

## **The Impact of the Principal's Leadership Style and Work Motivation on Teacher Performance**

**Zarwini**

MTs Negeri 2 Kota Palembang, Indonesia  
Email: [zarwiniwini56@gmail.com](mailto:zarwiniwini56@gmail.com)

**Nur Ahyani**

Universitas PGRI Palembang, Indonesia  
Email: [nurahyani@univpgri-palembang.ac.id](mailto:nurahyani@univpgri-palembang.ac.id)

**Yessi Fitriani**

Universitas PGRI Palembang, Indonesia  
Email: [yessifitriani@univpgri-palembang.ac.id](mailto:yessifitriani@univpgri-palembang.ac.id)

Article History: Received on 1 January 2022, Revised on 16 February 2022  
Published on 2 March 2022

### **Abstract**

The purpose of this study is to determine and analyze the following relationships: (1) the relationship between the principal's leadership style and teacher performance; (2) the relationship between teacher work motivation and teacher performance; and (3) the relationship between the principal's leadership style and teacher work motivation combined on teacher performance. This is a quantitative study using the partial correlation approach. This study was carried out in the State Vocational High School in Banyuasin III District, with 80 teachers serving as participants. Questionnaires and documents are used to collect data. Construction and content validity are used in the validity test. Cronbach's Alpha is used in the dependability test. The normality, homogeneity, and linearity tests were employed in the analytical precondition test, and the data were analyzed using descriptive and inferential data analysis approaches. The findings revealed a partly and concurrently favorable and substantial association between the principal's leadership style and work motivation toward teacher performance.

**Keywords:** Principal's Leadership Style, Work Motivation, Teacher Performance

### **A. Introduction**

Leadership is a major responsibility and function that is assigned to a person and must be performed in an organization. Leadership is a vital responsibility since it is directly tied to decision-making, particularly things that educational institutions must accomplish related to the determination, execution, and attainment of the vision and purpose. A leader is someone who possesses the abilities and strengths, particularly the surplus talents in one subject, to persuade others to collaborate in carrying out specific tasks in order to attain one or more goals (Juliansyah, 2018).

Leadership is one of the challenges in management that is still being explored today. The media, both electronic and print, frequently presents thoughts and discussions regarding leadership. One of the motivations for individuals to always examine the complexities involved with leadership is because the function of leadership is highly strategic and crucial for the

success of an organization's purpose, vision, and goals. Because its concepts and formulations are valuable for increasing human wellbeing, leadership is a group of applied sciences or applied sciences from the social sciences. Leadership, according to Kartini et al (2020), is no longer reliant on skill and experience, but in planning, preparing, and training potential leaders, which is done methodically through planning, inquiry, experimentation, analysis, supervision, and training to build superior leadership skills so that they are effective in their tasks.

According to (Rukmana, 2019), leadership style is a comprehensive pattern of a leader's behaviors, both apparent and unseen to his subordinates, as well as the attributes and attitudes that underpin one's conduct. Leadership style reveals a leader's confidence in his subordinates' abilities. This suggests that leadership style is a collection of ideas, abilities, attributes, and attitudes that a leader frequently employs while attempting to influence the performance of his subordinates.

Schools, as educational institutions, require leaders who are concerned with factors of teacher job happiness. Teachers who are happy in their jobs are more likely to work hard, which opens up prospects for them to attain great work outcomes. Teachers with subject matter expertise will have a greater favorable influence on student progress in comprehending subject matter (Kartini et al., 2020).

The quality of learning is one of the most important aspects that must be enhanced or addressed in order to increase the quality of education. Learning is primarily an academic activity that takes the shape of communication contacts between educators and pupils. It is a professional action that is guided by scientific ideas. In this instance, the instructor must engage the learning process by employing reading learning techniques (Mulyani, 2012).

School principals are encouraged to develop leadership skills in order to build collaborative relationships with a variety of stakeholders involved in the school's educational program. The capabilities of school principals will undoubtedly improve guru kinerja in carrying out tasks. One indicator of a teacher's job performance is the amount of time it takes to complete tasks. One of the most important roles of a school principal is to serve as an administrator and supervisor in order to improve a teacher's ability to teach effectively throughout the course of a school year, among other things.

