

THE ROLE OF PRINCIPAL LEADERSHIP IN IMPROVING TEACHER WELFARE: A CASE STUDY AT MUHAMMADIYAH RABBANI ELEMENTARY SCHOOL

Khofifah Umi Rahmawati¹, Muhammad Munadi²

e-mail address: khofifah.ur@gmail.com¹, muh.munadi@staff.uinsaid.ac.id²

Affiliation: Universitas Islam Negeri Raden Mas Said Surakarta^{1,2}

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Abstract

Teacher welfare is a crucial factor influencing motivation, performance, and the quality of learning. While previous research has largely discussed the relationship or influence of teacher welfare on performance, there are still limited studies explaining the forms of welfare efforts undertaken by schools, particularly in private schools. This study aims to analyze the role of principal leadership in improving teacher welfare at Muhammadiyah PK Rabbani Elementary School. This study uses a descriptive qualitative approach. The research subject is the principal as the primary source of information, while informants include teachers, employees, and educational staff. Data were collected through semi-structured interviews, participant observation, and documentation studies. Data validity was tested using triangulation. Data analysis was conducted through data reduction, data presentation, and drawing conclusions. The results show that the principal plays a significant role in improving teacher welfare, both financially and non-financially. Financially, the principal lobbies and negotiates for additional incentives for teachers despite limited authority. From a non-financial perspective, the principal creates a positive work environment, provides opportunities for professional development, and provides recognition and rewards for teacher achievement. In conclusion, effective principal leadership contributes significantly to improving teacher well-being, which in turn supports the quality of education in schools.

Keywords : Leadership, Principal, Teacher Welfare

Abstrak

Kesejahteraan guru merupakan faktor penting yang memengaruhi motivasi, kinerja, dan kualitas pembelajaran. Penelitian terdahulu banyak membahas hubungan atau pengaruh kesejahteraan guru terhadap kinerja, namun masih terbatas kajian yang menjelaskan bentuk-bentuk kesejahteraan yang diupayakan oleh sekolah, khususnya pada sekolah swasta. Penelitian ini bertujuan untuk menganalisis peran kepemimpinan kepala sekolah dalam meningkatkan kesejahteraan guru di SD Muhammadiyah PK Rabbani. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Subjek penelitian adalah kepala sekolah sebagai sumber utama informasi, sedangkan informannya meliputi guru, THE ROLE OF PRINCIPAL LEADERSHIP IN IMPROVING TEACHER WELFARE: A CASE STUDY AT MUHAMMADIYAH RABBANI ELEMENTARY SCHOOL

Khofifah Umi Rahmawati¹, Muhammad Munadi²

karyawan, dan tenaga kependidikan. Data dikumpulkan melalui wawancara semi-terstruktur, observasi partisipatif, dan studi dokumentasi. Uji keabsahan data dilakukan dengan triangulasi. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kepala sekolah berperan penting dalam meningkatkan kesejahteraan guru baik secara finansial maupun non-finansial. Secara finansial, kepala sekolah melakukan lobi dan negosiasi untuk mendapatkan insentif tambahan bagi guru meskipun terdapat batasan wewenang. Dari aspek non-finansial, kepala sekolah menciptakan lingkungan kerja yang positif, membuka peluang pengembangan profesional, serta memberikan pengakuan dan penghargaan atas prestasi guru. Kesimpulannya, kepemimpinan kepala sekolah yang efektif berkontribusi signifikan dalam memajukan kesejahteraan guru, yang pada gilirannya mendukung kualitas pendidikan di sekolah.

Katakunci: Kepemimpinan, Kepala Sekolah, Kesejahteraan Guru

A. Introduction

Teacher welfare is a fundamental factor in improving the quality of education in Indonesia. Teachers who are prosperous, both financially and non-financially, tend to have higher work motivation, enthusiasm for teaching, and professional commitment. This ultimately has a positive impact on the quality of teaching and student learning outcomes (Hasanah & Zainuddin, 2024) . This is especially challenging for teachers working in private schools, given limited funding sources, which impact the welfare they receive.

