



The Influence of Principal Leadership, Teacher Training and Work Motivation on State Vocational School Teachers' Performance in Indragiri Hilir District

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ABSTRACT

This study analyzes the impact of school principal leadership, teacher training, and work motivation on teacher performance in state vocational high schools in Indragiri Hilir Regency. Using a quantitative approach and survey design, 163 teachers were selected through random sampling. Data were collected via a validated questionnaire and analyzed using multiple linear regression. The results show that all three factors—school principal leadership, teacher training, and work motivation—positively and significantly influence teacher performance, with significance values of 0.000 for each. The F value of 46.941 indicates that these variables collectively affect teacher performance. In conclusion, school principal leadership, teacher training, and work motivation are crucial in enhancing teacher performance in these schools.

INTRODUCTION

The national education goals of Indonesia, as outlined in the National Education System Law No. 20 of 2003, emphasize developing students' abilities and shaping their character and civilization to enhance the nation's intellectual life. This goal highlights the importance of education quality, particularly the role of teachers in achieving it. Teacher performance is a critical factor in the success of educational outcomes, encompassing teaching effectiveness, student engagement, and contribution to student development.

Teacher performance is a reflection of several dimensions, including teaching ability, student involvement, classroom management, and the use of technology. It also involves fostering positive relationships with students and adapting teaching strategies to their needs. The teacher's ability to create a conducive learning environment significantly impacts student learning outcomes.

Leadership from the school principal is essential in supporting teacher performance. An effective principal drives school innovation and improves teaching quality through strategic decision-making and engaging all school components. However, issues such as lack of initiative and communication gaps between the principal and teachers hinder teacher autonomy and job satisfaction, suggesting the need for a more inclusive and adaptive leadership style.

Teacher training plays a vital role in improving teacher performance. Continuous professional development helps teachers enhance their teaching skills and adapt to changing educational demands. Research has shown that training positively impacts teaching effectiveness, classroom management, and teacher-student relationships. Additionally, work motivation – both intrinsic and extrinsic – affects teacher performance, with high motivation leading to greater commitment and enthusiasm for teaching. Therefore, a combination of strong leadership, effective training, and high motivation is crucial in improving teacher performance.

LITERATURE REVIEW

Teacher performance refers to the results achieved by a teacher in fulfilling their duties according to established responsibilities. According to Desria (2015), "performance" refers to an individual's work achievements in completing tasks. Teacher performance is measured by both the quality and quantity of work accomplished. Husna (2018) notes that work motivation has a positive impact on teacher performance, with significant results showing a significance value lower than 0.05.

Teacher performance is shaped by factors like ability, experience, dedication, and time, as stated by Hasibuan (2016). Wahyudi (2018) defines it as the outcomes of various teacher activities, including lesson planning, student assessment, and program development. Teacher performance also reflects how well educators meet their responsibilities and professional competencies, including pedagogical, social, personal, and professional skills.

The assessment of teacher performance focuses on the ability to organize learning, conduct evaluations, and address results from assessments. Rachmawati (2015) emphasizes that teacher performance is linked to their role in

education and can be evaluated using competency standards and success indicators. Moreover, principals play a critical role in enhancing teacher performance by creating an environment that supports collaboration and professional growth.

Effective school leadership is essential for motivating teachers and creating a positive learning atmosphere. According to Mulyono (2018), principals are responsible for managing resources and facilitating a conducive environment for teacher productivity. Principals also need to support professional development through training and mentoring, and, as Andang (2018) points out, they serve as educational leaders, supervisors, and administrators. Additionally, work motivation, as defined by Hasibuan (2016) and Maslow (2016), influences teacher performance by energizing individuals to achieve goals, further reinforcing the need for strong leadership and professional development to improve teacher performance and educational outcomes.

RESEARCH METHODS

This qualitative study was conducted at vocational high schools in Indragiri Hilir Regency. Data were collected through literature study and field research. The study involved all 274 teachers from State Vocational High Schools (SMK) in Indragiri Hilir Regency. A sample of 163 teachers was selected, with a 5% margin of error, calculated based on the number of teachers at each school. The data were processed and analyzed using SPSS version 26.0 and Microsoft Excel. The responses from the questionnaires, based on demographics, characteristics, and indicators, were used to describe the respondents' profile averages. Hypothesis testing was performed using inferential statistical analysis, preceded by meeting the necessary analysis requirements.