The principal's leadership style in his capacity as a leader greatly determines the success of improving the performance of teachers under his leadership. The principal has a very important role in mobilizing and harmonizing all educational resources available in schools and using them as needed, which means that the principal's leadership is one factor that can realize the school's vision, mission, goals, and objectives through programs that are implemented (Ali et al., 2015). However, influence can come not just from the boss, but also through job drive. That is, a leader's success is impacted not only by his ability to lead, but also by how much work motivation his subordinates have to support the leader's work and success.

According to (Ismiyati, 2019), motivation is the key to a successful organization in order to sustain the continuity of work in the organization in a strong way and assist the company to survive. Motivation is defined as giving the appropriate advice or direction, resources, and rewards to keep people motivated and engaged in working in the manner that you desire. According to Goni and Rogahang (2021), motivation is the process of producing behavior, maintaining behavior progress, and channeling particular action behaviors. Motives (needs,

wants) therefore motivate workers to behave. Motivation is a process that begins with a human desire that fills a gap inside oneself (Maduka & Okafor, 2014). Work motivation, according to Islam, (2015), is an effort that can lead to a behavior, direct conduct, and sustain or maintain behavior that is in accordance with the work environment in the business. Work motivation is a basic human need and an incentive that is anticipated to meet the desired basic demands, so that if the need exists, the activity will succeed. Employees that are highly motivated at work will strive to complete their tasks as efficiently as possible.

In general, motivation is defined as a need that promotes activity toward a certain objective. Work motivation is anything that generates passion or motivation at work. As a result, in work psychology, job motivation is sometimes referred to as a morale booster. According to Srisiska (2021), motivation is described as a person's desire and power to attain specific goals. Work motivation, according to Rahayu (2017), is a stimulant of desire and a driving force of one's readiness to work since each motivation has a specific aim to attain. According to Kudrati (2018), motivation is the variables that influence and encourage a person's conduct or desire to carry out an activity that manifests itself in the shape of a hard effort. Furthermore, (Supartha & Sintaasih, 2017) contends that motivation is a process carried out by persons who desire to attain goals, and it consists of three key elements: intensity, direction, and perseverance. Work motivation, according to different definitions advanced by various figures, is a need to work by focusing all one's capabilities to attain the desired objective.

Teacher performance is another aspect that influences an educational institution's excellence. Because teacher performance is the outcome of work that a teacher creates, According to Handayani et al (2020), teacher performance in learning is the most essential factor in supporting the development of an effective educational process, particularly in developing disciplined attitudes and the quality of student learning results. As a result, the teacher has a significant impact on educational quality, the success or failure of the learning process, the attainment of educational and learning objectives, the arrangement of facilities and infrastructure, students, media, tools, and learning resources. Good teacher performance may improve learning effectiveness and efficiency while also shaping the discipline of students, madrasas, and instructors.

The extent to which the requisite skills are satisfied can also be used to assess teacher performance. "Pedagogic competence, personality competence, social competence, and professional competence" are among these abilities (Teachers and Lecturers Act No. 14 of 2005). Teacher performance may be defined as a condition that demonstrates an instructor's capacity to carry out his obligations in the madrasa and describes the presence of an act shown by the teacher in or during learning activities (Supardi, 2016).

Damayani et al, (2020) proposes that the amount of effective performance attained by teachers may be determined through educational supervision activities carried out by school principals using a variety of supervisory strategies. The principal's supervision efforts are primarily concerned with providing support or assisting in the development of a better learning environment in the madrasa. The objective of educational supervision provided by the principal is to assist instructors at madrasas in carrying out their duties as educators and teachers to the best of their abilities in order to create a better learning environment. A proper learning environment can also help the madrasa achieve its aims. This is possible provided the instructor possesses the necessary learning skills and talents.

