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## The Influence of Principal Leadership and Teacher Work Culture on the Work Loyalty of Elementary School Teachers in Cluster IV, Bukit Kapur District, Dumai City

Suarni\*, Fadly Azhar, Mahdum

Education Administration PPS, Riau University, Pekanbaru, 28293, Indonesia

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### ABSTRACT

This study aims to determine the effect of principal's leadership on teacher work loyalty, the influence of teacher work culture on teacher work loyalty, and find out whether there is an effect of principal leadership and teacher work culture together on teacher work loyalty. The research method used is a survey using a quantitative descriptive approach. The research population of all elementary school teachers in Cluster IV, Bukit Kapur sub-district, Dumai City was 117 teachers, with a total sample of 91 teachers. The sampling technique used is Simple Random Sampling. Data collection techniques are carried out using a questionnaire. The results of the study indicate that there is a direct positive influence of principal's leadership on teacher work loyalty, there is a direct positive influence of teacher work culture on teacher work loyalty and there is an influence of principal's leadership and teacher work culture on teacher work loyalty together.

## 1. Introduction

Leadership is a person's behavioral activity in influencing and directing individuals and groups to achieve organizational goals optimally (Sutrisno, 2015). According to Wahyudi in (Rahmad, 2017) leadership is a person's ability to move, direct, and influence the mindset, the way each member works so that they are independent in their work. Eko Djatmiko in (Said, 2018) defines leadership as a leader's effort to influence, encourage, guide, direct, and move staff as partners to work to achieve the goals that have been set.

According to the Regulation of the Minister of National Education No. 28 of 2010 concerning the Assignment of School Principals includes various activities such as influencing, guiding, directing, mobilizing and motivating school staff as partners so that they can work effectively in order to achieve the educational and teaching goals that have been set. Therefore, the principal must be able to play or

\* Corresponding author.

E-mail: [suarniwarni05@gmail.com](mailto:suarniwarni05@gmail.com)

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function himself as an educator, manager, administrator, supervisor, leader, innovator and motivator (Mulyasa, 2015).

According to Hadari Nawawi in (Adha, 2019) work culture is a habit or behavior that is carried out repeatedly. which is based on a view of life as values that become traits, habits and driving forces, entrenched in the life of a community group or organization, then reflected from attitudes into behaviors, beliefs, ideals, opinions and actions that manifest as an activity. Work culture is the attitude of the human perspective which is reflected in the value of behavior that becomes a habit as well as the driving force that provides positive power to always succeed at work (Sedarmayanti, 2017). According to Tri Guno in (Putranti et al, 2018) Work culture is a habit and a driving force, entrenched in the life of a community group or organization, then reflected from attitudes into behavior, beliefs, ideals, opinions and actions that manifest as work. Work culture according to Hadari Nawawi in (Suwanto, 2018) is a habit that is carried out repeatedly by employees in an organization.

According to Mangkunegara in (Sungkono, 2017) work loyalty comes from the word loyal which means loyal, in this case teacher work loyalty can be interpreted as teacher loyalty to the school as an organization. Loyalty is an attitude that arises as a result of the desire to be loyal and devoted to his work, group, superior, or at work which causes a person to be willing to sacrifice to satisfy other parties or society. (Astuti, 2019). Meanwhile, according to Poerwopoespito in (Zufani, 2017), Ardana (2012), and Farisi (2018), loyalty to work is reflected in the attitude of teachers who devote their abilities and expertise, carry out their duties and are responsible, disciplined, and honest at work.

Loyalty to the organization includes being honest, having a sense of belonging, understanding organizational difficulties, working more than what is asked, creating a pleasant atmosphere, keeping secret meetings of the organization, maintaining and enhancing the image, being frugal, not demonstrating and not having a negative view of the organization. Another opinion explains that work loyalty is defined as an orientation towards relationships created by superiors, employees who have high work loyalty are considered to be able to show maximum work results in achieving institutional or school goals (Gunawan, 2018). In an organization, human resources have a very strategic position (Busro, 2020).

The indicators of work loyalty according to Hasibuan in (Istikhomah, 2018) are as follows: obedience/compliance with organizational regulations, a high sense of responsibility, dedication to the organization and the ability of employees to carry out work. It can be explained as follows:

- a. Obedience or compliance, namely a loyal employee will always obey the rules. This obedience arises from employee awareness if the rules made by the organization are solely prepared to facilitate the implementation of the work of the organization (school).
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- b. A high sense of responsibility is when an employee has a loyal attitude to the organization, then the employee automatically feels he has a great responsibility to his organization.
  - c. Service to the company, namely the attitude to do as much as possible for the progress of the organization, participate in maintaining and be responsible for the organization.
  - d. The ability of employees to carry out work, namely employees who have a loyal attitude to the organization, do not hesitate to cooperate with other employees for the betterment of the organization.