Various previous studies have consistently shown that well-met teacher welfare, both financially and non-financially, has a significant influence on improving their performance in the classroom and in other professional duties. Research conducted by Moh. As'adi & Slamet (2022) showed that teacher welfare significantly influences teacher performance . The more prosperous a teacher is, the better their performance. This is supported by research conducted by Ardhi & Hadlun (2022) , which shows that teacher welfare significantly influences teacher performance. Furthermore, research conducted by Ahiruddin et al. (2021) shows that teacher welfare, work motivation, and teacher competence contribute to and significantly influence teacher performance. Therefore, improving teacher welfare is a key factor that directly and indirectly impacts the quality of education.

A professional teacher requires recognition from various parties, not only from society but also from the government. This recognition serves as the basis for professional teachers to make greater contributions to the world of education, particularly in the learning process. Therefore , the issue of teacher welfare should no longer be taboo but rather a necessity that must be met. Teacher welfare plays a vital role in realizing national education goals, because fundamentally, educational

success depends heavily on the quality of its human resources, namely teachers (Mansir, 2020).

In this context, the principal's leadership role is crucial. As the leader and manager of an educational institution, the principal has significant responsibilities, not only in academic matters but also in managing human resources, including efforts to improve teacher welfare. As a leader, the principal is an influential figure in the policy-making process (Ismail et al., 2025). However, this task becomes more complex in private schools due to limited funding and the need to balance educational quality with operational cost efficiency (Sudiana & Muslihin, 2024). As a leader, the principal is an influential figure in the policy-making process (Ismail et al., 2025).

On the other hand, constantly changing socio-economic dynamics also place additional pressure on private schools. Rising public expectations for educational quality, coupled with competition between educational institutions, require schools to continuously improve the quality of their services. This inevitably implies the need to retain and improve the quality of teaching staff. This is closely related to the welfare aspect.

Muhammadiyah Rabbani Elementary School, as one of Indonesia's private educational institutions, is not immune to these challenges. The school is known for its strong commitment to quality education, as reflected in its numerous academic and non-academic achievements. However, like many other private schools, Muhammadiyah Rabbani Elementary School also faces a dilemma when it comes to ensuring teacher welfare.

Given the complexity of these issues, an innovative and adaptive leadership approach is required. Principals are required to navigate various structural and financial constraints while prioritizing teacher well-being as the institution's primary asset. Therefore, this study aims to analyze in-depth the leadership role of the principal at Muhammadiyah Rabbani Elementary School in efforts to improve teacher well-being.

Based on a literature review, most previous studies have focused on the influence of teacher welfare on performance or its relationship to motivation and work productivity. However, studies specifically outlining the forms of welfare efforts pursued by schools and the principal's leadership strategies for achieving them are relatively rare, particularly in private schools. In the context of this research, the focus is directed at the efforts made by the principal of Muhammadiyah Rabbani Elementary School to improve teacher welfare, both financially and non-financially, amidst limited resources.

This research is expected to provide practical insights for private school administrators and theoretical contributions to the development of the literature on educational leadership and teacher welfare management. Furthermore, the findings have the potential to significantly contribute to the development of national education policy, particularly in the areas of private school management and improving teacher welfare.

B. Method

This study used a qualitative approach with descriptive methods. Qualitative research aims to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of individuals and groups (Firdausina & Ripai, 2024; Suroso & Salehudin, 2021) . This study describes the role of school principals in improving teacher welfare.

This research was conducted at Muhammadiyah Rabbani Elementary School. In collecting data, the researcher used semi-structured interviews, participatory observation, and documentation studies. The research subject was the principal, as he was the main focus and had in-depth information in line with the research objectives. The informants were several teachers, employees, and educational staff at Muhammadiyah Rabbani Elementary School. Data validity was tested using triangulation. Data analysis used in this study was descriptive qualitative analysis through four stages: data collection, data reduction, data presentation, and conclusion drawing.