It was discovered in the classroom that several teachers had not completed delivering the subject content, particularly for pupils at State Vocational Schools in Banyuasin Regency. This is due to the fact that the availability of time contained in the curriculum is limited due to visiting activities, national day celebrations, and school examinations, and so the information cannot be presented to pupils. There are also teachers that do not have a lesson plan and depend only on their talents while delivering subject matter in class. This is what occurs when there is insufficient leadership and drive at work.

As a leader, the principal should be able to train, educate, and invite teachers to work successfully and efficiently both individually and together. The principal is required to be able to effectively manage the organization by offering inspiration that can be utilized as an example in the school he leads. A single objective must be attained, and this must be done collaboratively by leveraging all of the talents available in the educational environment. As a consequence, what is in the instructor is to perform optimally in order to achieve the desired objectives.

The researcher picked the State Vocational School in Banyuasin III District as the subject of this study because it follows a national standard curriculum, is accredited with a "B" grade, and has a high number of teachers based on their educational credentials. Competitive principal leadership equipped with a high educational classification and long teaching and educating experience accompanied by the trainings that have been followed, as well as fairly complete facilities and infrastructure are also factors in the implementation of the teacher's duties, and the large number of students will provide a variety of techniques. The Effect of Principal Leadership Style and Work Motivation on Teacher Performance in Banyuasin III District State Vocational Schools needs to be explored.

## **B. Methods**

According to Prayitno (2010), the survey method was employed in this study, and the survey is a research approach in which information is gathered via a questionnaire. A causal analysis is required to investigate and determine the following: 1) the level of influence of the principal's leadership style variable (X1) on teacher performance (Y), 2) the level of influence of the work motivation variable (X2) on teacher performance (Y), and 3) the level of influence of the principal's leadership style variable (X1) and work motivation (X2) on teacher performance (Y) through statistical research based on data and facts obtained through surveys.

This study's population included all State Vocational High School instructors in Banyuasin III District, as well as State Civil Apparatus teachers and honorary teachers, for a total of 80 persons who would be sampled. According to Arikunto (2010), if the population is fewer than 100 people, the whole sample is collected; however, if the population is higher than 100 people, 10-15% or 20-25% of the total population can be taken. Because the population was not more than 100 respondents in this study, the researchers used 100% of the population at the State Vocational High School in Banyuasin III District, namely 80 respondents, as the research sample. To receive the correct data, the authenticity must be considered, and the data must be obtained in the proper manner or procedure. In this study, questionnaires and documentation were used as methodologies and data gathering instruments.

SPSS and corrected item total correlation were used to perform a validity test. The instrument grid differs from the specified instrument items; this is done to get a valid and trustworthy

instrument. The outcomes of these studies are then utilized as a guidance for academics seeking research data. Furthermore, the questionnaire's validity and reliability will be evaluated and the results were valid and reliable. Descriptive data analysis is one of the data analysis approaches employed in this study. According to Kesumawati (2018), descriptive statistics are statistics used to examine data by summarizing or explaining the data that has been acquired as it is, without the goal of drawing widely accepted conclusions or making broad generalizations. This data analysis was carried out in order to address the questions posed in the problem formulation.

### **C. Results and Discussion**

The instrument testing in this study was carried out on teachers at SMK Negeri 1 Banyuasin III, with up to 20 instructors being evaluated in order to assess if the questionnaire instrument utilized was valid or not. This study was conducted outside of the research sample, therefore the data gained was not disclosed to the sample instructors who were utilized as research. The validity test results were analyzed with the SPSS Software For Windows Version 22 application program and a questionnaire instrument that tested 1) the principal's leadership style with a total of 25 questionnaires; 2) teacher work motivation with a total of 25 questionnaires; and 3) teacher performance with a total of 25 questionnaire items. Based on the findings of instrument testing of 25 statements, the results are all legitimate and have a significant value of  $r\text{-count} > \text{from } 0.444$  for the  $r\text{-table}$  value with a significance threshold of 5%, allowing it to be included in future study.

