



The Influence of Principal Leadership and Work Motivation on Teacher Performance at Elementary Schools in Poigar District

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Abstract

The influence of principal leadership and teacher work motivation in elementary schools in Poigar district. This research seeks to assess the degree to which principal leadership and work motivation contribute to teacher performance in Poigar District elementary schools. A quantitative associative design was used in this study. The research subjects were 220 teachers in Poigar District. Observation was used as the data collection technique, and questionnaires using a Likert scale and documentation. Data on principal leadership, work motivation, and teacher performance were collected using a structured questionnaire. The data were analyzed utilizing descriptive statistical analysis, analysis prerequisite tests in the form of normality, linearity, multicollinearity, heteroscedasticity tests and continued with multiple regression analysis, t-test, f-test, and determination coefficient r . The results of the study showed 1) there was a significant influence of principal leadership on teacher performance with a sig. $0.01 < 0.05$ and $7.149 > 1.971$, so it was concluded that it was accepted. 2) there was an influence of teacher work motivation on teacher performance with a sig. $0.03 < 0.05$ and $7.013 > 1.971$, so it was concluded that it was accepted. 3) Both principal leadership and teacher work motivation contribute to teacher performance with a sig. $0.004 < 0.05$ and a value of $29.934 > 3.04$, then accepted, with the outcomes of the coefficient of determination showing that principal leadership as well as work motivation contribute 60.8%. Thus, it may be inferred that principal leadership as well as work motivation significantly influence teacher performance at Poigar District Elementary School.

Keywords: principal leadership, work motivation, teacher performance, elementary school, quantitative associative

Abstrak

Pengaruh kepemimpinan kepala sekolah disertai motivasi kerja guru di sekolah dasar di kecamatan Poigar. Penelitian ini dimaksudkan guna mencari tahu pengaruh kepemimpinan kepala sekolah disertai motivasi kerja pada kinerja guru di Sekolah Dasar Kecamatan Poigar. Studi ini mengadopsi pendekatan kuantitatif yang jenis penelitiannya asosiatif. Subjek penelitiannya ialah 220 guru di Kecamatan Poigar. Teknik pengumpulan data adalah melalui observasi, kuesioner menggunakan skala Likert dan dokumentasi. Instrumen penelitian berupa kuesioner mengukur data kepemimpinan kepala sekolah, kinerja guru, dan motivasi kerja. Data dianalisisnya mengadopsi analisis statistik deskriptif, uji prasyarat analisisnya mencakup uji normalitas, linearitas, multikolinearitas, heteroskedastisitas, dilanjutkan dengan analisis regresi berganda, uji t, uji f, dan juga koefisien determinasi r . temuan penelitian membuktikan 1) ada pengaruh cukup signifikan dari kepemimpinan kepala sekolah pada kinerja guru dengan sig. $0.01 < 0.05$ dan $7.149 > 1.971$, sehingga disimpulkan diterima. 2) ada pengaruh motivasi kerja guru pada kinerja guru dengan sig. $0.03 < 0.05$ dan $7.013 > 1.971$, alhasil disimpulkan diterima. 3) Kinerja guru terpengaruhi oleh kepemimpinan kepala sekolah, motivasi kerja guru dengan sig. $0.004 < 0.05$ dan nilai $29.934 > 3.04$, kemudian diterima, dengan hasil koefisien determinasi memperlihatkan bahwasanya kepemimpinan dari kepala sekolah serta motivasi kerja berkontribusi 60.8%. Dengan demikian, dapat disimpulkan bahwasanya kepemimpinan kepala sekolah dan motivasi kerja memiliki pengaruh yang signifikan terhadap kinerja guru di Sekolah Dasar Kecamatan Poigar.

