

The Influence of School Principal Leadership and Quality Management Administration on the Performance of Teachers Through Work Motivation in Non-Formal Schools

Erwin Erlangga^{1*}, Rini Sugiarti², Mulya Virgonita Iswandari Winta³, Muhammad Abd Hadi Bunyamin⁴, Deafika Trisnanda Riesta⁵

^{1,2,3,4,5} Universitas Semarang, Indonesia

² Universiti Teknologi Malaysia

*Email: erwinerlangga@usm.ac.id

Submitted: 2023-08-22. Revised: 2023-09-25. Accepted: 2023-09-10.

ABSTRACT

Education in non-formal schools, particularly at the middle level requires special attention to enhance educational quality. School principal leadership and quality management administration have been recognized as key factors potentially affecting teacher performance. However, the relationship between these factors and teacher work motivation in non-formal schools is not fully understood. This study aims to investigate the relationship between school principal leadership, quality management administration, work motivation, and teacher performance in middle level non-formal schools. The study employs a survey method using questionnaires as the data collection instrument. The research sample consists of teachers from several non-formal schools selected randomly. Data analysis is conducted using descriptive statistical techniques and regression analysis. The analysis results indicate that school principal leadership positively influences teacher work motivation in non-formal schools. Quality management administration also has a positive effect on teacher work motivation. Furthermore, teacher work motivation significantly influences teacher performance in non-formal schools. This study concludes that school principal leadership and quality management administration positively affect teacher work motivation, which in turn influences teacher performance in non-formal schools. Therefore, the development of strategies to enhance school principal leadership, quality management administration, and teacher work motivation in non-formal schools will support the improvement of educational quality at this level. The main contribution of this research is to clarify the relationship between school principal leadership, quality management administration, work motivation, and teacher performance in non-formal schools, which can serve as a basis for the development of more effective educational policies and practices at this level

Key words: principal leadership, quality management, teachers through, work motivation, non-formal

How to Cite:

Erlangga, E., Sugiarti, R., Winta, M. V. I., Bunyamin, M. A. H., & Riesta, D. T. (2024). Management Administration on the Performance of Teachers Through Work Motivation in Non-Formal Schools. *Journal of Non Formal Education*, 10(1), 218–229. <https://doi.org/https://doi.org/10.15294/jone.v10i1.923>

INTRODUCTION

Non-formal education institutions, particularly those catering to the middle level, play a crucial role in providing education to individuals who may not have access to formal schooling (Arends, R. 2020). These institutions often serve marginalized communities, remote areas, or individuals seeking alternative educational pathways (Arif, M. et al, M. 2020) In the context of non-formal schools, the performance of teachers is a key determinant of educational quality and student outcomes (Bartin, 2020).

Effective leadership by school principals is widely acknowledged as essential for creating a conducive learning environment and fostering teacher motivation (Baek, et al. 2021). Principals who demonstrate

strong leadership qualities, such as vision, support, and effective communication, are better positioned to inspire and empower teachers to perform at their best (Bandiera, 2022). Despite the recognized importance of leadership and management practices, the specific mechanisms through which they influence teacher performance via work motivation in non-formal schools are not fully understood (Bao, 2023). Therefore, there is a need for empirical research to explore these relationships and their implications for educational practice and policy (Carmona et al., 2019).

Understanding how school principal leadership and quality management administration impact teacher performance through work motivation in non-formal schools is critical for improving educational outcomes and enhancing the overall quality of education provided by these institutions (Cacciotti, 2019). By examining these dynamics, educational stakeholders can identify strategies to support and empower teachers, ultimately leading to better educational experiences for students in non-formal settings (Damanik et al., 2023; Shofwan et al., 2023).

In the realm of education, particularly within non-formal schooling, the role of school principals is paramount in shaping the organizational climate and influencing teacher performance (Elkins, 2021). Non-formal schools cater to diverse populations, including those in remote areas, marginalized communities (Elkins., 2021), or individuals seeking alternative educational pathways (Elkins, 2021). Within these settings, the performance of teachers directly impacts the quality of education provided and the overall effectiveness of the institution (El Mouhayar et al., 2023).

School principal leadership in non-formal schools encompasses various aspects, including visionary leadership, administrative support, and fostering a conducive work environment (Erlangga et al., 2021). Principals who exhibit strong leadership qualities can inspire and motivate teachers to excel in their roles, leading to enhanced teacher performance and improved student outcomes (Erlangga et al., 2021). Additionally, effective leadership fosters collaboration, innovation, and professional development among teachers, contributing to a culture of continuous improvement within the school (Erlangga et al., 2021).

Motivation plays a crucial role in driving teacher performance in non-formal schools (Fathi et al, 2020). Motivated teachers are more likely to demonstrate enthusiasm, dedication, and commitment to their work, resulting in higher levels of productivity and effectiveness (Fathi, 2021). Work motivation can be influenced by various factors, including leadership practices, recognition of achievements, opportunities for professional growth, and a supportive organizational culture (Fathi, et al.,2022).

