



The Influence of Inclusive Leadership on Teacher Performance through Educational Quality Management as an Intervening Variable

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Abstract

Abstract

Education is considered as an aspect that plays a crucial role in preparing and shaping a future generation of young people who are resilient, have character, are independent, and competitive. Teachers are required to have performance that is able to provide and realize the hopes and desires of all in achieving good quality education. This study aims to analyze the effect of inclusive leadership on education quality management and teacher performance, and to analyze the effect of inclusive leadership on teacher performance through intervening education quality management. This study uses descriptive and verification methods with a quantitative approach. The data for this study are primary data obtained through questionnaire distribution. The population in this study were all elementary school teachers in the Eastern Region of Jember Regency. The number of samples was determined at 200 respondents. Sampling was carried out using proportional random sampling. Data analysis used Structural Equation Modeling (SEM) analysis with the help of WarpPLS software. The research findings indicate that inclusive leadership significantly influences educational quality management. Inclusive leadership significantly effect on teacher performance. Educational quality management significantly effect on teacher performance. Inclusive leadership significantly effect on employee performance, with intervening educational quality management. The research findings show that educational quality management role as an intervening variable.

Keyword: Inclusive Leadership, Educational Quality Management, and Teacher Performance

Introduction

Indonesia remains an agrarian country where a large proportion of the Education is viewed as an aspect that plays an important role in preparing and shaping the young generation for the future. Through education, a nation can become resilient, independent, and competitive. The reform era brought fundamental changes in education management concerning state administration aspects, where, as a consequence of Law No. 23 of 2014 on Regional Government, there was a shift from centralistic management to region-based management. Educational management must adapt to the spirit and principles of regional autonomy. This paradigm shift from a top-down to a bottom-up or decentralized approach manifests in school empowerment, making school principals and teachers the spearhead of every effort to improve education quality and ensuring responsibility for implementing educational policies (J. Musfah, 2021).

Education plays a crucial role in enlightening the life of the nation; therefore, it requires all individuals involved to work together optimally, with a sense of responsibility and high loyalty, to improve education quality. The improvement of education quality becomes the foundation for enhancing the quality of human resources. This challenge is particularly pronounced in higher education institutions, which are entrusted as competent institutions to prepare superior human resources. Through higher education institutions, it is expected that there will be absorption of science (transfer of science), knowledge (transfer of knowledge), information (transfer of information), and technology (transfer of technology). In line with this, Rismayanti et al. (2021) state that the quality of learning depends on the professional competence of educators. Similarly, Burhanuddin et al. (2023) assert that there is a strong positive influence of teacher competence on learning

quality; thus, teacher competence must be continuously developed and strengthened to motivate school personnel toward high productivity, contributing directly to the improvement of learning quality.

Quality human resources are the essential foundation of national development; hence, the quality of human resources must always be developed and directed toward achieving national goals. Educational institutions must be capable of developing scientific knowledge, expertise, technology, and human resources who are intellectual, creative, cultured, tolerant, and possess strong character, always adhering to truth to improve national competitiveness in facing global challenges across all sectors (Law No. 12 of 2012). Teachers are critical human resources that determine educational success in schools since they are the individuals most closely connected with students in the daily educational process (Hambali, 2022). The teachers are responsible for implementing classroom learning processes. Therefore, teachers as one of the main and most vital factors in producing qualified graduates deserve special attention, as they are directly involved in the educational process.

Teachers are highly important components; hence various efforts are made to improve their quality. Human resources in schools must possess the capability to realize national education goals. Therefore, educators and educational staff must collaborate effectively to achieve these goals (Uno, 2023). Teachers are demanded to perform in ways that meet the expectations of all stakeholders, especially the general public who entrust their children's education to schools. The quality of education largely depends on teacher performance in carrying out their duties, making teacher performance a central requirement for educational success. According to Mangkunegara (2019), teacher performance includes the learning process as an effort to develop activities toward better practices, thus achieving educational goals through structured learning activities. Furthermore, Susanto (2021) defines teacher performance as the implementation of the learning process both inside and outside the classroom, alongside other activities such as completing school administration, student guidance, and evaluation. Conceptually, teacher performance reflects the capability demonstrated by teachers in performing their duties (Solong, 2020). Performance is considered good and satisfactory when the objectives

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achieved meet predetermined standards. Generally, the quality of education serves as a measure of teacher performance success.

