

An Effect of Principal's Leadership Style and Work Motivation Toward Teacher's Performance

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Abstract: This research aims to determine and describe the influence of the principal's leadership style and work motivation on the performance of teachers at SMKN 1 Lempuing, Ogan Komering Ilir Regency, partially and simultaneously. This research method is quantitative correlational, with the research population being all teachers at SMKN 1 Lempuing, totaling 52 teachers, all of whom were then used as the research sample. Data was collected by documentation and questionnaires. Analyzed with descriptive statistics and analytical hypotheses using simple regression and multiple regression with the help of SPSS 25. The results of this study show that there is a significant influence of the principal's leadership style and work motivation on teacher's performance partially and simultaneously. It means the education stakeholders need to have good principal's leadership style and work motivation to get good teacher's performance.

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

A. Introduction

A prerequisite for producing high-caliber human resources is education. The issue in human resources is a result of inadequate education. Therefore, to improve education for its residents, the Indonesian government continues to carry out a variety of activities and provide supporting facilities, including the enactment of Law No. 14 of 2005 addressing instructors and lecturers. Furthermore, national education should safeguard the nation and its people, advance the general welfare, educate the nation's future generations, and help to establish a global order founded on social justice, independence, and perpetual peace, according to the Preamble to the Republic of Indonesia's 1945 Constitution. Education has a critical role in deciding the achievement of these national goals.

Furthermore, Article 31 of the 1945 Constitution of the Republic of Indonesia mandates that (1) Every citizen has the right to education; (2) Every citizen is obliged

to attend basic education and the government is obliged to finance it; (3) The government seeks and implements a national education system, which increases faith and devotion as well as noble morals to make the life of the nation intelligent, as regulated by law; (4) The state prioritizes an education budget of at least 20% (twenty percent) of the state revenue and expenditure budget as well as regional revenue and expenditure budgets to meet the needs for administering national education; and (5) The government advances science and technology by upholding religious values and national unity for the advancement of civilization and the welfare of mankind. Then it is further regulated in Law Number 20 of 2003 concerning the National Education System, which has a vision of realizing the education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into quality human beings so that they are able and proactive in responding to the challenges of the times which are always changed.

The primary prerequisite for the establishment of a developed nation or state is superior human resources. The attainment of national and state development objectives ultimately depends on the availability of dependable human resources, regardless of the quantity of capital, infrastructure, and natural resources that are at one's disposal. According to this line of reasoning, advancement is impossible for a country without a strong educational foundation. The foundational element required to produce great human resources is education. School is the primary educational setting. An alternative educational service institution is a school. There is no denying that schools are institutions with a vision, mission, goals, and functions. Schools require professional staff, organizational work procedures, and resources that support both financial and non-financial aspects to fulfill their mission, realize their vision, accomplish their goals, and perform their functions. One of the human resources in schools is the teacher. To accomplish school objectives, teacher effectiveness is crucial (Murtiningsih & Lian, 2017).

The elements that make up the school system are interconnected and help to accomplish learning objectives. The curriculum, instructional materials, students as learners, teachers as staff members, school administrators, buildings and infrastructure, and additional educational personnel are some of these components. The secondary education level, which includes Vocational High Schools, is one of the strategic education levels for accomplishing national education goals. The purpose of secondary education is to prepare students for further education while also giving them the fundamental skills they need to grow as people, citizens, and members of society (Catio & Sunarsi, 2020). Professional workers need education to produce a trustworthy generation. To motivate teachers to perform their jobs as best they can, the school and teachers must provide sufficient infrastructure and facilities that facilitate learning. The principal has the power to oversee his subordinates to establish a favorable environment where children may learn in peace and teachers can perform their jobs effectively. In addition, school administrators must be able to

collaborate with teachers, who are their subordinates. as well as gratitude and acknowledgment for the accomplishments of subordinates. Educators also have certain needs that they anticipate being met at work (Catio & Sunarsi, 2020).