However, the reality on the ground speaks differently, based on the author's interview with one of the principals at SD Gugus IV, Bukit Kapur District, Dumai City before the implementation of the Large-Scale Social Restrictions (PSBB), it can be seen that the work loyalty of teachers at the Elementary School is still far from expectations. This can be seen from the phenomena (1) more than half of the teachers do not obey the rules that have been mutually agreed upon, (2) more than half of the teachers do not understand their duties and responsibilities as teachers, such as teachers who are not indifferent in carrying out their duties, they carrying out their duties is only limited to aborting their obligations, (3) there are teachers who complain in carrying out additional tasks given by the principal inside and outside working hours, teachers are reluctant to become substitute teachers when there are teachers who are unable to enter class. (4) more than half the number of teachers do not yet have creativity in carrying out their duties, such as there are still teachers who do not want to look for new ideas in carrying out their duties as teachers, it can be seen that there are still teachers who have not developed their own learning tools, they use photocopying materials from other teachers and taking from the internet, there are still teachers who do not evaluate learning outcomes, teachers do not prepare various creative teaching and learning strategies to improve student learning outcomes.

The above phenomenon was also confirmed by the K3S head of the Bukit Kapur sub-district from the results of interviews carried out before the implementation of Large-Scale Social Restrictions (PSBB), it was found that some data identified low teacher work loyalty, namely: (1) around 35% of teachers were present after class started, (2) 25% of teachers leave teaching assignments when the principal is not present at school, (3) 55% of teachers are less involved and less enthusiastic about their work, both physically, cognitively and emotionally during their role as teachers, (4) 60% of teachers do not maximally design their own learning tools but they copy from other teachers, (5) 65% of teachers are not optimal in designing varied learning strategies, such as preparing media and learning models that make students enthusiastic about learning.

Teachers are individuals who play a very important role in educating students' lives, changing all human behavior, attitudes, traits and mindsets, liberating humans from the evil that destroys the nation's generation of children (Chairilisyah, 2020). A teacher is someone who has devoted himself to teaching a science, educating, directing, and training his students to understand the knowledge he teaches, in this case the teacher not only teaches formal education,

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but also education outside of formal education, can be a figure that is exemplified by students. students (Natuna, 2019). This study aims to determine the effect of principal's leadership on teacher work loyalty, the influence of teacher work culture on teacher work loyalty, and find out whether there is an effect of principal leadership and teacher work culture together on teacher work loyalty.

## **2. Methodology**

This study uses a quantitative descriptive approach with the survey method. This study is intended to prove the effect of the independent variable (independent) on the dependent variable (dependent). In this study, there are three research variables, namely two independent variables (independent variables), consisting of principal leadership (X1) and teacher work culture (X2), and one dependent variable, namely teacher work loyalty (Y). This research was conducted in Dumai City with a total of 4 (four) Public Elementary Schools included in the Cluster IV of Bukit Kapur sub-district, Dumai City, consisting of SDN 006 Bukit Kapur, SDN 008 Bukit Kapur, SDN 009 Bukit Kayu Kapur, and SDN 015 Gurun Panjang. . The researcher carried out this research within 4 months, from the seminar the research proposal was approved to the completion of the thesis report. The type of data collected is quantitative data.

Sources of data are: 1) Primary data, in this study is data from filling out questionnaires by elementary school teachers in Cluster IV, Bukit Kapur District. The data obtained are about the principal's leadership (X1), teacher work culture (X2), and teacher work loyalty (Y) from the results of closed questionnaire answers filled out by respondents. 2) Secondary Data, namely data obtained indirectly from the object. Secondary data is data supporting this research in the form of the number of teachers sourced from school documentation data and online data on the dapodikdasmn website. The population in this study were all elementary school teachers in Cluster IV, Bukit Kapur District, Dumai City, amounting to 117. Determination of the sample in this study using the Simple Random Sampling technique, namely taking samples from the population at random without regard to the existing strata in the population (Sugiono, 2013). Data collection techniques were carried out by distributing questionnaires (questionnaires) containing written statements and their answer choices to respondents to answer.

## **3. Results and Discussion**

### ***3.1 Description of Research Data***

#### ***3.1.1. Principal Leadership (X1)***

The distribution of the principal's leadership scores in the Cluster IV Elementary School, Bukit Kapur District, Dumai City is presented in the form of a frequency

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distribution table with four categories, namely high, medium, low, very low. the distribution of the frequency distribution of the data can be seen in Table 1.