Empowerment for improving teacher quality must be carried out continuously and sustainably, which is inseparable from school-based management principles. Ini et al. (2021) explain that quality-based school management and revitalization of school functions are two essential foundations for organizational operations aimed at improving teacher competence and achieving optimal performance. Educational management is defined as a systematic, structured, and comprehensive process of cooperation to achieve national education goals in the short, medium, and long term (Syafaruddin & Syukri, 2022). School-based management will be effective and efficient if supported by professional human resources, sufficient funding to support staff, adequate infrastructure to facilitate teaching and learning, and parental and community support both in ideas and financial contributions (Nadeak, 2022). Mulyasa (2022) describes school-based management as an educational management model that grants autonomy to schools and promotes participatory decision-making involving all stakeholders to achieve the National Education Goals.

School-Based Management (SBM) contributes positively to schools by enabling them to provide better and more adequate education for students. With SBM implementation, greater opportunities emerge for principals, teachers, and students to engage in innovative and creative school activities related to curriculum, pedagogy, and management, all driven by collective professionalism aimed at improving school quality. According to Amalia Viika (2021), in addition to the principal's role, teachers also significantly determine the success of SBM implementation. SBM can encourage improved teacher performance by providing greater autonomy to schools in managing resources and making decisions suited to local needs. This fosters teacher involvement in teaching, curriculum development, and overall quality enhancement. SBM not only boosts school efficiency and effectiveness but also creates a conducive environment for teacher development and performance improvement (Rohma et al., 2020). Studies by Deta et al. (2025), Latifah & Handayani (2022), Rizal et al. (2024), Rohma et al. (2020), and Siregar (2020) confirm the relationship between SBM and teacher performance, although some studies reveal differing findings showing that SBM does not significantly affect teacher performance.

Within schools, the roles of principals and teachers are critical in improving the quality of student learning processes; therefore, it is interesting to explore teacher human resources from various educational perspectives. The principal's leadership role in directing teachers has a significant impact on achieving the desired school performance outcomes. The achievement of organizational performance largely depends on leadership (Qomariah et al., 2022). To ensure that management aligns with organizational goals, one essential factor is having competent leaders capable of applying leadership systems that enhance the quality of human resources, particularly performance (Khoiri & Oktavia, 2019). Inclusive leadership in education is a multifaceted approach designed to create environments where all students can thrive regardless of background or ability (Komariah & Kurniady, 2022). This leadership style is crucial for developing equitable and inclusive educational settings. It requires a comprehensive approach encompassing institutional transformation, effective leadership practices, overcoming barriers, and promoting collaboration and competency-based culture. By focusing on these areas, educational leaders can significantly enhance inclusivity and educational quality for all students (Jejen Musfah, 2022).

Inclusive leadership in education consists of several key activities, including supporting inclusion implementation, promoting participation in education, fostering awareness, encouraging dialogue, prioritizing learning-through-practice, supporting inclusion-based decision-making, and building togetherness (Komariah & Kurniady, 2022). Empirical studies (Azis & Suwatno, 2019; Limbu et al., 2022; Purnamangingtyas & Rahardja, 2021; Suhardi & Febriyanti, 2024) show that principals' inclusive leadership positively affects teacher performance. Inclusive leadership that emphasizes appreciation of diversity, equality, and inclusion can create better work environments, motivate teachers, and ultimately improve teacher performance.

Based on the above discussion regarding phenomena, problems, and prior research gaps, this study aims to examine the effect of inclusive leadership on teacher performance mediated by educational quality management. Accordingly, the study aims to analyze: (1) the effect of inclusive leadership on educational quality management and teacher

performance; (2) the effect of educational quality management on teacher performance; and (3) the mediating effect of educational quality management on the relationship between inclusive leadership and teacher performance.