One of the human resources in schools is the teacher. To accomplish school objectives, teacher effectiveness is crucial. Different parties are focusing on performance concerns; the community will be affected by government performance, and pupils or parents will be affected by teacher's performance. Understanding a teacher's abilities, skills, quantity, quality, and amount of time spent at work is crucial. This is known as teacher's performance. An educator is deemed to be performing well if they can create and master lesson plans, use creativity to impart knowledge, demonstrate a strong commitment to their work, maintain discipline, work well with others in the classroom, and have an approachable and inspiring personality (Suryadi, 2020).

Teacher's performance refers to an educator's accomplishments as determined by mutually agreed-upon standards or other options in a standardized learning plan by applicable legislation (Paino et al., 2023). Teachers themselves must motivate students to do better in the classroom, and the principal of the school must provide guidance and leadership in addition to inspiration. Work performance is another term for performance in Indonesian. Work or achievement (performance) can be understood as a demonstration of one's aptitude based on one's drive, knowledge, attitudes, and abilities (Puspitasari et al., 2020). These employee performance factors can influence the quantity, quality, and timeliness of efforts to achieve goals (Frimayasa & Lawu, 2020). Someone who works in unsupportive circumstances and environments is more likely to produce subpar work due to psychological, social, and workplace factors (Asmawati et al., 2021).

A leader uses a variety of ideologies, abilities, characteristics, and attitudes to shape his conduct and approach. These elements are frequently used while attempting to affect the output of his subordinates (Lukas et al., 2017). A leader's conduct and tactics are characterized by their general pattern, which is both apparent and unseen to their subordinates. This is known as their leadership style. Accordingly, a leader's behavior and attitude are what make up their style of leadership – attitudes that they frequently employ to affect how well their subordinates perform. The best kind of leadership is one that can easily adjust to any circumstance and enhance growth, motivation, and productivity at work. The skill of the school principal himself ultimately determines whether or not their leadership style is successful in managing and growing the school, including in administrative, managerial, and community-related activities. Teachers, educational staff, and the community only play a supporting role in the activities at the school (Fitria et al., 2020).

Regarding how leadership affects teacher's performance, it is important to realize that a leader must act morally himself and guide his team toward what is best for

them. In addition to setting an example, leaders in this case, the principal must also have patience and understanding. The maxim "in front, be an example, in the middle give will, behind be a driver or give strength" (*ing ngarsa sang tulada, ing madya mangun karsa, tut wuri handayani*) should be used to describe the role of a leader.

Teacher motivation in carrying out tasks becomes a bridge to measure teacher's performance. To create the expected teacher motivation and performance, a school principal is needed who can lead and is a professional teacher (Saifullah, 2020). Teacher motivation also plays an active role in school development, especially at SMKN 1 Lempuing, Ogan Komering Ilir Regency. It is necessary to improve teacher's performance at SMKN 1 Lempuing. One way to improve teacher's performance can be done by the teacher himself, namely through his motivation, or by the school principal through his leadership and coaching.

In initial observations, researchers found some information related to leadership style, work motivation, and teacher's performance at SMKN 1 Lempuing. It turns out that the leadership style of the Principal at SMKN 1 Lempuing applies a variety of leadership styles according to the conditions that occur at a particular time, for example bureaucratic, democratic, and also authoritarian. In this regard, researchers also found several problems related to teacher motivation and performance which were still not optimal. For example, it is still found that several teachers come to school late, there are still teachers who have not made complete learning administration, and there are also teachers who have not entered class on time when the lesson has started. This is due to a lack of sense of responsibility towards both leaders and oneself in carrying out their duties as a teacher which is also influenced by low work motivation.

Based on the description above, researchers want to know whether there is an influence between the principal's leadership style and work motivation in improving teacher's performance. Therefore, researchers are interested in researching "The Influence of Principal's Leadership Style and Work Motivation on Teacher's Performance at SMKN 1 Lempuing, Ogan Komering Ilir Regency".

