

The Influence of Principal Leadership and Work Motivation on the Performance of As-Shofa Foundation Teachers, Pekanbaru

Syafira Liviana Putri¹, Rita Kurnia¹, Azhar¹

¹Universitas Riau, Pekanbaru, Indonesia

Corresponding author e-mail: Syafiralivianaputri15@gmail.com

Article History: Received on November 24, 2025, Revised on December 11, 2025,
Published on December 16, 2025

Abstract: This study intends to analyze the influence of principal leadership and work motivation on teacher performance at As-Shofa Foundation in Pekanbaru. The background of the study is rooted in the importance of teacher performance as a determinant of educational quality, as well as the strategic role of principals and work motivation in improving teacher work quality. Quantitative approach, was used in the study, with a sample of 104 teachers chosen by simple random sampling technique. Data were analyzed using descriptive statistics, simple linear regression, and multiple linear regression. Results revealed that principal leadership had a significant effect on teacher performance with a contribution of 71.5%. Meanwhile, work motivation did not have a significant effect on teacher performance, indicating that teachers are still able to carry out their professional tasks without strong external encouragement. Simultaneously, principal leadership and work motivation had a significant effect on teacher performance with a combined contribution of 71.5%. This finding confirms that the role of the principal as an educational leader is crucial in determining the quality of teacher performance, while work motivation should be raised through policies and a more supportive work environment. This study brings a contribution towards the development of educational management science, particularly determinants of teacher performance. Work motivation holds no significant influence on teachers performance at the As-Shofa Foundation in Pekanbaru. The strong managerial role of the foundation and the teachers' sense of responsibility for their duties are the reasons why work motivation does not influence performance. However, this study is limited to only one foundation.

Keywords: Principal Leadership, Work Motivation, Teacher Performance

A. Introduction

Education acts a prolonged investment in human resources. The continuity of human civilization worldwide is being held by the strategic value of education. Human resources' readiness in the educational affairs determines the quality of education and its improvement. Teachers are a key determinant of the quality of educational outcomes.

Therefore, any ventures to make the education quality better requires significant attention to boost the number and quality of teachers.

Teachers are professional educators who, besides overcoming the subject matter, are equally able to create an effective learning environment, motivate students, and demonstrate a commitment to their academic, social, and character development. High-performing teachers work in a planned manner, adapt to students' needs, utilize appropriate learning methods, conduct objective assessments, and continuously improve their competencies through reflection and self-development.(Kurnia, R et al., 2021) (Kurnia, R et al., 2023).

Referring to the above perspective, it shows the importance of a teacher being able to maximize their performance. The quality of human resources primarily determines the organization's performance, starting from the ability to identify problems within the organization, conduct problem analysis, and anticipate their potential impacts. Performance is the labor results, both quantitatively as well as qualitatively, accomplished by an individual in executing tasks according to their assigned responsibilities (Mangkunegara, 2022), (Samsudin, 2020), and (Khairiah, 2020).

Teacher's capability in implementing learning tasks and being responsible for students comprises teacher performance. If teacher performance is excellent, the learning process will also run very well. To determine an individual's level of ability, a performance assessment is conducted to assess their ability in performing their primary duties, functions, as well as responsibilities (Supardi, 2019), (Nainggolan, 2020), (T. Aritonang, 2019), and (Azhar et al., 2021).

Performance is effected by three factors, including: individual (work ability), work effort (aspiration to work), and organizational support (chance to work). In other words, performance is the work results obtained by somebody in executing their assigned tasks based on predetermined criteria. A teacher really needs to have high performance to improve learning outcomes. As the spearhead in education, teachers have a crucial role; students cannot learn on their own without guidance from teachers who have good performance. This is because students can essentially only learn well if the teacher has prepared a good and positive environment for learning, for example, media and learning methods. A teacher ought to be capable of fulfilling their obligations in learning, from planning to follow-up of the teaching activities carried out (Adzkiya, A, 2021) (Ajepri, F., Vienti, O., & Rusmiyati, R., 2022) (Aslindawati, N., et al, 2022).