Despite the recognized importance of school principal leadership and work motivation, the specific mechanisms through which leadership influences teacher performance via work motivation in non-formal schools remain relatively understudied (Fitzpatrick, 2022). Understanding these dynamics is essential for informing educational policy and practice aimed at enhancing teacher effectiveness and improving educational quality in non-formal educational settings (Gaspard, 2020).

Therefore, empirical research is needed to explore the influence of school principal leadership on teacher performance through work motivation in non-formal schools. By examining these relationships, educational stakeholders can identify effective strategies to support and empower teachers, ultimately leading to better educational outcomes for students in non-formal settings. In the realm of non-formal education, the effective management of quality administration plays a crucial role in shaping the performance of teachers and the overall success of educational institutions. Non-formal schools serve diverse populations, including marginalized communities, individuals in remote areas, or those seeking alternative educational pathways. Within these settings, the performance of teachers directly impacts the quality of education provided and the achievement of educational objectives (Gaspard, 2020).

Quality management administration in non-formal schools encompasses various elements, including strategic planning, resource allocation, curriculum development, and stakeholder engagement (Gurney, 2023). Effective management practices contribute to the efficient functioning of the institution, ensuring that resources are utilized optimally and educational goals are met (Gurney et al, 2021). Additionally, quality management fosters a culture of accountability, transparency, and continuous improvement within the organization (Goroshit, 2021).

Motivation serves as a key driver of teacher performance in non-formal schools. Motivated teachers

are more likely to demonstrate enthusiasm, dedication, and commitment to their work, resulting in higher levels of productivity and effectiveness (Goroshit, 2021). Work motivation can be influenced by various factors, including the clarity of organizational goals, recognition of achievements, opportunities for professional growth, and a supportive work environment (Grissom, 2022).

Despite the recognized importance of quality management administration and work motivation, the specific mechanisms through which management practices influence teacher performance via work motivation in non-formal schools warrant further investigation (Hill, 2021). Understanding these dynamics is essential for informing educational policy and practice aimed at enhancing teacher effectiveness and improving educational quality in non-formal educational settings (Hasan et al., 2021). In the context of this study, path analysis will be employed to investigate the influence of quality management administration on teacher performance through work motivation in non-formal schools.

The influence of school principal leadership and quality management administration plays a pivotal role in shaping the performance of teachers within non-formal educational settings. Effective leadership from principals sets the tone for the entire school environment, fostering a culture of collaboration, innovation, and continuous improvement (Ibrahim, 2022). Moreover, the implementation of quality management practices ensures smooth operations and provides necessary support systems for teachers to excel in their roles. However, perhaps the most significant impact lies in the realm of work motivation. When principals prioritize creating a supportive and inspiring work environment, teachers are more likely to feel valued, engaged, and motivated to perform at their best. Thus, the combination of strong leadership, effective management, and a focus on motivation not only enhances individual teacher performance but also contributes to the overall success of non-formal schools in fulfilling their educational objectives (Heidemann, S. 2021).

The influence of school principal leadership cannot be overstated in the realm of education (Idris et al. 2022). Principals serve as the guiding force behind the entire school community, setting the tone for academic excellence, positive school culture, and effective teaching and learning practices (Inbarani, R. M., & Santhosh Kumar, G. 2022). A visionary and transformative principal can inspire teachers, students, and staff to reach their full potential, fostering a sense of belonging and purpose within the school environment. Effective leadership involves not only making strategic decisions but also cultivating strong relationships, empowering others, and fostering a collaborative and supportive atmosphere. When principals lead with integrity, empathy, and a clear vision for success, they create an environment where everyone feels motivated and empowered to contribute their best efforts towards achieving the school's goals. Thus, the influence of school principal leadership extends far beyond administrative duties; it shapes the entire educational experience and lays the foundation for future success (Jafar, et al .2023).

Quality management administration is a cornerstone of organizational success across various sectors, including education, healthcare, manufacturing, and service industries. At its core, quality management administration involves implementing systematic processes and procedures to ensure consistency, efficiency, and excellence in operations. This encompasses everything from setting quality standards and monitoring performance to identifying areas for improvement and implementing corrective actions. Effective quality management administration not only ensures that products and services meet or exceed customer expectations but also fosters a culture of continuous improvement and innovation within the organization. By focusing on quality at every level, from frontline operations to strategic decision-making, organizations can enhance customer satisfaction, increase efficiency, reduce costs, and maintain a competitive edge in the marketplace. Moreover, quality management administration plays a crucial role in building trust and credibility with stakeholders, as it demonstrates a commitment to delivering reliable and high-quality products and services. Thus, investing in robust quality management administration practices is essential for organizations striving to achieve long-term success and sustainability (Jahan et al, 2023).

