

The Influence of the Principal's Leadership Style and Interpersonal Communication on Teacher Performance at State Vocational High School 1 Pemulutan Selatan

Pengaruh Gaya Kepemimpinan Kepala Sekolah dan Komunikasi Interpersonal terhadap Kinerja Guru di Sekolah Menengah Kejuruan Negeri 1 Pemulutan Selatan

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Abstract

This study aimed to examine the influence of principal leadership style and interpersonal communication on teacher performance at SMK Negeri 1 Pemulutan Selatan. A quantitative approach with a survey method was employed. Data were collected through validated and reliable questionnaires and analyzed using multiple linear regression, t-tests, F-tests, and the coefficient of determination (R^2). The results revealed that principal leadership style had a significant effect on teacher performance, with a significance value of 0.000 (< 0.05). In contrast, interpersonal communication had no significant effect on teacher performance, with a significance value of 0.283 (> 0.05). Simultaneously, principal leadership style and interpersonal communication significantly influenced teacher performance, with a significance value of 0.000 (< 0.05) and an F-value of 13.239. The coefficient of determination ($R^2 = 0.208$) indicated that 20.8% of the variance in teacher performance could be explained by the two independent variables, while the remaining 79.2% was influenced by other factors outside the study. These findings suggest that principal leadership style is a critical factor in enhancing teacher performance, whereas interpersonal communication serves as a supporting factor in creating a conducive work environment.

Keywords

principal leadership style; interpersonal communication; teacher performance; vocational high school; educational management.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh gaya kepemimpinan kepala sekolah dan komunikasi interpersonal terhadap kinerja guru di SMK Negeri 1 Pemulutan Selatan. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Data dikumpulkan melalui kuesioner yang telah diuji validitas dan reliabilitasnya, kemudian dianalisis menggunakan regresi linier berganda, uji t, uji F, dan koefisien determinasi (R^2). Hasil penelitian menunjukkan bahwa gaya kepemimpinan kepala sekolah berpengaruh signifikan terhadap kinerja guru dengan nilai signifikansi 0,000 ($< 0,05$). Sebaliknya, komunikasi interpersonal tidak berpengaruh signifikan terhadap kinerja guru dengan nilai signifikansi 0,283 ($> 0,05$). Secara simultan, gaya kepemimpinan kepala sekolah dan komunikasi interpersonal berpengaruh signifikan terhadap kinerja guru dengan nilai signifikansi 0,000 ($< 0,05$) dan nilai F sebesar 13,239. Nilai R Square sebesar 0,208 menunjukkan bahwa 20,8% variasi kinerja guru dapat dijelaskan oleh kedua variabel tersebut, sedangkan 79,2% dipengaruhi oleh faktor lain di luar penelitian. Temuan ini menegaskan bahwa gaya kepemimpinan kepala sekolah merupakan faktor penting dalam meningkatkan kinerja guru, sedangkan komunikasi interpersonal berperan sebagai faktor pendukung dalam menciptakan lingkungan kerja yang kondusif.

Kata Kunci

gaya kepemimpinan kepala sekolah; komunikasi interpersonal; kinerja guru; sekolah menengah kejuruan; manajemen pendidikan.

Introduction

Education is a fundamental pillar of national development because it contributes to the formation of knowledgeable, skilled, and responsible citizens. In Indonesia, the National Education System Act No. 20 of 2003 emphasizes that education aims to develop individuals' potential and build a dignified national civilization. The achievement of these objectives largely depends on the effectiveness of educational management, in which teachers play a central role. Teachers are not only responsible for delivering knowledge but also for shaping students' character and preparing them to face global challenges. Therefore, teacher performance is considered one of the most important determinants of educational success (Handayani et al., 2021).

Teacher performance refers to the ability of teachers to carry out their professional duties effectively, including planning, implementing, and evaluating learning activities while demonstrating pedagogical, professional, social, and personal competencies. Effective teacher performance contributes to the achievement of educational goals through systematic and well-organized learning processes. Previous studies have identified several factors influencing teacher performance, including teacher competence, work discipline, teaching motivation, and school leadership (Supardi, 2016; MuthiaKuku et al., 2023).

