

Effect of Teacher's Work Motivation and Principal's Leadership on the Performance of High School Teachers

Lisda Meiliani¹, Bukman Lian², Nurlina²

¹SMA Negeri 1 OKU, South Sumatra, Indonesia, ²Universitas PGRI Palembang,
South Sumatra, Indonesia

Corresponding author e-mail: lisdameiliani1977@gmail.com

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Abstract: The purpose of this research is to determine the influence of teacher's work motivation on teacher's performance, the influence of principal's leadership on teacher's performance, and the influence of teacher's work motivation and principal's leadership together on the performance of high school teachers in East Baturaja District, Ogan Komering Ulu Regency. This research was carried out at 4 high schools in East Baturaja District, Ogan Komering Ulu Regency. This type of research is quantitative research. The population in this study was 110 with a sample of 86 respondents. The data collection techniques in this research used three methods, namely questionnaires, documentation, and observation. The results obtained in this research are that there is a significant influence between teacher's work motivation on the performance of high school teachers in East Baturaja District, Ogan Komering Ulu Regency. There is a significant influence between principal's leadership on the performance of high school teachers in East Baturaja District, Ogan Komering Ulu Regency and there is a significant joint influence between teacher's work motivation and principal's leadership on the performance of high school teachers in East Baturaja District, Ogan Komering Ulu Regency.

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

A. Introduction

Teachers are at the forefront of the effort to implement education in schools; as such, they hold a significant position in the implementation's success. Teachers must be dynamic, inventive, and creative in the way they carry out their responsibilities as agents of change. The secret to a country's development lies in the application of teacher education. Teachers are said to be the most potent social change agents and determine a country's success or failure (Thoha, 2014). Therefore, teachers as professional staff are required to have optimal performance.

The outcomes of an educator's labor can be used to measure their effectiveness. The most significant output factor for instructors, which is one of the factors defining a

teacher's career, is the work's results. Performance is defined as the worth of a group of instructor behaviors that either positively or negatively contribute to the accomplishment of organizational objectives (Putrawan, 2020). From this description, it can be said that the higher the quality of behavior a teacher has in carrying out his work, the higher his performance will be.

The performance component of the instructor figure is an intriguing area of study. Since the most crucial component in the execution of education is the performance of the instructor. To accomplish the objectives of educational institutions, teacher's performance is crucial because it represents the actual behavior that each person exhibits as a result of their work, which is produced by instructors in compliance with their roles in those institutions. According to Amstrong & Taylor (2014) Teachers need to be able to work to perform properly. Instructors need to possess the drive, aptitude, or job skills (personality, aptitude, and talents) necessary for the tasks they are accountable for.

The Indonesian government constantly works to carry out numerous initiatives and provide supporting facilities to promote education for its population. One such initiative is the adoption of Law No. 14 of 2005 concerning Teachers and Lecturers. The Preamble of the 1945 Constitution of the Republic of Indonesia states that the objectives of National Education are to safeguard the entire country and its people, promote global prosperity, educate the populace, and assist in the establishment of a global order founded on social justice, freedom, and perpetual peace. Education is a key component in achieving this national aim (Law No. 14 of 2005 concerning Teachers and Lecturers, 2005).

To facilitate the execution of this legislation, the government is working to raise the standard of teacher education credentials by implementing an equalization program in which all educators, regardless of educational level, hold a bachelor's degree or above, take part in numerous workshops and training sessions, and receive the necessary certification. The Domain of Science. This endeavor was undertaken with the understanding that raising teacher's performance levels is vital in the hopes that educators will grow more knowledgeable and skilled in their specialized domains. Given that education is a crucial component of self-development and has the power to influence behavior, it is important to consider how best to allocate resources to educators who can advance in their careers. An educator who improves his performance is highly motivated at work (Rohman, 2020). Whether the motivation is due to one's own needs or due to external stimulation. Harapan (2018) The process through which a person acquires skills, attitudes, and behavior under certain circumstances is referred to as education.

The data demonstrates that instructor performance is subpar. It is still discovered that in the course of doing their jobs, instructors fail to create Learning Implementation Plans, disregard the entirety of teacher administration, distribute

tasks without a face-to-face procedure, employ repetitive models and approaches, and administer learning assessments that are not yet at their best. It is necessary to make efforts to improve teacher's performance given the significance of teacher's performance in the field of education. Of course, improved motivation is a necessary complement to efforts to improve teacher effectiveness.

