

The Influence of Principal's Leadership and Certification on Teachers' Work Motivation

Deasy Aryanti¹, Tri Widayatsih², Suherman²

¹SD Negeri 14 Banyuasin III, Banyuasin, South Sumatra, Indonesia, ²Universitas
PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: deasyaryanti16@gmail.com

Article History: Received on 5 January 2026, Revised on 5 February 2026,
Published on 7 April 2026

Abstract: This study aims to analyze the influence of principal's leadership and teachers' certification on the work motivation of public elementary school teachers in Kedondong Raye Village, both partially and simultaneously. Using a quantitative ex post facto method, data were collected via questionnaires and documentation from 71 certified teachers and analyzed with SPSS. The results confirm that both principal's leadership and certification individually have a significant positive effect on teacher motivation. Furthermore, their combined influence is also significant, indicating they function as complementary drivers. The novelty of this research lies in its specific examination of these two factors within the unique context of a rural village setting, providing localized insights into the drivers of teacher motivation. A key practical implication is that to enhance teacher motivation, educational stakeholders must adopt an integrated approach: school principals should strengthen supportive and transformative leadership practices, while systemic certification policies should be maintained and their professional benefits reinforced. This study contributes by offering empirical evidence on the synergistic relationship between leadership and certification, presenting a practical model for improving teacher motivation and, consequently, educational outcomes in similar rural or village-based school environments.

Keywords: Principal's Leadership, Teachers' Certification, Teachers' Work Motivation

A. Introduction

In the future, education problems will become more complex, so it requires school principals to always make various efforts to improve the competence of all school components. Because schools are educational institutions that support the quality of human resources that are beneficial to the environment, society, and state. For this reason, schools should be managed by a leader who has the basics and leadership requirements and is assisted by teachers who have undoubted legality, so that the quality of the school becomes even better.

The position of teachers in the teaching and learning process is also very strategic and decisive. It is strategic because the teacher will determine the depth and breadth of the subject matter, while it is decisive because the teacher will sort and choose the subject matter to be presented. However, in the learning process carried out, without the teacher's work motivation, of course the results achieved are not optimal. This means that the involvement of other parties also influences the results achieved, such as the involvement of the principal in providing direction and guidance to teachers and also the educator certificate owned by the teacher also supports the motivation of teachers in teaching.

Kurniasih (2020) explained that a qualified teacher is a teacher who is able to make learning tools, manage learning, be able to develop themselves or follow the development of the world of education so as not to miss information and master teaching materials according to the field they are engaged in. To become a teacher, you must have certain qualifications or competencies. Furthermore, Tilaar (2019) explained that teachers are educators whose main task is to teach, in the sense of developing the realm of creation, taste, and karsa of students as the implementation of the ideal concept of education. Personality characteristics of teachers include: cognitive flexibility, and psychological openness. We hope that teachers will be able to compete and work professionally. Teacher competence is the ability and authority of teachers in carrying out their profession, while professionalism means special qualities and behaviors that are characteristic of professional teachers, teachers are also expected to be able to carry out KBM, an integral and reciprocal activity between teachers and students in instructional situations.

Suryana (2021) states that teachers are professions whose positions or jobs require special skills. The duties of teachers as a profession include: educating, teaching and training. Educating means developing life values, teaching means passing, developing science and technology, while training means developing students' skills. In relation to the world of education, teachers' performance can be defined as the extent to which a teacher works optimally according to his or her abilities in an effort to achieve institutional goals. A teacher's ability will be seen when teaching which can be measured from his teaching competence.

Regulation of the Ministry of Education and Culture Number 54 of 2022 concerning teacher educator certificates in office states that teachers are professionals. As professionals, teachers are required to have S-1 (strata one) or D-4 (diploma four) academic qualifications in fields relevant to the subjects they teach and master competencies as learning agents. The fulfillment of the requirements of the S-1/D-4 academic qualification is evidenced by the diploma obtained from a higher education institution while the relevance requirements are evidenced by the suitability between the field of education owned and the subjects taught at school. Meanwhile, the requirements for mastering competencies as learning agents (which include personality competence, pedagogic competence, professional competence,

and social competence) are evidenced by a certificate as an educator.

The government has made various efforts to develop teacher competency standards and certification, including the passage of the Teacher Law which was followed up with the development of a Draft Government Regulation (RPP) on teachers, which is intended to improve the professional and competence of teachers. One of the barometers of the success of education in realizing human resources is to measure the quality of human resources which is characterized by an increase in the quality of knowledge, attitudes, and skills that are more dynamic and independent in the life of society, nation and religion with a national and international order (Aqib, 2020). Another opinion is explained by Trianto (2021) that being a quality teacher is a teacher who is able to make learning tools, manage learning, be able to develop himself or follow the development of the world of education so as not to miss information and master teaching materials according to the field he is engaged in. To become a teacher, you must have certain qualifications or competencies.