Kata Kunci: kepemimpinan kepala sekolah, motivasi kerja, kinerja guru, sekolah dasar, kuantitatif asosiatif

INTRODUCTION

As a purposeful and structured endeavor, education seeks to provide learning experiences and environments that encourage students to maximize their potential in terms of spirituality, character development, intellectual growth, moral integrity, and practical competencies needed in society and the nation. The success of education is not only influenced by government policies, curriculum, infrastructure, and community support, but also greatly determined by the quality of education delivery in educational units, especially in elementary schools. Elementary school education has a major responsibility in providing an initial foundation for the development of knowledge, skills, and character of students. A strong foundation will shape students who possess the readiness to undertake further education and are able to become a productive generation in the future. Ki Hajar Dewantara (1962) emphasized that by cultivating the natural strengths and abilities present in every child, education seeks to prepare individuals to lead meaningful lives and function effectively within society. To achieve this goal, various interrelated factors are needed in addition to the components that are inherent in the education system itself. One important component in achieving educational goals is the principal.

Fajrin, M. (2017) stated that a principal's leadership and management of school resources play a crucial role in determining the success or failure of educational activities. The principal is tasked with overseeing educational processes, handling administrative matters, enhancing the competence of educational personnel, and maintaining school resources and facilities. According to Wahjosumidjo (2007) as school leader, the principal is a functional teacher assigned to coordinate and supervise the educational activities, or where interactions occur between teachers who give lessons and students who receive them.

The significance of this matter continues to increase due to the expanding complexity of principals' duties, which demand stronger performance support systems.

The Ministry of National Education (2008) defines a principal as an administrator, manager, leader, supervisor, motivator, and innovator. In the Indonesian context, this assertion serves as a standard of principal competency that must be fulfilled to attain the expected quality of education. A principal must possess the ability to oversee and coordinate curriculum administration, students, finances, and infrastructure, as well as carry out academic supervision. A principal must also be a leader who can inspire, provide direction, and create a school atmosphere conducive to learning. Meanwhile, according to Mulyasa (2013), a principal functions as an educator, manager, administrator, leader, supervisor, motivator, and innovator. As an educator, the principal is expected to support the professional development of teachers in conducting teaching and learning activities. As a manager and administrator, the principal manages all school resources, including the curriculum, infrastructure, and educational administration. The supervisory function is realized through teacher performance development, while the leadership function is seen in the principal's ability to influence, direct, and serve as a role model for the school community. The principal is also required to be an innovator and

motivator who can foster teacher enthusiasm and develop various innovations in learning. In this regard, it can be said that the principal's function encompasses various interrelated aspects, from school management, improving the quality of learning, to creating a conducive work environment. A principal who is able to carry out these functions effectively will play a significant role in increasing teacher work motivation and ultimately have a positive impact on teacher performance. However, this potential is not fully reflected in learning activities because they have not received the stimulation and motivation as a school leader. Leadership is the ability to influence, motivate, and raise awareness so that teachers work to the fullest capacity. The principal is expected to be capable of collaborating with his subordinates, in this case, teachers. In the leadership function, the principal is expected to recognize and respond to the needs and expectations of school staff as a means of maintaining and improving teacher performance.

Teacher performance denotes the way in which a teacher successfully carries out their duties as prescribed in professional standards. Mangkunegara (2009) states that the quality and quantity of work completed by teachers in undertaking their designated responsibilities serve as indicators of teacher performance. Teacher performance contributes substantially, and schools need to improve it to help them achieve their stated goals. Teacher performance in undertaking their daily tasks is reflected in their roles and functions in the learning process, both in and outside the classroom. These roles include educators, instructors, coaches, mentors, directors, guides, and assessors of the learning process, all of which are driven by a teacher's moral and professionalism. Teachers not only transfer knowledge to students but also influence their character formation. The actions of teachers in enacting their assigned tasks are what constitutes performance. A means of assessing teacher performance is by considering the competencies that teachers must master in enacting their professional duties. Competency essentially refers to a set of standardized basic skills required to carry out core tasks professionally. When interpreted in terms of work results, competency can be viewed as the pillar or core of a profession's performance, in this case, teacher performance.