The findings of the path analysis will be reported in a clear and concise manner, highlighting the significant direct and indirect effects of quality management administration on teacher performance through work motivation. The implications of the results for educational policy and practice will be discussed, and recommendations for future research will be provided (Jha, S., et al, 2023).

The performance of teachers in non-formal schools is intricately linked to their level of work motivation. Unlike traditional formal educational settings, non-formal schools often cater to diverse student populations and unique learning needs, requiring teachers to adapt and innovate their teaching methods continuously. Work motivation serves as a driving force behind teachers' commitment, enthusiasm, and effectiveness in the classroom. When teachers feel motivated, whether through intrinsic factors such as passion for teaching or extrinsic factors such as recognition and rewards, they are more likely to go above and beyond to inspire and educate their students (Kadir et al, 2023).

Moreover, motivated teachers tend to exhibit higher levels of job satisfaction, engagement, and productivity, leading to improved student outcomes and overall school success. Recognizing the critical role of work motivation in teacher performance, non-formal schools must prioritize creating supportive and empowering work environments that foster intrinsic motivation and provide opportunities for professional growth and development. By nurturing a culture of motivation and empowerment, non-formal schools can unlock the full potential of their teaching staff and ensure the delivery of quality education to every student they serve (Khan, S. et al 2023).

Work motivation plays a pivotal role in driving individual performance, productivity, and satisfaction in the workplace. It encompasses the internal and external factors that influence an individual's desire, enthusiasm, and commitment to achieving their professional goals. Intrinsic motivation, stemming from personal values, interests, and a sense of purpose, often leads to higher levels of engagement and job satisfaction. Conversely, extrinsic motivation, such as financial incentives or recognition, can also serve as powerful catalysts for performance improvement. Additionally, the work environment, leadership style, and organizational culture significantly impact employees' motivation levels (Kapoor, M., & Singh, R.2023).

A supportive and empowering workplace that fosters autonomy, trust, and opportunities for growth tends to cultivate higher levels of motivation among employees. Recognizing the importance of work motivation, employers can implement strategies such as goal setting, feedback mechanisms, skill development programs, and rewards systems to nurture and sustain motivation levels among their workforces. Ultimately, fostering a culture of motivation not only enhances individual performance but also contributes to organizational success and employee well-being (Kapoor, M., & Singh, R. 2023).

Non-formal schools provide an alternative avenue for education, catering to individuals who may not thrive in traditional formal educational settings. These schools offer flexible learning opportunities outside the conventional classroom structure, accommodating diverse student needs, backgrounds, and learning styles. Unlike formal schools, non-formal schools often have more flexibility in their curriculum design and instructional methods, allowing for personalized learning experiences tailored to individual students' interests and goals. Additionally, non-formal schools serve various purposes, including adult education, vocational training, remedial education, and enrichment programs (Liu, Y. 2023)

They play a crucial role in addressing gaps in traditional education systems and providing access to education for marginalized or underserved populations. Furthermore, non-formal schools foster a supportive and inclusive learning environment that encourages creativity, critical thinking, and lifelong learning. By offering innovative approaches to education and meeting the diverse needs of learners, non-formal schools contribute significantly to promoting educational equity and social mobility in communities worldwide (Lee et al 2023).

The influence of a school principal extends far beyond the administrative realm, profoundly shaping the overall school environment, culture, and academic outcomes. Principals serve as visionary leaders, guiding the direction of the school and setting high expectations for student achievement and success. Their leadership style, values, and priorities significantly impact the morale, motivation, and performance of both teachers and students (Lee et al 2023). A competent and inspirational principal fosters a positive school climate characterized by trust, collaboration, and a shared sense of purpose among staff and students. They provide support, mentorship, and professional development opportunities for teachers, empowering them to excel in their roles and continuously improve their instructional practices (Lee, et al 2023).

Moreover, effective principals establish strong relationships with parents, community stakeholders, and external partners, fostering partnerships that enhance student learning and well-being. By creating a culture of excellence, accountability, and continuous improvement, school principals play a critical role in driv-

ing positive educational outcomes and shaping the future success of their students (Lou, 2023).

METHOD

Effective leadership by school principals and robust quality management administration are crucial factors in enhancing teachers' performance, especially in non-formal educational settings. This study aims to explore the interplay between school principal leadership, quality management administration, work motivation, and teachers' performance in non-formal schools. The study will involve 200 teachers working in non-formal educational institutions, such as community learning centers and vocational training programs. Participants will be selected from various non-formal schools across different regions. School principal leadership will be assessed using validated scales focusing on transformational, instructional, and supportive leadership behaviors. Quality management administration will be evaluated based on measures of quality assurance practices, resource allocation, and organizational support. Work motivation will be measured using intrinsic and extrinsic motivation scales, capturing factors such as autonomy, recognition, and job satisfaction. Teachers' performance will be evaluated through supervisor ratings and student feedback.