Many factors influence a teacher's performance. Amongst it is the principal's leadership. A principal is a functional teacher assigned additional duties to be in charge of a school. The place where teaching and learning process happens, or where teachers and students interact is the school organization (Zubaedi et al., 2022) (Fathurrahman, A., Sugiarto, B., & Sopandi, W, 2021). Mobilizing and managing the whole school's stakeholders, especially teachers, in advancing the organization and enhancing the education's quality is a role acted by the principal. The principal within a school organization is the figurehead in charge of the organization's continuity. Efforts to grow and organize schools by way of administrative, management, and leadership ventures hang on the principal's capabilities.(Nainggolan et al., 2023)(Asterina & Sokoco, 2019).

The description shows that principal leadership, both directly as well as indirectly, impacts the improvement of teacher performance. Furthermore, teacher performance is also influenced by something that comes from within the teacher, namely work motivation. Work motivation for a teacher is the duties and responsibilities that are visible from the learning activities carried out due to internal motivation and encouragement from the school environment (Damayani, T, et al., 2020) (Fauziah, F, M., & Dahlan, 2020) (Fei, EL E & Han, CGK, 2019).

Work motivation takes a crucial part in motivating teachers to work. This drive will trigger search behavior to achieve specific goals. Work motivation is crucial, and therefore, schools motivate teachers through a series of policy initiatives and create working conditions that can boost work enthusiasm (Aslindawati, N., et al., 2022), (Abdurrahim, A., Jumiati, & Putra, DS, 2020), and (Handayani, E., & Sari, RM, 2019).

Formulated on these descriptions, it can be concluded that the author aim's to describe the influence of principal leadership and work motivation on teacher performance.

B. Methods

Quantitative approach is used to analyze data. As stated by Kusumastuti et al. (2020), quantitative research methods are used to test specific theories through examination of relationships between variables. Research instruments are typically used to measure variables, allowing numerical data to be analyzed using statistical procedures. This study's goal is to prove the influence of Principal Leadership (X1) and Work Motivation (X2) on Teacher Performance (Y). This study was conducted in 2025 at the As-Shofa Foundation in Pekanbaru. This study was composed of 104 teachers as the sample. The method for sampling used was simple random sampling. The data collection technique used was a questionnaire that had undergone validity and reliability testing. Descriptive analysis and inferential analysis (simple linear regression and multiple linear regression) was used as methods to perform data analyzation.

C. Results and Discussion

Description of Teacher Performance Results

From the calculations on teacher performance using 4 indicators with 27 statements from 104 respondents, empirical data was obtained in Table 1.

Table 1. Descriptive Statistics of Teacher Performance

Statistics		
Teacher Job Satisfaction		
N	Valid	104
	Missing	0
Mean		94,596
Standard Deviation		7.3610
Variance		54,185
Minimum		72.00
Maximum		112.00
Sum		9838.00
%		87.59%

Based on Table 1, several statistical functions are known as follows: According to the descriptive statistical test above, it's established that the average subject score obtained is 94.59 with a standard deviation value of 7.36 and a data variance of 54.18, meaning that the variance value is below the average value, so it can be deduced that the data distribution is classified as good.

In general, the score distribution for teacher performance variables is presented in a frequency distribution table. The frequency distribution of teacher performance variables are exhibited with this table:

Table 2. Frequency Distribution of Teacher Performance

No	Range	F	%
1	72-77	2	1.92%
2	78-83	6	5.77%
3	84-89	12	11.54%
4	90-95	42	40.38%
5	96-101	23	22.12%
6	102-107	16	15.38%
7	108-113	3	2.88%
Amount		104	

Based on Table 2, the teacher performance scores for 104 respondents are shown. Based on the answers given, the most substantial number of respondents were in the 92-97 range, with 44 teachers or 42.31%, while the smallest number of respondents were in the 72-77 range, with 2 teachers or 1.92%.

Description of Principal Leadership Results

Based on calculations of principal leadership using 4 indicators with 28 statement items from 104 respondents, the following empirical data was obtained in Table 3.