B. Methods

This research was held at SMKN 1 Lempuing. The research carried out by the author used a descriptive analysis method, namely research into problems in the form of current facts from a population. According to Arikunto (2006) Research methods are the methods used by researchers to collect research data. In connection with the research to be conducted, the population in this study is all teachers at SMKN 1 Lempuing, totaling 52 people. The population is the entire data that is the center of attention of a researcher within a predetermined scope and time Sugiyono (2019)

Meanwhile, according to Riduwan (2013) population, namely objects or subjects located in an area and meet certain requirements related to the research problem. Considering the population is under 100 people, this research uses the entire population as respondents, meaning that the sampling technique taken is the census technique. The data collection techniques used in this research consisted of questionnaires and documentation. According to Sugiyono (2016) A questionnaire is a data collection technique that is carried out by giving respondents a set of questions and written statements to answer. Documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers, and images in the form of reports and information that can support research (Maulidah, 2020).

C. Results and Discussion

Based on the results of the research described using the SPSS version 25 program, before the research was carried out, data prerequisite tests were carried out first, namely validity tests and reliability tests. The data validity test was carried out using a validation test carried out by validators, namely Postgraduate lecturers at the PGRI University of Palembang. Next, proceed to test the validity of the analysis using pre-calculations from the SPSS version 25 program.

1. The Influence of Leadership Style (X1) on Teacher's Performance (Y)

The first hypothetical test shows that there is an influence of leadership style (X1) on teacher's performance (Y). This is proven by the t value of leadership style $> t$ table and the t sig value of leadership style $< \alpha$ (0.05). These results support the proposed hypothesis, namely that there is an influence of leadership style on teacher's performance. According to the calculation results based on the regression equation guided by table 4.15 (coefficient), the t sig value is obtained. of 0.027 so that the t value sig (0.027) $< \alpha$ (0.05), thus H_0 is rejected and H_a is accepted. Thus, it can be explained that there is an influence of leadership style on teacher's performance at SMKN 1 Lempuing. The influence of leadership style on teacher's performance is 9.4%, and the remaining 90.6% is influenced by other factors that are not variables in this research.

The results of this research are in line with research conducted by Fitria et al. (2020) entitled "The Influence of Principal's leadership Style and Work Motivation on Teacher's performance". The study's findings indicate that: 1) The performance of SMP Negeri teachers in Sungai Rotan District, Muara Enim Regency, is positively and significantly impacted by the principal's leadership style, as demonstrated by the t-count value of 5.733 with significance = 0.00 < 0.05 . In Sungai Rotan District, Muara Enim Regency, the principal's leadership style variable accounts for thirty-five percent of the SMP Negeri teachers' performance. 2) There is a positive and

significant influence of work motivation on the performance of SMP Negeri teachers in Sungai Rotan District, Muara Enim Regency, as indicated by the t value of 3.937 and a significance level of $0.00 < 0.05$. This suggests that the better the principal's leadership style, the higher the teacher's performance. In Sungai Rotan District, Muara Enim Regency, the work motivation variable accounts for 41.1% of the performance of State Middle School instructors. This indicates that: 1) teachers perform better in environments that are more supportive of learning, and 2) the principal's leadership style and passion for work have a positive and significant impact on. According to F-count, the performance of State Middle School instructors in Muara Enim district's Sungai Rotan sub-district is 46.960, with a significance level of $0.000 < 0.05$. In Sungai Rotan District, Muara Enim Regency, these independent variables accounted for 34.3% of the performance of State Middle School teachers; other factors not included in this study accounted for 65.7% of the variance.