Among these factors, the leadership style of the principal has received considerable attention in educational management research. Principals play a strategic role in creating a supportive working environment, encouraging teacher professionalism, and improving instructional quality. Effective leadership can enhance teachers' confidence, commitment, and motivation, which ultimately leads to better job performance. Furthermore, leadership effectiveness depends on the ability of principals to adapt their leadership approach to the needs and characteristics of teachers and the organizational context (Griffin & Moorhead, 2017). Leadership style can therefore become a significant factor in determining the success of school improvement initiatives (Agustin & Purwanto, 2023; Fiannisa et al., 2024; Valesky & Owens, 2021).

In addition to leadership, interpersonal communication is another important factor affecting teacher performance. Effective communication between principals and teachers helps establish mutual trust, strengthen collaboration, clarify organizational goals, and encourage innovation in teaching practices. Conversely, ineffective communication may create misunderstandings, reduce teacher motivation, and hinder the achievement of educational objectives. Studies have shown that positive interpersonal communication contributes to a supportive school climate and improved teacher performance (Kartini et al., 2020; Anggraini et al., 2022; DeVito, 2019).

Preliminary observations conducted at SMK Negeri 1 Pemulutan Selatan revealed several issues related to teacher performance, including lateness, insufficient responsibility in completing tasks, and limited creativity in classroom instruction. Interviews with teachers also indicated concerns regarding limited recognition of achievements, inadequate professional development opportunities, and ineffective communication between school leaders and teachers. These conditions suggest that both leadership style and interpersonal communication may play an important role in influencing teacher performance within the school.

Despite the importance of these factors, empirical evidence regarding their combined influence on teacher performance in vocational secondary schools remains limited, particularly in the context of SMK Negeri 1 Pemulutan Selatan. Therefore, this study aims to examine the influence of the principal's leadership style and interpersonal communication on teacher performance. The findings are expected to contribute to the development of educational leadership practices and provide practical recommendations for improving teacher performance and educational quality.

Method

This study employed a quantitative research approach using a survey method to examine the influence of principal leadership style and interpersonal communication on teacher performance at

SMK Negeri 1 Pemulutan Selatan. The quantitative approach was selected because it enables researchers to measure relationships among variables objectively and statistically.

The population of this study consisted of all teachers at SMK Negeri 1 Pemulutan Selatan. The sample was determined using an appropriate sampling technique to ensure that the selected respondents adequately represented the population. Teachers who met the established criteria were included as respondents in this study.

Data were collected through a structured questionnaire consisting of three variables: principal leadership style (X_1), interpersonal communication (X_2), and teacher performance (Y). The questionnaire items were developed based on relevant theoretical indicators and measured using a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). Prior to data collection, the instrument was tested for validity and reliability to ensure its accuracy and consistency in measuring the research variables.

The collected data were analyzed using descriptive and inferential statistical techniques. Descriptive statistics were employed to describe the characteristics of respondents and the distribution of responses for each research variable. Inferential statistics were used to test the research hypotheses through multiple linear regression analysis. Before conducting the regression analysis, classical assumption tests, including normality, multicollinearity, and heteroscedasticity tests, were performed to ensure that the data met the requirements for regression analysis.

Hypothesis testing was conducted using partial tests (t-test) and simultaneous tests (F-test). The t-test was used to determine the individual effect of principal leadership style and interpersonal communication on teacher performance, while the F-test was used to examine the simultaneous effect of both independent variables on the dependent variable. In addition, the coefficient of determination (R^2) was calculated to identify the proportion of variance in teacher performance explained by principal leadership style and interpersonal communication. All statistical analyses were performed using the Statistical Package for the Social Sciences (SPSS), with a significance level of 0.05.

Results

4.1 Descriptive Statistics

Descriptive analysis was conducted to examine respondents' perceptions regarding teacher performance, principal leadership style, and interpersonal communication at SMK Negeri 1 Pemulutan Selatan. The results indicate that all variables were perceived positively and categorized as "Very Good."