Method

This study utilizes a descriptive-verification methodology within a quantitative framework. The target population includes the entirety of elementary school teachers across the Eastern Region of Jember Regency, Indonesia. Sampling involved 200 respondents drawn via proportional random sampling technique. Research variables are operationalized as: exogenous (X) – inclusive leadership; intervening (Z) – educational quality management; and endogenous (Y) – teacher performance.

Table 1: Identification of Research Variables and Indicators

No	Variable	Indicators
1	Inclusive Leadership (X)	a. Clear guidance b. Equal opportunities c. Support d. Collaboration and teamwork e. Constructive feedback
2	Educational Quality Management (Z)	a. Material and competence quality b. Learning implementation quality c. Facilities and resources d. School principal leadership e. Student competence f. Student character
3	Teacher Performance (Y)	a. Lesson planning b. Lesson implementation c. Classroom management d. Utilization of media and learning resources e. Assessment and evaluation f. Student relationships

This study employs Structural Equation Modeling (SEM) using SmartPLS software to test the hypotheses. SEM represents an integrated approach combining factor analysis, structural modeling, and path analysis.

Results and Discussion

Inclusive leadership significantly influences educational quality management and teacher performance, both directly and through the mediating role of educational quality management. Educational quality management also has a significant effect on teacher performance, confirming its position as an intervening variable in the relationship between inclusive leadership and teacher performance.

Main findings

The results confirm that inclusive leadership has a significant effect on educational quality management and on teacher performance, while educational quality management itself significantly affects teacher performance. This indicates that strengthening inclusive leadership and educational quality management simultaneously is essential to optimally improve teacher performance in elementary schools.

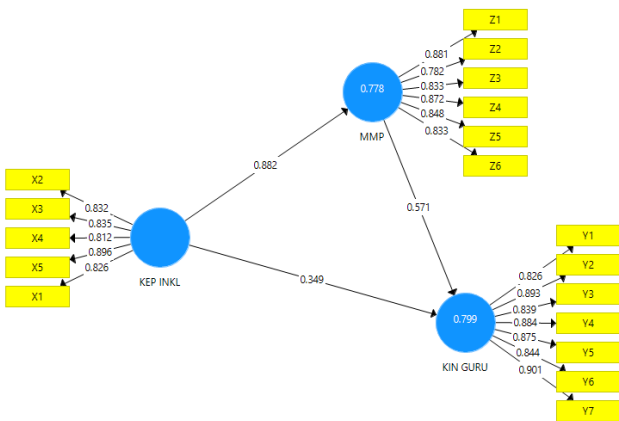
Table 2: Descriptive Statistics of Respondent Demographics

Criteria	Frequency (people)	Percentage (%)
Age		
a. < 30 years	61	30.5
b. 30–50 years	102	51.0
c. > 50 years	37	18.5
Total	200	100.0
Gender		
a. Male	82	41.0
b. Female	118	59.0
Total	200	100.0
Last Education		
a. Diploma	23	11.5
b. Bachelor's (S1)	141	70.5
c. Postgraduate	36	18.0
Total	200	100.0
Tenure		
a. < 10 years	79	39.5
b. 10–20 years	96	48.0
c. > 20 years	25	12.5
Total	200	100.0

Source: Processed data

The results of data

The results of data analysis using SmartPLS produced a PLS-SEM model as illustrated in the following figure. In this model, the outer model describes the relationships between latent constructs and their indicators, while the inner model represents the structural relationships among the latent variables used to test the research hypotheses.



The SEM-PLS results show that inclusive leadership and educational quality management together explain a large proportion of the variance in teacher performance, and educational quality management functions as a significant mediating variable.

Model results and R-square

Table 3 indicates that the R-square for the construct educational quality management is 0.778, meaning that 77.8% of the variability in educational quality management is explained by inclusive leadership. The R-square for teacher performance is 0.799, meaning that 79.9% of the variability in teacher performance is explained jointly by inclusive leadership and educational quality management.

