School above, partially shows that Fcount> Ftable, namely the value in the deviation from linearity column is 0.444> 0.05.

Correlation Analysis

Table 7. Correlation Test Results of Variable X1 and Variable Y (ANOVA Table)

Correlations				Style on Teacher Performance			
		Transformational Principal Leadership Style		Model Summary ^b		Std. Error of the Estimate	
		Pearson Correlation	Sig. (2-tailed)	Model R	R Square	Adjusted R Square	Estimate
Transformational Principal Leadership Style	Student Learning Outcomes	1	.911**	1	.911 ^a	.829	2.769
Student Learning Outcomes	Transformational Principal Leadership Style	.911**	.000				
		N	42				

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Researchers Using SPSS, 2025

Based on the output table above, The results of the product moment correlation test between the Human Resource Management (HRM) approach and student learning outcomes are as follows:

Hypothesis Testing

a. First Hypothesis (Partial Hypothesis of the Influence of Transformational Principal Leadership Style on Student Learning Outcomes)

1) Analysis of Determination Coefficient

Based on the results of a simple linear regression analysis using the SPSS version 26 software application program, the following results were obtained:

Table 8. Results of the Analysis of the Determination Coefficient of the Influence of Transformational Principal Leadership

Based on the results of the determination coefficient analysis using simple linear regression, the influence of the transformational Principal's leadership style on student learning outcomes at Plaju District Elementary Schools based on the Model Summary output value obtained an R figure of 0.911. Thus, it can be said that the transformational Principal's leadership style has a very strong influence on student learning outcomes at Plaju District Elementary Schools as evidenced by the correlation value being between 0.800 - 1,000. This is in accordance with the interpretation of the correlation coefficient as seen in the following table.

Table 9. Interpretation of Correlation Coefficient

(Arikunto, 2010, p. 319).

No.	Large Value of r	Interpretation
1	0,800 – 1,000	Very strong
2	0,600 – 0,799	Strong
3	0,400 – 0,599	Strong enough
4	0,200 – 0,399	Not Strong enough
5	0,00 – 0,199	Very Less Strong

2) Partial Linear Regression Analysis (t-test)

Based on the results of a partial simple linear regression analysis (t-test), the influence of the transformational Principal's leadership style on learning outcomes at Plaju District Elementary Schools was analyzed using the SPSS Software application program as shown in the following table.

Table 10. Results of Simple Linear Regression Analysis Coefficients Coefficients^a

a. Dependent Variable: Student Learning Outcomes
 Source: Researchers Using SPSS, 2025

Based on table 10, the constant coefficient number (Constant) = 16.431 and the coefficient number of the transformational Principal's leadership style is obtained at 0.803, so that a simple linear regression equation is obtained $\hat{Y} = 16.431 + 0.803$, or a partial

regression equation between variables X1 and Y is $Y = 16.431 + 0.803 X1$. Furthermore, this equation is used to explain the effect of the transformational Principal's leadership style on learning outcomes at Plaju District Elementary School.

The results of the coefficient analysis obtained a t count of 13.930. hypothesis test criteria if t count > t table then Ha is accepted while if t count < t table then Ha is rejected and to determine t table is sought at $\alpha = 5\%$: $2 = 2.5\%$ (2-sided test) with degrees of freedom (df) = $n - k$ or $df = 42 - 2 = 40$ (n is the number of samples and k is the number of independent variables). With a two-sided test (significant = 0.05) the results obtained for ttable are 1.684. Based on the

Model	Unstand ardzied Coeffie nts		Stand ardize d Coeffi cients	t	Sig.
	B	Std. Error	Beta		
1 (Con stant)	16 .4	4.44 6		4. 09	.0 01
Lead ershi p Style	31 .803	.058	.911	4 .13	.0 00

explanation above, namely tcount = 13.930 and ttable = 1.684, then tcount > ttable which means Ho is

rejected and H_a is accepted. Thus, it can be said that partially there is a significant influence of the transformational Principal's leadership style on learning outcomes at Plaju District Elementary School.

b. Second Hypothesis (Partial Hypothesis of Human Resource Management (HRM) Approach to Student Learning Outcomes)

1) Analysis of Determination Coefficient:

Based on the results of the determination coefficient analysis using simple linear regression of the influence of the Human Resource Management (HRM) approach on student learning outcomes at Plaju District Elementary School based on the Model Summary output value, the R figure is 0.929. Thus, it can be said that the Human Resource Management (HRM) approach has a very strong influence on student learning outcomes at Plaju District Elementary School.