In order to achieve the desire, a reliable leader is needed in managing the school, this was conveyed by Nawawi (2019) that the achievement of the goals of school educational institutions is highly dependent on the skills and leadership policies of the school principal as an educational leader. Furthermore, Mulyasa (2018) explained that the principal is a professional official in managing school organizations as well as being tasked with regulating and managing all resources, organizations and collaborating with community school committees, other institutions and existing stakeholders. The principal's leadership in developing and managing the school must understand the needs of the school he leads, including the needs of teachers, students and school residents.

Suhertian (2021) said that the leadership role of the principal is one of the most important factors in an organization because most of the success and failure of an organization is determined by the leadership in the organization. Subsequently, Soetopo (2018) explained that the ability of the principal through his role in carrying out his duties is to convince and move others to want to work together under his leadership as a team to achieve a certain goal. Furthermore, Sudrajat (2019) said that the role of school principals in improving quality in schools has a positive impact on an organization. The role played by the principal will have an impact on the educational order in the school he leads. In order for this to be achieved, of course, the principal must provide guidance and direction so that teachers' motivation for work is even better.

According to Uno (2020), teachers' work motivation is nothing but a process carried out to move teachers so that their behavior can be directed to real efforts to achieve the goals that have been set. Teacher work motivation is something that teachers need to move and direct teachers in doing work to achieve the goals that have been set. Teachers will move to do their work if there is motivation both from within and

from outside. The motivation that is in a person needs to always be improved. Without motivation, a person will not be able to achieve the desired goal. Likewise with people who work, motivation is very necessary. Motivated people will always try to complete work on time and according to predetermined goals.

Teachers' work motivation will be even better if the teacher is recognized and fulfilled his rights as an educator, such as the right to salary, the right to tututu. Educator certificates are part of the rights that must be received by teachers, because of the educator certificate, of course teachers can be motivated in carrying out their duties as teachers. Kartini & Kristiawan (2019) explained that the position of teachers can be proven by an educator's certificate, showing that there is recognition that teachers function as educators. Furthermore, Tilaar (2019) explained that certification is the process of awarding a competency certificate or certificate as recognition of a person's ability to do a job after passing the competency test. Improving teacher competence is basically only one aspect that plays a role in improving teachers' performance and motivation so that it can improve the quality of education. In line with this, Sarimaya (2018), the benefits of teachers' certification can be detailed as follows: (1) protecting the teaching profession from incompetent practices, which can damage the image of the teacher profession; (2) protect the community from unqualified and unprofessional educational practices; (3) to protect (LPTK) from internal desires and external pressures that deviate from the applicable provisions.

Based on the explanation above, the researcher concluded that the teacher's work motivation referred to in this study is the motivation carried out by elementary school teachers in Kendodong Raye Village in delivering learning materials to students, both motivation that arises from the teacher himself and motivation that arises from peers and the outside community. As a result of the researcher's observation at SDN Kedondong Raye Village, Banyuasin III District, information was obtained that there are 6 (Six) existing SDNs, as can be seen in the following table.

Table 1. Number of Civil Servant, P3K and Honorary Teachers in the Education Unit of Kedondong Raye Village, Banyuasin III District in 2025

No.	Units	Quantity				Number of Teachers
		Civil Servant	P3K	Certifications	Honor	
1	SDN 1 Banyuasin III	10	6	12	2	23
2	SDN 14 Banyuasin III	10	5	13	2	23
3	SDN 15 Banyuasin III	8	10	15	2	23
4	SDN 24 Banyuasin III	6	9	13	1	22
5	SDN 28 Banyuasin III	5	4	8	1	14
6	SDN 40 Percontohan	7	4	10	1	16
Quantity						121

(Source: Kedondong Raye District Education, BA. III, 2025).

Based on the data of teachers in the table above, it can be seen that the number of teachers varies. The lack of certified teachers results in a lack of optimal motivation for the teacher's work, thus having an impact on the learning process. This depends on the local capacity and the number of students who are present and who have educator certificates or are certified not all teachers. In addition, the results of the initial meeting of the researcher when conducting an observation at the school, explained by the deputy principal that in carrying out learning activities, not all teachers have high motivation, such as when teaching can be said to be modest. Teachers should be able to find solutions such as by utilizing learning media in schools such as kits. There are also still teachers who can be late. Teachers' work motivation cannot be said to be optimal, because there is no motivation in the teacher himself, such as not blending with students in the learning process, asking about the obstacles faced by students in absorbing the learning materials that have been given. Likewise, the leadership of the principal in carrying out the main duties and functions of the principal is still not optimal, because the principal believes that the existing teachers can certainly overcome the existing problems. Meanwhile, coaching for teachers who do not have an educator certificate is also rarely carried out and the teachers themselves have also not been able to meet the requirements to take the competency test set by the government.