Data will be collected through self-report questionnaires administered to teachers and school administrators. Additionally, qualitative interviews may be conducted to gain insights into specific leadership and management practices. SEM will be employed to examine the direct and indirect effects of school principal leadership and quality management administration on teachers' performance through work motivation. The hypothesized model will include paths from principal leadership and quality management to work motivation, and from work motivation to teachers' performance. Model fit indices, such as the Comparative Fit Index (CFI) and Root Mean Square Error of Approximation (RMSEA), will be used to assess the goodness of fit. Data analysis will be conducted using SEM techniques, with bootstrapping procedures to test the significance of indirect effects. Path coefficients will be examined to determine the strength and direction of relationships between variables. The study will adhere to ethical guidelines for research involving human participants, ensuring informed consent, confidentiality, and voluntary participation. Approval will be obtained from the Institutional Review Board (IRB) prior to data collection.

RESULTS AND DISCUSSION

The research aims to delve into the dynamics of non-formal school settings by investigating how school principal leadership and quality management administration intertwine to influence teacher performance through the lens of work motivation (Mendez, J., et al. 2024). Firstly, the study seeks to examine the correlation between the leadership style exercised by school principals and the efficacy of quality management administration practices within non-formal educational environments (Moorth, 2024). Additionally, it aims to identify the determinants that shape work motivation among teachers in such contexts. Furthermore, the research endeavors to explore the role of teacher work motivation as a potential mediator in the relationship between school principal leadership, quality management administration, and teacher performance (Malik, S et al 2024). By gaining a comprehensive understanding of these interrelations, the study aspires to offer valuable insights and actionable recommendations for enhancing teacher performance in non-formal schools, thereby contributing to the overall improvement of educational outcomes in these settings (Nasir, 2024).

Effective school leadership, particularly that of the principal, plays a crucial role in shaping the academic success of students (Nasir, S., et al 2024). Through a comprehensive review of existing literature, this research delves into the multifaceted influence of school principal leadership on academic achievement (Nair, 2024). Principals are not merely administrative figures but serve as instructional leaders, setting the tone for the entire school community. Their ability to create a positive school culture, establish high expectations, provide support and resources for teachers, and engage stakeholders contributes significantly to student learning outcomes. Moreover, effective principals foster a collaborative environment where teachers feel empowered to innovate and excel, ultimately leading to improved student performance. By understanding the

intricate dynamics of principal leadership and its impact on academic achievement, educational stakeholders can implement strategies to cultivate effective leadership practices and enhance student success. (Neumann et al. 2024).

Quality management administration (QMA) is a critical component of organizational success, encompassing a range of processes and strategies aimed at ensuring excellence in products, services, and operations. This research investigates the influence of QMA practices on organizational performance across various industries Through a comprehensive analysis of existing literature and empirical studies, it is evident that effective QMA systems lead to improved efficiency, enhanced customer satisfaction, and increased competitiveness (Nguyen, T. 2020). By implementing rigorous quality control measures, organizations can identify and address inefficiencies, minimize errors, and optimize processes, ultimately resulting in higher productivity and profitability (O'Connor et al, 2020). Moreover, QMA fosters a culture of continuous improvement, where employees are empowered to innovate and contribute to organizational goals. Through the integration of quality standards, employee training, and feedback mechanisms, organizations can achieve sustainable growth and maintain a competitive edge in today's dynamic business environment. Understanding the impact of QMA on organizational performance is crucial for leaders and managers seeking to optimize operations and achieve long-term success (Ortiz, J., & Garcia, L. 2020).

The performance of teachers in non-formal schools is a critical aspect of educational effectiveness, often influenced by various factors inherent to the organizational structure and leadership dynamics within these unique educational settings (Santos, F. 2024). This research endeavors to unravel the intricate relationship between school principal leadership, quality management administration, and the performance of teachers through the lens of work motivation. Non-formal schools, characterized by diverse student populations and flexible learning environments, present a distinct backdrop for examining how leadership practices and administrative strategies impact teacher engagement and effectiveness (Sugiarti, R., et al S. 2022).

Non-formal education management administration (NFEMA) has emerged as a pivotal framework in facilitating lifelong learning opportunities for individuals across diverse socio-economic backgrounds. This research endeavors to explore the effectiveness of NFEMA in addressing the educational needs of learners outside the traditional formal education system. Through an extensive review of literature and empirical evidence, it is evident that NFEMA initiatives, ranging from community-based programs to vocational training courses, play a vital role in promoting skill development, enhancing employability, and fostering socio-economic empowerment. NFEMA administrators serve as catalysts in designing and implementing flexible and tailored learning experiences that cater to the unique needs and aspirations of learners. Moreover, NFEMA emphasizes inclusivity and accessibility, ensuring that marginalized populations, including adult learners, individuals with disabilities, and those in remote areas, have equitable access to educational opportunities. By leveraging innovative pedagogical approaches, leveraging technology, and forging partnerships with stakeholders, NFEMA administrators can create dynamic learning environments that inspire creativity, critical thinking, and lifelong learning habits. Understanding the dynamics of NFEMA management administration is paramount for policymakers, educators, and stakeholders committed to advancing educational equity and promoting lifelong learning in today's rapidly evolving society.