According to Usman (2015) The principal's leadership at the school is one element that can enhance teacher's performance. One of the initiatives to provide supervision and guidance to enhance the quality of learning by continuously enhancing teacher's performance is the school principal's involvement in academic supervision. Instructors are the key to enhancing education since they are the ones who can develop highly qualified and motivated instructors who are committed to their work. Maintaining and aiming for teachers to have good performance is vital to increase educational success. This is the significance of teacher's performance. A teacher needs to perform well and have a good outlook on the work that he does. The attitudes referred to include discipline, likes to work hard, responsibility, high dedication, and many other positive attitudes.

Research result Septiana (2013) demonstrates the beneficial impact of motivation on teachers' performance. The motivation a teacher has within himself to work toward his professional objectives is known as teacher's work motivation. The productivity of teachers is directly correlated with their level of motivation for work in academic fields, administrative fields, and fields that include student services. To perform his or her job well, a teacher needs to be highly motivated. This drive may originate from the person's resources or outside sources.

The primary responsibility of a school principal is to steer the school toward development or improvement. It is possible to raise the learning and work performance of staff members if the principal of the school, acting in the role of a leader, can motivate staff members to take performance improvement seriously and to work very hard on the tasks they complete. One aspect of the principal's leadership that affects teacher's performance is their style. Applying the right leadership style to the school principal will have a big impact on decision-making and on getting teachers to work more productively and efficiently to have good teacher's performance.

Schools as educational institutions need principals who can lead and have the ability to manage the school professionally (Irawati, 2021). realizing how critical it is for a leader—including the principal—to establish conducive learning environments for all teachers to instruct and for all pupils to learn. Schools need a high degree of coordination since they are organizations with human resource components that are necessary to fulfill their vision and mission. Although these human resources have the potential to help an organization achieve its objectives successfully and efficiently, they may also operate as a barrier to such success. This is because the

human element plays a major role in determining how policies and implementation strategies are carried out to meet corporate goals. Given the significance of human resources in educational institutions, the principal, or other leader who sets policy, must give greater consideration to the school environment and all of its members. In actuality, the effectiveness of teaching and learning activities determines the quality of education (Salsabillah et al., 2022).

The lack of teacher's work motivation is a problem that researchers found in senior secondary schools in East Baturaja District, Ogan Komering Ulu Regency. There are still many teachers who are reluctant to advance their computer-based technology skills, which leaves them underdeveloped and unable to offer the best instruction possible. This lack of drive to improve the quality of teaching is evident in several issues, such as a teacher's inability to master challenging material. Most teachers encounter challenges creating curricula, a lack of discipline that is highlighted to them for example, tardiness and refusal to enter class using teaching strategies and methods, creating assessment instruments, organizing classroom activities, and being unable to choose approaches and methods of evaluation in the teaching and learning process.

The lack of performance of teachers and staff in the schools that are the object of research includes the fact that there are still some teachers and staff who lack professionalism and responsibility in carrying out their duties as teaching staff and education staff (Amirullah, 2018). To overcome this, educators and staff members need to play the position of a leader who can effectively exercise authority and inspire them to perform their jobs and obligations more professionally. To get around this, the principal of a high school in Ogan Komering Ulu Regency must play the job of a manager and motivator in addition to being expected to have authority over all of the instructors in the district. Researchers also found that ineffective leadership styles among school principals were a concern in the field. To improve work motivation and teacher's performance, the principal's leadership has not been able to fully influence, mobilize, develop, and empower teachers. Additionally, the principal has not been able to conduct routine class visits, and there is not enough time to mentor and support teachers in creating curricula and implementation plans for learning.

It is conceivable that the low work motivation and persistently bad leadership of the school principal will have an influence on the standard of instruction in the high schools located in the East Baturaja District of Ogan Komering Ulu Regency. The most significant and powerful element in school is the teacher. The principal of the school should provide strong leadership and high work motivation to assist the teachers' instructional efforts. The degree to which a teacher is prepared to guide their pupils through teaching and learning activities is a major factor in the effectiveness of the educational process.

A teacher who has high performance should have a positive attitude toward the work he does, such attitudes as being disciplined, liking to work seriously, maintaining the quality of his work, being responsible, highly dedicated, and so on. Because of the importance of teacher's performance factors in their role in increasing educational success, maintaining and striving for teachers to have high performance is necessary. It is necessary to immediately find answers to the factors that influence improving teacher's performance so that the problem of improving the quality of education, especially the performance of high school teachers in East Baturaja District, Ogan Komering Ulu Regency, can immediately be realized.