Teacher motivation encompasses the extent of a teacher's effort, work direction, and persistence in carrying out tasks. Motivated teachers will work with greater focus and persevere in facing challenges. Teachers with high motivation typically demonstrate a commitment to their work and a desire to continuously improve their potential. In contrast, low teacher motivation may lead individuals to complete tasks merely to satisfy formal requirements rather than the drive to achieve optimal performance. Principal leadership also plays a central role in developing a productive work environment. Principals who are able to provide direction, support, guidance, and role models can cultivate an organizational environment that positively impacts teachers. Maslow (1954) explained that a person will be motivated when their basic needs are met, starting from physiological, safety, social, esteem, and self-actualization. In the context of education, teachers will work optimally when their security is guaranteed, they receive recognition, and they have the opportunity to develop themselves. Meanwhile, David

McClelland (1961) emphasized three theories of work motivation, namely the desire to achieve, build interpersonal connections, and exercise authority. Teachers who possess a strong need for achievement tend to strive to enhance the quality of learning, teachers with a strong need for affiliation will enjoy working together and building harmonious relationships, while teachers with a need for power tend to encourage individuals to lead. From this theory, it does not only come from external factors or the school environment such as salary and facilities, but also from internal factors both within the teacher such as the need for achievement, gaining recognition and self-development. Therefore, the principal must understand the motivational needs of teachers in order to be able to provide appropriate support, guidance and rewards.

As educational professionals, teachers' work motivations vary from one teacher to another. A person can work professionally if they are motivated. A highly motivated person will typically carry out their duties with enthusiasm, driven by a specific goal they wish to achieve.

Based on interviews conducted at Poigar District Elementary School, it was found that the principal has generally carried out his official duties as part of his role and responsibility in leading the school. The policies implemented are not solely determined by the principal, but are also formulated through consultation and collaboration with teachers. Furthermore, the principal has implemented academic supervision through regular meetings to discuss the learning process, classroom issues, and teacher performance evaluations. He has also provided training on several occasions to improve teacher professionalism. However, several aspects of the implementation still need to be strengthened to optimize the principal's leadership function. Classroom supervision, for example, has not been carried out evenly, thus limiting the overall picture of the classroom learning process. Furthermore, differences in teacher background, experience, and work motivation lead to variations in the implementation of learning tasks. This condition is a normal dynamic in the world of education and needs to be managed through effective principal leadership and ongoing work motivation support.

In this context, the principal's leadership contributes substantially in providing guidance, academic supervision, and monitoring various aspects of learning, including planning, implementation, and evaluation. One aspect of particular concern is the use of instructional media as part of efforts to improve teacher performance. The use of instructional media does not stand alone as a variable, but rather as part of teacher performance indicators, which are developed and evaluated by the principal. This is not intended to be a weakness, but rather a natural challenge in school management.

Therefore, educational success is largely determined by the principal's success in managing educational staff. Therefore, the principal's role is needed to promote continuous improvement in teacher performance. Therefore, the researcher intends to investigate the issue through a study entitled

"The Influence of Principal Leadership and Work Motivation on Teacher Performance in Elementary Schools in Poigar District." This is an effort to present an insight into the factors that contribute in enhancing educational quality.

RESEARCH METHODS

A quantitative approach was adopted in this study, while the type of research used was associative research. Sugiyono (2016) stated that quantitative research involves data in numerical form that can be measured and analyzed statistically to assess relationships, differences, and influences among variables. Associative research is designed to examine cause-and-effect relationships between independent and dependent variables. This research was undertaken in elementary schools in Poigar District to investigate the correlation between principal leadership, teacher performance, as well as work motivation. The research relied on questionnaires as a non-test method of data collection, allowing information to be obtained directly from respondents in their natural setting. To obtain data from this study, researchers distributed questionnaires represented by questions in questionnaires and measured using a Likert scale according to Sugiyono (2017). The questionnaire was administered by the researcher to collect data related to the principal leadership variable (X_1), work motivation (X_2), and teacher performance (Y).