Table 1. Frequency Distribution of Principal Leadership Scores

Category	Interval Class	Absolute Frequency	Relative Frequency
Tall	118 - 144	35	38,5 %
Currently	91 - 117	54	59,5 %
Low	64 - 90	2	2 %
So low	36 - 63		
<b>Total</b>		91	100

Based on Table 1. it is known that the frequency distribution of the principal's leadership score consists of four class intervals. There were scores at intervals of 118 – 144 as many as 35 people (38.5 %), intervals of 91 – 117 as many as 54 people (59.5%) and at intervals of 64 – 90 as many as 2 people (2 %). Thus, the leadership score of elementary school principals in Cluster IV, Bukit Kapur District, Dumai City is greater in the medium category. The names of indicators that fall into the medium category are: Educators, Managers, Administrative Managers, and Leaders. Which is included into the medium category, namely: on the indicators Supervisor, motivator and Innovator.

### 3.1.2. Teacher Work Culture (X2)

The distribution of work culture scores for elementary school teachers in Cluster IV, Bukit Kapur District, Dumai City is presented in a frequency distribution list with four categories, namely high, medium, low, very low. Often. Furthermore, the distribution of the frequency distribution of the work culture of elementary school teachers in Cluster IV, Bukit Kapur District, Dumai City can be seen in Table 2.

Table 2. Frequency Distribution of Teacher Work Culture Scores

Category	Interval Class	Absolute Frequency	Relative Frequency
Tall	96 - 116	40	44 %
Currently	74 - 95	49	54 %
Low	52 - 73	2	2 %
So low	29 - 51		
<b>Total</b>		91	100

Table 2 explains that the frequency distribution of teacher work culture scores consists of four class intervals. The highest score was found in the interval 96 - 116 as many as 40 people (44 %), in the interval 74 - 95 as many as 49 people (54%) and in the interval 52 - 73 as many as 2 people (2%). Thus the score for the work culture of elementary school teachers in cluster IV, Bukit Kapur District, was the highest in the medium category. The names of indicators that are included in the medium category are: on the indicator of openness, and mutual respect for the medium category, namely on the indicators of work discipline and cooperation.

### 3.1.3. Teacher Work Loyalty (Y)

The distribution of the work loyalty scores of elementary school teachers in cluster IV, Bukit Kapur District, Dumai City is presented in a frequency distribution list with four categories, namely high, medium, low, very low. Furthermore, the distribution of the frequency distribution of elementary school teacher work loyalty in Cluster IV, Bukit Kapur District, Dumai City can be seen in Table 3.

Table 3. Frequency Distribution of Teacher Job Loyalty Scores

Category	Interval Class	Absolute Frequency	Relative Frequency
Tall	113 - 136	35	38,5 %
Currently	87 - 112	53	58,2 %
Low	61 - 86	3	3,3 %
So low	34 - 60		
<b>Total</b>		91	100

Based on Table 43, it is known that the frequency distribution of teacher work loyalty scores consists of four class intervals. The highest score was found in the interval 88 - 114 as many as 53 people (58.2%), at the interval 115 - 136 as many as 35 people (38.5%) and the interval 61 - 87 as many as 3 people (3.3 %). Thus the work loyalty score of elementary school teachers in Cluster IV, Bukit Kapur District, Dumai City is in the medium category. The names of the indicators that are included in the high category are indicators of willingness to cooperate, sense of belonging, interpersonal relationships and those that are included in the medium category are indicators of obeying regulations, responsibility to the organization, love of work.

### 3.2. The Influence of Principal Leadership (X1) on Teacher Work Loyalty (Y)

The statistical results in this study indicate that the principal's leadership has a very significant influence on the work loyalty of elementary school teachers in Gugus IV, Bukit Kapur District, Dumai City, meaning that the better the principal's leadership, the better the teacher's work loyalty. On the other hand, the worse the leadership of the principal, the worse the work loyalty of teachers in a school will be. The results of this study are in accordance with research conducted by Adiba (2018) in his research entitled Islamic Leadership, Job Satisfaction, Work Commitment, and Work Loyalty of Employees of Bank Syariah Mandiri in Sidoarjo. The results show that leadership has a positive and significant effect on employee loyalty. Independent in Sidoarjo. This study is also in accordance with previous research conducted by Nurlaela (2021) that there is a contribution between leadership behavior and teacher work loyalty. This shows that the stronger the influence of leadership behavior, the higher the work loyalty of teachers produced by the teacher. Research conducted by Zufani, et al (2017) found that there was a direct positive effect on the example of the principal as a leader on teacher work loyalty. reinforced by the opinion (Widhiastuti, 2012) leadership is an element that can encourage teachers to be loyal to work in

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organizations, to support this opinion the author presents the results of research conducted by Kitriawaty et al (2017) with the results of his research showing that every increase in leadership will lead to increased work loyalty. his subordinates.

