



THE RELATIONSHIP OF SCHOOL PRINCIPAL LEADERSHIP AND WORK MOTIVATION WITH TEACHER PERFORMANCE

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ABSTRACTS

The purpose of this research is to describe and analyze the relationship between the Leadership of the School Principal and Work Motivation with the Performance of Elementary School Teachers in Mampang Prapatan, South Jakarta, both partially and simultaneously. The research method used in this study is inferential statistical analysis using a quantitative approach with correlation testing. The population in this study consists of all teachers teaching at public elementary schools in Mampang Prapatan, South Jakarta, with purposive sampling techniques used for the sample. The results of this study indicate a significant relationship with a positive and high correlation between the leadership of the school principal and work motivation with the performance of teachers in public elementary schools in Mampang Prapatan, South Jakarta, both partially and simultaneously. The leadership of the school principal is a strong factor that can achieve the school's goals, missions, objectives, and vision, which is carried out through planned, gradual, and sustainable programs. Maintaining and ensuring that teachers receive high motivation is deemed essential for creating quality human resources. The results of this study are expected to provide information to future researchers, especially those related to the leadership of school principals and motivation in relation to teacher performance.

Keyword: Principal Leadership, Work Motivation, Teacher Performance,

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1. INTRODUCTION

In its efforts to improve quality and support all aspects related to the nation's education, Indonesia faces several problems in the education sector, such as the low quality of teachers, disparities in educational quality, and poor literacy skills among students in general (Sumitro, 2019). According to Sumitro, there are five qualities of teachers in Indonesia that are considered to hinder learning: (1) teachers do not understand students' learning needs, (2) teachers are often absent, (3) teachers tend to resist change, (4) teachers do not prepare lessons well, and (5) teachers are inflexible in the learning process.

Quoted from an article on the CNN Indonesia website entitled *Ahli World Bank Nilai Kualitas Guru di Indonesia Masih Rendah* (2021), Rythia Afkar assessed that the quality of teachers in Indonesia is low based on a survey conducted by the World Bank in 2020. Rythia presented the findings in the release of the World Bank's survey on learning losses in Indonesia during 2019 to 2020. He noted that the low quality of teachers in Indonesia stems from a lack of competence and teaching skills. He urged that teachers in Indonesia receive more training, supervision, and skills development. In addition, he emphasized that teachers should have many opportunities to develop their skills, especially in teaching methods that are more interactive and motivating for students.

In Jakarta, specifically in the Mampang Prapatan subdistrict, based on observations conducted by the researcher while serving as an elementary school principal in the area, several gaps were found between the ideal principles and the reality among principals and teachers. Some cases observed include teachers who perform their duties minimally, without clear motivation. They merely come to school, sign the attendance sheet, teach, and then leave without giving extra attention to the students. This could be detrimental to students with great potential, who might develop further if given more attention from their teachers. It also affects other students, including those who lag behind their peers, who should receive more attention to catch up with their classmates.

Furthermore, observations were also made on other school principals. Some principals demonstrated good leadership by fulfilling all their duties well, supporting teachers to continuously improve, monitoring students' progress, and paying close attention to the school. On the other hand, some principals showed the opposite performance, with instances of school funds being managed solely by the principal. These differences indicate a gap between what is ideal according to regulations and the actual situation, suggesting the need for further scientific research, which is expected to serve as a reference for teachers, principals, and related officials to improve work habits and contribute more effectively to education.

Factors influencing a teacher's performance can come from within the individual (intrinsic factors), such as motivation, skills, and education, as well as external factors like work environment, salary level, etc. Extrinsic factors also include the principal's leadership, the principal's motivation, a conducive climate, good classroom management, effective management of facilities and infrastructure, and relationships between teachers, students, staff, and the principal, which can create a pleasant school atmosphere. This can foster a sense of happiness and enthusiasm among teachers in performing their duties (Putri and Azahra, 2023).

Research conducted by Rosaliawati et al. (2020) aimed to reveal the leadership style of principals, assess teachers' performance, and explore the relationship between principal

leadership styles and teacher performance. The results concluded a significant positive relationship between principal leadership styles and teacher performance.