The study population includes all elementary school teachers in Poigar District, which consists of 20 schools with a total of 253 teachers. However, in this study not all teachers are included as the population, because there are teachers who do not have a minimum educational qualification of Bachelor (S1). Of the 253 teachers in Poigar District, in this study the sample taken was 220 teachers, specifically 20 who served as principals and 200 teachers who did not serve as principals. All members of the population came from 20 schools that were the research locations. The study took place at elementary schools in Poigar District. The research time was carried out in January–March 2026. The research employed purposive sampling as its sampling method. According to Sugiyono (2016), this technique is the determination of samples with certain considerations. Samples were chosen in line with the criteria that are in accordance with the study objectives.

The data collection technique was undertaken by means of observation which was used to obtain supporting data regarding teacher performance in undertaking teaching duties. Observations in this study were carried out to obtain a real picture of the condition of the school, the discharge of teachers' duties, and the leadership of the principal in the school environment. This research was conducted directly at the Poigar District Elementary School during the research process using an observation sheet that had been prepared based on indicators regarding the principal's leadership (X_1), teacher work motivation (X_2) and teacher performance (Y). The questionnaire was prepared in the form of a statement using a Likert scale consisting of five answer choices, with the scoring system as follows: Strongly Agree (SS), Agree (S), Quite Agree (CS), Disagree (TS), Strongly Disagree (STS). Before being

distributed to respondents, validity and reliability tests were undertaken on the instrument. The validity test in this study was carried out utilizing Pearson Product Moment analysis with the help of data processing using SPSS version 25 for Windows. Reliability test is conducted after validity test; in this study to test reliability using Cronbach's Alpha formula. If $r_{hitung}^k > r_t^{abel}$ then the instrument is said to be reliable. According to Imam Ghazali (2016), a variable is deemed reliable when it has Cronbach's Alpha > 0.70 with Cronbach's Alpha formula. Data analysis techniques utilized include descriptive analysis as well as prerequisite tests (normality test), linearity, and multicollinearity tests, heteroscedasticity, then continued with multiple regression analysis, f test, t test, and determination of the coefficient r.

RESULTS AND DISCUSSION

Discussion of Descriptive Statistical Analysis

Drawing on the outcomes of the data analysis, it was evident that the average value (mean) of principal leadership (X_1) is mean = 41.9909, minimum = 36.00, maximum = 45.00, standard deviation = 2.05627. For Teacher Work Motivation (X_2) mean = 42.5584, minimum = 38.00, maximum = 46.00, standard deviation = 1.68027. And Teacher Performance (Y) mean = 42.7445, minimum = 39.00, maximum = 45.00, standard deviation = 1.52438. This shows that for work motivation, principal leadership, and teacher performance are in the moderate category. The moderate category in this study does not indicate a low condition, but rather reflects that the practice of principal leadership, the level of teacher work motivation, and teacher performance have been running well, but still have opportunities to be improved. This condition is a realistic picture in the context of the world of education, notably at the elementary school level.

Discussion of Prerequisite Analysis Test

Before conducting multiple linear regression analysis, a prerequisite analysis test was first performed to assure that the research data met the basic premises of classical regression. Fulfillment of these assumptions is necessary so that the results of the regression analysis are valid and can be interpreted correctly. The prerequisite tests utilized in this study incorporate the normality test, the linearity test, the multicollinearity test, as well as the heteroscedasticity test. As shown by the One-Sample K-S test, the computed p-value of 0.242 is exceeding 0.05, suggesting that the data are normally distributed, thus, the normality assumption of the residuals is met. The linearity test outcomes indicate that the correlation between teacher performance (Y) and principal leadership (X_1) has a Deviation from Linearity value of $0.247 > 0.05$, while the relationship between work motivation (X_2) and teacher performance (Y) is $0.257 > 0.05$. The outcomes of the linearity test confirm that all independent variables have a linear relationship with the dependent variable, thereby indicating that the multiple linear regression model is appropriate for analysis in this study. Furthermore, multicollinearity, a tolerance value of 0.300 is obtained which exceeds 0.10 and VIF value of 1.200 which is less than 10 in the variables of principal leadership (X_1) and work motivation (X_2). Based on these

