



The Effect of Principal Leadership and Work Motivation on Elementary School Teacher Performance

Aris Wahyudi^{1*}; Happy Fitria²; Rohana³

^{1,2}Educational Management, PGRI University Palembang, Indonesia

³Mathematics Education, PGRI University Palembang, Indonesia

^{1*}Corresponding Email: ariswahyudi302@gmail.com, Phone Number: 0821 xxxx xxxx

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Abstract: This study is driven by the necessity to comprehend how the leadership exhibited by the principal and the motivation to work may influence the performance of instructors in elementary schools. This study's primary goal was to ascertain the interrelationships between principal leadership, motivation to work, and teachers' performance in elementary schools. This research is quantitative and employs the correlation technique. This study focused on elementary school teachers located in cluster X within the city of Prabumulih. Ninety-eight individuals participated in the study. The collection of data was facilitated through the use of questionnaires and documentation, whereas the processing of data involved the application of t-tests and F-tests. According to the findings of this study, a positive relationship exists between the principal's leadership and teachers' performance in elementary schools located in cluster X, Prabumulih City. Additionally, it was found that motivation to work also positively impacted the performance of teachers in these elementary schools. As a result of this study, effective leadership demonstrated by principals and maintaining motivation to work play a significant role in enhancing teachers' performance in elementary schools. The constructive conclusions drawn from the investigation into the connection between leadership and teacher performance and the favorable impact of work motivation emphasize the potential benefits of bolstering both aspects to develop a teaching staff with enhanced productivity.

Abstrak: Penelitian ini dilatarbelakangi oleh kebutuhan untuk memahami bagaimana kepemimpinan kepala sekolah dan motivasi kerja dapat memengaruhi kinerja guru di sekolah dasar. Tujuan dari penelitian ini adalah mengidentifikasi hubungan antara kepemimpinan kepala sekolah, motivasi kerja, dan kinerja guru di sekolah dasar. Metode penelitian yang digunakan adalah penelitian kuantitatif dengan menerapkan metode korelasi. Penelitian ini difokuskan pada guru-guru sekolah dasar di gugus X Kota Prabumulih, dengan sampel berjumlah 98 orang. Pengumpulan data dilakukan melalui angket dan dokumentasi, sementara data menggunakan uji t dan uji F. Hasil penelitian ini menunjukkan terdapat hubungan positif antara kepemimpinan kepala sekolah dan kinerja guru di sekolah dasar gugus X Kota Prabumulih juga memiliki pengaruh positif terhadap kinerja guru di sekolah dasar tersebut. Implikasi dari penelitian ini menunjukkan bahwa kepemimpinan efektif kepala sekolah dan motivasi kerja berperan penting dalam meningkatkan kinerja guru di sekolah dasar. Temuan positif terkait hubungan kepemimpinan dengan kinerja guru, bersamaan dengan pengaruh positif motivasi kerja, menyoroti potensi untuk memperkuat kedua aspek tersebut dalam rangka menciptakan staf pengajar yang lebih produktif.

A. Introduction

Management is crucial in supporting the optimal operation of educational institutions and schools. Education in Indonesia is an effort to develop a personality influenced by societal values and culture. Schools are the leading educational institutions with visions, missions, objectives, and functions supported by professional staff, organizational work processes, and supporting resources. Change is essential in the development of educational institutions, involving all components in the structure, methods, and systems.

Teachers play a vital role in improving the quality of school graduates. Internal and external factors and supportive leadership influence their optimal performance (Hattahin & Widodo, 2019). School principals have a strategic role in realizing the school's vision, mission, and objectives and enhancing its quality. A good teacher has significant responsibility for ensuring students can achieve educational goals. Teachers must develop mature and well-rounded personalities, improve knowledge and technology skills, and possess skills that stimulate students' learning interests. Despite teachers' importance, several challenges reflect the low quantity and quality of teachers in Indonesia.

The Head of the Human Resources Development and Education Improvement Agency stated that the quantity and quality of teachers in the country still need to improve based on competency tests conducted over the past three years. The majority of National Examination (UN) results in several provinces indicate the low quality of teachers. Less than half of Indonesia's 2.92 million teachers hold a Bachelor's degree or higher, and only around 70.5% have met the certification requirements. Certification is proof that teachers are professional and competent. Performance is crucial in implementing tasks and contributing to achieving predetermined educational goals. According to Law No. 14 of 2005 concerning Teachers and Lecturers, an individual must possess pedagogical, personality, professional, and social competencies (Handayani et al., 2020).

