

The Influence of the Principal's Leadership Style and Work Motivation on Teacher Performance at State Senior High School 1 Tanjung Lubuk, Ogan Komering Ilir Regency

Pengaruh Gaya Kepemimpinan Kepala Sekolah dan Motivasi Kerja terhadap Kinerja Guru di SMA Negeri 1 Tanjung Lubuk Kabupaten Ogan Komering Ilir.

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Abstract

This study aimed to examine the effect of principal leadership style and work motivation on teacher performance at SMA Negeri 1 Tanjung Lubuk. The research employed a quantitative approach using a survey method involving 49 teachers as respondents. Data were collected through validated questionnaires and analyzed using descriptive statistics, multiple linear regression, t-tests, and F-tests. The findings revealed that principal leadership style had a positive and significant effect on teacher performance ($t = 16.318$; $p < 0.05$). Work motivation also had a positive and significant effect on teacher performance ($t = 11.486$; $p < 0.05$). Simultaneously, principal leadership style and work motivation significantly influenced teacher performance ($F = 161.643$; $p < 0.05$). The coefficient of determination ($R^2 = 0.875$) indicated that 87.5% of the variance in teacher performance could be explained by the two independent variables, while the remaining 12.5% was influenced by other factors. These findings suggest that effective leadership and strong work motivation are essential factors in improving teacher performance. Therefore, schools should focus on strengthening leadership competencies and fostering teacher motivation to enhance educational quality and organizational effectiveness.

Keywords

Principal Leadership Style; Work Motivation; Teacher Performance; School Management; Educational Quality.

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh gaya kepemimpinan kepala sekolah dan motivasi kerja terhadap kinerja guru di SMA Negeri 1 Tanjung Lubuk. Penelitian menggunakan pendekatan kuantitatif dengan metode survei yang melibatkan 49 guru sebagai responden. Data dikumpulkan melalui angket yang telah divalidasi dan dianalisis menggunakan statistik deskriptif, regresi linier berganda, uji t, dan uji F. Hasil penelitian menunjukkan bahwa gaya kepemimpinan kepala sekolah berpengaruh positif dan signifikan terhadap kinerja guru ($t = 16,318$; $p < 0,05$). Motivasi kerja juga berpengaruh positif dan signifikan terhadap kinerja guru ($t = 11,486$; $p < 0,05$). Secara simultan, gaya kepemimpinan kepala sekolah dan motivasi kerja berpengaruh signifikan terhadap kinerja guru ($F = 161,643$; $p < 0,05$). Nilai koefisien determinasi ($R^2 = 0,875$) menunjukkan bahwa 87,5% variasi kinerja guru dapat dijelaskan oleh kedua variabel independen, sedangkan 12,5% sisanya dipengaruhi oleh faktor lain. Temuan ini mengindikasikan bahwa kepemimpinan yang efektif dan motivasi kerja yang tinggi merupakan faktor penting dalam meningkatkan kinerja guru. Oleh karena itu, sekolah perlu memperkuat kompetensi kepemimpinan kepala sekolah serta membangun dan memelihara motivasi kerja guru guna meningkatkan mutu pendidikan dan efektivitas organisasi sekolah.

Kata Kunci

Gaya Kepemimpinan Kepala Sekolah; Motivasi Kerja; Kinerja Guru; Manajemen Sekolah; Mutu Pendidikan.

Introduction

Education is a fundamental pillar of national development because it contributes to the form of a better nation. Education is one of the most important foundations for building a better nation, and its quality is largely determined by the success of achieving educational goals (Santoso et al., 2023). One of the key factors influencing the achievement of these goals is teacher performance, as teachers are the primary agents of change who implement the curriculum and interact directly with students in the classroom. Teachers with high performance are capable of creating effective learning processes that ultimately contribute to improving educational quality (Hana et al., 2024). Other educational components, such as curriculum, facilities, and funding, may not produce optimal outcomes if the interaction between teachers and students lacks quality. Therefore, improving teacher performance is essential to enhancing the overall quality of education.

Teacher performance can be understood as the effectiveness of teaching and learning activities carried out continuously to achieve educational standards and quality objectives. Professional teacher performance is not limited to classroom instruction but also includes continuous efforts to improve instructional quality, adapt teaching methods, and utilize diverse learning resources to meet students' needs and institutional expectations. Consequently, excellent teacher performance serves as a fundamental pillar in transforming educational visions into meaningful and measurable learning outcomes (MuthiaKuku et al., 2023). Previous studies suggest that teacher performance is influenced by both internal and external factors, among which work motivation and leadership style are considered highly significant.

