

The Influence of The Principal's Leadership on Teacher Work Motivation

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Abstract: The problem is that the work motivation of elementary school teachers in Kaliwungu District, Kudus is still low. The low work motivation of teachers is influenced by the leadership of the principal who is less professional. The research objective was to analyze the influence of the principal's leadership on the work motivation of elementary school teachers in the Kaliwungu sub-district, Kudus Regency. This type of quantitative research. The research approach is Ex post facto. The research variable is the teacher's work motivation as the dependent variable and the principal's leadership as the independent variable. The study population was all teachers in the Diponegoro, Gajah Mada, Soekarno Hatta, Ki Hajar Dewantara and Palapa clusters, Kaliwungu District, Kudus Regency, totaling 240 teachers. The research sample consisted of 150 teachers using a proportional random sampling technique. The research instrument was a questionnaire. Data analysis consisted of instrument tests (validity and reliability tests), regression prerequisite tests (normality and linearity tests) and hypothesis testing, namely linear regression tests. The results of the study show the influence of the leadership of the school principal on the work motivation of teachers in the Kaliwungu sub-district, Kudus Regency, with the regression equation $Y = 43.045 + 0.527X$.

Keywords: Principal's leadership, Teacher's work, motivation

1. Introduction

The purpose of teaching is to guide students to change their behavior in intellectual, moral, and social aspects. The goal is that each student can live freely as a person and as a social person, so that they become quality human resources. Education must adapt to social developments and changes. Teachers are one of the human resources in schools (Kurniawati et al., 2020; Pratiwi et al., 2021). Teachers are the spearhead in education because of their important role in the learning process starting from planning, implementing, and evaluating learning in the classroom (Puspitasari et al., 2021; Raberi et al., 2020). In achieving educational goals need professional teachers. The success of achieving educational goals is inseparable from the role of professional teachers. The success of implementing education is largely determined by the professionalism of the teacher in preparing and implementing learning (Opradesman et al., 2019; Setiawan et al., 2022). In addition, the professional figure of the teacher is also shown through his responsibility in carrying out all of his dedication.

A professional teacher carries out his work in accordance with the demands of the profession or has the abilities and attitudes in accordance with the demands of his profession (Usman, 2013). The teacher's professional attitude is shown through good performance. The ability or competence of teachers must show behavior that allows them to carry out professional duties in the most desired way, not just carrying out routine educational activities. This statement expects teachers to carry out their duties and obligations with awareness of carrying out professional positions on the basis of their abilities and competencies

Educational success occurs when there is interaction between educators and students. Teachers As educators are educational leaders who are very decisive in the learning process in the classroom, and the role of leadership will be reflected in the teacher carrying out assignments, this means that teacher performance is a very determining factor for general educational learning which will have implications for the quality of educational output after completing school (Rohmat et al., 2022)

Work motivation is something that creates enthusiasm or encouragement at work, the teacher becomes an educator because of the motivation to educate. If there is no motivation, then he will not succeed in educating/teaching. Thus, the

success of the teacher in carrying out the task is due to encouragement/motivation as a sign that what has been done by the teacher has touched his needs. All activities carried out by the teacher are of interest because they are in accordance with their own interests. Teachers who are motivated at work will lead to job satisfaction, because the needs of teachers who are met encourage teachers to improve their performance, so that they can achieve school education goals optimally and effectively

Becoming a teacher without work motivation will quickly get bored because there is no driving force. Mulyasa states "the center and learning activities in schools are students, they are the main subject of learning (Mulyasa, 2015). The success or failure of the learning process is highly dependent on the readiness of students and educators. Employees (teachers) will work seriously if they have high motivation. If he has positive motivation, he will show interest, have concern, and want to participate in a task or activity.