RESEARCH FINDINGS

This study aims to analyze the influence of principal leadership, teacher training, and work motivation on teacher performance. The three variables, namely principal leadership, teacher training, and work motivation act as independent variables. Meanwhile, teacher performance becomes the dependent variable. The data in this study were obtained through questionnaires filled out directly by respondents, namely State Vocational High School teachers in Indragiri Hilir Regency. Descriptive analysis was conducted to provide a comprehensive picture of each variable, including the average value (mean), median, mode, standard deviation, variance, and minimum and maximum scores. The results of this descriptive analysis provide an initial picture of the condition of each variable studied before proceeding to further analysis.

Descriptive Analysis

Descriptive analysis presents a detailed picture of the research data through descriptive statistical methods to understand the characteristics of the data. The goal is to collect relevant data to support hypothesis testing and data-based decision making. The statistics used include mean, median, mode, standard

deviation, and maximum and minimum values. This analysis provides a comprehensive understanding of the data, as explained by Creswell (2012).

1) Principal Leadership (X1)

The school principal leadership variable in this study was measured using a questionnaire consisting of 22 items, administered to 163 respondents. Data analysis using SPSS 26 for Windows revealed that the leadership variable had a minimum score of 88 and a maximum score of 110, with a range of 22. The average score (mean) was 101.82, and the median was 103.00, indicating that most respondents scored close to these values. The mode, or most frequent score, was 110. The standard deviation was 6.621, and the variance was 43.842, suggesting that the responses regarding school principal leadership were relatively concentrated, as the standard deviation was small compared to the mean.

2) Teacher Training (X2)

The teacher training variable, consisting of 21 statements measured using a 5-point Likert scale, was administered to 163 respondents. Data analysis using SPSS 26 for Windows revealed that the variable had a minimum score of 78 and a maximum score of 105, with a range of 27. The average score (mean) was 93.50, indicating the central tendency of the respondents' answers. The median was 93.00, meaning half of the respondents scored above 93 and half below. The mode, or most frequent score, was 93. The standard deviation was 7.293, indicating how spread out the data was from the mean, while the variance of 53.190 reflected the level of variation in the data. With the standard deviation not being significantly large compared to the mean, it can be concluded that the respondents' answers were fairly concentrated.

3) Work Motivation (X3)

Teacher training variables with 21 statement items using a Likert scale with a value of 5 points given to 163 respondents. Based on the results of data calculations using SPSS 26 for windows, it was found that the measured variables had a minimum value of 60 and a maximum value of 105, with a score range of 45. This variable has an average (mean) of 96.39 with a standard deviation value of 9.387. The variance of the data is 88.116. It can be said that the distribution of respondents' answers related to this variable is quite varied, by looking at the standard deviation value which is higher than the average value.

4) Teacher Performance (Y)

Teacher Performance Variable with 23 statement items using a Likert scale with a value of 5 points given to 163 respondents. Based on the results of data calculations using SPSS 26 for windows, the measured variables have a minimum value of 84 and a maximum value of 115, with a score range of 31. The average (mean) is 104.98, with a standard deviation of 7.782. The data variance is 60.567. It can be concluded that the distribution of respondents' answers is quite varied, considering the standard deviation is higher than the average.

Prerequisite Test Results

Data normality testing using the Kolmogorov-Smirnov method in SPSS version 26 revealed that the significance (sig) values for all variables—teacher performance (0.015), school leadership (0.009), teacher training (0.012), and work motivation (0.008)—were all less than 0.05. This indicates that the data is normally distributed, meaning the research model meets the normality assumption. Linearity testing showed a functional relationship between the measured variables, with school leadership having a strong linear relationship (sig = 0.05, $\rho = 0.60$), teacher training showing a weaker linear relationship (sig = 0.80), and work motivation also demonstrating a linear relationship, but with a lower strength (sig = 0.18).

Multicollinearity testing using the Variance Inflation Factor (VIF) and Tolerance Value indicated no multicollinearity issues, as all variables had VIF values below 10.00 and Tolerance values above 0.1. The VIF values were 3.135 for school leadership, 2.499 for teacher training, and 1.815 for work motivation. Heteroscedasticity testing showed that the significance values for all variables were above 0.05, with school leadership (0.558), teacher training (0.235), and work motivation (0.477), meaning there was no heteroscedasticity in the regression model. Therefore, all assumptions for linear regression testing were met.