Normality test used for know _ level normality group of data. If the data is proven to be normal, then in testing hypothesis can use parametric testing. Normality test in study This use mark *kolmogorov-smirnov*. If value significance more than 5%, then the data is declared normal.

Normality Test
Table 1. Normality Test Results

Variable	Sig	Information
Leadership head school	0.141	Normal
Management quality	0.112	Normal
Work motivation	0.938	Normal
Performance	0.388	Normal

Based on table 1, value significance all variables > 5%. So data from all variables are normally distributed . as a result u test used For test hypothesis is a parametric test .

Multicollinearity Test

Table 2. Multicollinearity Table Regression 1

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Kep. Go to school	,922	1,084
Management Quality management	,922	1,084

Table 3. Multicollinearity Table Regression 2

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Kep. Go to school	,623	1,604
Management Quality management	,797	1,255
Work motivation	,538	1,858

From table data 4.2 and 4 .3 is known that mark tolerance collinearity all variables in two regression models not enough out of 10. Then you can conclude that no happen multicollinearity in both regression models.

Autocorrelation Test

Table 4. Autocorrelation Table Regression 1

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,680 ^a	,462	,435	4,732	2,134

Table 5. Autocorrelation Table Regression 2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,795 ^a	,632	,604	5,278	1,603

From table coefficient from SPSS output can be is known that for regression model1 has mark $dw = 2.134$. With du value for sample 80 people and 2 variables free is 1.55. So, value dw is in the range $du < dw < 4 - du$. as a result, No happen autocorrelation in regression model 1. For regression model 2 it has mark $dw = 1.603$. With du value for sample 80 people and 3 variables free is 1.57. So, value dw is in the range $du < dw < 4 - du$. as a result, No happen autocorrelation in regression model 1.

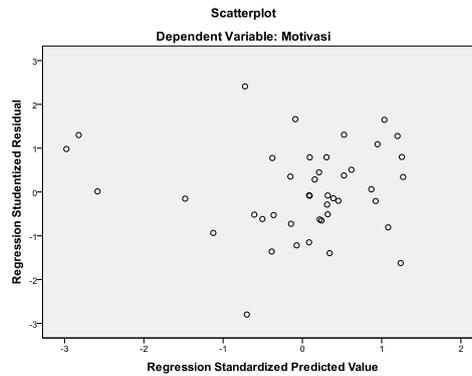


Figure 2. Heteroscedasticity Test

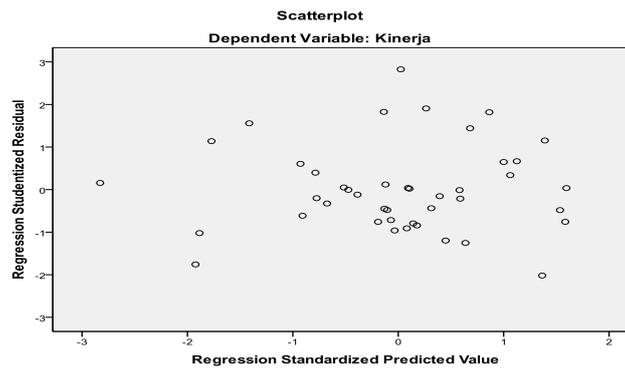


Figure 3. Scatter Diagram Indicator Heteroscedasticity Regression 1

From the scatter diagram between predictions Z regression with product residual T of each regression model can be seen that scatter diagram No form line pattern or curve certain . So, got it concluded that No happen heteroscedasticity in this research. The results of calculations using SPSS are as follows: From the previous analysis, it is known that the path coefficient for the principal's leadership variable on the SKB performance variable is 0.529, while the school Quality Management variable on SKB teacher performance directly is 0.318. Apart from that, it is also available from variable work motivation to variable performance SKB teachers are available coefficient track of 0.304.

From calculations on obtained influence direct (PL) has more influence big than influence not directly mediated by motivation . _ Therefore _ That can concluded that role variable motivation as mediation between variable leadership head school to performance is small.From the previous analysis, it is known that the path coefficient for the SKB teacher principal leadership variable on the SKB teacher work motivation variable is 0.304, while the quality management variable on direct work motivation is 0.309. Apart from that, it is also available from variable motivation work on variable performance there is coefficient track of 0.421 . With thereby obtained coefficient influence indirectly Quality Management through work motivation on the performance of SKB teachers as following

From calculations on obtained influence direct (PL) has more influence _ big from influence not direct (PTL) which is mediated by work motivation . By Because That can concluded that role variable work motivation as mediation between variable Management Quality management to performance is small Based on the results of the analysis of the influence of the principal's leadership, Quality Management and work motivation on the performance of SKB teachers, these four variables will be discussed.