Professional figures should have qualifications and experience in their field. Various factors affect the performance of educators, including adequate and appropriate competencies, a safe and healthy working environment, opportunities for skills development, a sense of ownership, work motivation, leadership, and others. This study will focus on the performance of educators influenced by work motivation and school leadership.

Work motivation is the effort put forth to initiate, direct, and maintain behavior in the work environment within an organization. It is a fundamental human need that serves as an incentive to fulfill desired human needs, thus affecting the success of work-related activities. Employees with high work motivation strive to ensure their work is completed to the best of their ability.

Behavior emerging in individuals or subordinates within the motivation framework as a management concept is driven by the need for achievement. Therefore, achievement needs to act as a driving force (motivation) for individuals to perform toward attaining goals. Several factors can stimulate work motivation for educators, including fair

remuneration, a conducive work environment, opportunities for development, recognition for achievements, and achievement-oriented goals.

Previous research has examined the influence of school leadership and work motivation on the performance of educators in various schools and educational levels (Setiyaningsih, 2020). Romadhon & Zulzella (2021) and Kasmin (2019) identified that effective leadership and adequate rewards can positively impact educators' performance. However, this study will specifically focus on SDN Arolelppala Makassar, which may have unique dynamics and characteristics that must be considered among the selected variables. Additionally, Yunus et al (2021) and Septiana & Ivada (2013) have provided insights into the impact of school leadership and work motivation on educators in various elementary schools (Avandi et al., 2021). Still, this study will explore these influences within the context of SMP Negeri and educators of SMP Negeri in Kelcamatan Sungai Lilin (Yunus et al., 2021), as well as SMP Negeri Wonosari (Septiana & Ivada, 2013). Other studies, such as those conducted by Wijaya et al (2022) and Damayani et al (2020), have also contributed to our understanding of the relationship between school leadership and work motivation in educators (Sinulingga et al., 2019). However, to fill the knowledge gap, this study will examine these influences on educators in SD Negeri Ngagel I/394 Surabaya (Wijaya et al., 2022) and educators in SMP Negeri in Kelcamatan Sungai Lilin (Damayani et al., 2020).

This study aims to provide valuable insights by focusing on the specific context of school leadership and work motivation's impact on educators at SDN Arolelppala Makassar. Additionally, it will contribute new knowledge to our understanding of the interactions between these factors in different educational levels, both in SMP Negeri (Yunus et al., 2021; Septiana & Ivada, 2013) and SD Negeri (Kasmin, 2019; Wijaya et al., 2022). The study will enrich scholarly contributions to our understanding of the impact of school leadership and work motivation on educators.

The research results can offer practical recommendations for school leaders and relevant stakeholders to enhance educators' performance at various educational levels. Furthermore, this study can serve as a foundation for further research on other factors that may affect educators' performance and how the complex interactions between these variables can be addressed. Thus, this research provides valuable information for educational practitioners and contributes to advancing our understanding of school leadership and work motivation's impact on educators in various educational contexts.

B. Method

Delving into the Interplay between School Leadership, Work Motivation, and Teacher Performance: A Comprehensive Analysis Introduction: The educational landscape is transforming, demanding a paradigm shift in leadership approaches and motivational strategies to enhance teacher performance and student outcomes. This study delves into the intricate interplay between school leadership, work motivation, and teacher performance in elementary schools (Hartiwi et al., 2020).

Drawing upon a quantitative methodology, the research investigates the causal relationships among these variables and their implications for improving educational practices. **Theoretical Framework:** The study is anchored in the social cognitive theory, which posits that individuals' beliefs, attitudes, and perceptions influence their behavior. In this context, school leadership is conceptualized as the ability of an individual to effectively manage and direct the learning process, fostering positive interactions between educators and students. Work motivation is the internal drive that propels individuals to work diligently and productively, encompassing physiological, safety, social, recognition, and self-actualization needs.

