



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

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##### History:

Submitted: 08-05-2026

Revised: 15-05-2026

Accepted: 22-05-2026

##### Keyword:

Principal leadership, work motivation and teacher performance.

##### Kata Kunci:

Kepemimpinan kepala sekolah, motivasi kerja dan kinerja guru.



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 <https://doi.org>

#### Abstract

*The influence of principal leadership and teacher work motivation in elementary schools in Poigar district. This research aims to determine the influence of principal leadership and work motivation on teacher performance in Poigar District Elementary School. This study uses a quantitative approach with an associative research type. The research subjects were 220 teachers in Poigar District. Data collection techniques were through observation, questionnaires using a Likert scale and documentation. The research instrument in the form of a questionnaire measured data on principal leadership, work motivation, and teacher performance. The data were analyzed using 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) There is an influence of principal leadership and teacher work motivation on teacher performance with a sig. 0.04 < 0.05 and a value of 29.934 > 3.04, then accepted, with the results of the coefficient of determination showing that principal leadership and work motivation contribute 60.8%. Thus, it can be concluded that principal leadership and work motivation have a significant influence on teacher performance at Poigar District Elementary School. t<sub>hitung</sub> t<sub>tabel</sub> H<sub>1</sub> t<sub>hitung</sub> t<sub>tabel</sub> H<sub>2</sub> F<sub>hitung</sub> F<sub>tabel</sub> H<sub>3</sub>*

#### Abstrak

Pengaruh kepemimpinan kepala sekolah dan motivasi kerja guru di sekolah dasar di kecamatan Poigar. Penelitian ini bertujuan untuk mengetahui pengaruh kepemimpinan kepala sekolah dan motivasi kerja terhadap kinerja guru di Sekolah Dasar Kecamatan Poigar. Studi ini menggunakan pendekatan kuantitatif dengan jenis penelitian asosiatif. Subjek penelitian adalah 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, motivasi kerja, dan kinerja guru. Data dianalisis menggunakan analisis statistik deskriptif, uji prasyarat analisis berupa uji normalitas, linearitas, multikolinearitas, heteroskedastisitas dan dilanjutkan dengan analisis regresi berganda, uji t, uji f, dan koefisien determinasi r. Hasil penelitian menunjukkan 1) terdapat pengaruh yang signifikan dari kepemimpinan kepala sekolah terhadap kinerja guru dengan sig. 0.01 < 0.05 dan 7.149 > 1.971, sehingga disimpulkan diterima. 2) terdapat pengaruh motivasi kerja guru terhadap kinerja guru dengan sig. 0.03 < 0.05 dan 7.013 > 1.971, sehingga disimpulkan diterima. 3) Terdapat pengaruh kepemimpinan kepala sekolah dan motivasi kerja guru terhadap kinerja guru dengan sig. 0.04 < 0.05 dan nilai 29.934 > 3.04, kemudian diterima, dengan hasil koefisien determinasi menunjukkan bahwa kepemimpinan kepala sekolah dan motivasi kerja berkontribusi 60.8%. Dengan demikian, dapat disimpulkan bahwa kepemimpinan kepala sekolah dan motivasi kerja memiliki pengaruh yang signifikan terhadap kinerja guru di Sekolah Dasar Kecamatan Poigar. t<sub>hitung</sub> t<sub>tabel</sub> H<sub>1</sub> t<sub>hitung</sub> t<sub>tabel</sub> H<sub>2</sub> F<sub>hitung</sub> F<sub>tabel</sub> H<sub>3</sub>

## **INTRODUCTION**

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-awareness, personality, intelligence, noble morals and skills needed by themselves, society, nation and state. 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 are ready to continue their education to the next level and are able to become a productive generation in the future. Ki Hajar Dewantara (1962) stated that the goal of education is to guide all the natural forces that exist in children, so that they achieve the highest safety and happiness as human beings and members of 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 the success or failure of education in schools is greatly influenced by the principal in managing every component of the school. The principal is responsible for organizing educational activities, school administration, development of educational staff and the utilization and maintenance of facilities and infrastructure. According to Wahjosumidjo (2007) the principal is a functional teacher who is given the task of leading a school where the teaching and learning process is carried out, or where interactions occur between teachers who give lessons and students who receive them.

This becomes more important in line with the increasingly complex demands of the principal's duties which require more effective and efficient performance support.