The results of the pre-research were strengthened by the results of the author's observations in several elementary schools in Kaliwungu District. The results of observations obtained information that there were symptoms of low work motivation of elementary school teachers in Kaliwungu District, Kudus Regency with indicators that teachers were still found to arrive late to school and start learning, so that the time in the learning process was reduced, there were still teachers who procrastinated and used free time to chat and carry out activities outside of learning activities, so that some of the tasks that must be done are not completed at the set time, and there are still found teachers who have not used a variety of learning methods, so that learning activities become monotonous and teachers are not enthusiastic in teaching. Low teacher motivation will have an impact on low teacher performance so that learning is not optimal

Motivation can increase through oneself (internal) and the surrounding environment (external). The internal factors are the level of education, individual characteristics, future wishes or expectations, and past experience. External factors include compensation, work environment, leadership and leaders, encouragement or guidance from superiors and demands for organizational or task development (Harahap & Khair, 2019). With changes in energy accompanied by one's feelings and affection, this is the beginning of motivation and this is related to psychological problems, affection and emotions as a form of human behavior accompanied by a goal (Kartini & Kristiawan, 2019). A teacher's work motivation is the desire to work in achieving goals or achievements which can influence, direct, arouse and maintain the teacher's behavior. So, in improving the performance of a teacher needs work motivation within himself, this gives enthusiasm so that it improves performance

External factors that influence work motivation are leadership and leaders. The leader in the school is the principal. The position of the principal as a leader is a strategic position in carrying out his role in helping school members achieve the goals set. Leadership is the most important factor in an organization, the actions of leaders will affect the movement of an organization. According to Gardner (Usman, 2013) leaders are people who become examples, influencing the behavior of their followers significantly through a number of significant feelings of their followers. Be an example different from the others.

Good leadership will build teacher motivation. Efforts to maintain harmonization, teacher welfare and adapt to the situations and conditions of subordinates. One of the strengths in managing school organizations and those responsible for dealing with change is the leadership behavior of the school principal. As a leader the principal must be able to initiate new thinking in the process of interaction within the school environment. Thus, the principal's leadership behavior will greatly influence the progress of the school. Principal leadership must have high integrity, because a leader will always be in the midst of the members of the organization he leads. (Mulyasa, 2013) explains the principal's leadership in increasing opportunities, as well as encouraging components in order to achieve goals can be realized by the principal's actions in the form of a sense of friendship, closeness, and full consideration of teachers, both as individuals and as a group. The positive behavior of the principal can encourage, direct and motivate all school members to work together in realizing the school's vision, mission and goals.

The principal is an element that is a symbol of education and education personnel. All of these HR elements from a management perspective lead to the school principal. That is, school principals controlling human resources are the main determinant of the successful management of educational organizations (Vebriani & Utomo, 2022)

Furthermore, according to Chemers (Hoy, 2014) says, leadership is a process of social influence when a person is able to stimulate the help and support of other people in order to realize a common task. Good school principal academic leadership will affect teacher discipline and teacher success in teaching. Therefore, school principals must be able to carry out good academic leadership and be able to arouse the enthusiasm of teachers in their respective schools (Sa'diyah & Setiadi, 2021). Based on this description, the following hypothesis is formulated.

H_0 : There is no influence of the principal's leadership on the work motivation of elementary school teachers in Kaliwungu District, Kudus Regency

2. Conceptual Framework

The success or failure of the learning process is highly dependent on the readiness of students and educators. Employees (teachers) will work seriously if they have high motivation. If he has positive motivation, he will show interest, have concern, and want to participate in a task or activity. Motivation is important because motivation will encourage or move

someone to do something more enthusiastically, especially regarding work motivation. Teachers will work well according to their duties if they have high motivation, according to (Usman, 2014) motivation is a psychological process that encourages people to do something. Work motivation is something that creates enthusiasm or encouragement at work, the teacher becomes an educator because of the motivation to educate. If there is no motivation then he will not succeed in educating/teaching.

Low teacher motivation will result in low teacher performance so that learning is not optimal. One of the external factors that causes low teacher work motivation is the leadership of the school principal. The position of the principal as a leader is a strategic position in carrying out his role in helping school members achieve the goals set. Leadership is an important factor in an organization, the actions of leaders will affect the movement of an organization. The position of the principal as a leader is a strategic position in carrying out his role in helping school members achieve the goals set. Leadership is the most important factor in an organization, the leader's actions will affect the movement of the organization.