Teacher performance, the dependent variable, encompasses the educator's effectiveness in facilitating student learning and achieving educational goals. **Research Methodology:** To gather comprehensive data, the study employs a proportional random sampling technique, ensuring a representative sample of elementary school educators in X District, Prabumulih City (). Meticulously designed to capture the nuances of the variables under investigation, Questionnaires serve as the primary data collection instrument. Likert scale-based questions enable the quantification of subjective perceptions, attitudes, and beliefs. Additionally, documentation techniques are utilized to gather supplementary information about school leadership, work motivation, and teacher performance.

Data Analysis: The collected data undergo a rigorous validation process, encompassing construct validity and factor validity assessments to ensure the accuracy and reliability of the instruments. Cronbach's Alpha is employed to evaluate the internal consistency of the results. Before conducting the final analysis, normality, homogeneity, and linearity tests are performed to assess data distribution, variance, and linearity, respectively. Partial t-tests examine the individual effects of independent variables on the dependent variable, followed by an F-test to evaluate the joint effect of independent variables on the dependent variable.

Multiple linear regression analysis is employed to predict the values of the dependent variable based on the values of independent variables, calculating the R-squared value to assess the proportion of variance explained by the independent variables. **Expected Contributions:** This research aims to significantly contribute to education by providing valuable insights into the complex relationships between school leadership, work motivation, and teacher performance. The findings have the potential to inform policy decisions, leadership development programs, and teacher training initiatives, ultimately leading to improved educational outcomes and enhanced student success. Furthermore, the study's findings serve as a foundation for future research, fostering a deeper understanding of the factors that influence teacher performance and the role of school leadership in cultivating a motivating work environment.

C. Result and Discussion

Result

After administering the questionnaire to the respondents, data was collected and presented in a tabular format to describe the characteristics of the respondents, including gender and age (Hattari & Ariyanto, 2023). The characteristics of the respondents, consisting of 98 elementary school teachers in X District, Prabumulih City, and the percentages are presented in the table below.

Table 1. Characteristics of Respondents in Elementary School Gugus X, Prabumulih City

No	Gender	Sum	%
1	Man	21	21
2	Woman	77	79
	Total	98	100
No	Age	Sum	%
1	< 30	10	10
2	31-40	38	39
3	> 41	50	51
	Total	98	100

The study gathered data from 98 participants, comprising 21 male respondents (21%) and 77 female respondents (79%). Regarding age categories, the data revealed that ten respondents (10%) were below 30 years old, 38 respondents (39%) were aged between 31-40 years old, and 50 respondents (51%) were above 41 years old.

Normality Test

The normality test is conducted to determine whether the obtained data of the research variable conforms to a normal distribution (Romadhon et al., 2022). Adherence to the normal distribution indicates a symmetrical pattern in the data. The normality of data is crucial because, with data that follows a normal distribution, the research sample is considered to represent the population successfully (Paruq et al., 2021). The results of normality testing can be observed in the table below.

Table 2. Characteristics of Respondents in Elementary School Cluster X, Prabumulih City

Tests of Normality		
	Kolmogorov-Smirnov ^a	
	Statistic	DfSig.
Leadership of the Principal	.076	98 .186
Work Motivation	.065	98 .200*
Teacher Performance	.069	98 .200*

*. This is a well-rounded piece of true significance.

A. Lilieflowers Significance Collection

From the results of the normality test in the table above, it can be observed that the data for the variable 'Leadership of the Principal' yielded a significant value of 0.186, greater than 0.05. This implies that the data follows a normal distribution. The 'Work Motivation' data produced a significance value of 0.200, which was also more significant than 0.05, indicating a normal distribution. Similarly, the variable 'Teacher Performance' resulted in a significance value of 0.200, suggesting a normal distribution. Please refer to the appendix for a more detailed understanding of the normality test.

Homogeneity Test

In this research investigation, the Test of Homogeneity of Variance was employed, utilizing the Test of Homogeneity of Variance of SPSS version 26.0.