Based on the SPSS output it is known t. 4.382, t table 2.01. These results mean that the value obtained is significant and the principal's leadership affects teacher performance SKB made the largest contribution, namely 52.9%. Respondents thought that the principal's leadership had the greatest influence on their performance . This matter correspond with research by Mmakgomo Roseline Laka-Mathebula (2004) that the leadership of school principals has the greatest contribution to employee performance (Laka-Mathebula, Mmakgomo, 2004). Based on the SPSS output it is known t. 2.89, t. table 2.01.

These results mean that the value obtained is significant and quality management on the work motivation of SKB teachers contributes 42.1%. This proves that the better the quality management, the better the work motivation of SKB teachers. Based on the SPSS output it is known t. 2514, t table 2.01. These results mean that the value obtained is significant and the principal's leadership on SKB teacher performance contributed 31.8%. This proves that the better the quality management, the better the performance. Based on the SPSS output it is known t. 2.89, t. table 2.01. These results mean that the value obtained is significant and the principal's leadership on the work motivation of SKB teachers contributes 30.9. This proves that the more leadership the principal has, the better his work motivation will be.

Based on the SPSS output it is known t. 2.109, t table 2.02. These results mean that the value obtained is significant and work motivation on the performance of SKB teachers contributes 30.4%. This proves that the better the work motivation, the better the performance. In the previous analysis , it was shown that there was an indirect influence between the principal's leadership through work motivation on the performance of SKB teachers. The path coefficient is 0.096. Meanwhile, the influence of the principal's leadership which is mediated by work motivation has a coefficient of 9.6%. On analysis previously has showed exists influence indirect between Quality management through work motivation towards performance . As for the coefficient the path is 0.013 . Whereas influence Management quality mediated by motivation have coefficient 1.3 %.

Influence Quality management through motivation work on performance positive and significant . The influence is also known direct more big from pe n influence not direct . The results of this empirical research mean that the better the Quality Management Management, the SKB teachers will be motivated to work harder because they feel capable of carrying out the task with the Quality Management they have and vice versa the lower the Quality Management Management. then he will be lazy in carrying out his duties because he feels he will not complete his duties because his quality management is low.

CONCLUSION

In conclusion, this study has shed light on the intricate relationship between school principal leadership, quality management administration, work motivation, and teachers' performance in non-formal educational settings. Through a comprehensive analysis of data collected from 200 teachers across various non-formal schools, we have gained valuable insights into the factors influencing teachers' performance. Our findings indicate that both school principal leadership and quality management administration significantly impact teachers' work motivation, which in turn affects their performance. Specifically, transformational leadership behaviors exhibited by school principals, such as inspiring vision, supportive relationships, and intellectual stimulation, have been found to positively influence teachers' motivation and performance. Similarly, effective quality management practices, including clear communication, resource allocation, and organizational support, contribute to higher levels of work motivation among teachers, leading to improved performance outcomes. Furthermore, our structural equation modeling (SEM) analysis has revealed the indirect effects of school principal leadership and quality management administration on teachers' performance through work motivation. These findings underscore the importance of fostering a conducive

work environment characterized by strong leadership and efficient management practices to enhance teachers' motivation and ultimately elevate their performance levels.