The principal as the highest leader must have administrative skills, have high commitment, and be flexible in carrying out his duties. Good school principal leadership is able to seek to increase teacher motivation through capacity building programs for educational staff. Therefore, the principal must have the personality or characteristics and abilities and skills to lead an educational institution. In his role as a leader, the principal must be able to pay attention to the needs and abilities of the teacher and try to increase teacher motivation and performance. Maximizing the leadership of the school principal will foster a sense of security in learning and create a conducive school organizational climate so that the teacher's work motivation will be increase.

3. Methodology

This type of research is quantitative research. Sugiyono's opinion (quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research on certain populations or samples, collecting data using research instruments, data analysis is quantitative/statistical in nature, with the aim of testing hypotheses that have been set (Sugiyono, 2020). Quantitative research has three characteristics in the field, namely research from beginning to end is permanent, so that it will experience the same title as the research report. Develop problems that have been found before. And the problem will be different when it is in the field because it has been confirmed by the reality found (Nurwulandari, A., & Darwin, 2020).

3.1 Research Design

The research approach used in this study used ex post facto research. According to Sugiyono in (Riduwan, 2013) says, "Ex post facto research is a study that has occurred and then looks back to find out the factors that could have caused the incident." Ex post facto research is past research, namely research on variables whose events have occurred before the research was carried out. From some of the opinions of the experts above, it can be concluded that ex post facto research is research that has been carried out by previous researchers in order to facilitate the data collection process (Arikunto, 2013).

3.2 Research variable

Research variables according to (Sugiyono, 2017) are everything in any form that has been determined by researchers to be studied so that information is obtained about it, then conclusions are drawn. The research variables consist of 2, namely the independent variable in the form of the principal's leadership and the dependent variable is the teacher's work motivation

3.3 Population and Sample

Sugiyono suggests that "Population is defined as a generalization area consisting of objects/subjects that have certain qualities and characteristics that are applied by researchers to study and then draw conclusions (Sugiyono, 2016). The population in this study were all teachers in the Diponegoro, Gajah Mada, Soekarno Hatta, Ki Hajar Dewantara and Palapa clusters, Kaliwungu District, Kudus Regency, totaling 240 teachers..

The sample is a portion taken from the entire object under study and is considered representative of the entire population taken by a certain technique. Sampling in this study using proportional random sampling technique. Proportion sampling techniques or balanced samples are carried out to obtain a representative sample where the number of samples is determined proportionally or each subject area is determined to be balanced or proportional to the number of subjects in each region, (Arikunto, 2013). The sample for this research was 150 elementary school teachers in Kaliwungu District, Kudus Regency

3.4 Data collection technique

The data collection technique is a questionnaire (questionnaire), Sugiyono says, "Questionnaires or questionnaires as a data collection technique are carried out by giving a set of questions or written statements to respondents to answer (Sugiyono, 2013)

3.5 Data Analysis

Data analysis techniques include instrument tests (validity test, reliability test, data analysis consisting of instrument tests (validity and reliability tests), regression prerequisite tests (normality and linearity tests) and hypothesis testing, namely linear regression tests

4. Findings

4.1 Data description

The average score is 83.71, the lowest score is 55 and the highest score is 106 on the teacher's work motivation. The data obtained will be made a frequency distribution to determine the level of respondents' perceptions of teacher work motivation. The results of the frequency distribution of teacher work motivation.

Table 1. Frequency Distribution of Teacher Work Motivation

No	No Interval (score)	Absolute frequency	Relative frequency	Category
1	55 - 64	12	8.0%	Very low
2	65 - 74	25	17%	Low
3	75 - 84	32	21%	Currently
4	85 - 95	53	35%	haigh
5	96 - 106	28	19%	Very high
		150	100%	

Table 1 shows the results of the frequency distribution of the questionnaire answers to the teacher's work motivation in the high category with 53 respondents or 35%. The mean or mean score of teacher motivation is 83.71 which lies in the medium category interval. So based on the frequency distribution of the teacher's work motivation, the respondent perceives it as high.

The data description for the principal's leadership is an average value of 77.13, the lowest value is 45 and the highest value is 102. The results of the frequency distribution of the principal's leadership.