Solahudin & Ahdiat (2018) Regarding the Influence of Principal's leadership Style and Work Motivation on Teacher's performance. The study's findings indicate that 1) The work motivation of State Middle School teachers in South Tangerang City is significantly impacted by the principal's leadership style. The acquisition of F-count = 63.528 and Sig. $0.000 < 0.05$ serves as evidence for this. 2) The leadership style of the principal has a big impact on how well State Middle School teachers in South Tangerang City perform. The findings of the hypothesis test, indicate that the $t = 6.917$ and Sig. $0.000 < 0.05$, supports this. 3) The job motivation of State Middle School instructors in South Tangerang City has a major impact on their performance. This is proven by the results of hypothesis testing which shows that the Sig. $0.000 < 0.05$ and t -count = 7.091. Then, to further strengthen the results of this research Febriyanti et al. (2022) About the Impact of Work Motivation and Madrasah Head Leadership on Teacher's performance. The study's findings indicate that: 1) work motivation has a significant impact of 20.4% on teacher's performance at MTs in Cenrana District, Bone Regency (regression equation $Y = 31.923 + 0.292X$); 2) madrasa head leadership has a significant impact of 9.1% on teacher's performance at MTs in Cenrana District, Bone Regency; and 3) the madrasa head's leadership simultaneously has a significant impact of 21.8% on teacher's performance at MTs in Cenrana District, Bone Regency (regression equation $Y = 13.080 + 0.419X_1 + 0.263X_2$). Based on research results, madrasa head leadership and work motivation are determinant factors in improving teacher's performance at MTs in Cenrana District, Bone Regency. Thus, madrasa head leadership and work motivation need to be improved so that they contribute more positively to teacher's performance.

2. Effect of Work Motivation (X2) on Teacher's Performance (Y)

According to Bukhari & Pasaribu (2020) Motivation is a series of values that influence individuals to achieve specific things by individual goals. Based on the research results, it is known that there is an influence of work motivation (X2) on

teacher's performance (Y). This is proven by the calculated t value of work motivation $> t$ table and the t sig value of work motivation $< \alpha$ (0.05). These results support the proposed hypothesis, namely that there is an influence of work motivation on teacher's performance. According to the results of calculations based on the regression equation guided by table 4.17 (coefficient), the value of t sig is obtained. is 0.008 so that the t value sig (0.008) $< \alpha$ (0.05), thus H_0 is rejected and H_a is accepted. Thus, it can be explained that there is an influence of work motivation on teacher's performance at SMKN 1 Lempuing. The influence of work motivation on teacher's performance is 13.2%, and the remaining 76.8% is influenced by other factors that are not variables in this research. On the other hand, some believe that motivation is a psychological and physiological state that propels an individual to perform specific actions to accomplish a goal (Farida, 2022).

The results of this research are in line with research conducted by Elazhari et al. (2022) entitled "The Influence of Principal Motivation and Leadership Style on Teacher's Performance at SMP Negeri 2 Tanjung Balai". The study's findings indicate that: 1) With a contribution of 74.8%, the work incentive variable (X1) positively affects teacher's performance (Y). This beneficial influence demonstrates that teachers perform better (Y) when their work motivation (X1) is higher. 2) A contribution of 58.4% from simple regression analysis indicates that teacher's performance (Y) is positively impacted by leadership styles (X2). This beneficial influence demonstrates that teachers perform better (Y) when they have greater leadership (X2). 3) The findings of the coefficient of determination test indicate that 66.3% of the variation in teacher's performance can be attributed to the work motivation (X1) and leadership (X2) variables. Meanwhile, the remaining 33.7% of teacher's performance (Y) can be explained by variables other than those not examined in this research. Relating to the leadership of the school principal Rusyan (2000) claimed that "The school principal's leadership inspires teachers to work more and improves student learning results.

According to Mattayang (2019) The manner a leader manages or exercises his leadership function when guiding his subordinates is referred to as his style of leadership. Leimena et al. (2020) About the Impact of Motivation and Principal's leadership Style on Teacher's performance in State Vocational Schools in Ambon City, Maluku Province. According to the study's findings, teacher's performance is directly improved by a leader's style, with a correlation coefficient of 0.262 and a path coefficient of 0.233. This implies that enhancing teacher's performance will benefit from having a strong leadership style. Given the second hypothesis, which has a correlation coefficient value of 0.179 and a path coefficient value of 0.124, it can be inferred that work motivation positively influences teacher's performance. This implies that a teacher's performance will increase with his level of work motivation. The influence of leadership style has a direct positive effect on work motivation with a correlation value of 0.233 and a path coefficient value of 0.233. This means that a