### ***3.3. The Influence of Teacher Work Culture (X2) on Teacher Work Loyalty (Y)***

Statistical results show that the work culture of teachers has a very significant influence on the work loyalty of elementary school teachers in Cluster IV, Bukit Kapur District, Dumai City, meaning that the better the teacher's work culture, the better the level of teacher work loyalty. Conversely, the worse the teacher's work culture, the worse the level of teacher work loyalty will be. The results of this study are in accordance with Gunawan's research (2018) with his research entitled *The Influence of Work Culture and Work Discipline on Teacher Loyalty* (a survey of teachers at public elementary schools in the city of Tangerang). The results showed that work culture had a significant positive effect on teacher loyalty. The results of this study are also in accordance with Pattipawae's statement in Deke (2017) explaining that work culture is a habit and a driving force, entrenched in the life of a community group or organization, then reflected from attitudes into behavior, beliefs, ideals, opinions and actions that manifest as work. If a good work culture is continuously applied, it can increase work loyalty.

### ***3.4. The Influence of Principal Leadership (X1) and Teacher Work Culture (X2) on Teacher Work Loyalty***

The statistical results show that together the principal's leadership and teacher work culture have a significant influence on teacher work loyalty, meaning that the better the principal's leadership and teacher work culture, the better the work loyalty of elementary school teachers in Gugus IV, Bukit Kapur City sub-district. Dumai. On the other hand, the worse the principal's leadership and the teacher's work culture, the worse the work loyalty of elementary school teachers in cluster IV, Bukit Kapur sub-district, Dumai City.

The results of this study are in accordance with the results of the research by Wiratama (2019) with the research title *Analysis of Variables Affecting the Performance and Loyalty of Employees of the PT Najatim Dockyard Ship Repair Company*. The results of the study prove that the variables of work environment, work culture, financial compensation, and leadership style simultaneously or simultaneously affect employee performance and employee loyalty. shows the calculated F value of 16.858. While the results of the calculation of the F table ( $\alpha = 0.05$ : db regression = 4: db residual = 45) is 2.579. Because F count > F table that is  $16,858 > 2,579$  579 which means that the independent variables consisting of work environment, work culture, financial compensation and leadership style simultaneously or jointly have a significant effect on employee loyalty. Supported by the opinion of Widhiastuti (2012), an increase in employee work loyalty has a relationship between superiors and subordinates as well as between the employees themselves, followed by teamwork, task distribution and communication can be well established, all of which are part of leadership and work culture. In Putra

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(2018) Jusuf argues that the high work loyalty of teachers is influenced by the principal's leadership factor and the teacher's work culture in the organization.

## **4. Conclusion**

### **4.1. Conclusion**

Based on the results of research that has been carried out, analysis, and hypothesis testing in this study, the following conclusions can be drawn:

1. Principal leadership has a positive and significant effect on the work loyalty of elementary school teachers in Cluster IV, Bukit Kapur Subdistrict, Dumai City, the influence of principal's leadership is 84.4% on the variable of teacher work loyalty. This significant influence of the principal's leadership variable proves that the principal's leadership is one of the determinants of teacher work loyalty.
2. Work culture has a positive and significant relationship. with the work loyalty of elementary school teachers in Cluster IV, Bukit Kapur District, Dumai City, the influence of teacher work culture is 80.2% on the variable of teacher work loyalty. The significant influence of the teacher's work culture variable proves that the teacher's work culture is one of the determining factors for teacher work loyalty.
3. The variables of principal leadership and teacher work culture together have a positive and significant relationship to the work loyalty of elementary school teachers in Cluster IV, Bukit Kapur District, Dumai City. The total influence of the principal's leadership variable and teacher's work culture simultaneously on teacher work loyalty is 88.7%. Thus, if the principal's leadership and teacher work culture increase, it will further increase teacher work loyalty.

### **4.2. Suggestion**

Based on the data analysis of teachers' perceptions of the principal's leadership, teacher work culture and teacher work loyalty in Cluster IV, Bukit Kapur District, Dumai City, it is suggested.

1. The principal should always provide direction and guidance to the teacher in carrying out the tasks assigned to him, Give constructive advice when carrying out supervision. As a motivator, the principal should not hesitate to give appreciation in the form of praise or appreciation for the work of the teacher. Principals are advised to prepare programs that aim to increase teacher loyalty to their work, thus a teacher will feel cared for and will ultimately provide teacher satisfaction. so that the teacher's work loyalty to his work will be higher.
  2. Teachers should pay attention to discipline in carrying out the tasks entrusted to them by following the provisions imposed in schools, it is expected to further enhance good cooperation between fellow work partners so as to create a positive teacher work culture.
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3. Teachers are expected to be able to obey the rules, be responsible for their duties, have a sense of belonging and love their work when carrying out their duties as a teacher, so that the formation of high work loyalty eventually gives birth to quality schools.
4. For further research, the authors suggest that other variables that affect teacher work loyalty should be investigated.

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