Tabel 2. Distribusi Frekwensi Angket Kepemimpinan Kepala Sekolah

No	No Interval (score)	Absolute frequency	Relative frequency	Category
1	45 - 54	4	3%	Very low
2	55 - 66	38	25%	Low
3	67 - 78	32	21%	Currently
4	79 - 90	50	33%	haigh
5	91 - 102	26	18%	Very high
		150	100%	

Table 2 is the result of the frequency distribution of the questionnaire answers to principal leadership in the high category with 50 respondents or 33%. The average or mean score for the principal's leadership is 77.13 which lies in the interval in the medium category. So based on the frequency distribution of the principal's leadership, the respondents perceive it as high.

4.2 Hypothesis Testing

4.2.1 F Test (Anova)

F test on linear regression to determine the influence of the principal's leadership on teacher work motivation together. The results of the ANOVA test are.

Table 3. ANOVA test results

Model	df	F	Sig.
1 Regression	1	71.027	.000a
Residual	148		
Total	149		

Based on table 3 the significance value is 0.05. Probability significance level (sig) = 0.000 then $0.00 < 0.05$. Fcount value = 71.027 and Ftable value = 3.905 then $F_{count} > F_{table}$. So that H_0 is rejected. This means that the principal's leadership variable has an effect on the teacher's work motivation

4.2.2 T Test (Partial Test)

The t test in linear regression is used to determine the partial influence of the principal's leadership on teacher work motivation. The results of the t test are seen from the coefficients table.

Table 4. Test Results t

Model	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
1 (Constant)	43.045	4.896	8.791	.000
iklim organisasi sekolah	.527	.063	8.428	.000

Based on table 4 the regression equation is $Y = 43.045 + 0.527X$. The value of the teacher's work motivation variable can be seen from its constant value of 43.045 with the record of the independent variable remaining. The influence of the principal's leadership variable on teacher work motivation when viewed from the magnitude of the regression coefficient of 0.527, it can be interpreted that for every change in the principal's leadership of one unit, the teacher's work motivation will increase by 0.527 provided that the other independent variables remain constant. Mark . t test = 8.248 while t count = 1.9760 then . t count > t table so that H_0 is accepted. This means that the principal's leadership influences the teacher's work motivation because H_0 is accepted.

4.2.3 Determination Test (R^2)

The Determination Test is used to determine the magnitude of the influence of the principal's leadership on teacher work motivation. The results of the determination test are :

Table 5 Determination Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.569 ^a	.324	.320	10.220

Based on table 5, the influence of the principal's leadership on teacher work motivation with Adjusted R Square is 0.320 or 32%. This value indicates that 32% of teacher work motivation is influenced by the principal's leadership and the remaining 68% is influenced by other variables outside the research.

4.2.4 Correlation Test (R)

Based on the summary table, the correlation value of the principal's leadership on teacher work motivation by looking at the R value of 0.569. So that the principal's leadership has a moderate correlation to teacher work motivation.

5. Discussions

The description of research data on respondents' perceptions of elementary school leadership in Kaliwungu District, Kudus Regency is included in the medium category. This means that the leadership of the school principal is rated by the respondent at standard or moderate. So that the principal's leadership needs to be improved. This needs attention because the principal has a very strategic role in coordinating, mobilizing and empowering all available educational resources in schools. Principals are required to have sufficient role skills to be able to take initiatives and initiatives to realize school progress. The role of the principal is one of the factors that can influence school success.

The principal as a leader. Leadership style is a method used in the leadership process that is implemented in one's leadership behavior to influence others to act according to what is desired (Gandung, M., 2020);(Nur, M., Nurkaidah, N., & Nonci, 2020). Effective leadership styles vary according to the maturity of the subordinates (Gandung, M., 2020); (Sari, Y., Khosiah, S., Maryani, K., Sultan, U., & Tirtayasa, 2020). Maturity or maturity according to him is not in the sense of age or emotional stability but rather the desire to excel, the willingness to accept responsibility, and having the ability and experience related to the task. A leader or superior to his subordinates. The principal must have the right strategy to lead his subordinates in carrying out various tasks and functions as an educator. In carrying out his leadership duties the principal always implements policies that lead to achieving the goals of a school organization, various ways can be carried out by a school principal as leader. This method is used by the principal as the leader of a school to influence his subordinates. With an increase in leadership, the principal can improve his ability to lead his subordinates.. The result of the correlation regression test of the principal's leadership on teacher work motivation is 0.569. The correlation between the two variables is in the moderate category. Meanwhile, the magnitude of the influence of the principal's leadership on teacher work motivation is shown by the R Square of 0.320, meaning that only 320% of the work motivation of elementary school teachers in Kaliwungu District, Kudus Regency is influenced by the leadership of the school principal and the remaining 68% is influenced by other factors outside the variables studied. The results of hypothesis testing 2 obtained the regression equation $Y = 43.045 + 0.527X$, so it can be said that there is a positive