Table 3. Descriptive Statistics of Principal Leadership

Statistics		
Teacher Job Satisfaction		
N	Valid	104
	Missing	0
Mean		97.5769
Standard Deviation		7.65980
Variance		58,654
Minimum		80.00
Maximum		117.00
Sum		10148.00
%		87.12%

Derived from the descriptive statistical test above, it can be found that the average subject score obtained was 97.57 with a standard deviation value of 7.65 and a data variance of 58.6, meaning that the variance value is still around the average value, therefore it can be deduced that the data distribution is classified as good.

In general, the score distribution for principal leadership is presented in a frequency distribution table. The principal leadership variable's frequency distribution is as displayed in Table 4.

Table 4. Frequency Distribution of Principal Leadership Variable Scores

No	Range	F	%
1	80-85	4	4%
2	86-91	14	13%
3	92-97	44	42%
4	98-103	17	16%
5	104-109	16	15%
6	110-115	6	6%
7	116-121	3	3%
Amount		104	

Based on Table 4, the score for principal leadership is apparent with a total of 104 respondents. Contingent to the answers given, the most respondents were in the 31-35 interval with a total of 24 respondents or 30%, while the least number of respondents were in the 80-85 interval with 4 respondents or 3.85%.

Description of Work Motivation Results

Based on research results on performance variables, the following statistical functions were obtained (see Table 5).

Table 5. Descriptive Statistics of Work Motivation

Teacher Job Satisfaction		
Statistics		
N	Valid	104
	Missing	0
Mean		51.1923
Standard Deviation		5.38440
Variance		28,992
Minimum		38.00
Maximum		65.00
Sum		5324.00
%		85.32%

Grounded by the descriptive statistical test above, it can be found that the average subject score obtained was 51.39 with a standard deviation value of 5.25 and a data variance of 27.62, meaning that the variance value was below the average value, so the deduction is that the data distribution was quite good.

The overall organizational culture variables' score distribution is depicted in a frequency distribution table. The organizational culture variable's frequency distribution is as displayed in Table 6.

Table 6. Frequency Distribution of Work Motivation

No	Range	F	%
1	38-41	3	2.88%
2	42-48	32	30.77%
3	49-52	27	25.96%
4	53-56	26	25.00%
5	57-60	10	9.62%
6	61-64	5	4.81%
7	65-68	1	0.96%
Amount		104	100

Based on Table 6 above, the work motivation scores for 104 teachers are shown. Based on the answers given, the largest number of respondents were in the 53-56 range, with 26 teachers or 25.00%, while the smallest number of respondents were in the 38-41 range, with 3 teachers or 2.88%.

The Influence of Principal Leadership on Teacher Performance

Influence and significance test on the direction coefficient using T distribution is as analyzed in the following Table 7.

Table 7. Regression Test of Principal Leadership on Teacher Performance

Model	Constans	B	Sig
Principal Leadership*Teacher Performance	15,289	0.813	0,000

The regression equation of $\hat{Y}=15.289+0.813X_1$ is produced based upon the simple linear regression test. Therefore, every 1 point increase in the Principal Leadership variable (X_1), increases the Teacher Performance variable (Y) of 0.813 with a constant value of 15.289.

Table 8. Correlation of Principal Leadership to Teacher Performance

Variables	Pearson	Sig	Interpretation
Principal Leadership*Teacher Performance	0.846	0,000	Strong

With the preceding information above, the value is knownThe Pearson correlation of 0.846 signifies the relationship between principal leadership and teacher performance is categorized as very strong. Furthermore, the significance value obtained is $0.000 < 0.05$, indicating that the relationship between principal leadership and teacher performance is significant.