Work motivation represents an essential internal factor that encourages teachers to innovate, demonstrate commitment, and actively pursue professional development. In educational settings, motivation functions as a psychological mechanism that directs teachers' behavior toward achieving organizational goals. Strong motivation enables teachers to overcome challenges, maintain professionalism, and contribute positively to educational outcomes. Consequently, enhancing work motivation is crucial for aligning teachers' individual potential with institutional objectives and achieving national education goals effectively and efficiently (Joel et al., 2023). Teachers with high motivation tend to perform their duties more enthusiastically and responsibly, whereas those with low motivation often exhibit reduced commitment, procrastination, and difficulty completing tasks effectively.

In addition to motivation, leadership style serves as a significant external factor influencing teacher performance. Leadership style reflects the consistent patterns of behavior and strategies employed by leaders to influence, direct, and motivate others toward organizational objectives (Fiannisa et al., 2024). In schools, the principal plays a vital role in creating a supportive work environment, providing guidance, and encouraging teachers to maximize their professional potential. Effective principals are expected to fulfill multiple roles, including educator, manager, administrator, innovator, and motivator, to foster teacher development and improve school performance.

Preliminary observations conducted by the researcher at State Senior High School 1 Tanjung Lubuk revealed several issues related to teacher motivation and performance. Some teachers were observed arriving late, leaving classes unattended due to activities outside the school, and demonstrating attendance rates below the ideal standard of 95%. Teacher attendance reached its highest level in August (95.10%) but declined to 85.10% in November, with an average attendance rate of 89.89%. Interviews with teachers further revealed concerns regarding limited recognition for their efforts, inadequate incentives compared to increasing administrative demands, and insufficient opportunities for professional development. These conditions were perceived as factors reducing teachers' enthusiasm and innovation in teaching.

Previous studies support the importance of leadership style and work motivation in influencing teacher performance. Mubarak et al. (2024) found that principal leadership style significantly affected teacher performance and contributed to the development of students' social character. Similarly, Hana et al. (2024) reported a positive and significant influence of teacher work motivation on teaching performance. Furthermore, Perkasa et al. (2023) identified leadership style as one of the factors

significantly affecting teacher performance. Although these studies highlight the individual effects of leadership style and work motivation, limited research has examined their combined influence on teacher performance, particularly at State Senior High School 1 Tanjung Lubuk, Ogan Komering Ilir Regency.

Based on these considerations, this study aims to investigate whether the principal's leadership style and teachers' work motivation significantly influence teacher performance at State Senior High School 1 Tanjung Lubuk, Ogan Komering Ilir Regency. This research is expected to contribute to a better understanding of the factors affecting teacher performance and provide recommendations for improving educational quality through effective leadership and enhanced teacher motivation.

Method

This study employed a quantitative approach using an ex post facto research design. Ex post facto research is conducted to examine causal relationships among variables without manipulating or controlling the independent variables, as the phenomena under investigation have already occurred naturally (Sugiyono, 2017; Arikunto, 2013). This design was considered appropriate because the principal's leadership style and teachers' work motivation existed naturally within the school environment, and the researcher sought to investigate their influence on teacher performance.

The study was conducted at State Senior High School 1 Tanjung Lubuk, Ogan Komering Ilir Regency. The independent variables consisted of the principal's leadership style (X_1) and teachers' work motivation (X_2), while the dependent variable was teacher performance (Y). Leadership style refers to the pattern of behavior adopted by school principals to influence, direct, and motivate teachers in achieving educational goals (Wahjosumidjo, 2017; Northouse, 2013). Work motivation refers to the internal and external drives that encourage teachers to perform their professional duties effectively (Andjarwati, 2015; Robbins & Judge, 2019). Teacher performance is defined as the level of achievement demonstrated by teachers in carrying out their instructional responsibilities according to established professional standards (Barnawi & Arifin, 2014; Munawir et al., 2022).

The population of this study comprised all teachers at State Senior High School 1 Tanjung Lubuk. The sample was selected using purposive sampling, a technique in which respondents are chosen based on specific criteria relevant to the research objectives (Firmansyah, 2022). The total sample consisted of 49 teachers.