Calculate dependability to see if the dependent variable is consistent with the independent variable. The purpose of the reliability test is to assess the impact of the principal's leadership and teacher work motivation on the performance of State Vocational High School instructors in the Banyuasin III District, which is said to be reliable. According to Prayitno (2010), reliability is used to determine the consistency of the measuring instrument, or if the measuring instrument employed is reliable and stays constant after repeated measurements. The Cronbach's Alpha technique was employed in this study to assess dependability. The dependability of a variable is measured by comparing its Cronbach's Alpha value to a value of 0.6. If Cronbach's Alpha is more than 0.6, the variables under consideration are dependable.

Based on the results of reliability calculations, it is known that the calculation of the reliability of the principal's leadership yielded a value of  $0.923 > 0.6$ , the calculation of the reliability of teacher work motivation yielded a value of  $0.912 > 0.6$ , and the calculation of the reliability of teacher performance yielded a value of  $0.919 > 0.6$ . Thus, all variables have Cronbach's Alpha coefficients greater than 0.6, implying that all measurement concepts of each variable from the questionnaire tested are reliable, implying that the questionnaire distributed and used in this study is a suitable questionnaire for moving on to the next research.

The findings of hypothesis testing show that the principal's leadership style has a substantial influence on the performance of State Vocational High School teachers in Banyuasin III District. The principal's leadership style (X1) can add 26.2 percent to the performance of State Vocational High School teachers in Banyuasin III District (Amiati et al, 2022).

The findings of hypothesis testing show that work motivation has a substantial influence on the performance of State Vocational High School instructors in Banyuasin III District. Teacher Work Motivation (X2) can add 36.9 percent to the performance of State Vocational High School instructors in Banyuasin III District.

The findings of hypothesis testing show that the principal's leadership style and teacher work motivation have a substantial influence on the performance of State Vocational High School instructors in Banyuasin III District. The Principal's Leadership Style (X1) and Teacher's Work Motivation (X2) were able to jointly contribute 29.6 percent to the Performance of State Vocational High School Teachers in Banyuasin III District, while the remaining 70.4 percent was impacted by other factors (Ulfathmi et al, 2021; Mayasari et al, 2021). The effect of the principal's leadership style and teacher's work motivation on the performance of State Vocational High School teachers in Banyuasin III District, also either partially or simultaneously, has met the homogeneity test requirements because it is homogenous.

According to the description of the linearity test of the impact of teacher work motivation on teacher performance,  $F\text{-count} > F\text{-table}$ , the value in the deviation from linearity column is  $0.688 > 0.05$ . Thus, it can be stated that teacher work motivation has a considerable influence on the performance of State Vocational High School instructors in Banyuasin III District and meets the linearity test criteria. Based on that,  $F\text{-count} > F\text{-table}$ , and the value in the deviation from linearity column is  $0.783 > 0.05$ . Thus, the effect of principal leadership and teacher work motivation on the performance of State Vocational High School instructors in Banyuasin III District can be claimed to be linear and fulfill the analytical test conditions.

Based on the constant coefficient = 4.253, the coefficients  $X1 = 3.580$ , and  $X2 = 3.677$ , the multiple linear regression equation  $Y = 4.253 + 3.589 X1 + 3.677 X2$  is produced. Furthermore, the equation is utilized to describe the impact of principal leadership (X1) and teacher work motivation (X2) on the performance of Banyuasin III District State Vocational High School instructors (Y). The findings of this analysis are consistent with the findings of Yulia's (2017) research, which mentions that each variable possesses linearity, either partially or simultaneously.

When the value of the variable X1 is 3.580 and the value of the variable X2 is a positive value of 3.677, the value of the variable Y always increases, indicating that the higher the level of the principal's leadership style (X1) and the teacher's work motivation (X2), the higher the level of teacher work motivation. its impact on the performance of Banyuasin III District State Vocational High School instructors (Y).

According to Nasrul (2014), education is the basic capital for creating outstanding human resources, which is underlying in this research study. The primary realm of education is school. Schools are one of the alternative educational institutions. A school, like any other institution, has a vision, purpose, goals, and functions. Schools require expert employees, organizational work methods, and financial and non-financial assistance to carry out the purpose, realize the vision, achieve goals, and carry out its responsibilities.