Based on the problems stated above, the researcher wanted to find out more about the real situation and what are the causes of the existing problems through a research entitled, "The Influence of Principal's Leadership and Certification on Teacher Work Motivation". The problems in this study are formulated, among others: 1) does the leadership of the school principal have a positive and significant influence on the work motivation of State Elementary School teachers in Kedondong Raye Village, Banyuasin III District? 2) Does certification have a positive and significant influence on the work motivation of State Elementary School teachers in Kedondong Raye Village, Banyuasin III District? 3) Do the leadership of the principal and the certification simultaneously have a positive and significant influence on the work motivation of State Elementary School teachers in Kedondong Raye Village, Banyuasin III District? The hypothesis of this study is 1) There is a significant influence of the principal's leadership on the work motivation of State Elementary School teachers in Kedondong Raye Village, Banyuasin III District; 2) There is a significant influence of certification on the work motivation of State Elementary School teachers in Kedondong Raye Village, Banyuasin III District; and 3) There is a significant influence of the principal's leadership and certification simultaneously on the work motivation of State Elementary School teachers in Kedondong Raye Village, Banyuasin III District.

B. Methods

This research was conducted on State Elementary School teachers in Kedondong Raye Village, Banyuasin III District, Banyuasin Regency and the research time was

conducted in May – October 2025. This study uses a quantitative method by analyzing the results of the research. Quantitative research is based on the philosophy of *positivism* which emphasizes objective phenomena and is studied quantitatively. Sugiyono (2022) defines that research is conducted after an incident occurs. *Ex post facto* research aims to find causes that allow changes in behavior, symptoms or phenomena caused by an event, behavior, symptom or phenomenon caused by an event, behavior or things that cause changes in the independent variable as a whole to occur. Based on this theory, it is illustrated that the research method that is being carried out now is called the quantitative research method with an *ex post facto* approach. The reason the researcher uses an *ex post facto* approach in this study is because in accordance with the research study, namely the influence of the principal's leadership and teachers' work motivation on teacher competence, which aims to find causes that allow changes in behavior, symptoms or phenomena caused by an event or things that cause overall changes that have occurred. The population in this study is State Elementary School teachers in Kedondong Raye Village, Banyuasin III District who have educator certificates (certified) as follows.

Table 2. Research Population

No	School Name	Population
1	SDN 1 Banyuasin III	12
2	SDN 14 Banyuasin III	13
3	SDN 15 Banyuasin III	15
4	SDN 24 Banyuasin III	13
5	SDN 28 Banyuasin III	8
6	SDN 40 Percontohan	10
Quantity		71

(Source: Kedondong Raye District Education, BA. III, 2025).

The sample used in this study is a population sample, because the research conducted is the specification of certified teachers as seen in the population table above. The data collection techniques in this study include questionnaires and documentation. The data analysis technique in this study uses simple correlation data analysis techniques and multiple regression with the help of *the SPSS For Windows* Version 26 program. The stages of implementation of the analysis include: (1) descriptive analysis, (2) analysis requirements test, and (3) hypothesis test.

C. Results and Discussion

Based on the findings of the research and hypothesis testing in this study, it can be explained as follows: 1) there is a positive and significant influence of the principal's leadership on the work motivation of State Elementary School teachers in Kedondong Raye Village, Banyuasin III District; 2) there is a positive and significant effect of certification on the work motivation of State Elementary School teachers in Kedondong Raye Village, Banyuasin III District; 3) there is a positive and significant influence of the leadership of the principal and certification together on the work

motivation of State Elementary School teachers in Kedondong Raye Village, Banyuasin III District.

First Hypothesis (X1 to Y)

Based on the results of the first hypothesis test using t-test statistical analysis, the t-test value showed that the result was 2.826. To test the hypothesis, we use the criterion that if $t_{\text{calculates}}$ exceeds the table, then H_a is accepted. On the other hand, if the t_{count} is less than t_{table} , then H_a is rejected. To find the t_{table} , we look at the significance level $\alpha = 5\%$ divided into two, i.e. 2.5% for the double-sided test, with the degree of freedom (df) calculated by the formula $n-k$, so $df = 71 - 2 = 69$, with n as the number of samples and k as the sum of the independent variables. In a double-sided test, for a significance level of 0.025, the t_{table} was obtained as 0.286. Thus, based on this information, the value of the calculation $> t_{\text{table}}$ or the value obtained is $2.826 > 0.286$. This shows that H_0 was rejected and H_a was accepted. Thus, the results of this first hypothesis test can be said to be accepted or there is a positive and significant influence of the principal's leadership on the work motivation of State Elementary School teachers in Kedondong Raye Village, Banyuasin III District.

Based on the findings of the research obtained, it is said that the leadership of the school principal has a strong relationship with the work motivation of State Elementary School teachers in Kedondong Raya Village, Banyuasin III District. The Standard Error of the Estimate (Standard Deviation) indicates how much variation the predicted value varies. In this study, the standard deviation value was 0.18686. The smaller the standard deviation number, the higher the quality of the resulting model. In accordance with the determination coefficient analysis, this analysis is used to measure how much influence the independent variable has on the bound variable in the form of a percentage. This is explained in the table above, which shows that the value of the R Square (R^2) determination coefficient is 0.214, which indicates that the influence of the principal's leadership on the work motivation of State Elementary School teachers in Kedondong Raye Village, Banyuasin III District is 21.4%. Thus, it can be said that the better the leadership of the principal in structuring education in schools, both providing direction and guidance to teachers, the better the influence will be on the work motivation of State Elementary School teachers in Kedondong Raye Village, Banyuasin III District.