Data were collected using a structured questionnaire. Each variable was measured using 30 questionnaire items developed based on relevant theoretical indicators. Responses were assessed using a five-point Likert scale ranging from strongly disagree to strongly agree. Prior to data collection, the instrument was tested for validity and reliability to ensure that it accurately and consistently measured the intended constructs (Yusup, 2018).

Data analysis was performed using IBM SPSS software. Before testing the hypotheses, several prerequisite tests were conducted, including tests of normality, linearity, and multicollinearity. Normality was assessed using the One-Sample Kolmogorov-Smirnov Test, which produced a significance value of 0.348, indicating that the data were normally distributed because the value exceeded 0.05. Linearity tests revealed significance values of 0.671 for the relationship between leadership style and teacher performance and 0.709 for the relationship between work motivation and teacher performance, indicating linear relationships between the variables. Furthermore, multicollinearity testing showed a tolerance value of 0.934 and a Variance Inflation Factor (VIF) value of 1.070 for both independent variables, confirming the absence of multicollinearity problems (Ghozali, 2016; Sujianto, 2016).

To test the research hypotheses, multiple linear regression analysis was employed. Partial effects were examined using the t-test, while simultaneous effects were analyzed using the F-test. The results of the t-test indicated significance values of 0.000 for both independent variables, demonstrating that the principal's leadership style and work motivation each had a significant effect on teacher performance. The F-test also produced a significance value of 0.000, indicating that the two independent variables simultaneously influenced teacher performance. In addition, the coefficient of

determination analysis showed an R value of 0.936, indicating a very strong relationship between the independent and dependent variables. The R Square value of 0.875 revealed that approximately 87.5% of the variation in teacher performance could be explained by the principal's leadership style and teachers' work motivation, while the remaining 12.5% was influenced by other factors outside the scope of this study.

The selection of leadership style and work motivation as research variables was supported by previous studies. Aguswara and Rachmadtullah (2017) found that principals' leadership styles significantly influence teacher performance. Similar findings were reported by Handayani and Rasyid (2015), Priyono et al. (2018), Ali and Fitriani (2022), and Mailina and Ali (2024), who emphasized the importance of effective school leadership in enhancing teacher effectiveness. Furthermore, studies by Hana et al. (2024), Ain et al. (2024), and Alfiyanto (2024) demonstrated that work motivation positively contributes to teacher performance. Therefore, this study examined the combined influence of the principal's leadership style and teachers' work motivation on teacher performance at State Senior High School 1 Tanjung Lubuk, Ogan Komering Ilir Regency.

Results

4.1.1 Descriptive Statistical Analysis

4.1.1.1 Principal Leadership Style (X_1)

The descriptive statistical analysis of the principal's leadership style variable was conducted based on six indicators: (1) decision-making ability, (2) motivating ability, (3) communication ability, (4) ability to control subordinates, (5) responsibility, and (6) emotional control ability. The results are presented in Table 4.1.

Table 4.1 Descriptive Statistics of Principal Leadership Style

Statistics	Value
Valid (N)	49
Missing	0
Mean	109.92
Median	106.67
Mode	100.00
Standard Deviation	15.53
Minimum	90.00
Maximum	145.00

Based on Table 4.1, the principal leadership style variable obtained a mean score of 109.92, a median of 106.67, and a standard deviation of 15.53. The minimum score was 90, while the maximum score was 145.

Table 4.2 Frequency Distribution of Principal Leadership Style

Score	Frequency	Percentage (%)
90	5	10.2
92	2	4.1
95	3	6.1
98	4	8.2
100	7	14.3
105	4	8.2
110	5	10.2
115	4	8.2
120	3	6.1
125	4	8.2
130	4	8.2
135	1	2.0
140	1	2.0

145	2	4.1
Total	49	100.0

The highest score (145) was obtained by 2 respondents, while the lowest score (90) was obtained by 5 respondents. The most frequent score was 100, reported by 7 respondents.

Table 4.3 Leadership Style Category Distribution

Category	Interval	Frequency
Very Good	≥133	4
Good	118–132	11
Fair	102–117	13
Poor	87–101	21
Very Poor	<87	0
Total		49

Based on Table 4.3, the largest frequency (21 respondents) falls within the "Poor" category. Therefore, the principal's leadership style at State Senior High School 1 Tanjung Lubuk is generally categorized as **Poor**.