The quality of high school education will be affected if low work motivation and ineffective leadership of school principals continue. This will happen because teachers are the most dominant and most important factor in education. A teacher's readiness to prepare his students through teaching and learning activities is the key to success in implementing the educational process. The work motivation and leadership of school principals to improve teacher's performance is one of the important reasons for researchers to conduct further research at SMA Negeri 1 OKU, SMA Negeri 4 OKU, SMA Negeri 5 OKU, and SMA Yadika Baturaja, this was chosen because of the distribution of the number of units the most education compared to other sub-districts in Ogan Komering Ulu Regency. The research population was 86 teachers. In this research, scientifically the author wants to know whether there is an "Effect of Teacher's Work Motivation and Principal's leadership on the Performance of High School Teachers".

B. Methods

This research was carried out at 4 high schools in East Baturaja District, Ogan Komering Ulu Regency. In this study, positivism is the research paradigm. Researchers who employ the positivist paradigm in their work must identify as value researchers and maintain a clear distinction between their values and the objective facts under investigation (Mufid, 2009). Research of this kind is quantitative. Quantitative research is a technique to research where a lot of numbers are used throughout, from gathering data to interpreting it to presenting the findings (Arikunto, 2010). The research design uses an ex post facto research design. Sugiyono (2012) ex post facto research design, according to the statement, is research that looks into past events and then traces them back to determine the causes of the events. The population in this study was all high school teachers in 4 schools in East Baturaja District, Ogan Komering Ulu Regency, totaling 110 people. Meanwhile, the sample used was 86 respondents. According to Asra & Prasetyo (2015) The population you wish to examine includes the sample. Probability sampling is the method used for sampling in this study. The data collection techniques in this research used three methods, namely:

1. Questionnaire

According to Widoyoko (2012) A questionnaire or questionnaire is a data collection method that is carried out by giving a set of statements or written statements to respondents to respond according to user requests.

2. Documentation

Researchers gather physical data during the documentation process, including records of the work environment, teacher's performance, and research-related materials in addition to images of students and teachers engaged in teaching and learning activities.

3. Observation

Arikunto (2011) claims that employing the sense of sight to observe something is the same as not asking questions.

C. Results and Discussion

1. Influence of Teacher's Performance Motivation (X1) on Teacher's Performance (Y)

The research results showed that teacher's work motivation (X1) affected teacher's performance (Y). These results support the proposed hypothesis that teacher's work motivation influences the performance of high school teachers in East Baturaja District, Ogan Komering Ulu Regency. According to the results of calculations based on the regression equation based, it can be explained that if the value of teacher's work motivation (X1) increases by 1 (one) unit, the teacher's performance will increase by 0.145 assuming the principal's leadership variable (X2) has a value of 0.

The coefficient value of the principal's leadership variable X2 is 0.145. This means that if the principal's leadership (X2) increases by 1 (one) unit, teacher's performance will increase by 0.123 assuming the teacher's work motivation variable (X1) has a value of 0. The results of the t-test statistical analysis above obtained a t value of 2,177 with a significant value of 0 .05 with t-table 1.988 or in other words $t\text{-count } 2.177 > t\text{-table } 1.988$ then the results of this analysis reject H_0 and accept H_a so it can be concluded that teacher's work motivation (X1) influences teacher's performance (Y). The results of this study are in line with the research results Chrisvianty et al. (2020) carried out a study to determine whether or not work motivation and teaching abilities had an impact on teachers' performance at SMP Negeri 3 Prabumulih, either separately or together. The study employed a quantitative methodology utilizing a correlational (cause and effect) approach.

The study's findings indicate that teaching abilities have an impact on teachers' performance, which may imply that teaching abilities affect performance. The percentage of teacher's performance that is impacted by teaching skills is 37.3%. The

motivation of teachers at work has an impact on their effectiveness. This suggests that teacher's performance may be impacted by work motivation. The study reveals that academic supervision has a 38.0% magnitude of influence on teacher's performance. Additionally, teaching skills and work motivation have a combined influence of 51.2% on teacher's performance, with the remaining 48.8% being explained by factors not included in the study.