2) Partial Linear Regression Analysis (t-Test)

Based on the results of a partial simple linear regression analysis (t-test), the influence of the Human

Resource Management (HRM) approach on student learning outcomes at Plaju District Elementary Schools was analyzed using the SPSS Software application support program shown in the following table.

Table 11. Results of Simple Linear Regression Analysis Coefficients
Coefficients^a

Model	Unstandar dized Coefficient s		Standa rdized Coeff icients	t	Sig.
	B	Std. Error	Beta		
1 (Cons tant)	5.052	4.604		1.09	.279
HRM Appro ach	.958	.060	.929	15.7	.000

a. Dependent Variable: Student Learning Outcomes
 Source: Researchers Using SPSS, 2025

Based on table 11, the constant coefficient number (Constant) = 5.052 and the principal's motivation coefficient number is obtained at 0.958, so that a simple linear regression equation is obtained $\hat{Y} = 5.052 + 0.958X$, or a partial regression equation between variables X_2 and Y is $Y = 5.052 + 0.958X_2$. Furthermore, this equation is used to explain the effect of the Human Resource Management (HRM) approach on

student learning outcomes at Plaju District Elementary School. The results of the coefficient analysis obtained a t count of 15.914. Hypothesis test criteria if t count > t table then Ha is accepted while if t count < t table then Ha is rejected and to determine t table is sought at $\alpha = 5\%$: $2 = 2.5\%$ (2-sided test) with degrees of freedom (df) = n-k or df = 42 - 2 = 40 (n is the number of samples and k is the number of independent variables). With a two-sided test (significant = 0.05) the results obtained for ttable were 1.684. Based on the explanation above, namely tcount = 15.914 and ttable = 1.684, then tcount > ttable which means Ho is rejected and Ha is accepted. Thus, it can be said that partially there is a significant influence of the Human Resource Management (HRM) approach on student learning outcomes at Plaju District Elementary School.

c. Third Hypothesis (Simultaneous Hypothesis of Transformational Principal Leadership Style and Human Resource Management (HRM) Approach to Student Learning Outcomes in Public Elementary Schools)

1) Multiple Linear Regression

Coefficient Analysis

Kesumawati (2018) stated that the coefficients of the multiple linear regression equation are formulated as follows:

$$Y = a + b_1 x_1 + b_2 x_2 + \dots + b_k x_k$$

Y = subject of the projected dependent variable

x = independent variable that has a certain value to be predicted

a = Constant value

b = Direction value as a determinant of the forecast (prediction) which shows the increase (+) or decrease (-) value of the variable

If the b value is positive, then the y variable will increase. Conversely, if the b value is negative, then the y variable will decrease. From the results of multiple linear regression analysis through the SPSS For Windows Software application program, the following results were obtained.

Table 12. Results of Multiple Linear Regression Coefficient Analysis Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	4.176	3.514			1.189	.242
Transformational Leadership Style	.391	.072	.558		5.461	.000
HRM Approach	.575	.084			6.872	.000

a. Dependent Variable: : Student Learning Outcomes

Source: Researchers Using SPSS, 2025

Based on the results of the multiple linear regression coefficient analysis of the influence of the transformational Principal's leadership style and the Human Resource Management (HRM) approach together on student learning outcomes at Plaju District Elementary Schools as shown in table.12 above, the constant coefficient (Constant) = 4.176 and the coefficient number of the transformational Principal's leadership style is 0.391 and the coefficient number of the Human Resource Management (HRM) approach is 0.575, so that the multiple linear regression equation $Y = 4.176 + 0.391 X_1 + 0.575 X_2$ is obtained. This means that student learning outcomes have increased

positively with the transformational principal's leadership style and the Human Resource Management (HRM) approach.

2) Analysis of Determination Coefficient

Based on the results of multiple linear regression analysis through the SPSS For Windows Software application program, the following results were obtained.