4.1.1.2 Work Motivation (X_2)

The work motivation variable was measured using seven indicators, including striving to do tasks as well as possible, achieving success, completing challenging tasks, and accomplishing meaningful work.

Table 4.4 Descriptive Statistics of Work Motivation

Statistics	Value
Valid (N)	49
Missing	0
Mean	115.82
Median	116.56
Mode	120.00
Standard Deviation	10.62
Minimum	100.00
Maximum	130.00

The results indicate a mean score of 115.82, a median score of 116.56, and a standard deviation of 10.62. Scores ranged from 100 to 130.

Table 4.5 Frequency Distribution of Work Motivation

Score	Frequency	Percentage (%)
100	10	20.4
110	11	22.4
115	2	4.1
120	14	28.6
125	1	2.0
130	11	22.4
Total	49	100.0

The highest score (130) was achieved by 11 respondents, while the lowest score (100) was achieved by 10 respondents. The most common score was 120, obtained by 14 respondents.

Table 4.6 Work Motivation Category Distribution

Category	Interval	Frequency
Very Good	≥132	0
Good	121–131	26
Fair	111–120	13
Poor	100–110	10

Very Poor	<100	0
Total		49

Based on Table 4.6, the majority of respondents (26 teachers) fall into the **Good** category. Thus, the work motivation of teachers at State Senior High School 1 Tanjung Lubuk can be categorized as **Good**.

4.1.1.3 Teacher Performance (Y)

Teacher performance was measured through four indicators: responsibility, role implementation, achievement of educational goals, and effectiveness in the teaching-learning process.

Table 4.7 Descriptive Statistics of Teacher Performance

Statistics	Value	Statistics
Valid (N)	49	Valid (N)
Missing	0	Missing
Mean	133.57	Mean
Median	134.33	Median
Mode	140.00	Mode
Standard Deviation	8.92	Standard Deviation
Minimum	110.00	Minimum
Maximum	150.00	Maximum

Based on Table 4.7, the teacher performance variable obtained a mean score of 133.57, a median of 134.33, and a standard deviation of 8.92. Scores ranged from 110 to 150.

Table 4.8 Frequency Distribution of Teacher Performance

Score	Frequency	Percentage (%)
110	1	2.0
115	1	2.0
120	2	4.1
122	1	2.0
125	8	16.3
128	1	2.0
130	8	16.3
135	7	14.3
140	12	24.5
145	7	14.3
150	1	2.0
Total	49	100.0

The highest score (150) was achieved by one respondent, while one respondent obtained the lowest score (110). The most frequent score was 140, achieved by 12 respondents.

Table 4.9 Teacher Performance Category Distribution

Category	Interval	Frequency
Very Good	≥ 147	27
Good	138–146	20
Fair	129–137	2
Poor	120–128	0
Very Poor	<120	0
Total		49

The highest frequency (27 respondents) falls into the **Very Good** category. Therefore, teacher performance at State Senior High School 1 Tanjung Lubuk is categorized as **Very Good**.

4.1.2 Testing of Research Assumptions

4.1.2.1 Normality Test

Table 4.10 One-Sample Kolmogorov-Smirnov Test

Statistic	Value
N	49
Kolmogorov-Smirnov Z	0.934
Asymp. Sig. (2-tailed)	0.348

The significance value of 0.348 is greater than 0.05, indicating that the data are normally distributed.

4.1.2.2 Linearity Test

Table 4.11 Linearity Test of Leadership Style and Teacher Performance

Variable Relationship	Deviation from Linearity Sig.
Leadership Style → Teacher Performance	0.671

Since $0.671 > 0.05$, the relationship between leadership style and teacher performance is linear.

Table 4.12 Linearity Test of Work Motivation and Teacher Performance

Variable Relationship	Deviation from Linearity Sig.
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Work Motivation → Teacher Performance 0.709

Since $0.709 > 0.05$, the relationship between work motivation and teacher performance is linear.

4.1.2.3 Multicollinearity Test

Table 4.13 Multicollinearity Test Results

Variable	Tolerance	VIF
Leadership Style	0.934	1.070
Work Motivation	0.934	1.070

Because the tolerance values are greater than 0.10 and the VIF values are below 10.00, there is no multicollinearity problem among the independent variables.