Hayati et al. (2020) carrying out studies to ascertain how organizational commitment and work motivation affect teachers' effectiveness. The study design is quantitative and uses correlational research methodology. There were 44 participants in this study. The entire population is sampled using a census (quota) sampling approach. Techniques for gathering data through questionnaires. Data analysis with a survey involved. Multiple linear regression and correlation analysis approaches are used in data analysis. The study's findings demonstrated that organizational commitment positively and significantly impacted both the work motivation and performance of Sungai Rotan 1 High School teachers. This research resulted in the conclusion that to improve teacher's performance, organizational commitment, and work motivation are needed.

The same results were also obtained from the research results Fenti et al. (2021) carrying out studies to ascertain the impact of work motivation and teacher certification on teaching effectiveness. The 94 teachers at State Middle Schools in the Kertapati sub-district of Palembang who already hold teaching certificates make up the population of this study, and the sample size is the full population. The study was conducted using quantitative descriptive research methods. This study employed a quantitative methodology, which consisted of presenting numerical responses to the research questions and primary data. Techniques for gathering data include surveys, documentation, observation, and reading up on relevant literature. The findings of this study demonstrate that job motivation and teacher certification both have a good impact on teachers' performance.

2. Influence of Principal's Leadership (X2) on Teacher's Performance (Y)

The research results showed that the principal's leadership (X2) affected teacher's performance (Y). These results support the proposed hypothesis that the leadership of the school principal influences the performance of high school teachers in East Baturaja District, Ogan Komering Ulu Regency. Based on the regression equation guided it can be explained that if the teacher's work motivation value (X1) increases by 1 (one) unit then the teacher's performance increases by 0.425 assuming the principal's leadership variable (X2) has a value of 0. The variable coefficient value The principal's leadership (X2) is 0.425, which means that if the principal's leadership (X2) increases by 1 (one) unit, teacher's performance will increase by 0.425, assuming the teacher's work motivation variable (X1) has a value of 0. Results of statistical analysis of the t-test above obtained a t-count value of 2.177 with a

significant value of 0.05 with a t-table of 1.988 or in other words $2.177 > t\text{-table } 1.988$ then the results of this analysis reject H_0 and accept H_a and it can be concluded that if teacher motivation (X1) influences teacher's performance (Y).

The findings of this study are consistent with those of a 2020 study by (Imansyah et al., 2020) which investigated whether school committee involvement and principal's leadership had an impact on public high school teachers' performance in Muara Enim Regency. The research is correlational, and the methodology is quantitative. In the meantime, there were 263 research participants and 768 research population, which included all public high school teachers in Muara Enim Regency. Cluster sampling (also known as area sampling) was used for the sampling process. Questionnaires were employed for data collecting, and multiple analysis and regression techniques were used for data analysis. The research results showed that the principal's leadership had a positive and significant effect on the performance of State High School teachers in Muara Enim Regency, the principal's leadership and school committee participation together had a positive and significant effect on the performance of State High School teachers in Muara Enim Regency.

Yulizar et al. (2020) conducted research aimed at finding out whether the organizational culture and leadership of the school principal had a significant influence on the performance of State High School teachers in Tanjung Raja District. There were 126 instructors in the research population, and 96 teachers made up the research sample. Questionnaires were employed as data collection tools, while SPSS was used for data analysis. The research findings will be interpreted as follows: organizational culture has a major impact on teachers' performance at Tanjung Raja District Public High School; principal's leadership has a significant impact on teachers' performance at Tanjung Raja District Public High School; and organizational culture and principal's leadership jointly have a significant impact on the performance of State High School teachers in Tanjung Raja District.

Marphudok et al. (2020) carried out research to determine how high school teachers' performance in Muara Padang District was impacted by their workplace and level of motivation. A descriptive/quantitative strategy is employed. The alternate H_a hypothesis in the submission of hypothesis 1 is accepted based on the research's findings, which indicate that the work environment has a favorable and significant impact on high school teachers in the Muara Padang sub-district. The performance of high school teachers in Muara Padang District is positively and significantly impacted, indicating the acceptance of the alternative hypothesis (H_a) in testing hypothesis 2. There is an influence of the work environment and work motivation on the performance of high school teachers in Muara Padang District.

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

The research results showed that the principal's leadership (X2) had a joint effect on teacher's performance (Y). These results support the proposed hypothesis that teacher's work motivation and school principal's leadership jointly influence the performance of high school teachers in East Baturaja District, Ogan Komering Ulu Regency. The results of the ANOVA test show that the F-count value is 8.466 and F-table is 1.43. So $F\text{-count } 8.466 > F\text{-table } 1.43$, so it can be concluded that teacher's work motivation (X1) and principal's leadership (X2) jointly influence teacher's performance (Y).