school principal's positive and constructive leadership style will have an impact on increasing the work motivation of teachers. Then, to further strengthen the results of this research, Retna Sari & Martha (2022) About the Impact of Work Motivation and Leadership Style on Teacher's Performance at SMKN 7 Padang. The study's findings indicate that 1) SMKN 7 Padang teachers' performance is positively and significantly impacted by Leadership Style (X1). It is expected of school principals to possess a leadership style that shields teachers from harm while they perform their jobs. A positive leadership attitude can have an impact on raising teacher's performance. SMKN 7 Padang instructors' performance is positively and significantly impacted by work motivation (X2). A teacher's performance will improve with greater work motivation and support from the school principal.

3. Influence of Leadership Style (X1) and Work Motivation (X2) on Teacher's Performance (Y)

Based on the research results, it is known that there is an influence of leadership style (X1) and work motivation (X2) on teacher's performance (Y). This is proven by the correlation/relationship (R) value of 0.364, including the weak positive category. Apart from that, it also explains the percentage influence of the independent variables (leadership style and work motivation) on the dependent variable (teacher's performance) which is called the coefficient of determination which is the result of squaring R. From this output, a coefficient of determination (R Square) of 0.133 is obtained. which means that the influence of the independent variables (leadership style and work motivation) on the dependent variable (teacher's performance) is 13.3%, while the remaining 76.7% is influenced by other variables not examined in this research.

Harmendi et al. (2021) about the Impact of Work Motivation and Principal's Leadership Style on Teacher's Performance. Research findings indicate that: a) Work motivation has a significant impact on the performance of Muhammadiyah SMP and MTS teachers in the city of Palembang; b) The principal's leadership style has a significant impact on the performance of Muhammadiyah SMP and MTS teachers in the city of Palembang; the better the principal's leadership style, the better the performance of Muhammadiyah SMP and MTS teachers in the city of Palembang; c) The performance of Muhammadiyah SMP and MTS teachers in the city of Palembang is significantly influenced by the principal's leadership style and work motivation; that is, the more effective the principal is in both areas, the higher the performance of Muhammadiyah SMP and MTS teachers in the city of Palembang. For an organization to function, the principal's leadership style is essential since it affects the way teachers perform. Ultimately, the education/learning process will genuinely result in the development of competitive and comprehensively brilliant individuals, as well as easier attainment of educational goals and increased teacher effectiveness.

Then, to further strengthen the results of this research, Rukmana (2019) Regarding the Influence of Principal's Leadership Style and Teacher's Work Motivation on Teacher's Performance. The study's findings indicate that: 1) The principal's leadership style positively and significantly influences each of the four sub-variables, particularly the Executive and Developer styles. 2) The leadership style of the principal has a favorable and significant impact on the performance of teachers at Madrasah Tsanawiyah/MTs. 3) Financial motivation in particular has a good and substantial impact on teachers' job motivation. 4) The work motivation of teachers and the principal's leadership style have a favorable and significant impact on their performance. So, the realization of quality teacher's performance is influenced by leadership style and work motivation, while work motivation is an effort that can cause a person or certain group of people to be moved to do something because they want to achieve their desired goals or get satisfaction with their work. Simarmata (2014) The principal is in charge of overseeing school administration. As administrators and leaders, school principals need to have the best plan in place to enable their faculty members to perform at their best. Aside from that, achieving high-quality teacher's performance is also influenced by work motivation. Teachers' internal motivation affects the activities they take to fulfill their responsibilities. Thus, teacher's performance can be influenced by motivation.

D. Conclusion

The following conclusions can be drawn 1) the principal's leadership style has a positive effect on teacher's performance at SMKN 1 Lempuing has answered the first hypothesis; 2) work motivation has a positive effect on teacher's performance at SMKN 1 Lempuing has answered the second hypothesis; 3) the principal's leadership style and work motivation together have a positive effect on teacher's performance at SMKN 1 Lempuing.

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