Table 13. Analysis of Determination Coefficient

Model Summary ^b			
Model	R	Adjusted R Square	Std. Error of the Estimate
1	.961 ^a	.923	1.886

a. Predictors: (Constant), Human Resource Management Approach, Transformational Principal Leadership Style

b. Dependent Variable: Student Learning Outcomes

Source: Researchers Using SPSS, 2025

Based on the results of the analysis of the influence of the transformational Principal's leadership style and the Human Resource Management (HRM) approach together on student learning outcomes at Plaju District Elementary Schools, the results of the multiple linear regression analysis based on the Model Summary output obtained an R value of 0.961. Thus, it can be said that the transformational Principal's

leadership style and the Human Resource Management (HRM) approach have a strong influence on student learning outcomes at Plaju District Elementary Schools.

Simultaneous Multiple Linear Regression Analysis (F-Test)

Based on the simultaneous multiple linear regression analysis using the F-test, it is used to determine whether the regression coefficient has a significant influence or not simultaneously (together) between the independent variables (X1 and X2) with the dependent variable (Y). If sig. > (0.05), then the regression coefficient is not significant. If Sig. < (0.05), then the multiple linear regression coefficient is significant. Multiple linear regression analysis is often referred to as simultaneous hypothesis testing or f-test which is shown in the table below the results of calculations using the SPSS For Windows Software application program.

Table 14. Results of Simultaneous Multiple Linear Regression Analysis (F-Test)

ANOVA ^a				
	Sum of Squares	Mean Square	F	Sig.
1 Regression	1656.048	828.024	232.763	.000 ^b
Residual	138.738	39.3557		
Total	1794.786	41		

a. Dependent Variable: Student Learning Outcomes

Source: Researchers Using SPSS, 2025

b. Predictors: (Constant), Human Resource Management Approach, Transformational Principal Leadership Style

Based on the the results of multiple linear regression analysis,

it is known that Fcount = 232,763 and Ftable 3.23 where Fcount > Ftable or 16.648 > 3.23 which means Ha is accepted or it can be said that there is a significant influence of the transformational Principal's leadership style and the Human Resource Management (HRM) approach together on student learning outcomes at Plaju District Elementary Schools.

Based on the results of the linear regression analysis of the t-test and f-test above, it can be shown through the theoretical pattern of the research framework the magnitude of the contribution of the influence of the transformational principal's leadership style on student learning outcomes at Plaju District Elementary Schools, the influence of the Human Resource

Management (HRM) approach on student learning outcomes at Plaju District Elementary Schools, and the influence of the transformational principal's leadership style and the Human Resource Management (HRM) approach together towards student learning outcomes at Plaju District Public Elementary School, is described as follows:

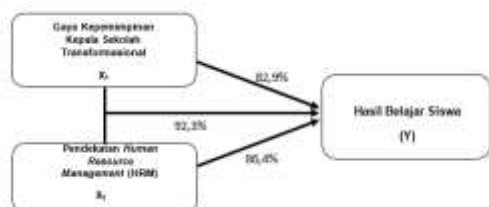


Figure 2. Results of the Research Thinking Framework

E. Conclusion

Based on the results of the research, the conclusions in this study are described as follows.

1. The results of the study indicate that the transformational principal's leadership style has an impact on student learning outcomes. Specifically, the transformational principal's leadership style contributes 82.9% to student learning outcomes. This finding confirms that transformational leadership style is important because it encourages motivation, innovation, and collaboration in schools, which have a direct impact

on improving student learning outcomes.

2. This study also revealed that the Human Resource Management (HRM) approach has an even greater influence on student learning outcomes. This factor contributes 86.4% to student learning outcomes, showing how important the Human Resource Management (HRM) approach is because it focuses on managing and developing teachers professionally, which has a direct impact on the quality of teaching. Competent and motivated teachers will create more effective learning, so that student learning outcomes increase significantly.
3. The transformational principal's leadership style and the Human Resource Management (HRM) approach were analyzed together, it was found that both had a very large influence on teacher performance, with a contribution reaching 92.3%. The combination of transformational leadership and HRM approaches is equally important because it creates an inspiring and professional school environment. Both support each other in improving the quality of

teaching and student learning outcomes.

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