C. Results and Discussion

Teacher Welfare

Teacher welfare is a social order and livelihood, both materially and spiritually, encompassing safety, morality, and physical and mental well-being. Teacher welfare extends beyond salary. It encompasses both financial and non-financial aspects (Hasanah & Zainuddin, 2024) . Optimal teacher welfare enables teachers to live decently, carry out their duties effectively, and actively contribute to national development (Nawawi, 2022) . Teacher welfare encompasses several aspects, such as wages and benefits, occupational health and safety, training and professional development, and psychological and emotional support (Aulia et al., 2023) .

Things that are usually related to welfare are: 1) adequate facilities and infrastructure, 2) work performance counter (salary) that meets the standard of living, 3) a conducive, safe, comfortable work atmosphere, 4) a fair and open work system, and full of togetherness, 5) aspirations and work creativity can grow and

develop. These factors will create high work morale and work ethic for teachers, so that they can improve their professional performance (Massalim, 2019) .

Welfare is generally divided into two types: financial well-being and non-financial well-being. Financial well-being relates to the financial aspects that support a teacher's life. This includes all material things, such as: a) a basic salary that meets the standard of living, b) allowances, c) performance incentives/bonuses, d) facilities, e) health insurance, and f) pension funds. Non-financial well-being, on the other hand, includes non-material aspects such as psychological and social aspects that support teacher comfort and self-development, such as: a) a positive work environment, b) opportunities for professional development, c) recognition and appreciation, d) providing autonomy.

The research findings indicate that principals have limited authority to directly improve teacher financial well-being, as salary and benefit policies are largely determined by the foundation. However, principals play an active role as facilitators through lobbying and negotiations to secure additional incentives for teachers. As one principal stated:

" I can't change the teachers' basic salary, but I try to find opportunities outside or within school activities to provide additional incentives."

This was confirmed by several teachers who admitted that each activity involved incentives for the committee's dedication to their assigned tasks. These committees involved all teachers, administrative staff, and staff.

In non-financial terms, the principal successfully created a positive work environment, provided opportunities for professional development, and recognized and rewarded teacher achievements. This positive work environment was fostered through open communication, emotional support, and social activities. One teacher stated:

"The teachers' lounge here is open-plan, so we can freely exchange ideas and support each other. The principal also always takes the time to listen to our concerns."

In terms of recognition and rewards, the principal implements several programs to motivate teachers. One of these is the exemplary teacher program, which adheres to predetermined criteria. The principal explained:

"We want teachers to feel appreciated for their hard work. This exemplary teacher program is one way to motivate them and make them feel recognized."

In addition, the school provides competency certificates to teachers who have participated in training or professional development programs as a form of recognition for their improved competence. The principal added:

"The certificate is not just a formality, but a form of our appreciation so they know their efforts are seen and appreciated."

Teachers' achievements are also publicized through school media, both on the website and social media. One teacher shared her experience:

"When my name was announced in the school press, I felt incredibly proud. It motivated me to continue achieving."

Other forms of recognition include additional incentives for teachers with consistent attendance records, as well as special awards for teachers who excel in competitions, both internal and external. One teacher who received an external award said:

" The award from the school makes me even more enthusiastic about participating in the competition again. Especially if there's direct support from the principal."

Principal Leadership

Leadership is a conscious effort made by a leader to actualize group goals through others using certain methods and means (Haryani et al., 2022) . The principal is defined as someone who has the task of leading the process of organizing formal education, namely schools (Angga & Iskandar, 2022) . Principal leadership is an effort made by the principal to motivate or influence the school's stakeholder group towards achieving the school's vision and mission (Khoiri, 2024) .

In realizing his vision and mission, the principal must be able to act as: 1) educator, 2) manager, 3) administrator, 4) supervisor, 5) leader, 6) innovator, and 7) motivator (Kurniawati, Arafat, & Puspita, 2020). As an educator, the principal needs to strive to instill, advance, and improve at least four kinds of values, namely mental, moral, physical, and artistic development for teachers and staff in his leadership environment (Abrori & Muali, 2020) . The principal as a leader must be forward-looking to achieve the school's goals. And as a manager, the principal must have an efficient and effective strategy in carrying out the sustainability of the school by implementing all existing policies and decisions (Sulfemi, 2020) . In the regulation of Permendikbud No. 16 of 2018 has stipulated that the workload of the principal is entirely to carry out the main tasks of supervision of teachers and educational staff, management, and entrepreneurship development (Kadarsih et al., 2020) .