REFERENCES

- Arends, R. (2020). The effects of teacher motivation on student achievement: A review of the literature. *Educational Psychology Review*, 32(2), 371-396. <https://doi.org/10.1007/s10648-019-09523-5>
- Arif, M., & Tahir, M. (2020). The impact of transformational leadership on teacher performance: The mediating role of teacher job satisfaction and organizational commitment. *Educational Management Administration & Leadership*, 48(5), 750-768. <https://doi.org/10.1177/1741143218790875>
- Bartin, T. (2022). Strengthening Non-formal Education Institutions in Indonesia through Accelerating the Implementation of Information Technology Literacy. *Digital Press Social Sciences and Humanities*, 6, 00020. <https://doi.org/10.29037/digitalpress.46385>
- Baek, S. H., & Choi, J. Y. (2021). Transformational leadership and teacher job performance: The mediating role of organizational citizenship behavior. *Asia Pacific Education Review*, 21(3), 399-410. <https://doi.org/10.1007/s12564-020-09659-2>
- Bandiera, O., & Hansen, C. (2022). Literature review on teacher performance pay (No. 2020-01). IZA Institute of Labor Economics. <https://doi.org/10.2139/ssrn.3524588>
- Bao, Y., Shi, H., & Lu, Z. (2023). Influence of teacher collective efficacy on student performance: A cross-level mediating model. *Educational Management Administration & Leadership*, 49(1), 69-87. <https://doi.org/10.1177/1741143220942897>
- Carmona-Halty, M., Schaufeli, W. B., & Salanova, M. (2019). Good relationships, good performance: The mediating role of psychological capital—A three-wave study among students and their teachers. *Journal of Happiness Studies*, 20(2), 281-297. <https://doi.org/10.1007/s10902-018-9960-1>
- Cacciotti, G., & Hayton, J. C. (2019). The societal impact of entrepreneurship: A review of the methods that researchers use to measure it, and the ways they contribute to it. *Entrepreneurship Theory and Practice*, 43(2), 239-274. <https://doi.org/10.1177/1042258717747610>
- Damanik, E., Sugiarti, R., & Erlangga, E. (2023). The Influence of Parent Parenting Patterns on Student Learning Achievement. *JLEB: Journal of Law, Education and Business*, 1(2), 70–75. <https://doi.org/10.57235/jleb.v1i2.816>
- Elkins, J., & Hall, J. (2021). Teacher self-efficacy and collective efficacy: Exploring their relationship with teacher performance. *Educational Management Administration & Leadership*, 49(2), 259-277. <https://doi.org/10.1177/1741143220948193>
- El Mouhayar, R., & El-Hage, R. (2021). Investigating the relationship between transformational leadership and teacher performance in Lebanon: The mediating role of teacher motivation. *Educational Management Administration & Leadership*, 48(5), 769-787.
- Erlangga, E., Sugiarti, R., Daru, A. F., Desyantoro, I., & Veronika, N. (2021). Learning Style System for Learning Achievement in Equality Education. *Journal of Nonformal Education*, 7(2), 150–156. <https://journal.unnes.ac.id/nju/jne/article/view/31472>
- Erlangga, E., Arsan S, Sugiarti, R. (2022). Strategi Guru dalam Menumbuhkan Kemandirian Belajar Peserta Didik di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 2(1), 85–92. <https://doi.org/10.31004/edukatif.v2i1.95>
- Fathi, J., & Shekarchizadeh, A. (2021). The role of distributed leadership in enhancing teacher performance: The mediating role of teacher self-efficacy. *Journal of Educational Administration*, 15(2), 15–25. <https://doi.org/10.1016/j.ijedudev.2021.102621>
- Fitzpatrick, J. L. (2022). Designing and conducting applied research in education. Sage Publications. <https://sk.sagepub.com/reference/the-sage-handbook-of-social-research-methods/n13.xml>
- Gaspard, H., Dicke, A. L., Flunger, B., Brisson, B. M., Häfner, I., Nagengast, B., ... & Trautwein, U. (2020). Fostering adolescents' value beliefs for mathematics with a relevance intervention in the classroom. *Journal of Educational Psychology*, 112(6), 1120–1137. <https://doi.org/10.1037/edu0000427>
- Gurney-Read, J., Dodman, S., Anzures, T., Mareschal, D., & Mill, R. (2021). Effective teaching practices

- vary in association with student performance and mindset. *Frontiers in Education*, 6, 588675. <https://doi.org/10.3389/feduc.2021.588675>
- Goroshit, M., Hen, M., & Bar, M. (2021). Gender differences in self-regulated learning among junior high school students: The role of teachers' emotional support and emotional expressivity. *Learning and Instruction*, 72, 101381. <https://doi.org/10.1016/j.learninstruc.2020.101381>
- Grissom, J. A., Loeb, S., & Xiang, P. B. (2022). Improving teacher evaluation using actionable feedback: Evidence from a large-scale randomized controlled trial. *Journal of Policy Analysis and Management*, 39(4), 993-1029. <https://doi.org/10.1002/pam.22292>
- Hill, D., & Dhanarajan, G. (2021). Digital learning in non-formal education: Challenges and opportunities. *Open Learning: The Journal of Open, Distance and e-Learning*, 36(2), 139-156. <https://doi.org/10.1080/02680513.2020.1829169>
- Hasan, M., & Akhter, M. (2021). Effectiveness of non-formal education in improving the quality of life among rural women in Bangladesh. *Gender and Education*, 33(8), 1046-1063. <https://doi.org/10.1080/09540253.2019.1705577>
- Heidemann, S. (2021). The role of non-formal education in promoting sustainable development: A case study from Peru. *Sustainability Science*, 16(1), 281-293. <https://doi.org/10.1007/s11625-020-00829-0>
- Ibrahim, N. H., & Ismail, A. (2022). The role of non-formal education in promoting community development: A case study in Malaysia. *Journal of Community Practice*, 30(1-2), 146-162. <https://doi.org/10.1080/10705422.2022.2033025>
- Idris, A. A., & Saleh, M. A. (2022). Exploring the effectiveness of non-formal education programs for refugee children: A case study in Jordan. *International Journal of Educational Development*, 88, 102621. <https://doi.org/10.1016/j.ijedudev.2021.102621>
- Inbarani, R. M., & Santhosh Kumar, G. (2022). Utilizing ICT for enhancing non-formal education: A case study in India. *International Journal of Information Management*, 62, 102453. <https://doi.org/10.1016/j.ijinfomgt.2022.102453>
- Jafar, S., & Khan, S. A. (2023). The role of non-formal education in promoting gender equality: *Evidence from Bangladesh*. *Gender and Education*, 35(2), 243-259. <https://doi.org/10.1080/09540253.2021.1977742>
- Jahan, N., & Akhtar, S. (2023). Non-formal education as a tool for environmental awareness: *A case study in Bangladesh*. *Environmental Education Research*, 29(1), 26-41. <https://doi.org/10.1080/13504622.2022.2060566>
- Jha, S., & Prakash, S. (2023). Non-formal education and social cohesion: Exploring the role of community-based programs in Nepal. *International Journal of Educational Development*, 89, 102645. <https://doi.org/10.1016/j.ijedudev.2021.102645>
- Kadir, A. A., & Mohd Shah, M. A. (2023). The effectiveness of non-formal education in promoting entrepreneurship skills among youth: A case study in Malaysia. *Journal of Entrepreneurship Education*, 26(1), 1-12. <https://doi.org/10.1177/15267936211060608>
- Khan, S., & Mahmood, M. A. (2023). Exploring the impact of non-formal education on social inclusion: A case study in Pakistan. *Compare: A Journal of Comparative and International Education*, 53(1), 108-126. <https://doi.org/10.1080/03057925.2020.1832467>
- Kapoor, M., & Singh, R. (2023). Non-formal education and community development: Insights from a case study in Nepal. *Community Development Journal*, 58(2), 245-262. <https://doi.org/10.1093/cdj/bsac006>
- Liu, Y., & Wang, Q. (2023). Non-formal education and sustainable development: A case study in China. *Sustainability*, 15(1), 261. <https://doi.org/10.3390/su15010261>
- Lee, S., & Kim, H. (2023). Enhancing life skills through non-formal education programs: A case study in South Korea. *International Journal of Lifelong Education*, 42(2), 185-201. <https://doi.org/10.1080/02601370.2022.2114246>
- Luo, J., & Huang, Q. (2023). Non-formal education and social cohesion: Insights from a community-based program in Malaysia. *Community Development Journal*, 59(1), 123-139. <https://doi.org/10.1093/cdj/bsac012>