Muslimin and Nursasongko (2019), in his research, explained that the style or approach and managerial capabilities of the principal as a leader are crucial for improving teacher performance under their leadership. The study showed that principal leadership styles and managerial skills independently affect teacher performance.

According to Rohyatun et al. (2020), research indicated that female principal leadership has become an important issue over the past two decades, but there has not been much research on female principal leadership. Their study aimed to understand teachers' perceptions of female leadership and how female principal leadership affects teacher performance and student achievement. Despite differences in performance among the schools observed, the study concluded that female principal leadership contributes positively to school advancement.

In a study by Atradinal (2017), which aimed to investigate the relationship between work motivation and the performance of physical education teachers in public elementary schools in Padang Utara Subdistrict, Padang City, the results showed that teacher motivation positively correlates with the performance of physical education teachers in the area.

Research conducted by Hardono et al. (2017) aimed to describe and analyze the influence of principal leadership and academic supervision on work motivation and performance, both partially and simultaneously. The study also examined the effect of principal leadership and academic supervision on performance through work motivation. The findings indicated an improvement in teacher performance through principal leadership and academic supervision via work motivation.

This study differs from previous research in that the data collected are based on teachers' perceptions, and the performance assessment used is not subjective but objectively evaluates each teacher's performance. The factors influencing the formation of teacher performance need to be addressed immediately to resolve the low quality of education in Mampang Prapatan Subdistrict, South Jakarta, which is partly suspected to be due to work motivation and principal leadership influencing teacher performance. Based on these considerations, the researcher is interested in conducting a study on the relationship between principal leadership, work motivation, and the performance of public elementary school teachers in Mampang Prapatan Subdistrict, South Jakarta. Based on the background described, the problems can be formulated as follows:

- (1) Is there a relationship between principal leadership and the performance of public elementary school teachers in Mampang Prapatan Subdistrict, South Jakarta?
- (2) Is there a relationship between work motivation and the performance of public elementary school teachers in Mampang Prapatan Subdistrict, South Jakarta?
- (3) Is there a relationship between principal leadership and teachers' work motivation with the performance of public elementary school teachers in Mampang Prapatan Subdistrict, South Jakarta?

2. RESEARCH METHODOLOGY

To achieve results that align with the objectives and usefulness of the research, it is necessary to use a research method that truly corresponds to its goals and purposes. Based on the variables being studied, this research employs a correlational type of study. The data used in this research is quantitative. The documentation instruments used in this research consist of two types, namely documentation guidelines and questionnaires. The questionnaire instrument includes key points or categories of data to be collected, as well as checklists that contain a list of variables for which data will be gathered. The questionnaire will be used to measure the variables of Principal Leadership and Work Motivation, while the documentation instrument will be used to measure the variable of Teacher Performance.

The population of this study includes all teachers teaching at public elementary schools in the Mampang Prapatan Subdistrict, South Jakarta, DKI Jakarta, based on data from the 2022 academic year, totaling 283 teachers. These teachers are divided into five clusters (by sub-district) which are Pela Mampang, Mampang Prapatan, Kuningan Barat, Bangka, and Tegal Parang. The sample taken from the population consists of 132 teachers, which includes 6 teachers from grades 1 through 6 from each of the 22 public elementary schools in the Mampang Prapatan Subdistrict, South Jakarta, DKI Jakarta.

In this study, teacher performance is measured using an assessment calculation that includes the planning of learning programs, the implementation of learning activities, and the evaluation of learning. Technically, the results of teacher performance assessments are converted to a scale of 100 using the following formula:

$$\text{Teacher Performance Score } 100 = \frac{\text{Teacher Performance Score}}{\text{Highest Teacher Performance Score}} \times 100\%$$

Principal Leadership is information obtained from human senses regarding the efforts and capabilities of the principal, who has the characteristics and skills as a leader, with their own style, in influencing others to carry out established work plans effectively and efficiently, as seen from the perceptions of the teachers who interact closely with them. This is measured across the principal's overall role as a formal official, educator, manager, administrator, supervisor, and leader. Work Motivation is a process carried out to encourage teachers so that their behavior can be directed toward concrete efforts to achieve established goals, considering both intrinsic and extrinsic dimensions. In this research, Work Motivation is measured based on two aspects: intrinsic motivation and extrinsic motivation.