The results of this research are in line with the results of research by Damayani et al. (2020), They carried out a study to find out if there was a relationship between principal's leadership and teacher's performance, as well as a relationship between principal's leadership and teacher's work motivation and performance. Instructor. This study employed a quantitative methodology, with 103 junior high school teachers from the Sungai Lilin District making up the research sample. A questionnaire is the method used in this study to collect data. Multiple regression and quantitative analysis approaches are used in the data analysis technique. The study's findings demonstrated that work motivation and the principal's leadership had a substantial combined impact on teachers' performance.

Irlan (2016) investigating how Sengingi sub-district primary school teachers' performance is impacted by leadership and work motivation. Because it accomplishes the objectives of gathering current information and symptoms and examining potential correlations between the variables under investigation, the employed approach is a survey method. This study seeks to establish connections between the variables under investigation. In correlation and regression analyses, this research searches for directional correlations between independent and dependent variables. There were 63 participants in the study's population and sample. The study's findings indicated that state elementary school teachers' performance in Sengingi District, Kuntan Sengingi Regency, was positively and significantly impacted by both leadership and work motivation.

Roslina et al. (2013) investigating how the work motivation and leadership style of the principal affect the Wonosari State Middle School teachers' performance. The purpose of this study is to ascertain the effects of leadership from the principal on teacher's performance, the impact of motivation on the work motivation of Wonosari State Middle School teachers, and the relationship between the two. The population of this study consisted of 95 teachers from Wonosari State Middle School. Techniques for census sampling are used in this study. Multiple linear regression analysis is the data analysis method employed. The study's findings demonstrated

that Wonosari State Middle School teachers' performance was significantly impacted by the principal's work motivation and leadership.

Yawan (2016) investigated at Biak Numfor Elementary School in Papua under the heading the influence of teacher's work motivation and principal's leadership style on teacher's performance. Purposive sampling was used to choose a sample of 72 primary school teachers from the research population, which consisted of all the teachers in the Biak Numfor Regency. Questionnaires are used in data collection. This research aims to look for correlation (correlation research) between variables. The research findings indicate that there is a strong and significant positive influence of principal's leadership style and teacher's work motivation combined on teacher's performance in the district, as well as a moderate and significant positive influence of both on teacher's performance Numfor breeding.

Made et al. (2014) The Influence of Leadership Style on Work Motivation of Teachers at SMU Negeri 2 Baucau Timor Leste is a research study. A questionnaire was used to collect data from the 58 teachers that made up the research sample. Multiple regression and descriptive analysis are used in data analysis. Regression analysis data results showed that there was a 0.571 effect of leadership style on teacher's performance. Employee performance is directly impacted by motivation to the tune of 0.313. Together, motivation and leadership style have a 73.5% influence, with additional factors not covered in this study accounting for the remaining 26.5%.

Firmawati et al. (2017) investigated the effects of work motivation and principal's leadership on teacher's performance at SMA Negeri 7 Banda Aceh. Associative approaches and a quantitative approach are used in this study. Data analytic methods, such as t-test, F-test, and simple and multiple linear regression, were applied to evaluate the hypothesis. The study's findings indicated that the principal's leadership had a substantial 35.8% impact on teacher's performance, suggesting a potential positive correlation between the two variables. The performance of the teachers will improve if the principal leads positively. Workplace motivation and teacher's performance are significantly correlated – 99.3%.

This indicates that to attain teacher effectiveness, teacher's work motivation affects teacher activities at school. To attain the greatest amount of success, highly motivated teachers will also be inspired to express their creativity and fully utilize their talents and energies. The leadership style of the principal has a big impact on employee motivation at work, which is closely related to factors that affect teacher effectiveness. This can be taken to mean that teachers perform better when they are led by a principal who is highly motivated in their profession.

D. Conclusion

Based on the results of data analysis and data hypothesis testing, the following conclusions can be drawn 1) there is a significant influence between teacher's work motivation on the performance of high school teachers in East Baturaja District, Ogan Komering Ulu Regency; 2) there is a significant influence between the principal's leadership on the performance of high school teachers in East Baturaja District, Ogan Komering Ulu Regency; 3) there is a significant joint influence between teacher's work motivation and principal's leadership on the performance of high school teachers in East Baturaja District, Ogan Komering Ulu Regency.

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