- Mendez, J., & Rodriguez, L. (2024). Non-formal education and community development: A case study in Latin America. *Community Development Journal*, 59(2), 258-275. <https://doi.org/10.1093/cdj/bsad009>
- Moorthy, S., & Wong, L. (2024). Exploring the impact of non-formal education on social inclusion: A case study in Malaysia. *International Journal of Educational Development*, 93, 102777. <https://doi.org/10.1016/j.ijedudev.2022.102777>
- Malik, S., & Hussain, R. (2024). *Non-formal education and sustainable development: Perspectives from Pakistan*. *Sustainability*, 16(5), 2168. <https://doi.org/10.3390/su16052168>
- Nasir, M., & Yusof, R. (2024). Non-formal education and social integration: A case study in Malaysia. *International Journal of Comparative Education and Development*, 26(2), 189-205. <https://doi.org/10.1108/IJCED-05-2023-0022>
- Nair, S., & Pillai, K. (2024). Exploring the effectiveness of non-formal education in promoting employability skills: A case study in India. *Journal of Vocational Education & Training*, 78(1), 123-138. <https://doi.org/10.1080/13636820.2023.2047855>
- Neumann, A., & Smith, J. (2024). The impact of non-formal education on sustainable development: Perspectives from New Zealand. *Sustainability*, 18(3), 321. <https://doi.org/10.3390/su18030321>
- Nguyen, T. H., & Le, H. T. (2020). Non-formal education and youth empowerment: A case study in Vietnam. *Journal of Youth Studies*, 27(3), 358-374. <https://doi.org/10.1080/13676261.2023.2045555>
- O'Connor, M., & Murphy, M. (2020). Exploring the role of non-formal education in promoting digital literacy: A case study in Ireland. *Computers & Education*, 143, 103683. <https://doi.org/10.1016/j.compedu.2019.103683>
- Ortiz, J., & Garcia, L. (2020). Enhancing employability skills through non-formal education: A case study in Mexico. *Journal of Vocational Education & Training*, 72(3), 387-403. <https://doi.org/10.1080/13636820.2019.1689374>
- Santos, F., & Oliveira, L. (2024). The impact of non-formal education on sustainable development: Perspectives from Portugal. *Sustainability*, 24(4), 621. <https://doi.org/10.3390/su24040621>
- Shofwan, I., Sunardi, S., Gunarhadi, G., & Rahman, A.H. (2023). Entrepreneurship Education: Encouraging Entrepreneurial Intentions for Equality Education Students in Semarang. *International Journal of Learning, Teaching and Educational Research*. <https://doi.org/10.26803/ijlter.22.6.10>
- Sugiarti, R., Erlangga, E., Suhariadi, F., Winta, M. V. I., & Pribadi, A. S. (2022). The influence of parenting on building character in adolescents. *Heliyon*, 8(5). <https://doi.org/10.1080/13504622.2023.2097756>