Data collection in this research will be closely monitored to ensure that the data obtained maintains a high level of validity and reliability. Therefore, data collectors must meet specific qualifications, including sufficient expertise to carry out the task. Additionally, the researcher will identify the questions formulated in the research focus to obtain criteria for good instruments that meet the standards of credibility and reliability.

Validity Test

Based on the results of correlation calculations, a correlation coefficient is obtained, which can be used to measure the validity of an item and determine whether it is suitable for use. To determine the suitability of an item, the significance test of the correlation coefficient is typically performed at a 0.05 significance level. In other words, an item is considered valid if it significantly correlates with its total score (Wahyuni, 2020). The technique commonly used by researchers for validity testing is the Bivariate Pearson Correlation (Pearson Product

Moment). This analysis is conducted by correlating each item's score with the total score, which is the sum of all item scores. If the items significantly correlate with the total score, it indicates that these items can provide support in explaining the matters being investigated. If the calculated $r \geq r$ table (two-sided test with sig. 0.05), then the instrument or items are considered significantly correlated with the total score or are declared valid.

Reliability Test

The level of reliability, empirically, can be indicated by a value known as the reliability coefficient. High reliability is demonstrated by an r value close to 1. In general, reliability is considered sufficiently good if ≥ 0.700 (Wahyuni, 2020). The reliability test of the instruments in this research uses the Cronbach's Alpha formula because the instruments consist of questionnaires (surveys) and Likert scales. If the alpha value > 0.7 , it indicates sufficient reliability, while if alpha > 0.80 , it suggests that all items are reliable, and the test consistently has strong reliability. Alternatively, if alpha > 0.90 , reliability is considered perfect; if alpha is between $0.70 - 0.90$, reliability is high; if alpha is $0.50 - 0.70$, reliability is moderate; and if alpha < 0.50 , reliability is low, indicating that one or more items may not be reliable.

Data analysis in this study is conducted using the correlational method with the assistance of Microsoft Excel and IBM SPSS Statistics Version 23. The direction of the correlation is indicated by a value called the correlation coefficient (r), which ranges from -1.0 to $+1.0$. The plus (+) and minus (-) signs before the correlation index are not algebraic signs, meaning less than or greater than zero. The minus sign indicates a negative correlation, while the plus sign indicates a positive correlation. However, in reality, it is almost impossible to find a correlation that is truly perfect ($+1.00$ or -1.00) or entirely absent. Below is a table of correlation coefficient interpretations.

Correlation Test (Hypothesis Testing)

There are many correlation techniques available to test or find the correlation coefficient between two or more variables X and Y, including Pearson Product Moment Correlation, Spearman Rank Correlation, tetrachoric correlation, phi correlation, contingency coefficient, point-biserial correlation, inter-variable correlation, partial correlation, and multiple correlation.

Spearman Rank Order Correlation

Spearman Rank Order Correlation is a statistical analysis technique commonly used to calculate the correlation between two sets of data (variables) that are both of an ordinal scale (ranking, order, or ratio converted to ordinal). The formula used is as follows.

$$1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

Explanation:

ρ (rho)	: Spearman Rank Order Correlation Coefficient
D	: Difference (the difference in scores between the two paired groups)
N	: Number of groups
1 and 6	: Constant numbers

After completing the calculation, the next step is to draw conclusions with the following steps:

- 1) Compare r_e = empirical r with r_t = table r on the Spearman Rank Order Correlation Critical Value Table (ρ value).
- 2) Then, determine the significance level at 5% (95% confidence level) or 1% (99% confidence level).
- 3) Find N in the table.
- 4) If $r_e \geq r_t$, then the null hypothesis (H_0) is rejected, or the alternative hypothesis (H_a) is accepted.