Regarding research on the leadership of school principals, supporting theories were conveyed by Nawawi (2019) that the achievement of the goals of school educational institutions is highly dependent on the skills and policies of the principal's leadership as an educational leader. Furthermore, Mulyasa (2018) explained that the principal is a professional official in managing school organizations as well as being tasked with regulating and managing all resources, organizations and collaborating

with community school committees, other institutions and existing stakeholders. The principal's leadership in developing and managing the school must understand the needs of the school he leads, including the needs of teachers, students and school residents.

Suhertian (2021) said that the leadership role of the principal is one of the most important factors in an organization because most of the success and failure of an organization is determined by the leadership in the organization. Subsequently, Soetopo (2018) explained that the ability of the principal through his role in carrying out his duties is to convince and move others to want to work together under his leadership as a team to achieve a certain goal. Furthermore, Sudrajat (2019) said that the role of school principals in improving quality in schools has a positive impact on an organization. The role played by the principal will have an impact on the educational order in the school he leads. In order for this to be achieved, of course, the principal must provide guidance and direction so that teachers' motivation for work is even better.

According to Yukl & Gandner (2020) leadership includes the act of influencing others to understand and agree on what needs to be done, as well as how to do it effectively and efficiently. Meanwhile, Northouse (2021) explains that leadership is *"a process whereby an individual influences a group of individuals to achieve a common goal."* This means that leadership is a process that involves social influence in order to achieve group goals. Leithwood et al (2020) explain that educational leadership includes the ability of school principals or educational institution leaders to create a supportive learning climate and ensure that the learning process runs optimally. Yuliati (2018) explained that leadership is very important in educational institutions. Leadership deals with the principal's problem of increasing the opportunity to effectively hold meetings with teachers in conducive situations.

Leadership is the whole action to influence and move people in a joint effort to achieve goals, or the process of providing guidance (leadership), role models and providing easy paths (facilities) rather than the work of formally organized people (Wahjosumidjo, 2019). Leadership is a very important thing in educational institutions. Leadership is related to the problem of school principals in increasing the opportunity to hold effective meetings with teachers in conducive situations (Yuliati, 2018). The behavior of the principal must be able to encourage the performance of teachers by showing a sense of friendliness, closeness, and consideration towards teachers, both as individuals and as a group (Hendarman & Rohanim, 2018). The results of relevant research on the leadership of school principals were researched by previous relevant research on teacher work motivation, researched by Herawati, Arafat, Widayatsih (2021) with the *title*, *"The influence of teacher work motivation and the leadership of schools on teachers' performance."* The results of this study explain that there is an influence of teachers' work motivation and principals' leadership on teachers' performance both partially

and simultaneously. The difference between this study and the current research is that this study examines the influence of teachers' work motivation and principal's leadership on teachers' performance, while the current study examines the influence of principal's leadership and certification on the work motivation of State Elementary School teachers in Kedondong Raye Village, Banyuasin III District.

Another study that examines the leadership of school principals was researched by Murtiningsih, et al. (2019). The results of the study explain that there is a significant relationship between principal supervision and interpersonal communication with teachers' work ethic both partially and simultaneously. The difference between this study and the research being conducted now is the influence of school principal's leadership and certification on the work motivation of State Elementary School teachers in Kedondong Raye Village, Banyuasin III District.

The results of relevant research on the leadership of school principals are researched by Kusumawati (2016) entitled, "The Influence of Principals' Managerial Abilities and Motivation for Achievement on the Performance of Elementary School Teachers in the Mas Mansyur Cluster, Rowosari District, Kendal Regency." This study explains that; (1) there is a significant influence between the managerial ability of school principals on teachers' performance and the contribution of influence on performance of 15.7%; (2) there is a significant influence between motivation for achievement on teachers' performance and the contribution of influence on performance of 23%; (3) The influence of the principal's managerial ability and motivation to excel has a positive and significant influence on teachers' performance with a determination coefficient of 26.5%. The similarity of this research with the current research is that it examines both the principal and the motivation. The difference is that Kusumawati researched the Influence of Principals' Managerial Abilities and Motivation for Achievement on the Performance of Elementary School Teachers in the Mas Mansyur Cluster, Rowosari District, Kendal Regency, while the current research examines the Influence of Principal's Leadership and Certification on the Work Motivation of State Elementary School Teachers in Kedondong Raye Village, Banyuasin III District.

Another study that examines the leadership of school principals and teachers' work motivation was researched by Damiati (2020). Damiati's research explained that the results of her research are: (1) the leadership of the principal has a significant influence on teacher discipline; (2) work motivation has a significant effect on teacher discipline; and (3) the principal's leadership and work motivation together have a significant effect on work discipline. This research can be concluded to have similarities with the current research, which both examines the leadership of school principals and teachers' work motivation. The difference is that the current research examines the Influence of Principal's leadership and Certification on the Work Motivation of State Elementary School Teachers in Kedondong Raye Village, Banyuasin III District.