Table 1. Descriptive Statistics of Research Variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation	Category
Teacher Performance (Y)	30	129	130	129.9	0.305	Very Good
Principal Leadership Style (X_1)	30	130	145	130.0	0.000	Very Good
Interpersonal Communication (X_2)	30	122	133	129.2	2.702	Very Good

The findings indicate that teacher performance obtained a mean score of 129.9, principal leadership style achieved a mean score of 130.0, and interpersonal communication obtained a mean score of 129.2. These results suggest that teachers perceived the principal's leadership style and interpersonal communication positively, while teacher performance was also rated at a very good level.

4.2 Assumption Testing

Prior to conducting regression analysis, several classical assumption tests were performed, including normality, multicollinearity, and heteroscedasticity tests.

Table 2. Normality Test Results

Variable	Asymp. Sig. (2-tailed)	Criterion	Conclusion
Teacher Performance (Y)	0.146	> 0.05	Normal
Principal Leadership Style (X ₁)	0.178	> 0.05	Normal
Interpersonal Communication (X ₂)	0.154	> 0.05	Normal

The results show that all significance values exceeded 0.05, indicating that the data were normally distributed and suitable for further analysis.

Table 3. Multicollinearity Test Results

Variable	Tolerance	VIF	Conclusion
Principal Leadership Style (X ₁)	0.686	1.457	No Multicollinearity
Interpersonal Communication (X ₂)	0.540	1.852	No Multicollinearity

The tolerance values were greater than 0.10 and the VIF values were below 10.00, indicating that multicollinearity was not present in the regression model.

Table 4. Heteroscedasticity Test Results

Variable	Sig.	Criterion	Conclusion
Principal Leadership Style (X ₁)	0.054	> 0.05	No Heteroscedasticity
Interpersonal Communication (X ₂)	0.283	> 0.05	No Heteroscedasticity

The significance values exceeded 0.05, indicating that the regression model was free from heteroscedasticity problems.

4.3 Correlation Analysis

Table 5. Correlation Matrix

Variables	X ₁	X ₂	Y
Principal Leadership Style (X ₁)	1	-0.451	-0.425
Interpersonal Communication (X ₂)	-0.451	1	-0.492
Teacher Performance (Y)	-0.425	-0.492	1

The results reveal significant relationships among the study variables. Both principal leadership style and interpersonal communication demonstrated moderate relationships with teacher performance.

4.4 Multiple Linear Regression Analysis

Table 6. Regression Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.492	0.208	0.197	12.309

The coefficient of determination ($R^2 = 0.208$) indicates that 20.8% of the variation in teacher performance can be explained by principal leadership style and interpersonal communication, while the remaining 79.2% is explained by other variables outside the model.

Table 7. Simultaneous Test (F-Test)

F-value	Sig.	Conclusion
13.239	0.000	Significant

The F-test result indicates that principal leadership style and interpersonal communication simultaneously have a significant effect on teacher performance ($p < 0.05$).

4.5 Hypothesis Testing

Table 8. Partial Test (t-Test)

Variable	t-value	Sig.	Decision
Principal Leadership Style (X_1)	8.936	0.000	Accepted
Interpersonal Communication (X_2)	0.876	0.283	Rejected

The results indicate that principal leadership style significantly affects teacher performance ($p = 0.000 < 0.05$). Therefore, the first hypothesis is accepted. In contrast, interpersonal communication does not significantly affect teacher performance ($p = 0.283 > 0.05$), leading to the rejection of the second hypothesis.

Overall, the findings demonstrate that principal leadership style is the most influential factor affecting teacher performance at SMK Negeri 1 Pemulutan Selatan. Although interpersonal communication was perceived positively by respondents, it did not significantly predict teacher performance when examined independently. Nevertheless, both variables jointly contributed to explaining teacher performance and supported the effectiveness of the regression model.