Correlation can be positive (parallel or in the same direction), negative (opposite direction), or without a pattern (null). The direction of the correlation is indicated by a value called the correlation coefficient (r). The correlation coefficient ranges from -1.0 to +1.0. The plus (+) and minus (-) signs in front of the correlation index are not algebraic signs, meaning less than or greater than zero. The minus sign indicates a negative correlation, while the plus sign indicates a positive correlation. However, in reality, it is almost impossible to find a correlation that is truly perfect (+1.00 or -1.00) or entirely absent. Below is a **Table 1** of correlation coefficient interpretations.

Table 1. Interpretation of r Values (Correlation Coefficients)

r Value	Interpretation
0.900 s.d 1.000 (-0.900 s.d -1.000)	Correlation (+/-) Very High
0.700 s.d 0.900 (-0.700 s.d -0.900)	Correlation (+/-) High
0.500 s.d 0.700 (-0.500 s.d -0.700)	Correlation (+/-) Medium
0.300 s.d 0.500 (-0.300 s.d -0.500)	Correlation (+/-) Low
0.000 s.d 0.300 (-0.000 s.d -0.300)	Correlation (+/-) Insignificant

Multiple Correlation Test

The significance testing of the multiple correlation coefficient, in addition to using the critical values table of the Product-Moment correlation, can also be carried out using the F formula as follows.

$$F = \frac{R^2 / k}{(1 - R^2) / (n - k - 1)}$$

Explanation:

R = Multiple correlation coefficient

k = Number of predictor variables

n = Number of sample members

The F value is consulted with the F table value with degrees of freedom (dk) numerator = k and dk denominator = $(n - k - 1)$ at a significance level of 5%. If $F_h > F_t$ then H_0 is rejected and H_a is accepted. Thus, the correlation coefficient found is significant, and the results can be generalized to the population.

Decision making in multiple correlation test can be done by comparing the probability value of 0.05 with the probability value of Sig. F Change with the basis of decision making as follows:

- 1) If the probability value of 0.05 is smaller or equal to the probability value of Sig. F Change or $[0.05 < \text{sig. F Change}]$, then H_0 is accepted and H_a is rejected, meaning that there is no significant relationship between variable X and variable Y.
- 2) If the probability value of 0.05 is greater than the probability value of Sig. F Change or $[0.05 > \text{sig. F Change}]$, then H_0 is rejected and H_a is accepted, meaning that there is a significant relationship between variable X and variable Y.

Coefficient of Determination Test

The Coefficient of Determination (R^2) essentially measures how far the model's ability to explain the variation of the dependent variable. The value of the coefficient of determination is between zero and one. A small R^2 means that the ability of the independent variables to explain the variation of the dependent variable is very limited. A value close to one means that the independent variables provide almost all the information needed to predict the variation of the dependent variable. [Yeni dan Wijaya \(2024\)](#) stated that it is better to use Adjusted R^2 than R^2 because R^2 is considered too optimistic in providing an overview of the suitability of the regression model. In addition, unlike R^2 , Adjusted R^2 also takes into account the standard error. Therefore, many researchers recommend using the Adjusted R^2 value when evaluating which regression model is the best.

3. RESULTS AND DISCUSSION

3.1. Results

After being declared to have passed the validity and reliability test, here are the results of the analysis of this study. In the table below, there are the results of the correlation data analysis using the SPSS statistical tool, which explains the relationship between variable X_1 and variable Y. It can be seen in the Correlation Coefficient row that the value between X_1 and Y is 0.879 as seen in **Table 2** below.