Second Hypothesis (X2 to Y)

Based on the results of this study through the second hypothesis test, it was found that the t_{cal} value was 2.109. In the hypothesis testing criteria, if t_{counts} as greater than t_{table} then H_a is accepted, but if it is the opposite, then H_a is rejected. To determine the table, it is searched with $\alpha = 5\% : 2 = 2.5\%$ (double-sided test) and with degrees of freedom (df) calculated as $n - k$, i.e. $df = 71 - 2 = 69$ (where n is the number of samples and k is the sum of independent variables). With double-sided testing (significant = 0.025), the t_{table} obtained was 2.420. Based on the existing explanation, $t_{\text{count}} = 2.809 > t_{\text{table}} = 2.420$, then t_{count} is greater than t_{table} . This shows that H_0 was rejected and H_a was accepted. Therefore, it can be said that there is a partial and significant influence of certification on the work motivation of State Elementary School teachers in Kedondong Raye Village, Banyuasin III District.

Based on the results of the determination coefficient analysis, the R number in the Model Summary is 0.546. This shows that there is a strong relationship between certification and the work motivation of State Elementary School teachers in Kedondong Raye Village, Banyuasin III District. This is seen because the relationship value is between 0.400 and 0.599. The Standard Error of Estimated, also known as the Standard Deviation, serves to measure how much the predicted value varies. In this study, the standard deviation value was 0.19131. If the standard deviation number is smaller, then the model used is better.

Based on the results of the analysis, the determination coefficient is used to calculate the percentage contribution of independent variables to dependent variables. This explanation can be seen in the table above, where the value of the R Square (R^2) determination coefficient is recorded as 0.361. This shows that certification has an influence on the work motivation of State Elementary School teachers in Kedondong Raye Village, Banyuasin III District by 36.1%.

The supporting theory regarding certification, as explained in the Regulation of the Ministry of Education and Culture Number 54 of 2022 concerning teacher educator certificates in positions states that teacher competencies include personality, pedagogic, professional, and social competencies. The four types of teacher competencies are described as follows: 1) Personality Competence, which is a personal ability that reflects a steady, stable, mature, wise and authoritative personality, becoming an example for students and having noble character; 2) Pedagogic Competence, namely understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials; 3) Professional Competence, namely the mastery of learning materials in a broad and in-depth manner, which includes mastery of the subject curriculum material in schools and the scientific substance that oversees the material, as well as mastery of the scientific structure and methodology; 4) Social

Competence, which is the ability of teachers to communicate and get along effectively with students, education staff, parents/guardians of students and the surrounding community.

Samani (2018) explained the purpose of certification: (1) to determine the qualifications of teachers in carrying out their duties, (2) learning processes and outcomes, (3) prosperous teachers and (4) to improve dignity. Professional competence is assessed as physical evidence of academic qualifications, education and training, teaching experience, learning planning and implementation, academic achievement, and professional work. The pattern of teachers' certification in office is carried out in two ways, namely portfolio and training. Kristiawan (2019) stated that the position of teachers can be proven by an educator's certificate, showing that there is recognition that teachers function as educators. Furthermore, Tilaar (2019) explained that certification is the process of awarding a competency certificate or certificate as recognition of a person's ability to do a job after passing the competency test. Improving teacher competence is basically only one aspect that plays a role in improving teachers' performance and motivation so that it can improve the quality of education.

Improving the quality of teachers through certification programs as an effort to improve the quality of education. The rationale is that if the teacher's competence is good followed by a good income, it is expected that the performance will also be good. If the teacher's performance is good, then the KBM is also good. Good KBM is expected to produce quality education. That thinking underlies that teachers need to be certified (Muslich, 2022). This is emphasized by Kadarisman (2018) that to determine the level of eligibility of a teacher in carrying out his duties as a learning agent in schools and at the same time provide educator certificates for teachers who have met the requirements and passed the certification test. In other words, the purpose of certification is to improve the quality and determine the feasibility of teachers in carrying out their duties as learning agents and realizing national education goals.

The results of relevant previous research findings include research conducted by Meiliyani, et al., (2021), where the results of this study explain that: (1) there is a significant influence of certification on student learning achievement at high school in Lais District, Musi Banyuasin Regency; (2) there is a significant influence of teachers' performance on student learning achievement at high school in Lais District, Musi Banyuasin Regency; (3) There is a significant influence of teachers' certification and performance together on student learning achievement in high school in Lais District, Musi Banyuasin Regency. This research has similarities and differences with the current research, which is both researching certification. Furthermore, what distinguishes it is that the current research examines the influence of Certification and Infrastructure on Teacher Professionalism in State Elementary Schools in Kedondong Raye Village, Banyuasin III Regency. Thus, it can

be said that this research does not have an influence on the research being carried out now, where this research is to strengthen the suspicions for the researcher himself in conducting research.

Another study on certification was researched by Aripin, et al., (2020), where the results of this study explained that the supervision of school principals affects the performance of teachers of Madrasah Tsanawiyah Negeri 1 Palembang. Under the supervision of the principal, the teachers try to improve the quality of their learning. Certification and supervision of school principals together affect the performance of teachers of Madrasah Tsanawiyah Negeri 1 Palembang. In this study, the researcher can conclude that there are similarities and differences made by previous researchers with the current research, namely both examining the quality of teachers. Meanwhile, the difference between previous research and current research lies in the object that is used as a source of research data and the place of research. This research also does not have an influence on the research being carried out now, because it is only to strengthen the suspicion for researchers in conducting research.