School, like a system, contains components that are interconnected and contribute to goal attainment. Students, curriculum, instructional materials, instructors, principals, other education employees, environment, facilities, facilities, learning processes, and results are among these components (Mulyasa, 2016). Purwanto (2010) also mentioned that all of these components must evolve in response to the needs of the times and the environmental changes that occur around them. Of course, in order to evolve, there must be a process of change. In the idea of institutional development, it is represented in the efforts to bring changes in the way an

institution is structured, the structure, procedures, and systems of the institution in question, in order for it to better accomplish its goal.

As a result, any modifications that occur in educational institutions must contain all of the components. According to Rusyan (2016), teachers are one of the human resources in schools. Teacher effectiveness in schools is critical to meeting school objectives. Various parties are focusing on performance issues; government performance will be felt by the community, and teacher performance will be felt by kids or parents. Several efforts were made to attain good results. Then everyone's attention will be drawn to the teacher's performance. Teachers must be legitimately skilled in their professions, as well as be able to serve effectively. Optimal teacher performance is impacted by a variety of internal and environmental variables.

According to Sanjaya (2014), instructors have a critical influence in influencing the quality of school graduates. This means that in order to create quality graduates, teachers of the highest caliber and achievement are required. Meanwhile, if teachers are backed by strong leadership, they may attain the highest levels of quality and accomplishment. The teacher is one of the human components in the teaching and learning process who contributes to attempts to develop prospective human resources. According to Sukadi (2009), one aspect in the area of education is the teacher, who must play an active role and position himself as a professional in order to meet the expectations of a rapidly expanding society.

Several relevant research studies, such as that conducted by Mardalena et al (2020), strengthen the study in this study, indicating that: 1) there is an effect of academic supervision on teacher performance with a tcount value of 9.815 and a ttable value of 1.987, 2) there is an influence of teacher professional competence on teacher performance with a t-count value of 3.015 and a ttable value of 1.987, and 3) there is an influence of teacher professional competence on teacher performance with 3) Academic supervision and teacher professional competence have an impact on teacher performance, with an f-count value of 64,652 and an f-table value of 3.10.

Hapizoh et al (2020) concludes that 1) there is an influence of teacher professionalism on the performance of teachers at SMP Negeri Sub Rayon 16, Sukarami District, Palembang City; 2) there is an influence of principal supervision on teacher Performance at SMP Negeri Sub Rayon 16, Sukarami District, Palembang City; and 3) there is an influence of teacher professionalism and principal supervision on the performance of teachers at SMP Negeri Sub Rayon 16, Sukarami District, Palembang City.

Damayani et al (2020) concludes the study that academic supervision has a substantial impact on the performance of State Senior High School instructors in Tanjung Raja District. Second, there is a considerable influence of teacher professional competence on the performance of Tanjung Raja District State Senior High School instructors. Third, academic supervision and teacher professional competence have a major impact on the performance of Tanjung Raja District State Senior High School instructors. According to the findings of this study, there are parallels and contrasts between prior researchers and present researchers who are both examining teacher professionalism and teacher performance. The distinction between earlier and present research is in the item employed as a source of research data and the location of study.

## **D. Conclusion**

This study concluded that principal's leadership style and work motivation have significant effect of teacher performance.

## **E. Acknowledgement**

We thank to the Principal of MTs Negeri 2 Kota Palembang, Rector Universitas PGRI Palembang and all stakeholders who have helped us to do this project.