Hypothesis Test Results

- 1) Simple Linear Regression Analysis
 - a) Principal Leadership

Table 1. The Influence of Principal Leadership on Teacher Performance

| Variabel | Unstandardized Coefficient Beta | Standardized Coefficient | t | Sig |
|----------------------|---------------------------------|--------------------------|-------|------|
| Constant | 42,857 | | 5,305 | ,000 |
| Principal Leadership | ,610 | ,519 | 7,706 | ,000 |

Based on the Coefficient table above, the constant value (a) is 42.857, and the coefficient for school leadership (b) is 0.610. Therefore, the regression equation can be written as $Y = 42.857 + 0.610X$. This regression equation indicates that the regression coefficient (b) of 0.610 means that every increase of one score in school leadership will raise the dependent variable score (e.g., learning quality) by 0.610. The constant value of 42.857 indicates an initial positive influence on the dependent variable. The analysis results also show a t-value of 7.706 with a significance (sig) value of 0.000, which is smaller than 0.05. This suggests a highly significant effect of school leadership on the dependent variable, indicating a strong and significant relationship between the two.

b) Teacher Training

Table 2. The Effect of Teacher Training on Teacher Performance

| Variabel | Unstandardized Coefficient Beta | Standardized Coefficient | t | Sig |
|------------------|---------------------------------|--------------------------|-------|------|
| Constant | 65,965 | | 9,087 | ,000 |
| Teacher Training | ,417 | ,391 | 5,390 | ,000 |

Based on the Coefficient table above, the constant value (a) is 65.965, and the coefficient for teacher training (b) is 0.417. Therefore, the regression equation can be written as $Y = 65.965 + 0.417X$. This regression equation indicates that the regression coefficient (b) of 0.417 means that every increase of one score in teacher training will raise the dependent variable score (e.g., teacher performance or learning quality) by 0.417. The constant value of 65.965 indicates an initial positive influence on the dependent variable. The analysis results also show a t-value of 5.390 with a significance (sig) value of 0.000, which is smaller than 0.05. This suggests that teacher training has a highly significant effect on the dependent variable, indicating a strong and significant relationship between teacher training and the outcomes measured in this study.

c) Work motivation

Table 3. The Influence of Work Motivation on Teacher Performance

| Variabel | Unstandardized Coefficient Beta | Standardized Coefficient | t | Sig |
|-----------------|---------------------------------|--------------------------|--------|------|
| Constant | 50,822 | | 10,921 | ,000 |
| Work Motivation | ,562 | ,678 | 11,692 | ,000 |

Based on the Coefficient table above, the constant value (a) is 50.822, and the coefficient for work motivation (b) is 0.562. Therefore, the regression equation can be written as $Y = 50.822 + 0.562X$. This regression equation indicates that the regression coefficient (b) of 0.562 means that every increase of one score in work motivation will raise the dependent variable score (e.g., teacher performance or learning quality) by 0.562. The constant value of 50.822 indicates an initial positive influence on the dependent variable. The analysis results also show a t-value of 11.692 with a significance (sig) value of 0.000, which is smaller than 0.05. This suggests that work motivation has a highly significant effect on the dependent variable, indicating a strong and significant relationship between work motivation and the outcomes measured in this study.

2) Multiple Linear Regression Analysis

Table 4. Results of Multiple Linear Regression Analysis

| Model | | Unstandardized Coefficient Beta | | Standardized Coefficient |
|-------|----------------------|---------------------------------|------------|--------------------------|
| | | B | Std. Error | Beta |
| 1 | (Constant) | 43,431 | 6,957 | |
| | Principal Leadership | ,209 | ,120 | ,178 |
| | Teacher Training | ,085 | ,097 | ,079 |
| | Work Motivation | ,500 | ,065 | ,603 |

Dependent Variable : Teacher Performance

The interpretation of the multiple linear regression equation shows that the constant value (a) of 43.431 represents the initial value of teacher performance when all independent variables – school leadership, teacher training, and work motivation – have no effect or are set to zero. The regression coefficient for school leadership (b_1) is 0.209, meaning that for every one-unit increase in school leadership, teacher performance will increase by 0.209, assuming the other variables remain constant. The coefficient for teacher training (b_2) is 0.085, indicating that every one-unit increase in teacher training will result in a 0.085 increase in teacher performance, with the other variables held constant. Meanwhile, the coefficient for work motivation (b_3) is 0.500, which means that every one-unit increase in work motivation will boost teacher performance by 0.500, with the other variables remaining constant. Overall, work motivation has the greatest impact on teacher performance, followed by school leadership and teacher training.