Direct Effects

The direct effect of inclusive leadership on educational quality management is significant, with a path coefficient of 0.882, t-value of 41.378, and p-value of 0.000, so H1, stating that inclusive leadership has a positive and significant effect on educational quality management, is accepted. The positive

coefficient implies that better inclusive leadership is associated with better educational quality management.

The direct effect of inclusive leadership on teacher performance is also significant, with a path coefficient of 0.349, t-value of 5.282, and p-value of 0.000, so H2 is accepted. This positive coefficient indicates that higher levels of inclusive leadership lead to higher levels of teacher performance.

The direct effect of educational quality management on teacher performance is significant, with a path coefficient of 0.571, t-value of 10.170, and p-value of 0.000, so H3 is accepted. This shows that better educational quality management is associated with better teacher performance.

Indirect effect and mediation

The indirect effect of inclusive leadership on teacher performance through educational quality management has a path coefficient of 0.504, t-value of 9.622, and p-value of 0.000, indicating a significant mediating effect. This means educational quality management acts as an intervening variable in the relationship between inclusive leadership and teacher performance, so H4 is accepted.

Summary of hypothesis testing

The hypothesis testing summary is as follows:

1. Inclusive leadership has a positive and significant effect on educational quality management (H1 accepted).
2. Inclusive leadership has a positive and significant effect on teacher performance (H2 accepted).
3. Educational quality management has a positive and significant effect on teacher performance (H3 accepted).
4. Inclusive leadership has a positive and significant effect on teacher performance through the mediating role of educational quality management (H4 accepted).

Discussion

Effect of Inclusive Leadership on Educational Quality Management

The results show that inclusive leadership has a significant effect on educational quality management, so the hypothesis stating that inclusive leadership has a positive and significant effect on educational quality management (H1) is supported. This means that the better the inclusive leadership, the better the educational quality management will be.

When applied in educational settings, leadership refers to the ability to invite, influence, mobilize, guide, and direct those involved in education to achieve common goals (Musfah, 2022). A leader must be able to exert influence so that staff or subordinates work joyfully and creatively in achieving organizational objectives (Musfah, 2022). In schools, the leadership styles and strategies of principals, teachers, and school personnel are clearly reflected in how educational programs are socialized and in the teacher-student relationships that are developed. Leadership cannot be separated from the role of followers; without strong follower participation, educational programs cannot run effectively (Musfah, 2022).

School-based management can operate effectively and efficiently when it is supported by professional human resources, sufficient funding to pay staff according to their functions, adequate infrastructure to support teaching and learning processes, and strong support from the community and parents, both in terms of ideas and financial contributions (Nadeak, 2022). Inclusive school leadership shapes educational quality management by creating a collaborative, supportive, and participatory work environment, which in turn increases teacher motivation, stakeholder engagement, and attention to the needs of all students through open communication, teacher professional development, data-driven improvement, and responsiveness to diversity (Komariah & Kurniady, 2022; Musfah, 2022).

Effect of Inclusive Leadership on Teacher Performance

The findings indicate that inclusive leadership has a significant effect on teacher performance, so the hypothesis stating that inclusive leadership has a positive and significant effect on teacher performance (H2) is accepted. This implies that the better the inclusive leadership, the higher the teacher performance.

The principal's leadership role in directing teachers affects the achievement of performance targets expected by the school as an educational organization, and organizational performance is largely determined by leadership (Qomariah et al., 2022). To ensure that management runs in line with organizational goals, it is essential to have leaders who are capable of implementing leadership systems that enhance human resource quality, particularly in terms of performance (Khoiri & Oktavia, 2019).

Inclusive leadership in education comprises several activities, including supporting the implementation of inclusion, engaging in educational participation, building awareness, fostering dialogue, emphasizing learning by doing, embedding inclusivity in decision-making and policy, and building a sense of togetherness (Komariah & Kurniady, 2022). Empirical studies have shown that principals' inclusive leadership has a positive impact on teacher performance because an emphasis on valuing diversity, equity, and inclusion creates a better work climate, motivates teachers, and ultimately enhances their performance (Azis & Suwatno, 2019; Limbu et al., 2022; Purnamaningtyas & Rahardja, 2021; Suhardi & Febriyanti, 2024).