## **References**

- Ali, S. N. M., Harun, C. Z., & Djailani, A. R. (2015). Gaya kepemimpinan kepala sekolah dalam meningkatkan kinerja guru pada SD Negeri Lambaro Angan [Principal leadership style in improving teacher performance at SD Negeri Lambaro Angan]. *Jurnal Administrasi Pendidikan: Program Pascasarjana Unsyiah*, 3(2).
- Amiati, A., Kristiawan, M., & Wardiah, D. (2022). The Influence of Principal Leadership and Work Ethic of Civil Servant Teachers on Teacher Performance. *Journal of Social Work and Science Education*, 2(3), 248-258. <https://doi.org/10.52690/jswse.v2i3.255>
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktek [Research Procedure A Practical Approach]*. Jakarta: Rineka Cipta.
- Damayani, T., Arafat, Y., & Eddy, S. (2020). Pengaruh Kepemimpinan Kepala Sekolah dan Motivasi Kerja terhadap Kinerja [The Influence of Principal Leadership and Work Motivation on Performance]. *Journal of Innovation in Teaching and Instructional Media*, 1(1), 46-57. <https://doi.org/10.52690/jitim.v1i1.29>
- Goni, G. H., & Rogahang, J. J. (2021). *Pengaruh Motivasi Kerja terhadap Peningkatan Kinerja Karyawan pada PT . Bank Rakyat Indonesia Cabang Tahuna [The Effect of Work Motivation on Employee Performance Improvement at PT. Bank Rakyat Indonesia Branch Tahuna]*. 2(4), 330–335.
- Handayani, E., Lian, B., & Rohana, R. (2020). Kinerja Guru Ditinjau Dari Pengaruh Budaya Organisasi Dan Gaya Kepemimpinan Kepala Sekolah [Teacher Performance Judging From The Influence Of Organizational Culture And Principal's Leadership Style]. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 6(1). <https://doi.org/10.31851/jmksp.v6i1.3981>
- Hapizoh, H., Harapan, E., & Destiniar, D. (2020). Pengaruh Profesionalisme Guru dan Supervisi Kepala Sekolah Terhadap Kinerja Guru [The Influence of Teacher Professionalism and Principal Supervision on Teacher Performance]. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 5(2), 168-174.
- Islam, U. (2015). Pengaruh Dukungan Sosial dan Kepemimpinan Transformasional Terhadap Komitmen Organisasi dengan Mediator Motivasi Kerja [The Effect of Social Support and Transformational Leadership on Organizational Commitment with Mediator of Work Motivation]. *Jurnal Psikologi*, 37(1), 94–109. <https://doi.org/10.22146/jpsi.7695>



- Ismiyati, N. (2019). *Pengaruh Motivasi Kerja, Kepuasan Kerja dan Lingkungan Kerja terhadap Kinerja Karyawan Studi pada Karyawan PT. Telkom Jakarta Selatan [The Influence of Work Motivation, Job Satisfaction and Work Environment on Employee Performance Study on Employees of PT. Telkom South Jakarta]*. (Doctoral dissertation, STIE Indonesia Banking School).
- Juliansyah, M. (2018). *Peran Kepemimpinan Kepala Sekolah Dalam Mewujudkan Visi Di Lembaga Pendidikan Surya Buana Kota Malang [The Principal's Leadership Role in Realizing the Vision at Surya Buana Educational Institutions, Malang City]*. Doctoral Dissertation Universitas Muhammadiyah Malang.
- Kartini, K., Ahmad, S., & Eddy, S. (2020). Pengaruh Gaya Kepemimpinan Kepala Sekolah dan Komunikasi Interpersonal Terhadap Kinerja Guru [The Influence of Principal's Leadership Style and Interpersonal Communication on Teacher Performance]. *Journal of Education Research*, 1(3), 290–294.
- Kesumawati, N. (2018). *Pengantar Statistika Penelitian [Introduction to Research Statistics]*. Jakarta: Raja Grafindo Persada.
- Kudrati, V. (2018). Evaluasi Motivasi Kerja Di Perusahaan Amondeu [Evaluation of Work Motivation at Amondeu Company]. *Performa: Jurnal Manajemen Dan Start-Up Bisnis*, 3(5).
- Maduka, C. E., & Okafor, O. (2014). Effect of Motivation on Employee Productivity: A Study of Manufacturing Companies in Nnewi. *International Journal of Managerial Studies and Research*, 2(7), 137–147. [www.arcjournals.org](http://www.arcjournals.org)
- Mardalena, M., Arafat, Y., & Fitria, H. (2020). Pengaruh Supervisi Akademik dan Kompetensi Profesional Guru terhadap Kinerja Guru di Sekolah Menengah Atas Negeri di Kecamatan Tanjung Raja [The Effect of Academic Supervision and Teacher Professional Competence on Teacher Performance in State Senior High Schools in Tanjung Raja District]. *Jurnal Intelektualita: Keislaman, Sosial Dan Sains*, 9(1), 103-114.
- Mayasari, I., Arafat, Y., & Setiawan, A. A. (2021). The Effect of Principal Leadership and Teacher Performance Toward Student Achievement. *Journal of Social Work and Science Education*, 2(2), 188-197. <https://doi.org/10.52690/jswse.v2i2.249>
- Mulyani, A. (2012). Pengaruh Kinerja Kepala Sekolah dan Kinerja Guru Terhadap Mutu Pembelajaran [The Effect of Principal's Performance and Teacher's Performance on Learning Quality]. *Administrasi Pendidikan*, 14(3), 1. <https://doi.org/10.31949/educatio.v7i3.1221>
- Mulyasa, E. (2016). *Manajemen Berbasis Sekolah Konsep Strategi dan Implementasi [School Based Management Strategy Concept and Implementation]*. Bandung: Remaja Rosdakarya.
- Nasrul, S. C. (2014). *Manajemen Organisasi [Organizational Management]*. Bandung: Cita Pustaka Media Perintis