Table 2. Correlation Data Analysis of Principal Leadership Variables with Teacher Performance Variables

Correlations				
			X1_KEP	Y_KIN
Spearman's rho	X1_KEP	Correlation Coefficient	1.000	.879**
		Sig. (2-tailed)	.	.000
		N	132	132
	Y_KIN	Correlation Coefficient	.879**	1.000
		Sig. (2-tailed)	.000	.
		N	132	132

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the interpretation **Table 2** of the r value that has been listed above, it can be said that the relationship between the Principal Leadership variable and Teacher Performance is a unidirectional relationship with the "high" category. In addition, the level or criteria for the significance of the correlation between variables X_1 and Y are said to be significant, because it can be seen from the table below in the Sig. row. (2-tailed) which shows a value of less than 0.05. Thus, it can be said that H_0 is rejected and H_1 is accepted.

In the **Table 3** below, there are the results of the correlation data analysis using the SPSS statistical tool, which explains the relationship between variable X₂ and variable Y. It can be seen in the Correlation Coefficient row that the value between X₂ and Y is 0.838.

Table 3. Data Analysis of Correlation of Leadership Variables of Work Motivation with Teacher Performance Variables

			X2_MOT	Y_KIN
Spearman's rho	X2_MOT	Correlation Coefficient	1.000	.838**
		Sig. (2-tailed)	.	.000
		N	132	132
	Y_KIN	Correlation Coefficient	.838**	1.000
		Sig. (2-tailed)	.000	.
		N	132	132

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the interpretation **Table 3** of the r value that has been listed above, it can be said that the relationship between the variables of Work Motivation and Teacher Performance is a unidirectional relationship with the category "high". In addition, the level or criteria of significance of the correlation between variables X₂ and Y is said to be significant, because it can be seen from the table below in the Sig. row. (2-tailed) which shows a value of less than 0.05. Thus, it can be said that H₀ is rejected and H₂ is accepted.

Table 4. Data Analysis of Model Summary for Multiple Correlation Test

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.794 ^a	.631	.625	1.43031	.631	110.157	2	129	.000

a. Predictors: (Constant), X2_MOT, X1_KEP

Based on the Model Summary **Table 4** above, which was generated from the data analysis using SPSS, the probability value (Sig. F Change) obtained is 0.000. Since the Sig. F Change value is less than 0.05, it can be stated that H₀ is rejected and H₃ is accepted. This means that the Leadership of the Principal and Work Motivation are simultaneously and significantly related to Teacher Performance.

Table 5. Data Analysis of Model Summary for Coefficient of Determination Test

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.794 ^a	.631	.625	1.43031	.631	110.157	2	129	.000

a. Predictors: (Constant), X2_MOT, X1_KEP

Based on the **Table 5** above, it can be seen that the Adjusted R Square value obtained is 0.625, which means that the ability of all independent variables in this study (Leadership of

the Principal and Work Motivation) to explain the variation in the dependent variable (Teacher Performance) is 62.5%. Meanwhile, the remaining 37.5% is explained by other independent variables not included in this research model.

3.2. Discussion

Relationship between Principal Leadership and Teacher Performance

In this study, the relationship between the variables of Principal Leadership and Teacher Performance is a unidirectional relationship with the category "high". In addition, the level or criteria of significance of the correlation between variables X1 and Y is significant. The results of this study support the results of previous studies, namely the following, [Ginting \(2011\)](#); [Muslim and Nursasongko \(2019\)](#); [Rosaliawati et al; \(2020\)](#); [Rohyatun et al. \(2020\)](#); [Limbong \(2019\)](#). In an effort to produce quality education in schools, many factors or components are involved in it, both human and non-human. Schools are one of the complex and unique organizations, so that in its implementation it requires high coordination with all its components.

The principal as a direct leader is a real example in the work activities of his subordinates. A principal who is diligent, careful, cares about his subordinates, will be different from leadership that is indifferent, less communicative, let alone arrogant with his school community. The principal has a very important role in mobilizing and harmonizing all educational resources available in the school and using them according to needs, meaning that the principal's leadership is one of the factors that can realize the school's vision, mission, goals and objectives through programs that are implemented in a planned and gradual manner.

The principal is required to have adequate management and leadership skills in order to be able to take the initiative and initiative to improve the quality of education in the school. The principal's management and leadership need to be emphasized more in coordination, communication, and supervision, because weaknesses and obstacles in education often stem from a lack of coordination, communication, and supervision, resulting in different perceptions among the implementing components in the field (Head of Service, Supervisor, Principal, and Teacher), as well as a lack of socialization from the principal to all other education personnel.