Table 3. Test of Homogeneity of Variances

		Level One Statistic	df1	df2	Sig.
Leadership of the Principal	Based on Mean	1.440	18	79	.136
	Based on Median	.865	18	79	.620
	Based on the Median and Adjusted df	.865	18	48.004	.619
	Based on Trimmed Mean	1.355	18	79	.179
Work Motivation	Based on Mean	1.052	18	79	.415
	Based on Median	.795	18	79	.700
	Based on the Median and Adjusted df	.795	18	50.766	.696
	Based on Trimmed Mean	1.047	18	79	.420

Based on the results of the data analysis conducted using SPSS version 26.0, it can be concluded that the significance value is greater than the probability value for the variable 'Leadership of the Principal' ($0.136 > 0.05$) and for the variable 'Work Motivation' ($0.415 > 0.05$). Therefore, the data is declared to be homogeneous.

Linearity Test

The linearity test examined whether the results imply a linear relationship between the analyzed variables (Denissa & Dasalinda, 2024). The linearity test was performed between the independent and dependent variables using One-Way ANOVA in the SPSS program, with a significance level of 5%, $\alpha = 0.05$. The data's variance is considered linear if the F-value is less than the F-table value. Conversely, the data's variance is considered nonlinear if the F-value exceeds the F-table value (Kusumawati and Aridanul, 2018). The results of the linearity test can be seen in the table below.

Table 4. Results of Linearity Test for Variable X1-Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance Leadership of Principal	Between Groups	(Combined)	1476.643	21	70.316	14.484	.000
		Linearity	1324.297	1	1324.297	272.785	.000
		Deviation from Linearity	152.346	20	7.617	1.569	.083
	Within Groups		368.960	76	4.855		
	Total		1845.602	97			

Based on the statistical linear regression analysis results, the significance deviation metric, which assesses the deviation from linearity, was found to be 0.083. This observed value exceeds the commonly used significance threshold of 0.05, precisely $0.083 > 0.05$ (Sehol, 2022). Consequently, a linear relationship exists between school principal leadership (represented by X1) and teacher performance (denoted as Y).

Hypothesis Testing

This study utilized correlation analyses to explore the relationship between independent and dependent variables, including simple correlation (relationship between independent and dependent variables) and multiple correlation (relationship between two or more independent variables with one dependent variable) (Munthe, 2024). Statistical analyses were conducted to determine if there was a significant relationship between School Principal Leadership (X1) and Teacher Performance (Y) (Efendi et al., 2023). For further clarification, please refer to the appendix.

Table 5. Results of Correlation and Determination Test (X1) towards (Y)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.847 ^a	.718	.715	2.330

a. Predictors: (Constant), Leadership of Principal

b. Dependent Variable: Work Motivation

From the output provided by the Results Table Model Summary, an R-value of 0.847 is obtained, indicating a strong correlation between School Principal Leadership and Teacher Performance. The above table generated an R-value of 0.847. This correlation value, ranging between 0.80 and 1.000, implies a strong correlation between School Principal Leadership and Teacher Performance.

Table 6. Results of Significance Test (t-Test) for Variable X1 towards Variable Y

Coefficients ^a					
	Model	Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	31.210	5.066		6.161
	Leadership of Principal	.670	.043	.847	15.616

a. Dependent Variable: Teacher Performance

In conducting the t-test, the degrees of freedom (df) are determined by the formula $df = n - 1$, where n is the sample size. With a significance level of $\alpha = 0.05$ and $df = 98 - 1 = 97$, the critical t-value (t_{table}) is 1.660. Based on the output provided, the calculated t-value (t_{calculated}) is 15.616, significantly more significant than the t_{table} value. Therefore, the null hypothesis (H₀) is rejected (Fatmawati & Rezania, 2024). This implies that the alternative hypothesis (H_a) is accepted, indicating that the school principal's leadership significantly affects the performance of elementary school teachers in Guguls X, Prabumulih City. Next, the test of multicollinearity, commonly known as the simultaneous test, is performed by employing the F-test. This test examines the collective impact of independent variables on the dependent variable. For more detailed information, please refer to the attached appendix.