- Rahayu, K. (2017). Pengaruh Motivasi Kerja Terhadap Kinerja Pegawai Pada Sekretariat Daerah Kabupaten Kutai Timur [The Effect of Work Motivation on Employee Performance at the Regional Secretariat of East Kutai Regency]. *Ekonomia*, 6(1), 177–182.
- Rukmana, A. (2019). Pengaruh Gaya Kepemimpinan Kepala Sekolah dan Motivasi Kerja Guru Terhadap Kinerja Guru [The Influence of Principal's Leadership Style and Teacher's Work Motivation on Teacher Performance]. *Coopetition : Jurnal Ilmiah Manajemen*, 9(1), 81–98. <https://doi.org/10.32670/coopetition.v9i1.54>
- Rusyan. (2016). *Manajemen Peningkatan Kinerja Guru, Konsep Strategi dan Implementasi [Teacher Performance Improvement Management, Strategy Concept and Implementation]*. Bandung: Remaja Rosdakarya.
- Sanjaya, W. (2014). *Guru dan Anak Didik dalam Interaktif Edukatif [Teachers and Students in Interactive Education]*. Jakarta: Rineka Cipta.
- Sukadi. (2009). *Guru dan Masa Depan [Teachers and the Future]*. Bandung: Alfabeta.
- Srisiska, Ahyani, N., & Missriani. (2021). Pengaruh Disiplin dan Motivasi Kerja Terhadap Kinerja Guru [The Effect of Discipline and Work Motivation on Teacher Performance]. *Jurnal Pendidikan Tambusai*, 5(1), 1456–1465.
- Supartha, W. G., & Sintasih, D. K. (2017). Pengantar perilaku Organisasi; Teori, Kasus dan Aplikasi Penelitian [Introduction to Organizational Behavior; Theories, Cases and Research applications]. In *Universitas Udayana*. [https://simdos.unud.ac.id/uploads/file\\_pendidikan\\_1\\_dir/b9ca64feeb1d962d5d06f51ea4d7577b.pdf](https://simdos.unud.ac.id/uploads/file_pendidikan_1_dir/b9ca64feeb1d962d5d06f51ea4d7577b.pdf)
- Prayitno, D. (2010). *Paham Analisa Statistik Data dengan SPSS [Understand Statistical Analysis of Data with SPSS]*. Yogyakarta: Mediakom.
- Purwanto, N. (2010). *Administrasi dan Supervisi Pendidikan [Education Administration and Supervision]*. Jakarta: Rineka Cipta.
- Ulfathmi, U., Arafat, Y., & Setiawan, A. A. (2021). The Influence of Principal Leadership and Work Motivation on Teacher Performance. *Journal of Social Work and Science Education*, 2(2), 160-168. <https://doi.org/10.52690/jswse.v2i2.238>