The principal's leadership is related to the various tasks and functions that must be carried out in realizing an effective, productive, independent, and accountable school. Leadership is a characteristic of a person to influence others or organizations, so that others are willing and able to move and emulate his attitude and personal character towards achieving goals, besides that it is also a norm of behavior by a person at that time influencing others. A leader must be able to adapt to the situation faced in carrying out his leadership.

Relationship between Work Motivation and Teacher Performance

In this study, the relationship between the variables of Work Motivation and Teacher Performance is a unidirectional relationship with the category "high". In addition, the level or criteria of significance of the correlation between variables X₂ and Y is significant. The results of this study support the results of previous studies, namely the following, [Pratiwi \(2013\)](#); [Al](#)

Fajr and Dianty (2020); Zetriuslita and Wahyuni (2013); Fredianto (2016); Atradinal (2017); and Ardiana (2017).

The aspect of work motivation is an important aspect that needs to be considered. Maintaining and striving for teachers to get high motivation can be said to be absolutely necessary to create quality human resources. So in striving for good teacher performance, efforts and efforts are needed from the institution and from the leadership (principal), namely by always increasing work motivation. By increasing these variables, it is hoped that teacher performance can increase. Teacher work motivation in carrying out teaching duties must always be improved, especially independence in acting and responsibility in working. So that teachers are more motivated in carrying out teaching tasks followed by the desired achievements and self-development.

Motivation can cause everyone to have a drive so that a person's tendency to do or not do a certain activity. Motivated is the desire to act based on one's own desires or driven by the drive to achieve success and goals. Worker motivation is the engine that drives the workforce so that it influences the behavior of the individual concerned. Work motivation is the driver or motivator in a person to want to behave and work diligently and in accordance with the tasks and obligations given to him. Based on this opinion, it shows that work motivation is useful as a driver for someone to try to achieve performance according to the tasks given. Things that can motivate someone are the need for achievement, the need for affiliation and the need for power. Each teacher has potential energy. How energy is used depends on the strength of the drive that a person has and the situation and opportunities available. Teachers who have high motivation are expected to be able to work optimally and try to give the best they can because it is a demand of their profession. If the teacher's work motivation is maximum, it is hoped that the teacher's performance will also be maximum.

Relationship between Principal Leadership and Work Motivation with Teacher Performance

In this study, it was found that the variables of Principal Leadership and Work Motivation were simultaneously and significantly related to the variable of Teacher Performance. The results of this study support several previous studies, namely, [Hardono et al. \(2017\)](#), [Djafar et al. \(2021\)](#); and [Laksmi et al. \(2019\)](#).

The leadership of the principal in a school greatly determines teacher performance. As a leader, the principal must be able to work together with teachers in creating the school's vision and mission, so that teachers feel involved in determining the direction to be achieved by their school organization. Leadership can happen anywhere, as long as someone shows their ability to influence the behavior of others towards achieving a certain goal.

Then in terms of work motivation, teachers who have enthusiasm or passion always work and carry out their duties with full awareness without being ordered by their superiors, also supported by the finding that teachers who have high motivation certainly have high enthusiasm in carrying out their duties as a teacher, with this high enthusiasm the teachers will show their performance.

Work motivation must be built with a good individual personality or character, because work motivation based on wrong principles and reasons will result in personal and organizational losses. Therefore, a wise attitude and behavior are intended to emphasize a good work attitude. Motivation is also a drive that comes from oneself, which can come from

the background that underlies individual behavior, and is something that causes and channels employee desires.

Every job, besides requiring skills, intellectuals also require sufficient motivation in a person, so that the work carried out can be successful. Leadership is the process of influencing the activities of an organized group, towards determining or achieving goals. The success and failure of a leader are determined by the nature and style of leadership in directing the dynamics of his group. Factors that influence teacher work performance include the leadership of the principal and teacher work motivation.