Table 9. T-Test of Principal Leadership and Performance

Variables	Thitung	Ttable	Sig	Decision
Principal Leadership*Teacher Performance	16,000	1,659	0,000	There is a significant influence

Furthermore, the hypothesis testing criteria are H_0 is accepted assuming $T_{hitung} < T_{tabel}$, otherwise H_0 is rejected assuming $T_{hitung} > T_{tabel}$. From the T distribution list where $n = 104$, variable $k = 2$ $df_1 = k - 1$, $df_2 = nk$, the T_{tabel} value is obtained = 1.659. Consequently, H_0 hypothesis is rejected and H_a is accepted because $T_{hitung} > T_{tabel}$ ($16,000 > 1.664$) with a significant value ($0.000 < 0.05$). Therefore, it may be inferred that Principal Leadership holds a significant influence on Teacher Performance at As-Shofa Pekanbaru Foundation.

Furthermore, this study must be able to explain the extent of influence principal leadership has on teacher performance at As-Shofa Foundation in Pekanbaru. To do so, it's necessary to determine the coefficient of determination. The study's coefficient of determination test results are as presented in Table 10.

Table 10. Coefficient of Determination of Principal Leadership on Teacher Performance

Variables	Rsquare	Determination	Interpretation
Principal Leadership*Teacher Performance	0.715	71.5%	Strong

Table 10 above shows principal leadership's significance of influence on teacher performance. With the base of formula $KD = R^2 \times 100\%$, it's apparent that principal leadership on teacher performance is 71.5%, while 28.5% are influenced with other factors.

Outcomes of this study are relevant to the research done (Kaiman, 2020) regarding principal's leadership on the performance of elementary schools in Tungkal Jaya District. Results of said study show that Linear Regression Test $Y = 59.961 + -0.012 x_1$. Hence, should the principal leadership extends by one point, teacher performance will extend by -0.012. For t count, the value obtained is -0.813, meaning that t count is $0.462 < 0.05$ with a significance level of $0.462 > 0.05$. As a result, the principal's leadership holds a significant effect on the performance of Elementary School teachers in Tungkal District, Palembang.

The Influence of Work Motivation on Teacher Performance

Influence and significance test on the direction coefficient using the T distribution is as analyzed in Table 11.

Table 11. Regression Test of the Effect of Work Motivation on Teacher Performance

Model	Constans	B	Sig
Work Motivation*Work Performance	83,966	0.208	0.124

As per the simple linear regression test in table 11 prior, the resulting regression equation is $\hat{Y} = 83.966 + 0.208 X_2$. This explains that every 1 point increase in the work motivation variable (X_2), the Teacher Performance variable (Y) increases to 0.208 with a constant value of 83.966.

Table 12. Correlation Test of Work Motivation on Teacher Performance

Variables	Pearson	Sig	Interpretation
Work Motivation*Teacher Performance	0.152	0.124	Very Low

As a result of the preceding, where the Pearson correlation value is 0.152, the relationship of work motivation and teacher performance is indicated in the very low category. Furthermore, the significance value obtained is $0.124 > 0.05$, which indicates work motivation and teacher performance holds no significant relationship.

Table 13. T-Test of Work Motivation Coefficient on Teacher Performance

Variables	Thitung	Ttable	Sig	Decision
Work Motivation*Teacher Performance	1,552	1,983	0.124	There is no significant influence

Furthermore, the criteria to test hypothesis are H_0 is accepted assuming $Thitung < Ttable$, otherwise H_0 is rejected assuming $Thitung > Ttable$. From the T distribution list where $n = 104$, variable $k = 2$ $df_1 = k - 1$, $df_2 = nk$ the $Ttable$ value is obtained = 102. Thus the hypothesis H_0 is accepted and H_a is rejected because $Thitung > Ttable$ ($1.552 < 1.983$) with a significant value ($0.124 > 0.05$). On that account, it's possibly deduced that work motivation lacks significant influence on teachers performance at As-Shofa Foundation Pekanbaru.

Furthermore, this study must be able to illustrate the extent of influence of work motivation on teachers performance at As-Shofa Foundation in Pekanbaru. To do this, it is necessary to determine the coefficient of determination. The study's coefficient of determination test results are as presented:

Table 14. Coefficient of Determination of Work Motivation on Teacher Performance

Variables	Rsquare	Determination	Interpretation
Work Motivation*Teacher Performance	0.23	23%	Weak

Table 14 above shows the work motivation's significant influence on teacher performance. Derived from formula $KD = R^2 \times 100\%$, it's evident that work motivation does not affect teacher performance by 23%, whilst the other 77% are influenced by other factors.