Effect of Educational Quality Management on Teacher Performance

The results show that educational quality management has a significant effect on teacher performance, so the hypothesis stating that educational quality management has a positive and significant effect on teacher performance (H3) is accepted. This means that better educational quality management leads to higher teacher performance.

School-Based Management (SBM) can foster improvements in teacher performance because it grants schools greater autonomy in managing resources and making decisions that are relevant to local needs. This autonomy enables teachers to be more involved in learning processes, curriculum development, and overall quality improvement (Rohma et al., 2020). Good educational quality management enhances teacher performance by creating a supportive environment, providing training and professional development, optimizing resources, and ensuring continuous evaluation processes, which together produce more professional teachers, higher student motivation, and better overall learning quality (Deta et al., 2025; Mulyasa, 2022; Nadeak, 2022; Rizal et al., 2024; Rohma et al., 2020).

Effect of Inclusive Leadership on Teacher Performance Through Educational Quality Management

The results indicate that inclusive leadership has a significant effect on teacher performance through the mediating role of educational quality management. Educational quality management acts as an intervening variable in the relationship between inclusive leadership and teacher performance, meaning that improvements in inclusive leadership are followed by improvements in educational quality management, which subsequently lead to higher teacher performance. Thus, the hypothesis stating that inclusive leadership has a positive and significant effect on teacher performance through the mediating role of educational quality management (H4) is accepted.

Within schools, the roles of principals and teachers are crucial in improving the quality of students' learning processes, making teacher human resources an important subject of deeper investigation from various educational perspectives. The principal's leadership in directing teachers has a substantial impact on achieving the performance levels desired by the school as an educational organization, and organizational performance is strongly determined by leadership (Qomariah et al., 2022). To ensure that management aligns with organizational objectives, one of the key efforts is to have leaders who can implement leadership systems that enhance human resource quality, particularly performance (Khoiri & Oktavia, 2019). Inclusive leadership in education is a multifaceted approach that aims to create an environment in which all students can thrive, regardless of their background or abilities (Komariah & Kurniady, 2022)..

Limitation Of The Study

This study is subject to several limitations. First, the research sample is restricted to elementary school teachers in the Eastern Region of Jember Regency, which limits the generalizability of the findings to other regions, educational levels, and institutional contexts. Second, the study relies solely on a quantitative survey design using self-reported questionnaires, which may be affected by common method bias and social desirability bias. Third, the constructs of inclusive leadership, educational quality management, and

teacher performance are measured at a single point in time, so causal inferences should be interpreted with caution. Future research would benefit from using longitudinal designs, multi-source data (e.g., principals, students, and external assessors), and mixed-method approaches to provide deeper and more nuanced insights.

Conclusions and Recommendations

The study concludes that inclusive leadership has a positive and significant effect on educational quality management and teacher performance, while educational quality management also has a positive and significant effect on teacher performance. Furthermore, educational quality management functions as a mediating variable in the relationship between inclusive leadership and teacher performance, indicating that strengthening school quality management is a key pathway through which inclusive leadership enhances teacher performance.

Based on these findings, several recommendations can be proposed. For practitioners, school principals and education authorities are advised to systematically develop and institutionalize inclusive leadership practices—such as participatory decision-making, appreciation of diversity, and supportive professional learning environments—while simultaneously strengthening educational quality management systems. For policymakers, programs and regulations that support school-based management, continuous professional development, and evidence-based quality assurance should be prioritized. For researchers, future studies are recommended to expand the research setting to different regions and educational levels, employ longitudinal and mixed-method designs, and explore additional mediating or moderating variables (e.g., school climate, teacher engagement, or organizational commitment) to refine the understanding of how inclusive leadership and educational quality management shape teacher performance.

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