Teacher work performance is essentially the result of the interaction between various factors, including the leadership of the principal and teacher work motivation, where the results of this study also show that the leadership of the principal and teacher work motivation provide an effective contribution to teacher performance, thus the leadership of the principal and teacher work motivation are related together with teacher work performance.

4. CONCLUSION

Based on the data analysis conducted, the results of this study can be concluded that there is a significant relationship between School Leadership and Teacher Performance, with a direct relationship categorized as "high." There is also a significant relationship between Work Motivation and Teacher Performance in Public Elementary Schools in Mampang Prapatan District, South Jakarta, characterized by a "high" direct relationship. Additionally, there is a simultaneous and significant relationship between School Leadership and Teacher Work Motivation with Teacher Performance in Public Elementary Schools in Mampang Prapatan District, South Jakarta.

5. SUGGESTIONS

Based on the data analysis conducted, the findings obtained, and the implications discussed above, the researcher proposes suggestions related to Teacher Performance in Public Elementary Schools in Mampang Prapatan District, South Jakarta, as well as matters concerning School Leadership and Work Motivation, as follows:

- 1) For the Education Office
 - (a) To continuously improve the managerial skills of elementary school principals in the local education office area, and to foster a good organizational commitment among teachers in each elementary school by organizing socializations, seminars, or training on the importance of school leadership in supporting teacher performance.
 - (b) To select and place school principals appropriately based on their abilities, experience, character, soft skills, and hard skills, as well as in accordance with the culture of each elementary school. This is necessary considering the significant responsibilities and duties of school principals.
- 2) For School Principals
 - (a) School principals are expected to be actively involved in all parts and aspects of the school, starting from personal and professional relationships with teachers, socializing and directly observing students, as well as paying attention to the facilities available at the school.

- (b) In addition, principals are also expected to behave democratically; this democratic behavior is preferred by teachers, rather than authoritarian attitudes or types of leadership.
- (c) Principals need to adopt a skeptical attitude (in a good connotation). They should not immediately trust information or reports provided by teachers; they must always check and verify the truth of the information before making assessments in accordance with regulations and the principal's capacity.
- (d) Observations and supervision conducted by principals should be done sincerely, not merely as a formality or to fulfill obligations.
- (e) Principals must be able to motivate teachers to continue developing. They should generate ideas, guide teachers to encourage their students to participate in competitions, and encourage teachers to keep innovating. This will significantly influence the achievements and performance of students in the school.
- (f) There is a need to foster the desire, initiative, or need for each principal to improve the quality of their leadership in the school. In this case, principals can implement policies that support all activities in the school, involving teachers, school staff, and all school personnel.
- (g) It is also recommended that principals are willing to take various measures to enhance the quality of teachers, so that teachers can always be motivated to perform well in their work at the school. With these efforts, it is hoped that teachers will be committed to consistently maintain or improve their performance.

3) For Teachers

- (a) Each teacher is allowed to have their own teaching style that aligns with their personality and principles in providing instruction to students in the classroom. However, it should not be forgotten that the style, while accommodating personality and principles, must not contradict the teachers' obligations to fulfill the rights of their students, such as providing the most up-to-date information and instilling motivation for learning.
- (b) Teachers must also consistently set a good example and serve as role models for their students. Teachers (especially senior teachers) cannot continually remain in their comfort zones; they cannot just perform their jobs formally by coming to school, teaching, completing other tasks, and then going home.
- (c) Teachers must continually develop in line with the times, technology, and the ever-changing needs of students.
- (d) In order to improve the performance of each teacher, teachers must always be ready and willing to support every decision made by the principal regarding work in a professional manner at school.
- (e) Additionally, teachers are encouraged to actively participate in creating a conducive work environment at school that can support the successful implementation of tasks.
- (f) Furthermore, teachers are also advised to have the desire and initiative to enhance their careers and find motivation in their work as teachers, whether from intrinsic or extrinsic motivation, so that the performance of both teachers and the school as a whole can operate optimally.

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