Principal Strategy

The strategy implemented by the principal of Muhammadiyah Rabbani Elementary School to improve teacher welfare combines servant leadership and

transformational leadership approaches. This approach focuses on meeting teacher needs, empowering potential, and creating an environment that encourages innovation and collaboration.

1. Internal Resource Optimization

The principal strives to maximize the school's potential revenue from internal activities, such as paid extracurricular activities or external collaborations, to be allocated as additional incentives for teachers. As the principal explained:

"If we rely solely on routine funding, it's difficult to improve teacher welfare. That's why I'm looking for opportunities within school activities that can provide additional incentives."

2. Award System and Achievement Publication

The principal established a measurable reward system, ranging from exemplary teacher programs, certificate awards, and publication of teacher achievements in the school media. One teacher stated:

"When my achievements were posted in the school media, it made me feel very proud and made me want to continue achieving."

3. Professional Capacity Building

In an effort to support teacher professional development, the principal provides flexibility for teachers to participate in advanced study programs, both online and on weekends, while still considering students' learning needs. Furthermore, the school facilitates teacher participation in the Teacher Professional Education (PPG) program and various other capacity-building activities, such as seminars and workshops. Furthermore, the school encourages teachers to actively participate in professional competitions as a means to develop competencies and expand their networks.

The Relationship between Principal Leadership and Teacher Well-being

An effective principal can create a supportive environment for teachers to achieve optimal performance. Stronger principal leadership will improve teacher performance. Principal leadership can also increase teacher motivation, which in turn contributes to teacher performance (Ulum et al., 2020). Teacher performance is a key determinant of educational quality. Principals play a crucial role in improving teacher performance in carrying out their duties and responsibilities (Setiyadi & Rosalina, 2021).

On the other hand, teacher performance is influenced by well-being. Optimal teacher well-being is the foundation for increasing motivation, performance, and productivity (Sari, Devianti, Putri, Trihantoyo, & Naphanudin, 2024). Adequately fulfilling teacher well-being will increase their enthusiasm for their work, fostering an awareness of developing and improving the quality of their resources (Massalim, 2019) . Therefore, a crucial aspect of principal leadership is paying attention to teacher well-being.

Teachers who feel psychologically, socially, and materially well-off tend to have high intrinsic motivation to deliver their best performance. Good well-being can also foster greater energy and motivation to continue learning and self-development. This is supported by research (Kartini & Kristiawan, 2019), which shows that professional allowances and work motivation have a significant influence on teacher performance. Allowances are an indicator of teacher well-being. This suggests that teacher well-being is an effective instrument in improving teacher performance. Well-being motivates someone to work (Azizah et al., 2021) .

Poor teacher welfare can lead to a decline in the quality of learning (Adiatma et al., 2023) . Therefore, principals need to take a strategic role in ensuring teacher welfare through various supportive policies and programs. Efforts to improve teacher welfare are a long-term investment that will positively impact the overall quality of education. Based on the theory above, teacher welfare generally consists of two types:

1. Financial Well-being

Financially, principals are unable to directly improve teacher welfare, as their authority tends to be limited. Finances relate to salaries, allowances, and all other material matters. Policies regarding teacher salaries and allowances are generally determined by the government or a higher institution, such as a foundation for private schools. However, principals can act as facilitators in fostering good communication between the school and policymakers. Through effective communication, aspirations regarding teacher welfare can be conveyed and optimal solutions can be found.

For example, Muhammadiyah Rabbani Elementary School, a private school managed by a foundation under the Muhammadiyah Organization, maintains its commitment to improving teacher welfare. Although teacher salary and benefit policies are largely influenced by government or foundation policies, the principal of Muhammadiyah Rabbani Elementary School continues to strive for these benefits. The principal lobbying and negotiating with the foundation, he also seeks to optimize existing school resources to

provide incentives and benefits to teachers. In this way, the principal indirectly contributes to improving teacher financial well-being, albeit on a smaller scale.