Third Hypothesis (X1 and X2 to Y)

Based on the results of the third hypothesis test research, using multiple regression analysis, it was found that the value of F_{cal} in the table above obtained a result of 6.601. The condition for testing a hypothesis is that if $F_{calculated} > F_{table}$, then an alternative hypothesis is accepted. However, if $F_{calculated} < F_{table}$, then the alternative hypothesis is rejected. Referring to F_{table} with a significance level of 0.05 and a degree of numerator freedom of 2 (calculated based on the number of free variables) and a degree of freedom of denominator of 70 (calculated from the number of samples minus the number of free variables, after that subtracted by one), these numbers can also be searched using an Excel program by entering the formula $=FINV(0.05,2,70)$ on the empty cell, which yields the number 0.437 (Prayitno, 2018). From the description, we can see that the value of F_{cal} is 6.601 and the F of the table is 0.437. Because $F_{count} > F_{table}$, the hypothesis in this study is acceptable, which shows that there is a positive and significant influence of the principal's leadership and certification together on the work motivation of State Elementary School teachers in Kedondong Raya Village, Banyuasin III District.

Based on the results of the analysis of the third hypothesis test through the analysis of the determination coefficient which shows the summary of the model, an R value of 0.503 was obtained. This shows that there is a fairly strong relationship between variables X_1 and X_2 (which are independent) and Y (which is dependent). This means that the correlation value is in the range of 0.400 to 0.599. The Standard Error of Estimated is used to assess how diverse the estimated values are. In this study, the standard deviation obtained was 0.18195. The smaller the standard deviation value, the better the model used.

Based on the results of the third hypothesis test, the analysis of the determination coefficient was used to determine the percentage contribution of the influence of independent variables on the dependent variables. It was found that the R Square (R²) determination coefficient value was 0.363, which showed that the leadership of the principal and certification together had an influence on the work motivation of State Elementary School teachers in Kedondong Raye Village, Banyuasin III District by 36.3% and the rest was influenced by other factors that were not involved in this study.

The theory of teacher work motivation put forward by Wahyudi (2019) explains that teacher work motivation is the factors that exist in a person that moves, directs behavior, provides high work morale to meet certain goals that have been set effectively and efficiently. Teacher work motivation is one of the factors in a teacher that can provide work spirit so that they can achieve the goals that have been set. According to Uno (2020), stating that teachers' work motivation is nothing but a process carried out to move teachers so that their behavior can be directed to real efforts to achieve the goals that have been set. Teacher work motivation is something that teachers need to move and direct teachers in doing work to achieve the goals that have been set. Teachers will move to do their work if there is motivation both from within and from outside.

The motivation that is in a person needs to always be improved. Without motivation, a person will not be able to achieve the desired goal. Likewise with people who work, motivation is very necessary. Motivated people will always try to complete work on time and according to predetermined goals. The function of motivation according to Purwanto (2018) is: (1) Encouraging humans to do/act. Motivation functions as a drive or as a motor that provides energy (strength) to a person to perform a task; (2) The motivation determines the direction of the action. Namely towards the realization of a goal or ideal. Motivation prevents deviation from the path that must be taken to achieve that goal. The clearer the goal, the clearer the path that must be taken, and (3) the motivation to select our actions. It means determining the deeds that must be done, which are compatible, in order to achieve that goal by setting aside deeds that are not beneficial to that goal.

The function of teacher work motivation is as a driver that encourages teachers to do the work that has been assigned, determine the direction of actions in accordance with the set of goals that have been formulated, select actions by setting aside activities that are not useful in completing the work. The function of motivation according to Hamalik (2018) is as follows: (1) Encouraging the emergence of behavior or an action. Without motivation there will be no deeds; (2) As a director. It means directing actions to the achievement of desired goals; (3) As a mover. It functions as an engine for cars. The magnitude or magnitude of motivation will determine the speed or slowness of a job. Teachers' work motivation serves to encourage teachers so that an act arises such as doing work regularly. As a director

and driver in achieving the goal, namely the completion of the work. If this function has been running, it will determine the speed or slowness of a work completion (Sardiman, 2018).

Teachers' work motivation is also influenced by certain factors. According to Poerwadarminta (2019), motivation is formed by energies that come from within and outside the individual in the form of: (1) Drive, which is a drive directed to the fulfillment of physical needs; (2) *Motive*, is an impulse directed towards psychic or spiritual fulfillment; (3) Need, is a situation in which individuals feel the existence of a deficiency, or the absence of something that they need; (4) Wish, is the hope to get or have something needed. Factors that affect teachers' work motivation come from within and outside themselves in the form of urge, namely to meet physical needs, motives, namely to meet psychological or spiritual needs, needs, namely to meet the lack or absence of something they need, and desire, namely to get something in return (Sukadi, 2022). According to Uno (2020), motivation is formed because, "there is a desire and desire to do activities, there is an urge and need to do activities, there are hopes and ideals, appreciation and respect for oneself, there is a good environment and interesting activities". Teachers' work motivation is formed because of the desire and desire to work, the motivation and need to do work, the existence of hopes and ideals, appreciation and respect for oneself, as well as the existence of a good environment and interesting activities.