As stated in (Sasmi et al., 2025) study outcome regarding work motivation and teacher performance, teacher performance at the Al-Mustaghfirin Foundation in Semarang is not effected by motivation. Thus, the position of work motivation within the foundation will not significantly impact teacher performance.

Putri Selisawati Wahyu Ivana (2025) research conveyed that work motivation had no significant effect on teacher performance. Teachers at SMK Strada Daan Mogot Tangerang had full responsibility for their duties, so without external motivation, teachers could carry out their duties as teachers well. Further research (Nurnaningsih et al., 2022) found that work teacher performance are not effected by work motivation. T-test results for the work motivation variable on performance acquired a t-count value of -0.122 with a significance value of 0.903, greater than ($>$) 0.05, and a beta value of -0.033. For this reason, the hypothesis of influence of work motivation on performance is rejected because it is not significant.

The Influence of Principal Leadership and Work Motivation on Teacher Performance

Influence and significance test on the direction coefficient using the T distribution is as analyzed in Table 15 and 16.

Table 15. Regression Test of the Influence of Principal Leadership and Work Motivation on Teacher Performance

Model	Constans	B	Sig
Principal Leadership	15,371	0.813	0,000
Work motivation		-0.002	0.977

In line with multiple linear regression test in table 15, the regression equation is $\hat{Y} = 15,371 + 0.813X_1 - 0.002X_2$. Principal leadership (X_1)'s value on teacher performance (Y) is 0.813, and work motivation (X_2) on teacher performance (Y) is -0.002. On that account, the regression equation obtained as a form of work motivation variable has the opposite direction, in that work motivation actually reduces teacher performance.

Table 16. F-Test Calculation of the Coefficient of the Influence of Principal Leadership and Work Motivation on Teacher Performance

Variables	F count	Ftable	Sig	Decision
Principal Leadership, Teacher Motivation*Teacher Performance	126,742	3.09	0,000	There is a significant influence

Furthermore, the criteria to test hypothesis are H_0 is accepted assuming $F_{count} < F_{table}$, otherwise H_0 is rejected assuming $F_{count} > F_{table}$. From the F distribution list where $n = 104$, variable $k = 3$ $df_1 = k - 1$, $df_2 = nk$, the F_{table} value is obtained = 3.09. As follows, the H_0 hypothesis is rejected and H_a is accepted because $F_{count} > F_{table}$ ($126.742 > 3.09$) with a significant value ($0.000 < 0.05$). Simultaneously (together) as a result, principal leadership and work motivation holds a significant influence on teacher performance at As-Shofa Pekanbaru Foundation.

This study must be able to explain principal leadership and work motivation's influence extent on teacher performance at As-Shofa Foundation in Pekanbaru. To do this, it is necessary to determine the coefficient of determination. The study's coefficient of determination test results are as presented:

Table 17. Determination Coefficient of the Influence of Principal Leadership and Work Motivation on Teacher Performance

Variables	Rsquare	Determination	Interpretation
Principal Leadership, Work Motivation*Teacher Performance	0.715	71.5%	Strong

Table 17 discloses principal leadership and work motivation's influence magnitude on teacher performance at As-Shofa Foundation in Pekanbaru. In the basis of formula $KD = R^2 \times 100\%$, it's evident that principal leadership and work motivation on teacher

performance together are 71.5%, and the other 28.5% are explained through other factors.

Relevant research regarding principal leadership and work motivation's influence on teacher performance, namely (Fau, 2022) Contingent to the fourth hypothesis test, information was garnered that the culture of organization and work motivation have positive and significant influence simultaneously on performance as evidenced by a probability value of $0.000 < 0.05$. That work acceleration or vice versa is the feedback from a command and a leader, consequently, a leader ought to be able to control his style for the purpose of realizing work results true to his wishes. In addition, educational staff also need something called motivation.