influence of the principal's leadership on the work motivation of elementary school teachers in Kaliwungu District, Kudus Regency. This can be shown by a significance value of $0.000 < 0.05$. Because the regression coefficient has a positive value and a significance value ($p < 0.05$), the better the principal's leadership, the greater the teacher's work motivation. This also applies vice versa, namely if the principal's leadership is bad, then the motivation of the teacher's team will also decrease

In the background of the research, it was stated by researchers that the principal had not given motivational encouragement to school members to develop competence and enthusiasm to achieve school goals. In addition, the low motivation of the school principal is shown by the fact that all members of the school have not moved to improve their achievements. So that the teacher is not optimal in carrying out his duties. In accordance with the theory put forward by Mulyasa (2019) stating that as a motivator, school principals must have the right strategy to provide motivation to education staff in carrying out various tasks and functions.

This motivation can be increased through setting the physical environment, setting the working atmosphere, discipline, encouragement, rewards effectively, and the provision of various learning resources through the development of learning resource centers. This is in line with theory (Hasibuan, 2014) which states that leadership is an indicator of job satisfaction in the form of the ability to lead, have a strong personality, be respected, have dignity, and be able to motivate other people or their subordinates to work effectively. Likewise (Karwati, 2013) stated that the role of the principal as a motivator is to provide motivation to all school members so that they can carry out their duties in school properly and correctly. Thus the principal must carry out his role in leading and motivating teachers to work effectively so that teachers are even more motivated to work to achieve shared school goals.

Opinion from (Harahap & Khair, 2018). that the leadership of school principals in increasing the motivation of teachers in schools, Research from Tsauri (2022) With the title *The Influence of Principal Leadership and Teacher Pedagogic Competence on Work Motivation of Madrasah Tsanawiyah Teachers in Sawangan District, Depok City, West Java*. The results of this study indicate: 1) Principal leadership (X1) has a positive and significant effect on teacher work motivation (Y) of 93.5% 2) Teacher pedagogical competence (X2) has a positive and significant effect on teacher work motivation (Y) of 95.6%. 3) Principal leadership, teacher competence have a positive and significant effect on teacher work motivation by 96.1% and the remaining 3.9% is determined by other factors. This means that the increase in the leadership of the principal followed by good teacher pedagogical competence will increase the teacher's work motivation

Research, (Murni & Sulasmi, 2021). that: (1) partially the principal's leadership variable influences the teacher's work motivation; (2) partially the school culture variable influences the teacher's work motivation; (3) simultaneously there is a positive and significant influence of the principal's leadership and school culture on the work motivation of teachers at the Sinar Husni Medan Foundation. Research from (Pardede, 2020) is a significant influence between the principal's leadership and work motivation which both influence and can improve teacher performance

Based on the results of the discussion that the teacher will be satisfied with the implementation of the duties and responsibilities of the principal who plays a very good role. Teacher motivation increases along with the quality of the principal's leadership. The role of the principal is the ability and responsibility engendered by the position of the principal which is related to all efforts to influence subordinates in a particular educational unit to achieve goals in accordance with predetermined procedures. The school principal pays close attention to the quality of teaching, can influence teacher motivation in working as a member of the organization.

6. Conclusions

Based on the results of the research and discussion, it can be concluded that there is an influence of the principal's leadership on teacher work motivation in the Kaliwungu sub-district, Kudus Regency, based on the regression test with $f \text{ count} > f \text{ table}$ ($47,656 > 3,905$) and $t \text{ count} > t \text{ table}$ ($8,248 \geq 1.9760$). The regression equation is $Y = 43.045 + 0.527X_2$, meaning that if the principal's leadership increases, the teacher's work motivation increases.

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