Discussion

The findings of this study indicate that principal leadership style has a significant influence on teacher performance at SMK Negeri 1 Pemulutan Selatan. This result is evidenced by the significance value of 0.000, which is lower than the established significance level of 0.05, indicating that the first hypothesis (H_{a1}) is accepted. The findings suggest that improvements in the principal's leadership style are associated with higher levels of teacher performance. Effective leadership encourages teachers to perform their professional responsibilities more efficiently, including lesson planning, classroom instruction, student assessment, and follow-up evaluation activities.

The descriptive analysis further revealed that the principal's leadership style was categorized as "Very Good," with an overall percentage score of 88%. Teachers perceived the principal as capable of providing clear guidance, motivating staff, making fair and wise decisions, and exercising effective supervision and control. Such leadership practices contribute to the creation of a positive working environment that encourages teachers to maximize their professional potential. A supportive leadership style can foster teacher commitment, responsibility, and engagement, which ultimately enhances their performance.

These findings are consistent with the view of Zulhalman et al. (2025), who argue that school leadership plays a strategic role in mobilizing educational resources, particularly teachers, toward achieving educational goals. Effective principals are able to align organizational objectives with teacher performance by providing direction, support, and encouragement. Similarly, Dewantari et al. (2014) emphasize that principals function as educational leaders, supervisors, motivators, and facilitators whose actions directly influence teacher effectiveness. When principals adopt a democratic and supportive leadership approach, teachers tend to develop stronger professional commitment and greater accountability for their work.

Furthermore, the findings support leadership theory proposed by Saputra et al. (2023), which states that effective leaders influence organizational members through guidance, motivation, and exemplary behavior. In educational settings, principals who demonstrate strong leadership competencies can inspire teachers to become more disciplined, innovative, and productive.

Consequently, leadership becomes an important mechanism through which schools can improve instructional quality and educational outcomes.

Based on the statistical evidence and theoretical support, it can be concluded that principal leadership style is a significant determinant of teacher performance at SMK Negeri 1 Pemulutan Selatan. Therefore, efforts to improve educational quality should prioritize the development of effective leadership practices that foster teacher motivation, professionalism, and commitment.

The results of this study indicate that interpersonal communication does not have a significant effect on teacher performance at SMK Negeri 1 Pemulutan Selatan. This conclusion is based on the significance value of 0.283, which exceeds the threshold of 0.05. Therefore, the second hypothesis (H_{a2}) is rejected, while the null hypothesis (H_{o2}) is accepted. Statistically, interpersonal communication does not directly contribute to variations in teacher performance within the context of this study.

Interestingly, although interpersonal communication was not found to significantly influence teacher performance, the descriptive results showed that it was perceived very positively by respondents. The overall percentage score of 85% categorized interpersonal communication as "Very Good." Teachers generally agreed that the principal communicated clearly, transparently, and respectfully, while maintaining harmonious relationships and encouraging mutual trust within the school environment. These findings suggest that effective communication already exists within the school but may not be the primary factor driving teacher performance.

One possible explanation is that teacher performance is influenced more strongly by other variables, such as leadership practices, organizational culture, professional commitment, work discipline, and intrinsic motivation. In this context, interpersonal communication may function more as a supporting factor rather than a direct determinant of performance. This interpretation is consistent with Zulhalman et al. (2025), who argue that interpersonal communication often strengthens the influence of other organizational variables, particularly leadership and work motivation, rather than independently affecting performance outcomes.

The findings are also supported by Sutrisno (2019), who suggests that employees or teachers can maintain high performance levels despite weak statistical relationships between communication and performance when they possess strong professional commitment, work ethics, and effective supervision. The teachers in this study demonstrated very high performance levels regardless of the non-significant effect of interpersonal communication, indicating that professional responsibility and organizational systems may play more substantial roles.

Although interpersonal communication did not emerge as a significant predictor, it remains an important element in fostering collaboration, reducing misunderstandings, and maintaining positive workplace relationships. Therefore, school leaders should continue to strengthen communication practices as part of broader efforts to support organizational effectiveness and teacher well-being.