criteria, it can be inferred that no multicollinearity is detected among the independent variables. In the heteroscedasticity test using the Glejser test, the significance value of the principal leadership variable (X_1) is 0.288 and work motivation (X_2) is 0.166. Both values are exceeding 0.05 so it may be stated that no indication of heteroscedasticity is found. This indicates that the regression model fulfilled the classical assumptions and is adequate for subsequent analysis.

Drawing on the findings of all prerequisite tests, it may be stated that the research data has fulfilled the classical assumptions of linear regression, namely the residuals conform to a normal distribution, the relationship between variables is linear, there are no symptoms of multicollinearity, and there are no symptoms of heteroscedasticity.

Thus, the multiple linear regression model has met the classical assumptions and is declared suitable for testing the influence of principal leadership as well as work motivation on teacher performance.

Discussion of Multiple Regression Analysis

Based on the outcomes of multiple linear regression analysis conducted utilizing SPSS version 25 for Windows, the following regression equation was derived:

$$\hat{Y} = 45.811 + 0.399X_1 + 0.575X_2$$

The results indicate that the principal leadership variable (X_1) and teacher work motivation (X_2) positively affect teacher performance (Y). This is apparent from the regression coefficient value of each variable which is positive, so that the relationship that occurs is unidirectional. This implies that an increase in principal leadership or teacher work motivation contributes to an increase in teacher performance. The constant value of 45.811 signifies that if the principal leadership variable and work motivation are considered non-existent or have a value of zero, then the teacher performance level remains at 45.811. Furthermore, the regression coefficient of the principal leadership variable (X_1) of 0.399 demonstrates that a one-unit increase in principal leadership is tied to a 0.399-unit increase in teacher performance, assuming the work motivation variable is constant. This signifies that principal leadership has a pivotal role in improving teacher performance. Meanwhile, work motivation has a regression coefficient (X_2) of 0.575 signifying that an increase of one unit in work motivation leads to a 0.575 increase in teacher performance, given that the principal leadership variable is constant. This indicates that teacher performance increases as work motivation increases. Overall, the results of this study indicate that both principal leadership and work motivation have a positive influence on teacher performance. This implies that improvements in principal leadership as well as teacher work motivation contribute to higher teacher performance. Therefore, it can be concluded that these two variables are important factors that need to be considered in efforts to improve teacher performance in a school environment.

The Influence of Principal Leadership (X_1) on Teacher Performance (Y) at Poigar District Elementary School

It can be drawn from the results that principal's leadership contributes positively and also significantly to teacher performance in Poigar District Elementary School. This is proven by the significance value of the impact of principal leadership (X_1) on teacher performance (Y) being $0.01 < 0.05$ and $t_{hitung}^k 7.194 > t_{tabel}^{abel} 1.971$ so that H_0 is rejected and H_1 is accepted, meaning principal leadership (X_1) significantly affects teacher performance (Y). With an unstandardized coefficients (B) value of 0.734, which indicates a positive influence. This means that principal leadership has a positive and significant influence on teacher performance.