The Ministry of National Education (2008) defines a principal as an administrator, manager, supervisor, leader, innovator, and motivator. In the Indonesian context, this assertion serves as a standard of principal competency that must be met to achieve the desired quality of education. A principal must be able to manage the administration of the curriculum, 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, supervisor, leader, innovator, and motivator. As an educator, the principal is tasked with developing teachers to be able to carry out the learning process professionally. 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 required to be able to collaborate with his subordinates, in this case, teachers. In his role as a leader, the principal must be attentive to the needs and feelings of those who work with him so that teacher performance is always maintained.

Teacher performance is the level of success a teacher achieves in carrying out their duties according to professional standards. Mangkunegara (2009) states that teacher performance is the quality and quantity of work achieved by a person in carrying out their duties in accordance with their assigned responsibilities. Teacher performance plays a crucial role, and schools need to improve it to help them achieve their stated goals. Teacher performance in carrying out 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 play a role in shaping their character. The actions of teachers in carrying out their assigned tasks are what constitutes performance. Teacher performance can be assessed from the perspective of the basic skills a teacher must possess, known as teacher competency. 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. Conversely, teachers with low motivation tend to work merely to fulfill obligations without the drive to achieve optimal performance. Principal leadership also plays a crucial role in creating a productive work environment. Principals who are able to provide direction, support, guidance, and role models can create a conducive work climate 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 need for achievement, the need for affiliation, and the need for power. Teachers with a high need for achievement tend to strive to improve 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 in accordance with his functions and responsibilities as a school leader. The policies implemented are not only derived from the principal, but also through deliberation 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 learning process in the classroom. 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 plays a crucial role 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

motivate teachers to improve their performance. Therefore, the researcher is interested in conducting 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 provide an overview of the factors that contribute to improving the quality of education.

## **RESEARCH METHODS**

This study uses a quantitative approach with an associative research type. According to Sugiyono (2016) quantitative research is research whose data is in the form of numbers or can be measured numerically, which is then analyzed to test the relationship, difference, or influence between variables while associative research is research conducted to find a causal relationship or influence, namely the relationship or influence of independent variables on dependent variables. In this study, it was conducted to determine the influence of principal leadership and work motivation on teacher performance at Poigar District Elementary School. Data collection or instruments used in this study were non-test, namely in the form of questionnaires. Questionnaires are used to obtain data from certain natural places. To obtain data from this study, researchers distributed questionnaires in the form of questions in questionnaires and measured using a Likert scale according to Sugiyono (2017). This questionnaire was run by researchers to obtain data on the variables of principal leadership ( $X_1$ ), work motivation ( $X_2$ ), and teacher performance ( $Y$ ).

The population in this study 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 research was conducted at elementary schools in Poigar District. The research time was carried out in January-March 2026. The sampling technique used in this study was Purposive sampling. According to Sugiyono (2016), this technique is the determination of samples with certain considerations. Samples were selected based on criteria that are in accordance with the research objectives.

The data collection technique was carried out by means of observation which was used to obtain supporting data regarding teacher performance in carrying out teaching duties. Observations in this study were carried out to obtain a real picture of the condition of the school, the implementation of teacher 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<sub>1</sub>), teacher work motivation (X<sub>2</sub>) 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 carried out on the instrument. The validity test in this study was carried out using Pearson Product Moment analysis with the help of  $(X_1)X_2)$  an preprocessing meweekuse SPSS *versi 25 for windows*. Reliability test is conducted after validity test, in this study to test reliability using Cronbach's Alpha formula. If  $>$  than then the instrument is said to be reliable. According to Iman Ghazali (2016), a

variable is said to be reliable when it has Cronbach's Alpha  $>$  0.70 with Cronbach's Alpha formula. Data analysis techniques used include descriptive statistical analysis, analysis prerequisite tests in the form of normality, linearity, and multicollinearity tests, heteroscedasticity then continued with multiple regression analysis, t test, f test, and determination of the coefficient  $r$ .  $r_{hitung} > r_{tabel}$

## RESULTS AND DISCUSSION

### 1. Discussion of Descriptive Statistical Analysis

Based on the results of the data analysis that has been done, it was obtained that the average value (mean) of principal leadership (X<sub>1</sub>) is mean = 41.9909, minimum = 36.00, maximum = 45.00 standard deviation = 2.05627. For Teacher Work Motivation (X<sub>2</sub>) 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 principal leadership, work motivation, 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, especially at the elementary school level.  $X_1 X_2$