D. Conclusions

The below-mentioned conclusions were derived in line with the description and analysis of research data: (1) Principal leadership holds a significant influence on the performance of teachers at As-Shofa Foundation in Pekanbaru. This study's findings indicate a lack of promotion opportunities for teachers at the school. The lack of clarity in the teacher bonus system means that teachers who work overtime often do not receive additional rewards. (2) Work motivation holds no significant influence on teachers performance at the As-Shofa Foundation in Pekanbaru. The strong managerial role of the foundation and the teachers' sense of responsibility for their duties are the reasons why work motivation does not influence performance. However, this study is limited to only one foundation. (3) Principal leadership and work motivation holds a significant influence on teachers performance at the As-Shofa Foundation in Pekanbaru. Therefore, it may be inferred that better principal leadership and work motivation will lead to higher teacher performance at As-Shofa Foundation in Pekanbaru.

E. Acknowledgement

Thank you to the head of the As-Shofa Foundation Pekanbaru for granting permission to conduct the research at As-Shofa School.

References

- Abdurrahim, A., Jumiati, J., & Putra, D. S. (2020). Pengaruh kepuasan kerja terhadap motivasi dan dampaknya pada kinerja guru madrasah ibtidaiyah di Kabupaten Tanah Laut. *Prosiding Penelitian Dosen UNISKA MAB*.
- Adzkiya, A. (2021). Pengaruh gaya kepemimpinan transformasional kepala sekolah, iklim sekolah, dan komitmen profesional guru terhadap kinerja guru (studi kasus di MTs Ma'arif NU Kabupaten Banyumas). *Jurnal Ekonomi, Bisnis, dan Akuntansi*, 22(4), 492–500.
- Ajepri, F., Vienti, O., & Rusmiyati, R. (2022). Strategi kepala sekolah dalam meningkatkan kinerja guru. *MindSet: Jurnal Manajemen Pendidikan Islam*, 130–149.
- Aslindawati, N., Sulfaidah, S., Amaliah, N. W., Rismawanti, E., & Khaerunisa, K. (2022). Pengaruh komitmen kerja, motivasi kerja, dan kompetensi profesional terhadap kinerja guru. *Jurnal Bahana Manajemen Pendidikan*, 11(2), 110–114.