3) Partial Test (t-test)

Table 5. Results of Partial Test Analysis (t-test)

| Variabel | Unstandardized Coefficients | t | Sig |
|----------------------|-----------------------------|--------|------|
| Principal Leadership | ,610 | 7,706 | ,000 |
| Teacher Training | ,417 | 5,390 | ,000 |
| Work Motivation | ,562 | 11,692 | ,000 |

The results of the hypothesis testing indicate that principal leadership, teacher training, and work motivation have a significant influence on the performance of teachers at State Vocational High Schools in Indragiri Hilir Regency. The significance value for the three variables is 0.000, which is less than 0.05. The t-value for leadership (7.706), training (5.390), and work motivation (11.692) shows a positive and significant influence on teacher performance. Thus, H_0 is rejected and H_a is accepted for the three hypotheses, indicating that these factors play an important role in improving teacher performance.

4) Simultaneous Test (F Test)

Table 6. Anova Test Statistic F

| ANOVA ^a | | | | | | |
|--|------------|----------------|-----|-------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 4608,530 | 3 | 1536,177 | 46,941 | ,000 ^b |
| | Residual | 5203,372 | 159 | 32,726 | | |
| | Total | 9811,902 | 162 | | | |
| a. Dependent Variable: Teacher Performance | | | | | | |
| b. Predictors: (Constant), Principal Leadership, Teacher Training, Work Motivation | | | | | | |

Based on the ANOVA statistical test table above, the significance value (sig) is 0.000. This aligns with the decision rule, which states that if the significance value is < 0.05 , then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. In this case, the sig value of $0.000 < 0.05$, indicating that the hypothesis is accepted. Therefore, it can be concluded that there is a significant effect of work motivation, teacher training, and school leadership on

teacher performance at State Vocational High Schools (SMK) in Indragiri Hilir Regency. The F value of 46.941 shows that the regression model used in this study is overall significant in explaining the variation in teacher performance. Thus, the results of this analysis indicate that factors such as work motivation, teacher training, and school leadership collectively have a significant impact on teacher performance.

5) Coefficient of Determination

Table 7. Results of the Determination Coefficient Test

| Model Summary ^b | | | | |
|--|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | ,685 ^a | ,470 | ,460 | 5,721 |
| a. Predictors: (Constant), Principal Leadership, Teacher Training, Work Motivation | | | | |
| b. Dependent Variable: Teacher Performance | | | | |

Based on the table above, the R Square value is 0.470 or 47%, indicating that the variables of work motivation, teacher training, and school leadership simultaneously influence teacher performance by 47%. This means that there is still 53% of the influence from other factors not included in this research model.

DISCUSSION

The Influence of Principal Leadership on Teacher Performance

The first hypothesis test (H1), namely the influence of principal leadership on teacher performance, shows a significance value of 0.000, which is smaller than 0.05. The t-test value of 7.706 indicates that the principal leadership variable has a significant effect on teacher performance. Thus, H0 is rejected and Ha is accepted, which means that principal leadership has a positive and significant effect on teacher performance at SMKN Indragiri Hilir Regency. The influence of principal leadership and teacher performance is also supported by the results of previous studies. Harmendi et al. (2021) in their study entitled "The Effect of Principal Leadership Style and Work Motivation on Teacher Performance" concluded that the principal's leadership style has a significant effect on teacher performance, both in junior high schools and MTS Muhammadiyah in the city of Palembang. In addition, research by Pratiwi and Warlizasulsi (2023) entitled "The Effect of Principal Leadership and Work Motivation on Junior High School Teacher Performance" also shows that principal leadership has a positive effect on teacher performance in public high schools. Although in this study teacher work motivation is not a mediating variable, the direct influence of principal leadership on teacher performance is still clearly visible.

The Influence of Teacher Training on Teacher Performance

The second hypothesis test (H2), namely the effect of teacher training on teacher performance, shows a significance value of 0.000, which is also smaller than 0.05. The t-test value of 5.390 indicates that teacher training has a positive and significant effect on teacher performance. Thus, H0 is rejected and Ha is accepted, which means that teacher training has a significant impact on

improving teacher performance at SMKN Indragiri Hilir Regency. Support for these results is also obtained from research conducted by Yudha et al. (2021) in "The Effect of Training, Work Motivation, and Professional Competence on Teacher Performance." The study concluded that training has a significant effect on teacher performance, both individually and in combination with work motivation and professional competence. Training, as one of the main components, makes a major contribution to improving teacher skills and productivity. This shows that training is one of the key elements in improving overall teacher performance. Other research by Handayani & Sutrisno (2020) in "The Effect of Training and Work Experience on Elementary School Teacher Performance" also supports these findings. Their research results show that training has a positive contribution to teacher performance of 45.3%. Training allows teachers to gain new skills that are relevant to the development of curriculum and educational technology, thus supporting their performance in the classroom.