The results of the multiple regression analysis revealed that principal leadership style and interpersonal communication simultaneously have a significant effect on teacher performance. This conclusion is supported by the F-test results, which yielded a significance value of 0.000 and an F-value of 13.239. Since the significance value is lower than 0.05, the third hypothesis (H_{a3}) is accepted. These findings indicate that the combination of leadership style and interpersonal communication contributes significantly to explaining teacher performance at SMK Negeri 1 Pemulutan Selatan.

The coefficient of determination analysis further showed an R^2 value of 0.208, indicating that 20.8% of the variance in teacher performance can be explained jointly by principal leadership style and interpersonal communication. The remaining 79.2% is influenced by other factors not included in the current model. Although the contribution of the two independent variables is relatively moderate, the results confirm their collective importance in shaping teacher performance.

The findings also reveal an interesting pattern. While interpersonal communication did not have a significant effect when analyzed independently, it contributed to the overall explanatory power of the model when combined with principal leadership style. This suggests that interpersonal communication functions as a complementary factor that enhances the effectiveness of leadership practices. Effective communication enables principals to convey expectations, provide feedback, build trust, and facilitate collaboration, thereby strengthening the implementation of leadership strategies within the school.

These findings are consistent with Dewantari et al. (2014), who argue that leadership effectiveness depends not only on leadership style but also on the quality of communication between leaders and subordinates. Clear and open communication enhances understanding, minimizes conflict, and reinforces leadership influence. Similarly, Zulhalman et al. (2025) emphasize that principals who combine effective leadership with strong interpersonal communication are more successful in improving teacher performance and overall school effectiveness.

The results are further supported by Kartini et al. (2020), who explain that employee performance is shaped by the interaction of multiple organizational factors, including leadership and communication. Although communication may not always produce a direct effect, it contributes to the creation of a supportive organizational climate that facilitates improved performance. In educational institutions, such a climate encourages collaboration, professional growth, and the achievement of institutional objectives.

Overall, the findings of this study highlight that teacher performance is not determined by a single factor but rather by the interaction of leadership and communication processes within the school environment. Therefore, efforts to improve educational quality at SMK Negeri 1 Pemulutan Selatan should focus on strengthening principal leadership competencies while simultaneously maintaining effective interpersonal communication practices. Such an integrated approach can contribute to the development of a productive educational environment and sustainable improvements in teacher performance.

Conclusions

This study investigated the influence of principal leadership style and interpersonal communication on teacher performance at SMK Negeri 1 Pemulutan Selatan. The findings revealed that principal leadership style has a significant positive effect on teacher performance. This indicates that effective leadership practices, including providing clear direction, motivation, supervision, and fair decision-making, contribute to improving teachers' professional performance. Conversely, interpersonal communication was found to have no significant partial effect on teacher performance, suggesting that communication functions more as a supporting factor rather than a direct determinant of performance. However, when examined simultaneously, principal leadership style and interpersonal communication significantly influenced teacher performance. The coefficient of determination showed that both variables explained 20.8% of the variance in teacher performance, while the remaining 79.2% was influenced by other factors beyond the scope of this study.

The findings highlight the importance of strengthening principal leadership competencies as a strategic effort to improve teacher performance. School principals should continue to develop

leadership practices that foster teacher motivation, commitment, and professionalism. Although interpersonal communication was not found to have a significant direct effect, maintaining open, transparent, and respectful communication remains essential for creating a supportive school climate. Educational stakeholders should therefore prioritize leadership development programs while simultaneously promoting effective communication practices within schools to enhance organizational effectiveness and educational quality.

Future studies are recommended to investigate additional factors influencing teacher performance, such as work motivation, job satisfaction, organizational culture, professional competence, work discipline, and teacher commitment. Researchers may also employ larger samples and include multiple schools to improve the generalizability of findings. Furthermore, qualitative or mixed-method approaches could provide deeper insights into how leadership and communication processes affect teacher performance in different educational contexts.

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