### 2. Discussion of Prerequisite Analysis Test

Before conducting multiple linear regression analysis, a prerequisite analysis test was first conducted to ensure that the research data met the basic assumptions 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 used in this study include the normality test, the linearity test, the multicollinearity test, and the heteroscedasticity test. The results of the normality test using the One Sample Kolmogorov-Smirnov Test showed an Asymp. Sig. (2-tailed) value of 0.242. This value is greater than 0.05 ( $0.242 > 0.05$ ), so it can be stated that the residual data is normally distributed. The results of the linearity test show that the relationship between the principal leadership variable ( $X_1$ ) and teacher performance (Y) has a Deviation from Linearity value of  $0.247 > 0.05$ , while the relationship between work motivation ( $X_2$ ) and teacher performance (Y) is  $0.257 > 0.05$ . Based on these results, it can be stated that the relationship between each independent variable and the dependent variable has a linear relationship, so that the multiple linear regression model is suitable for use in this study. Furthermore, multicollinearity, a tolerance value of 0.300 is obtained which is greater than 0.10 and a Variance Inflation Factor (VIF) value of 1.200 which is less than 10 in the variables of principal leadership () and work motivation (). Based on these criteria, it can be stated that there is no multicollinearity between the independent variables. In the heteroscedasticity test using the Glejser test, the significance value of the principal leadership variable () is 0.288 and work motivation () is 0.166. Both values are greater than 0.05 so it can be stated that there are no symptoms of heteroscedasticity. This indicates that the regression model meets the classical assumptions and is suitable for further analysis.  $X_1 X_2 X_1 X_2$

Based on the results of all prerequisite tests, it can be stated that the research data has met the classical assumptions of linear regression, namely the residuals are normally distributed, 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 and work motivation on teacher performance.

### 3. Discussion of Multiple Regression Analysis

Based on the results of multiple linear regression analysis conducted with the help of SPSS version 25 for Windows, the following regression equation was obtained:

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

The results indicate that the principal leadership variable () and teacher work motivation () have a positive influence on teacher performance (Y). This can be seen from the regression coefficient value of each variable which is positive, so that the relationship that occurs is unidirectional. This means that every increase in the principal leadership variable or work motivation will be followed by an increase in teacher performance. The constant value of 45.811 indicates 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 () of 0.399 indicates that every one unit increase in principal leadership will increase teacher performance by 0.399 units, assuming the work motivation variable is constant. This indicates that principal leadership has an important role in improving teacher performance. Meanwhile, the regression coefficient of the work motivation variable () of 0.575 indicates that every one unit increase in work motivation will increase teacher performance by 0.575 units, assuming the principal leadership variable is constant. This indicates that work motivation has a positive influence on teacher performance. Overall, the results of this study indicate that both principal leadership and work motivation have a

positive influence on teacher performance. This means that the better the principal's leadership and the higher the teacher's work motivation, the higher the teacher's 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 the school environment.  $X_1 X_2 X_1 X_2$

#### 4. The influence of the Principal's leadership (X) on teacher performance (Y) at Poigar District Elementary School $X_1$

The results of this study indicate that the principal's leadership. The results of this study indicate that the principal's leadership has a positive and significant effect on teacher performance at Poigar District Elementary School. This is proven by the significance value of the influence of principal leadership (X) on teacher performance (Y) being  $0.01 < 0.05$  and  $7.194 > 1.971$  so that it is rejected and accepted, meaning there is a significant influence between principal leadership (X) on 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.  $X_1 t_{hitung} t_{tabel} H_0 H_1 X_1$

This shows that the better the principal's leadership, the better the teacher's performance in carrying out learning tasks. Effective principal leadership is able to provide direction, coaching, and create a conducive working atmosphere for teachers. This finding is in line with the opinion of Kartini Kartono (2005) in the world of education, principal leadership is defined as the principal's ability to manage and coordinate all school resources, including teachers, education staff, and students, so that the educational process runs effectively. The principal plays an important role in creating work discipline, increasing teacher work motivation, and building a positive school culture. According to Wahjosumidjo (2007),

a principal is a teacher who is given the additional task of leading a school where the teaching and learning process takes place. Principal leadership is the principal's ability to guide and influence teachers and education staff so that they can work together in achieving educational goals. According to Wullur (2019), principal leadership is a major factor in improving teacher performance through targeted coaching and supervision. And according to Hasinuan, M. (2016) the principal is a leader who has the responsibility to create a conducive work environment, improve teacher work discipline, and develop the quality of education in schools. Meanwhile, according to Lumapow (2011) teacher performance is the result of teacher work in carrying out learning tasks which are influenced by leadership, organizational culture and achievement motivation in the educational environment. According to Tumurang (2020) teacher performance is influenced by work motivation, discipline and professional abilities of teachers and according to Rorimpandey (2020) teacher performance is the ability of teachers to carry out learning tasks effectively in accordance with their professional responsibilities.