Relevant research studies on principal's leadership and teacher work motivation were researched by Damayani (2020), the study stated that: (1) there is a significant influence between principal's leadership on teacher performance; (2) there is a significant influence between work motivation on teachers' performance; and (3) there is a significant influence together between the principal's leadership and work motivation on teachers' performance. The results of this study are concluded to have similarities with the research conducted now, namely examining the leadership of school principals and teachers' work motivation. The difference is that the current research examines the Influence of Principal's Leadership and Certification on the Work Motivation of State Elementary School Teachers in Kedondong Raye Village, Banyuasin III District.

Another study on teachers' work motivation was researched by Nurnaningsih & Sunarto (2022), the study explained that: (1) there is an influence of teachers' professional competence on teachers' performance in State Junior High Schools in West Prabumulih District; (2) there is an influence of work motivation on teachers' performance in State Junior High Schools in West Prabumulih District, and (3) there is an influence of teachers' professional competence and work motivation together on teachers' performance in State Junior High Schools in West Prabumulih District by 64.2%, the remaining 35.8% is influenced by other factors that are not referred to as variables in this study. This research has similarities with the current research, namely both research on teachers' work motivation, the difference is that the current

research examines the Influence of Principal's Leadership and Certification on the Work Motivation of State Elementary School Teachers in Kedondong Raye Village, Banyuasin III District.

The next research on teacher work motivation was researched by Alhusaini (2020), the results of this study explained that: 1) there is a significant influence of work motivation on teachers' performance, 2) there is a significant influence of work discipline on teachers' performance, 3) there is a significant influence between work motivation and work discipline on teachers' performance. This research has similarities with the research conducted now, which is both researching teachers' work motivation. Furthermore, the difference is that the current research examines the Influence of Principal's Leadership and Certification on the Work Motivation of State Elementary School Teachers in Kedondong Raye Village, Banyuasin III District.

The next research on teachers' certification and work motivation was researched by Ristianey (2021), concluding that: (1) teachers' certification and work motivation have a positive effect on teachers' performance, (2) teachers' certification has a positive effect on teachers' performance, (3) work motivation has a positive effect on teachers' performance. The results of this study have similarities and differences with the current research, namely research, teacher work motivation and certification. Furthermore, the difference is that the current research examines the Influence of Principal's Leadership and Certification on the Work Motivation of State Elementary School Teachers in Kedondong Raye Village, Banyuasin III District. The results of this research that have been carried out can be concluded that the better the leadership of the principal in carrying out his duties as a leader and the more teachers have educator certificates, the higher the teacher's motivation to work in carrying out his duties.

D. Conclusions

This study confirms that both principal's leadership and teachers' certification significantly enhance the work motivation of elementary school teachers in Kedondong Raye Village, with each factor exerting a positive individual influence and, more powerfully, a combined synergistic effect. The key finding is that effective school leadership and the professional recognition conferred by certification are not isolated drivers but are interconnected, together creating a more compelling environment for teacher motivation than either could achieve alone. The primary practical implication is that efforts to improve teacher motivation must be dual-pronged. School districts should invest in developing principals' transformative and supportive leadership capacities while simultaneously ensuring certification programs are robust and linked to meaningful professional growth, thereby creating a reinforcing cycle of recognition and supportive management. For future research, it is recommended to investigate the specific leadership styles and certification-related benefits that most effectively drive motivation. Qualitative studies could explore

teachers' personal experiences of how leadership and certification interact to influence their drive. Furthermore, expanding this research to include other potential factors, such as school culture, peer collaboration, or resource availability, and applying it across different geographic and school-type contexts would provide a more comprehensive model for understanding and fostering teacher motivation.

E. Acknowledgement

We thank all colleagues in SD Negeri 14 Banyuasin III, Banyuasin, and Universitas PGRI Palembang who helped us in this article.