Tabel 7. F Test Statistic

ANOVA ^a						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1350.471	2	675.235	129.556	.000 ^b
	Residual	495.131	95	5.212		
	Total	1845.602	97			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Work Motivation, Leadership of Principal

The statistical analysis indicated that the computed F-statistic (F=129.556) is considerably higher than the critical value obtained from the F-distribution table (F=3.090), with a corresponding significance level 0.000. Utilizing a significance level of 0.05, we observed that the computed F-statistic exceeds the critical F-value. Consequently, the null hypothesis (H₀), which postulates the absence of a significant impact between school leadership, work motivation, and the performance of elementary school students in Guguls X, Kota Prabumulih, is rejected in favor of the alternative hypothesis (H_a). This implies that there is a significant relationship between these variables. Furthermore, the analysis of the survey responses revealed favorable outcomes, indicating a positive correlation between school leadership, work motivation, and student performance.

Discussion

Based on the results of data analysis related to leadership and work motivation variables towards teacher performance, this study categorizes them as significant contributors to positive outcomes. The findings were derived from detailed statements provided by respondents during the survey. Through statistical analysis, the study reveals that school leadership significantly influences the performance of elementary schools in X City, Prabumulih.

In this study, leadership refers to the formal role of school leaders in organizing, directing, and controlling subordinates to coordinate their efforts in achieving school goals in the context of X City, Prabumulih. The correlation coefficient yielded a substantial value of 0.847, falling into the category of robust correlation (0.80 – 1.000) (Tholkhah & Yusfi, 2019). Therefore, school leadership and teacher performance have a strong positive correlation. The positive direction of the correlation suggests that higher-quality leadership corresponds to better teacher performance. Additionally, the determination coefficient indicates that leadership contributes 71.8% to teacher performance, leaving 28.2% influenced by other variables not focused on in this study (Hattari & Ariyanto, 2023).

In conclusion, effective school leadership significantly impacts teacher performance, fostering positive energy within the school environment and enhancing overall performance. The study also finds that work motivation positively and substantially impacts teacher performance in elementary schools in X City, Prabumulih. The analysis supports the hypothesis that work motivation positively and significantly correlates with teacher performance.

The determination coefficient suggests that work motivation contributes 24.3% to teacher performance, with the remaining 75.7% influenced by other variables not the focus of this study. In summary, work motivation positively affects teacher performance, fostering positive energy that controls emotional and behavioral aspects, ultimately leading to positive actions. This is driven by a sense of responsibility and a desire for achievement. Furthermore, the study concludes that both school leadership and work motivation significantly contribute to teacher performance in elementary schools in X City, Prabumulih. The determination coefficient indicates that school leadership and work motivation contribute 73.2% to teacher performance, with 26.8% influenced by other variables not discussed in this study.

The study aligns with existing research emphasizing the responsibility of school leaders and their impact on success and failure. School leaders bear responsibility for actions taken by their subordinates, including students and staff. Additionally, motivation is described as a desire for achievement that stimulates individuals to act and serves as the basis for their behavior. In conclusion, effective school leadership and work motivation influence school teacher performance. Better leadership and motivation lead to improved teacher performance, ultimately contributing to the success of education in schools.

D. Conclusion

An extensive research study conducted in X City, Prabumulih, has established a significant correlation between school leadership and teacher performance in elementary schools. This compelling observation suggests that enhanced school leadership contributes to improved teacher performance. The study reveals that effective school leadership fosters a conducive environment that inspires and motivates teachers to accomplish their duties effectively. Moreover, the research findings unveil the substantial impact of work motivation on teacher performance. As the level of work motivation increases, teacher performance also improves. This holds for all motivation levels, including physiological needs, safety, social belongingness, recognition, and self-actualization. Schools can create a productive and innovative work environment by fostering and maintaining teacher motivation. The research findings also highlight the collective impact of school leadership and work motivation on teacher performance. Statistical analysis indicates that teacher performance is significantly enhanced when these factors are integrated.

Effective leadership and high work motivation complement each other, creating a conducive work environment for educational quality enhancement. These findings imply that school principals must develop leadership skills such as nurturing motivation and innovation. Creating an inclusive and exemplary work environment is crucial for successful leadership. Additionally, schools should focus on maintaining and enhancing teacher motivation through strategies like performance recognition, participation in training, and fostering a positive work environment. The synergy between effective leadership and strong work motivation can yield better results in teacher performance, ultimately enhancing the quality of education. Hence, fostering collaboration between these factors is likely to improve educational quality. For future research endeavors, exploring other factors influencing teacher performance beyond work motivation and school leadership is recommended. These could include organizational climate, work discipline, employee competence, coordination, etc.

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