This opinion is also in line with the results of previous research from Sidik Purwoko (2018) entitled the influence of Principal leadership, teacher commitment, teacher work discipline, and school culture on the performance of vocational high school teachers which shows that there is a positive and significant influence of Principal leadership on teacher performance. Based on the results of the research and the opinion above, the leadership of the principal has a very large influence on teacher performance, because the leadership of the principal is a principal's ability to influence, encourage, move and convince can create positive energy for teachers to improve their performance.

5. The influence of work motivation (X) on teacher performance (Y) at Poigar District Elementary School

The results of this study indicate that work motivation has a positive and significant effect on teacher performance at Poigar District Elementary School. This is evidenced by the significant value of the influence of work motivation (X) on teacher performance (Y) of  $0.03 < 0.05$  and  $7.013 > 1.971$ , so it can be concluded that it is rejected and accepted, meaning there is a significant influence between work motivation (X) 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 significant effect on teacher performance.

Teachers with high motivation tend to be more 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) stated 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 line with the results of previous research by Liam Yulia (2017) entitled the influence of teacher work motivation and pedagogical competence on teacher performance at SMK Muhammadiyah 1

Prambanan Klaten which shows a positive and significant influence of the Principal's work motivation on teacher performance. Based on the research results and opinions above, it can be concluded that work motivation has an important role in improving 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, can encourage teachers to work more optimally. The higher the work motivation a teacher has, the higher the performance produced, so that work motivation is proven to have a positive and significant influence on teacher performance.

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

From the results of this study, it is known that the significance value for principal leadership and work motivation on teacher performance at Poigar District Elementary School is  $0.04 < 0.05$  and the value of  $29.934 > 3.04$  then it is rejected and accepted meaning there is an influence of principal leadership (X) and teacher work motivation (X) 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 results of the determination coefficient seen from the value (R Square) of 0.608 or 60.8% and the remaining 39.2% is influenced by other factors 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 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 leadership of the principal is

reflected through the role and function of the principal to make a professional principal must be able to carry out seven roles and functions, namely the principal as an educator, manager, administrator, supervisor, leader, innovator, and motivator. According to McClelland (1961) work motivation is the drive within a person to work which is influenced by three main needs, namely the need for achievement, the need for affiliation, and the need for power and So it can be concluded 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 so that he is driven to work. According to Supardi (2013) teacher performance is the work results achieved by teachers in carrying out their duties and responsibilities as educators, both in quality and quantity, in accordance with established standards. Teacher performance is not only seen from the final results, but also from the process of implementing learning tasks that reflect the professionalism of teachers. Teacher performance encompasses the teacher's ability to plan, implement, and evaluate learning, 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 results of this study are also supported by Barnawi & Arifin (2012), who stated that factors influencing teacher performance consist of internal and external factors. Internal factors of teacher performance are factors originating from within the teacher that can influence their performance, for example, abilities, skills, personality and perceptions, motivation to become a teacher, field experience, and family background. Meanwhile, external factors of teacher performance are factors originating from outside the teacher that can influence

their performance, for example, salary, facilities and infrastructure, physical work environment, and leadership. Based on the explanation 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. Therefore, improving the principal's leadership along with teacher work motivation will improve teacher performance, while decreasing leadership and work motivation will decrease teacher performance.

## CONCLUSION

Based on the discussion that has been described previously, the following conclusions were obtained:

1. There is a positive and significant influence of principal leadership on teacher performance at Poigar District Elementary School as evidenced by a significance value of  $0.01 < 0.05$  and  $7.149 > 1.971$  so that it can be concluded that it is rejected and accepted which means there is an influence 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.  $t_{hitung} > t_{tabel} H_0 H_1 X_1$
2. There is a positive and significant influence, teacher work motivation on teacher performance at Poigar District Elementary School as evidenced by a significance value of  $0.03 < 0.05$  and  $7.013 > 1.971$ , so it can be concluded that it is rejected and accepted which means there is an influence on Y. With an unstandardized coefficients (B) value of 0.727, which indicates a positive influence. This means that

the higher the teacher work motivation, the better the teacher performance.  $t_{hitung} > t_{tabel} H_0 H_2 X_2$

3. There is a positive and significant influence, leadership and teacher work motivation together on teacher performance as evidenced by a significance value of  $0.04 < 0.05$  and a value of  $29.934 > 3.04$ , so it is rejected and accepted. With a coefficient determination value of 71.5% and the remaining 28.5% influenced by other factors outside this study.  $F_{hitung} > F_{tabel} H_0 H_3$

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