4.1.2.4 Multiple Linear Regression Analysis

Table 4.14 Model Summary

R	R Square	Adjusted R Square	Std. Error
0.936	0.875	0.870	3.21541

The coefficient of determination (R^2) of 0.875 indicates that 87.5% of the variation in teacher performance is explained by principal leadership style and work motivation, while the remaining 12.5% is explained by other factors.

Table 4.15 ANOVA Results

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	3342.412	2	1671.206	161.643	0.000
Residual	475.588	46	10.339		
Total	3818.000	48			

The significance value of 0.000 indicates that the regression model is statistically significant.

4.1.3 Hypothesis Testing

4.1.3.1 Partial Test (t-test)

Table 4.16 Partial Significance Test Results

Variable	B	Std. Error	Beta	t	Sig.
Constant	17.982	6.950	-	2.587	0.013
Leadership Style	0.505	0.031	0.879	16.318	0.000
Work Motivation	0.519	0.045	0.618	11.486	0.000

The significance values for leadership style and work motivation are both below 0.05, indicating that each variable individually has a significant effect on teacher performance.

4.1.3.2 Simultaneous Test (F-test)

Table 4.17 Simultaneous Significance Test Results

F Value	Significance
161.643	0.000

Since the significance value is less than 0.05, principal leadership style and work motivation simultaneously have a significant effect on teacher performance.

4.1.3.3 Coefficient of Determination (R^2)

Table 4.18 Coefficient of Determination

R	R Square	Adjusted R Square
0.936	0.875	0.870

The coefficient of determination (R^2) of 0.875 indicates that 87.5% of teacher performance is influenced by principal leadership style and work motivation, while 12.5% is influenced by other factors outside the scope of this study. This finding demonstrates that both variables are strong predictors of teacher performance at State Senior High School 1 Tanjung Lubuk, Ogan Komering Ilir Regency.

Discussion

Based on the t-test results, the leadership style variable obtained a t-value of 16.318 with a significance value of $0.000 < 0.05$. Therefore, H_0 is rejected and H_1 is accepted, indicating that principal leadership style has a positive and significant effect on teacher performance at SMA Negeri 1 Tanjung Lubuk. This finding suggests that the better the leadership style implemented by the principal, the higher the teacher performance in carrying out instructional duties and responsibilities. Effective leadership behaviors, including decision-making ability, motivation, communication, responsibility,

emotional control, and supervision, contribute directly to teachers' professionalism and work effectiveness. When principals create a supportive working environment, teachers feel valued and become more motivated to improve their teaching practices.

The result supports the theory proposed by Fiannisa et al. (2024), who identified six important dimensions of principal leadership: decision-making ability, motivational ability, communication ability, supervisory ability, responsibility, and emotional control. These dimensions influence teachers' work attitudes and performance. Similarly, Northouse (2013) argued that leadership style reflects consistent patterns of behavior that shape followers' actions and organizational outcomes. The findings are also consistent with Mulyasa (2015), who emphasized that effective school leadership promotes teacher development through supervision, guidance, and professional support. Principals who provide constructive feedback and recognize teachers' achievements can significantly enhance teacher performance.

Empirically, this study is in line with previous studies conducted by Jaya (2022), Hanafiah, Berliana, and Margono (2023), Mubarak et al. (2024), Limbu, Manafe, and Niha (2022), Suryana, Risnawati, and Kushendar (2022), and Ali and Fitriani (2022), all of which reported a positive and significant relationship between principal leadership and teacher performance across different educational settings. Therefore, the findings confirm that effective principal leadership is a crucial factor in improving teacher performance. Strengthening principals' managerial and leadership competencies should become a strategic priority for schools seeking continuous improvement in educational quality.

The t-test results revealed a t-value of 11.486 with a significance level of $0.000 < 0.05$ for the work motivation variable. Thus, H_0 is rejected and H_2 is accepted, indicating that work motivation has a positive and significant effect on teacher performance. This finding demonstrates that highly motivated teachers tend to perform better in planning, implementing, and evaluating learning activities. Teachers who strive to achieve success, master their professional field, overcome challenges, and produce meaningful work are more likely to exhibit higher levels of performance. The result is consistent with Mangkunegara (2014), who defined motivation as an internal energy that directs employees toward achieving organizational goals. In the educational context, motivated teachers devote greater effort, creativity, and commitment to achieving learning objectives. Similarly, Rudyanto (2021) emphasized that motivated teachers are more persistent in overcoming instructional challenges and improving educational outcomes.