- Azhar, A., et al. (2021). Pengaruh motivasi dan disiplin kerja terhadap kinerja guru di sekolah menengah pertama negeri se-Kecamatan Tempuling Kabupaten Indragiri Hilir. *Jurnal Tambusai*, 5(2). <https://jptam.org/index.php/jptam/issue/view/19>
- Damayani, T., et al. (2020). Pengaruh kepemimpinan kepala sekolah dan motivasi kerja terhadap kinerja guru. *Journal of Innovation in Teaching and Instructional Media*, 1(1), 46–57.
- Fathurrahman, A., Sugiarto, B., & Sopandi, W. (2021). Pengaruh kepemimpinan kepala sekolah dan penilaian pengajaran terhadap kinerja guru di sekolah menengah pertama. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 6(1), 81–90.
- Fau, M. W. (2022). Pengaruh kepemimpinan kepala sekolah dan motivasi kerja terhadap kinerja guru di Yayasan Pendidikan Charitas. *Jurnal Manajemen Pendidikan*, 9(1), 60–71. <https://doi.org/10.24246/j.jk.2022.v9.i1.p60-71>
- Fauziah, F. M., & Dahlan, D. (2020). Pengaruh motivasi kerja, lingkungan kerja, dan kepemimpinan kepala sekolah terhadap kinerja guru SMA negeri di Kabupaten Aceh Barat. *Jurnal Ekonomi dan Pendidikan*, 17(2), 189–202.
- Fei, E. L. E., & Han, C. G. K. (2019). The influence of school climate, teachers' commitment, and teachers' motivation on teachers' work performance through teachers' job satisfaction. *International Journal of Advanced Research in Education and Society*, 1(3), 23–35.
- Handayani, E., & Sari, R. M. (2019). Motivasi kerja guru di sekolah dasar di Indonesia. *Jurnal Pendidikan Dasar*, 20(1), 42–52.
- Iskamto, D. (2022). Analysis of the impact of competence on performance: An investigative in educational institutions. *ASEAN International Journal of Business*, 1(1). <https://doi.org/10.54099/aijb.v1i1.74>
- Kaiman, K., Arafat, Y., & Mulyadi, M. (2020). Pengaruh kepemimpinan kepala sekolah dan pengawasan pengawas sekolah terhadap kinerja guru. *Journal of Education Research*, 1(3), 283–289.
- Kurnia, R., et al. (2021). Profil integritas guru PAUD di Kecamatan Payung Sekaki Kota Pekanbaru. *Jurnal Pendidikan Tambusai*, 5, 2569–2578. <https://jptam.org/index.php/jptam/issue/view/19>
- Kurnia, R., et al. (2023). Hubungan literasi digital guru dengan kreativitas mengajar di TK se-Kecamatan Gunung Toar Kabupaten Kuantan Singingi. *Innovative Journal*, 3, 611–621. <https://j-innovative.org/index.php/Innovative/issue/view/6>
- Kurniadin, D., & Machali, I. (2013). *Manajemen pendidikan: Konsep & prinsip pengelolaan pendidikan*. Ar-Ruzz Media.
- Kustianto, E., & Sudrajat, A. (2021). Hubungan antara beban kerja dan motivasi kerja dengan kinerja guru sekolah dasar. *Jurnal Pendidikan dan Pengajaran*, 54(1), 80–90.
- Lubis, R. P., Pasaribu, F., & Tufty, Z. (2021). Pengaruh kompetensi, motivasi kerja, dan lingkungan kerja terhadap kinerja guru SMA Negeri 15 Medan. *Jurnal AKMAMI*.
- Mangkunegara, A. P. (2022). *Manajemen sumber daya manusia perusahaan*. PT Remaja Rosdakarya.
- Maryani, Y., Entang, M., & Tukiran, M. (2021). The relationship between work motivation, work discipline, and employee performance at the regional secretariat of Bogor City. *International Journal of Social and Management Studies*, 2(2), 1–16.
- Mulyasa, E. (2013). *Pengembangan dan implementasi Kurikulum 2013*. PT Remaja Rosdakarya.

- Ningsih, K. D., Harapan, E., & Destiniar. (2021). Pengaruh komite madrasah dan kepemimpinan kepala madrasah terhadap peningkatan mutu pendidikan. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 6(1), 1–14.
- Nurnaningsih, I. (2022). Pengaruh kompetensi profesional dan motivasi kerja terhadap kinerja guru dimoderasi oleh lingkungan kerja (studi kasus guru SMP se-Kecamatan Kandeman Kabupaten Batang). *Jurnal Manajemen*, 7(1), 1–13.
- Putri Selisawati Wahyu Ivana, P. S. W. I., Karnawati, T. A., & Murtianingsih, M. (2025). Pengaruh kompetensi, motivasi, dan lingkungan kerja terhadap kinerja guru SMK Strada Daan Mogot Tangerang. *Journal of Science and Social Research*, 8(1). <https://doi.org/10.54314/jssr.v8i1.2568>
- Rusmaladi, R., Harapan, E., & Tahrin, T. (2021). Pengaruh budaya organisasi dan gaya kepemimpinan kepala sekolah terhadap kinerja guru. *Jurnal Pendidikan Tambusai*, 5(2), 4172–4180. <https://jptam.org/index.php/jptam/issue/view/19>
- Samsudin, S. H. (2020). *Manajemen sumber daya manusia* (Cetakan ke-3). CV Pustaka Setia.
- Saring, S. (2022). *Peningkatan kinerja guru melalui penguatan kepemimpinan transformasional, budaya organisasi, dan keseimbangan kehidupan kerja*. Media Nusa Creative.
- Supardi, S. (2019). *Kinerja guru*. PT RajaGrafindo Persada.