This shows that improved principal leadership leads to improved teacher performance in undertaken learning tasks. Effective principal leadership is capable to offer direction, coaching, and create a conducive working atmosphere for teachers. This result corresponds with the perspective of Kartini Kartono (2005) in the world of education, principal leadership refers to the principal's capability to administer and coordinate all school resources, including teachers, education staff, and students, so that the educational process runs effectively. The principal serves a crucial role in creating work discipline, increasing teacher work motivation, and building a positive school culture. According to Wahjosumidjo (2007), a teacher who is given the additional responsibility of leading a school organization, where the instructional process is implemented, is referred to as a principal. Principal leadership is the principal's capability to guide and influence teachers and staff of education so that they can work together in achieving educational goals. According to Wullur (2019), principal leadership is a significant determinant of teacher performance through targeted coaching and supervision. And according to Hasinuan, M. (2016) the principal is a leader who has the responsibility to foster a supportive work environment, strengthen teacher discipline, and develop educational quality in schools. Meanwhile, according to Lumapow (2011) teacher performance is the work outcomes of teachers in executing learning tasks which are determined by leadership, organizational culture and achievement motivation in the educational environment. Based on Tumurang (2020) teacher performance is affected by work motivation, discipline and professional abilities of teachers and according to Rorimpandey (2020) teacher performance is the capability of teachers to undertake learning tasks effectively in conformity with their professional responsibilities.

This view is consistent with previous research conducted by Sidik Purwoko (2018) entitled "The Influence of Principal Leadership, Teacher Commitment, Work Discipline, and School Culture on Vocational High School Teacher Performance", which found that principal leadership positively and also significantly affects teacher performance. Drawing on the outcomes of the study and the opinion above, the leadership of the principal has a very large impact on teacher performance, because the leadership of the principal is a principal's capability to affect, encourage, move and convince — can create positive energy for teachers to improve their performance.

The Influence of Work Motivation (X_2) on Teacher Performance (Y) at Poigar District Elementary School

The outcomes of this study show that work motivation in a positive and significant way influences teacher performance at elementary schools in Poigar District. This is evidenced by the significant value of the influence of work motivation (X_2) on teacher performance (Y) of $0.03 < 0.05$ and $t_{hitung}^k 7.013 > t_{tabel}^{abel} 1.971$, so it can be inferred that H_0 is rejected and H_2 is accepted, indicating there is a statistically significant effect of work motivation (X_2) on teacher performance (Y). With an unstandardized coefficients (B) value of 0.727, which indicates a positive influence. This means that work motivation has a positive and substantial effect on teacher performance.

Highly motivated teachers are more likely to be responsible and strive to achieve optimal work results. This finding aligns with Siagian (2004) who stated that individuals engage in activities due to non-material needs, such as promotion and development within the organization, good working conditions, a sense of inclusion, humane disciplinary practices, rewards for good work performance, loyalty from leaders to subordinates, sympathetic understanding of employees' personal problems, job security, and interesting work assignments. Sengkey (2021) asserted that work motivation is a psychological factor that determines the level of teacher productivity. Wahyudi (2012) further explained that teachers will work diligently if they have high work motivation. Positive motivation will foster teachers' enthusiasm in carrying out their duties. Providing positive motivation from outside, both from the institution and from the principal, can increase teacher enthusiasm. This opinion is in agreement with the results obtained by Liam Yulia (2017) entitled the influence of teacher work motivation and pedagogical competence on teacher performance at SMK Muhammadiyah 1 Prambanan Klaten which confirms the positive and also significant impact of principal work motivation on teacher performance. Derived from the research outcomes and opinions above, it may be inferred that work motivation has a substantial impact in enhancing teacher performance. Work motivation driven by the need for achievement, affiliation, and power, and supported by non-material factors such as good working conditions, appreciation, and attention from leaders, could motivate teachers to perform their work-related tasks more effectively. An increase in teacher work motivation contributes to higher performance, thus proving that work motivation has a positive and substantial effect on teacher performance.

The Influence of Principal Leadership and Teacher Work Motivation on Teacher Performance at Elementary Schools in Poigar District

From the outcomes of this study, the obtained significance value indicates the role played by principal leadership as well as work motivation on teacher performance at Poigar District Elementary School is $0.04 < 0.05$ and $F_{hitung}^k 29.934 > F_{tabel}^{abel} 3.04$, then H_0 is rejected and H_3 is accepted, meaning there is an influence of principal leadership (X_1) and teacher work motivation (X_2) on teacher performance (Y) at Poigar District Elementary School. The magnitude of the influence of principal leadership and work motivation on teacher performance is shown by the outcomes of the determination coefficient seen from the value (R Square) of 0.608 or 60.8% and other factors contribute to the remaining 39.2% of teacher performance

outside this study. This shows that principal leadership and work motivation both contribute to creating working conditions that support the improvement of teacher performance. With the support of the principal and also motivation from within the teacher, teacher performance will increase optimally.