The Influence of Work Motivation on Teacher Performance

The third hypothesis test (H3), namely the effect of work motivation on teacher performance, shows a significance value of 0.000, which is smaller than 0.05. The t-test value of 11.692 indicates that work motivation has a very significant effect on teacher performance. Thus, H₀ is rejected and H_a is accepted, which means that work motivation plays a positive and significant role in improving teacher performance at SMKN Indragiri Hilir Regency.

These results are in line with research conducted by Yudha et al. (2021) in "The Effect of Training, Work Motivation, and Professional Competence on Teacher Performance." The study concluded that work motivation has a significant effect on teacher performance. Teachers who have a high level of work motivation tend to be more enthusiastic in managing classes, designing learning, and evaluating student learning outcomes. The combination of work motivation with training and professional competence contributes to improving overall teacher performance.

Another study by Handoko & Fadhillah (2020) in "Work Motivation as a Determining Factor of Teacher Performance in Secondary Schools" shows that work motivation has a direct effect of 55% on teacher performance. Motivated teachers tend to have a higher commitment to their responsibilities and show greater dedication in overcoming job challenges. The study also highlighted that internal factors, such as job satisfaction and sense of responsibility, as well as external factors, such as recognition from school leaders, contribute to increasing teacher work motivation.

The Influence of Principal Leadership, Teacher Training, and Work Motivation on Teacher Performance

Based on the statistical test results, the significance value (sig) of 0.000 indicates a significant effect of leadership, teacher performance, and management of facilities and infrastructure on the quality of learning at State

Vocational High Schools (SMK) in Indragiri Hilir, as the significance value is smaller than 0.05. Yudha et al. (2021) also found that training and work motivation significantly influence teacher performance, while Tiur & Sofia (2019) showed that education, training, and work motivation contributed 53.4% to teacher performance. Ardiansyah et al. (2022) emphasized that effective school leadership is key in supporting teacher training and boosting work motivation. A combination of good leadership, quality training, and high work motivation are key factors in improving teacher performance at SMKs in Indragiri Hilir.

In managing teacher performance, school principals can leverage digital platforms to monitor teachers' performance in real-time using education management software or applications. This allows principals to provide faster and more specific feedback, as well as identify areas for improvement. Data from platforms such as Learning Management Systems (LMS) and student satisfaction surveys can support evidence-based decision-making, such as determining appropriate teacher training and monitoring progress. This data-driven leadership can foster a more transparent, results-oriented work culture.

Teachers can also participate in digital-based training, offering flexibility in time and location. Digital platforms provide interactive content, tutorial videos, and simulations to help teachers acquire new skills. Additionally, online teacher communities can create opportunities to share experiences and teaching materials, enhancing collaboration among teachers from different schools.

Gamification techniques, such as digital rewards, badges, and leaderboards, can be used to boost teacher motivation. These rewards can enhance teachers' work enthusiasm, encourage them to achieve performance targets, and create a healthy competitive environment. Moreover, rewards such as certificates, mentoring programs, or seminar attendance can further increase teachers' motivation.

By integrating leadership, training, and work motivation indicators into a visual dashboard, principals and teachers can transparently monitor their progress. This dashboard helps principals assess implemented policies and make necessary adjustments. Teachers can also see their achievements, which provides additional motivation to continue improving.

Building a work culture that fosters collaboration and innovation, such as through workshops or internal seminars, can strengthen staff relationships and create a conducive work environment. This can positively impact teacher performance and student learning outcomes. Research by Handayani & Sutrisno (2020) also supports that training contributes positively to teacher performance, with a contribution of 45.3%. By implementing these innovations, it is hoped that teacher performance at State Vocational High Schools in Indragiri Hilir will improve sustainably, creating long-term impacts that support the overall improvement of education quality.

CONCLUSIONS

The hypothesis testing results show that school leadership, teacher training, and work motivation have a significant impact on teacher performance at State Vocational High Schools in Indragiri Hilir. The significance values for each variable are 0.000, less than 0.05, and the t-values for leadership (7.706), training (5.390), and work motivation (11.692) indicate positive and significant effects. Overall, the regression model has an F-value of 46.941, showing that these factors collectively influence teacher performance. It is recommended that school principals continue to develop inspirational leadership by enhancing communication and guidance for teachers, as well as organizing continuous training programs to improve teachers' skills. Teachers should be more proactive in honing their abilities through training, self-reflection, and personal development, while also boosting motivation and commitment to their profession. Collaboration among teachers is also essential to improving teaching quality. For future research, it is advised to expand the sample to include schools with different characteristics and consider other factors such as teaching policies or parental support. More advanced analysis methods, such as path analysis, should also be considered to explore the relationships among variables affecting teacher performance.

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