References

- Alhusaini, A. Kristiawan, M., & Eddy, S. (2020). The Influence of Work Motivation and Work Discipline on Teacher Performance. *Jurnal Pendidikan Tambusai*, 4(3) 2166-2172. <https://jptam.org/index.php/jptam/article/view/693>
- Aripin, Arafat, Y., & Fitria H. (2020). The Effect of Certification and Principal's Supervision toward Teacher's Performance. *International Journal of Progressive Sciences and Technologies* 20 (2), 19-27. <https://ijpsat.org/index.php/ijpsat/article/view/1755>
- Aqib, Z. (2020). *Become a National Standard Professional Teacher*. Yrama Widya.
- Damayani, T. Arafat, Y. Eddy, S. (2020). The Influence of Principal's leadership and Work Motivation on Teacher Performance. *Journal of Innovation in Teaching and Instructional Media*, 1(1), 46-57. <https://doi.org/10.52690/jitim.v1i1.835>
- Damiati, Kristiawan, M, Rohana (2020). *The influence of school leadership and work motivation toward teacher's discipline*. *Journal of Social Work and Science Education*. Volume (1) Nomor (1). Halaman. 32-44.
- Northouse, P. G. (2021). *Leadership: Theory and Practice* (9th ed). SAGE Publications.
- Leithwood, K., Harris, A., & Hopkins, D. (2020). *Seven strong claims about successful school leadership revisited*. *School Leadership & Management*, 40(1), 5-22.
- Hamalik, O. (2018). *Teacher Implementation in the Teaching-Learning Process*. Raja Graffindo Persada.
- Hendarman., & Rohanim. (2018). *Principal as Theory and Practice Manager*. Remaja Rosdakarya.
- Herawati, S., Arafat, Y., Widayatsih, T. (2021). The Influence of Teacher Work Motivation and The Leadership of Schools on Teacher Performance. *Advances in Social Science, Education and Humanities Research*, volume 565. 2021. Page: 680-683. <https://doi.org/10.2991/assehr.k.210716.127>
- Kadarisman, M. (2018). *Compensation Management*. Dian Pustaka.
- Kartini, D., & Kristiawan. M. (2019). The Effect of Professional Allowance and Work Motivation on Teacher Performance. *Jurnal Manajemen Pendidikan*, 6(1), 177-191. <https://doi.org/10.24246/j.jk.2019.v6.i1.p25-33>
- Kurniasih, I. (2020). *Pedagogic Competencies, Theory and Practice for Improving Teacher Performance and Quality*. Kata Pena

- Kusumawati. (2016). The Influence of Principals' Managerial Abilities and Motivation to Excel on the Performance of Elementary School Teachers in the Mas Mansyur Cluster, Rowosari District, Kendal Regency. *Jurnal Manajemen Pendidikan*, 2(3), 133-148. <https://lib.unnes.ac.id/28196/>
- Meiliyani, R., Fitria H., & Puspita, Y. (2021). The Influence of Teacher Certification and Performance on Student Learning Achievement in State High Schools. *Journal of Education Research*, 2(1), 6-14. <https://doi.org/10.37985/jer.v2i1.39>
- Mulyasa. (2018). *Principal Management and Leadership*. Bumi Aksara.
- Murtiningsih, M., Kristiawan, M., & Lian, B. (2019). The correlation between supervision of headmaster and interpersonal communication with work ethos of the teacher. *European Journal of Education Studies*. <https://oapub.org/edu/index.php/ejes/article/view/2398>
- Muslich, M. (2022). *Teacher Certification Towards Educator Professionalism*. Bumi Aksara.
- Nurnaningsih, I., & Sunarto, S. (2022). The Influence of Professional Competence and Work Motivation on Teacher Performance Moderated by the Work Environment (Case Study of Junior High School Teachers in Kandeman District, Batang Regency). *Eduka: Jurnal Pendidikan, Hukum, Dan Bisnis*, 7(1), 1-13. <https://doi.org/10.32493/eduka.v7i1.17302>
- Poerwadarminta. (2019). *Work Motivation and Teacher Performance*. Erlangga.
- Purwanto, N. (2018). *Motivation and Learning Effectively*. Raja Graffindo Persada.
- Regulation of the Ministry of Education and Culture Number 54 of 2022 about *Teachers in Departments*.
- Ristianey, F., Harapan, E., & Destiniar, D. (2021). The Influence of Teacher Certification and Work Motivation on Teacher Performance. *Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan*, 6(1), 34-43. <https://doi.org/10.31851/jmksp.v6i1.3950>
- Samani, M. (2018). *Technical Instructions for Certification Implementation*. Direktorat Jenderal Pendidikan Tinggi Departemen Pendidikan Nasional.
- Sardiman. (2018). *Interaction and Motivation for Teaching and Learning*. Raja Graffindo Persada.
- Sarimaya, F. (2018). *What Teacher Certification, Why and How?* Yrama Widya.
- Soetopo. (2018). *Principal's Supervision Management & Leadership*. Alfabeta.
- Sugiyono. (2022). *Educational Research Methods, Quantitative, Qualitative and R&D Approaches*. Alfabeta.
- Suhertian, R. (2021). *Principal Supervision*. Rajawali Pers.
- Sukadi. (2022). *Teachers and the Future*. Rajawali Press.
- Suryana. (2021). *Teacher Professionalism*. Remaja Rosdakarya.
- Tilaar. (2019). *Teachers and the Future*. Rajawali Press.
- Trianto. (2021). *Introduction to Educational Research for the Development of the Education Profession and Education Personnel*. Kencana Prenada Media Group.
- Uno, H. B. (2020). *Teachers in Learning*. Bumi Aksara.
- Wahjosumidjo. (2019). *Organization, Leadership & Administrative Behavior*. Gunung Agung.

- Wahyudi. (2019). *Principal's Leadership in Learning Organizations*. Alfabeta.
- Yukl, G., & Gardner, W. (2020). *Leadership in Organizations* (9th ed). Pearson Education.
- Yuliati, E, A. (2018). *Principal Transformational Leadership*. Griya Media.