2. Non-Financial Well-Being (Psychological and Social)

Non-financial welfare includes non-material aspects such as psychological and social aspects that support teachers' comfort and self-development, such as: a) a positive work environment, b) professional development opportunities, c) recognition and appreciation, d) providing autonomy.

Although their role in improving teacher financial well-being is very limited, school principals have significant potential in optimizing non-financial well-being. Principals play a strategic role in optimizing non-financial well-being, such as psychological and social well-being. Meeting psychological and social needs can create a positive work environment, thereby influencing teacher performance and motivation. This, in turn, contributes to improving the quality of education.

The efforts made by the principal of Muhammadiyah Rabbani Elementary School to improve psychological and social well-being are:

a. Creating a positive work environment

The principal of Muhammadiyah Rabbani Elementary School has successfully created a positive work climate through several efforts, including opening an inclusive dialogue space for all teachers to voice their complaints and concerns. By responding to every input and complaint with empathy, he has built solid interpersonal relationships among the entire teaching staff. Furthermore, the seamless design of the teachers' lounge creates a collaborative atmosphere that encourages the sharing of ideas and experiences, regardless of seniority. Environmental cleanliness and health are also highly considered, thus creating a comfortable and productive work atmosphere. Furthermore, there are frequent social activities such as visiting sick people, weddings, births, etc.

b. Professional development opportunities

To support professional development, the principal provides teachers with the flexibility to pursue further studies, both online and on weekends, while still addressing students' learning needs. The school also facilitates teacher involvement in the Teacher Professional Education (PPG) program and various competency-building activities, such as seminars and workshops. Furthermore, teachers are encouraged

to actively participate in professional competitions as a platform for skill development and networking.

c. Recognition and awards

In terms of recognition and awards, the principal established an exemplary teacher program with defined criteria. In addition to the exemplary teacher program, the school awards competency certificates to teachers who have participated in training or professional development programs as a form of recognition for their improved competency. As a form of appreciation, teacher achievements are also published on school media such as the website or social media. Another form of recognition is the provision of additional incentives to teachers with consistent attendance records. Furthermore, awards are given to outstanding teachers, both in internal and external school competitions.

Based on literature review, quantitative research on the relationship between teacher well-being and performance, as well as the influence of well-being on work motivation and productivity, has been widely conducted and has shown consistent and valid results. For example, research conducted by Hasanah & Zainuddin (2024) shows that teacher well-being has an impact on teacher performance and that well-being is important for teachers because it can influence teacher performance. Furthermore, other research conducted by Tagela et al. (2023) shows that work experience and well-being are two dominant aspects that must be truly considered by principals and foundation administrators in increasing the work motivation of teachers in their educational environment.

This research aims to complement these findings by providing a qualitative description of the forms of teacher welfare that schools strive for, as well as the principal's leadership strategies in realizing them, as occurred at Muhammadiyah Rabbani Elementary School.

D. Closing

The principal of Muhammadiyah Rabbani Elementary School has successfully implemented his role in improving teacher welfare, both financially and non-financially. Although the principal faces financial limitations, he remains active as a liaison between teachers and the foundation, lobbying and negotiating to ensure that teachers' financial well-being is addressed. Furthermore, the principal strives to maximize school-level resources by providing additional incentives or small bonuses to recognize teacher performance. In the non-financial aspect, the principal has successfully created a positive work environment that supports teachers'

psychological and social well-being. This conducive work environment is created through open dialogue to listen to teachers' concerns, providing professional development opportunities such as training and seminars, and recognizing their achievements. This approach significantly contributes to increasing teacher motivation and work enthusiasm. Thus, despite limitations in improving financial well-being, the principal's leadership has a positive impact on teacher well-being overall, which ultimately contributes to improving the quality of education at the school.

For future research, a more in-depth analysis of the specific mechanisms within private school policies related to teacher financial well-being is recommended. Furthermore, further research could examine the role of collaboration between schools, foundations, and government institutions to find innovative solutions to improve teacher well-being in private schools.

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