The findings also support Herzberg's Two-Factor Theory (1965), which highlights achievement, recognition, responsibility, and opportunities for growth as key motivational factors influencing performance. Furthermore, McClelland's Achievement Motivation Theory explains that individuals with a strong need for achievement tend to establish high standards and continuously seek improvement (Ridha, 2022). Several empirical studies support these findings. Hana et al. (2024), Ali and Fitriani (2022), Zulkarnaen, Supriyati, and Sudiarditha (2020), Merdiana et al. (2022), Karim (2022), and Sudibjo and Ananta (2021) all found that work motivation significantly influences teacher performance. These studies indicate that motivated teachers are more innovative, dedicated, and productive in carrying out their professional responsibilities. Practically, schools should implement programs that maintain and enhance teacher motivation, such as recognition systems, career development opportunities, professional training, and supportive work environments. Such initiatives can sustain teachers' intrinsic motivation and contribute to long-term performance improvement. Thus, the study confirms that teacher performance is strongly influenced by work motivation.

Teachers with high achievement motivation are more likely to demonstrate excellence, innovation, and commitment in their professional roles.

The F-test results showed an F-value of 161.643 with a significance value of $0.000 < 0.05$. Therefore, H_0 is rejected and H_3 is accepted, indicating that principal leadership style and work motivation simultaneously have a positive and significant effect on teacher performance. This result demonstrates that teacher performance is not determined by a single factor but by the interaction between external organizational factors and internal psychological factors. Principal leadership functions as an external driver that provides direction, support, and supervision, while work motivation serves as an internal force that encourages teachers to perform their duties effectively. The coefficient of determination ($R^2 = 0.875$) indicates that 87.5% of the variance in teacher performance can be explained jointly by leadership style and work motivation, while the remaining 12.5% is influenced by other factors outside the study.

This finding supports the systems perspective, which views schools as interconnected organizations where leadership and motivation interact dynamically to influence performance. Sancoko and Sugiarti (2022) argued that leadership and individual factors such as motivation are among the primary determinants of employee performance. The findings are consistent with previous studies by Perkasa and Mulyanto (2023), Suryana, Risnawati, and Kushendar (2022), Handayani and Rasyid (2015), Mailina and Ali (2024), Merdiana et al. (2022), Karim (2022), and Zulkarnaen, Supriyati, and Sudiarditha (2020), which reported that leadership and motivation jointly contribute significantly to teacher performance. In practice, improving teacher performance requires an integrated approach. Schools should not focus solely on enhancing leadership competencies or increasing teacher motivation independently. Instead, both aspects must be developed simultaneously through leadership training, effective communication, professional development opportunities, recognition systems, and the creation of a supportive organizational climate. In conclusion, the combination of effective principal leadership and strong teacher motivation creates a synergistic effect that significantly enhances teacher performance. Therefore, both factors should be considered strategic priorities in efforts to improve educational quality and school effectiveness.

Conclusions

This study concludes that principal leadership style and work motivation have positive and significant effects on teacher performance at SMA Negeri 1 Tanjung Lubuk. Partially, principal leadership style significantly influences teacher performance ($t = 16.318$; $p < 0.05$), indicating that effective leadership practices, including decision-making, communication, motivation, supervision, responsibility, and emotional control, contribute to improving teachers' professional performance. Work motivation also significantly affects teacher performance ($t = 11.486$; $p < 0.05$), demonstrating that teachers with stronger achievement orientation, persistence, and commitment tend to perform better in carrying out their educational responsibilities. Simultaneously, principal leadership style and work motivation significantly influence teacher performance ($F = 161.643$; $p < 0.05$), with a coefficient of determination (R^2) of 0.875, indicating that 87.5% of teacher performance is explained by these two variables. The findings imply that schools should strengthen leadership capacity and continuously foster teacher motivation through supportive organizational climates, professional development opportunities, and recognition systems. Future research is recommended to include larger samples from different educational levels and regions and to examine additional variables such as organizational culture, job satisfaction, teacher commitment, and digital leadership to obtain a more comprehensive understanding of factors influencing teacher performance.

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