This is in line with the opinion of experts, namely Mulyasa (2013) who stated that the principal's administrative leadership is reflected through the roles and responsibilities of the principal; to make a professional principal must be able to carry out seven roles and functions, namely the principal as an administrator, supervisor, educator, manager, leader, motivator, and innovator. According to McClelland (1961) work motivation is the drive within a person to work which is influenced by three main needs, namely the desire to achieve, build interpersonal connections, and exercise authority, and so it can be inferred that work motivation is a tendency or a trait that is the main conflict within a person that arouses drive and directs his actions. So work motivation can be interpreted as a desire or need that underlies a person. According to Supardi (2013) the effectiveness of teachers in carrying out their assigned tasks is reflected in their performance outcomes and responsibilities as educators, both in quality and quantity, in line with predetermined standards. Teacher performance is not solely assessed based on the final results, but also from the process of implementing learning tasks that reflect the professionalism of teachers. Teacher performance encompasses the teacher's capability to prepare, implement, and evaluate teaching, as well as establish good interpersonal relationships within the school environment. Therefore, teacher performance is not merely about doing the job, but also demonstrating the ability to optimally achieve educational goals. The present findings are supported by Barnawi & Arifin (2012), who stated that various factors affect teacher performance, which can generally be classified into internal as well as external factors. Internal factors include individual characteristics that possessed by teachers, such as competence, skills, personality, perceptions, teaching motivation, work experience, and family circumstances. Meanwhile, external factors of teacher performance are factors originating from outside the teacher that can influence their performance, for instance, compensation, facilities as well as infrastructure, workplace physical conditions, and leadership. Based on the foregoing description above, it can be concluded that good leadership can provide clear direction to teachers, thereby fostering trust and work motivation. Increased motivation encourages teachers to work with higher enthusiasm, resulting in improved teacher performance. Teacher performance is closely intertwined with the quality of school leadership and the level of motivation possessed by teachers. Strengthening these two factors can enhance performance, whereas their deterioration may adversely affect work outcomes.

CONCLUSION

As outlined in the preceding discussion, the subsequent findings were obtained:

1. There is a positive and statistically significant effect of principal leadership on teacher performance at Poigar District Elementary School as evidenced by a significance value

of $0.01 < 0.05$ and $t_{hitung}^k 7.149 > t_t^{abel} 1.971$ so that it may be inferred that H_0 is rejected and H_1 is accepted, that implies there is an influence of X_1 on Y . With an unstandardized coefficients (B) value of 0.734, which indicates a positive influence. This shows that improving leadership quality will have an impact on improving teacher performance.

2. There is a positive and statistically significant effect of teacher work motivation on teacher performance at Poigar District Elementary School as evidenced by a significance value of $0.03 < 0.05$ and $t_{hitung}^k 7.013 > t_t^{abel} 1.971$, so it can be inferred that H_0 is rejected and H_2 is accepted, which implies there is an influence of X_2 on Y . With an unstandardized coefficients (B) value of 0.727, which indicates a positive influence. This means that as teacher work motivation increases, teacher performance tends to improve.
3. There is a positive and statistically significant effect of leadership and teacher work motivation together on teacher performance as evidenced by a significance value of $0.04 < 0.05$ and $F_{hitung}^k 29.934 > F_t^{abel} 3.04$, so H_0 is rejected and H_3 is accepted. With a coefficient determination value (R Square) of 0.608 or 60.8%, whereas 39.2% of the outcome is explained by factors beyond those analyzed in this research.

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