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The Role of Motivation in Mediating the Influence of Principal Leadership, Work Environment, and Teacher Competence on the Performance of Elementary School Teachers in Sirampog District

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Abstract

This study aims to examine the role of motivation in mediating the influence of principal leadership, work environment, and teacher competence on the performance of elementary school teachers in Sirampog District. By using quantitative research method based on survey approach, data were collected through valid and reliable questionnaires from 207 elementary school teachers in the region. Data were analyzed using multiple regression, Sobel mediation test, and path analysis. The results showed that principal leadership, work environment, and teacher competence have a positive and significant effect on teacher performance. In addition, motivation acts as a mediator that strengthens the influence of these variables on teacher performance. The findings indicate that increasing motivation as well as inspiring and supportive leadership is essential to improve teacher performance in the elementary school environment. The practical implications of this study suggest that principals, school managers and local governments should pay attention to motivational factors and teacher competency development as an effort to improve the quality of primary education.

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INTRODUCTION

Education is essentially an effort to civilize humans or humanize humans (Ondi Saondi et al, 2021). The National Education System says that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Article 1 of Law No. 20 of 2003).

Performance is the quality and quantity of work achieved by an employee in carrying out his duties in accordance with the responsibilities given to him (Mangkunegara, 2004), the synergy result of a number of factors, namely: Internal

employee factors can be driven from competence, self-motivation, skills, and work commitment (Wirawan 2009), Teaching performance refers to the extent to which teachers reach a school's goals or satisfy the school's values (Wang, 2010), There are direct and indirect factors that encourage the creation of a performance (Mohammad Faisal, 2015). Indicators of teacher performance include the ability to plan learning, implement learning, and evaluate learning (Rusdi, 2011).

The principal is the central figure in improving the quality of education in schools (Mulyasa, 2004), essentially a planner, organizer, leader, and a controller (Wahjosumidjo, 2005), the principal's leadership indicators consist of personality, knowledge, understanding of the vision and mission, decision making, and communication skills (Mulyasa, 2003).

The work environment is everything that is around the worker and that can affect him in carrying out the tasks assigned (Nitisemito, 2015), something that is in the environment of the workers that can affect him (Afandi, 2016). Work environment indicators are physical and non-physical environments (Nitisemito, 1996). Competence is an ability to carry out or do a job (Spencer, 2007), competence is proficiency, skill, ability (Veithzal, 2003), competence comes from English competency which means proficiency, ability and authority (Satori, 2007), competency indicators include pedagogical, personality, social and professional competencies (PP No. 74, 2008).

Motivation comes from the English "motivation" from the root verb 'motivate' with the meaning of encouraging, causing according to (Chotimah, 2014), everything that raises the spirit or drive to work (Wexley and Yukl, 2006), the desire in a person that causes that person to act (Mathis-Jackson, 2010), providing feedback to employees (Dessler, 2009), energy changes in a person characterized by the emergence of "feeling" (Sadirman, 2003). Based on the results of preliminary interviews that researchers conducted with the Head of the Korwilcam Satpendik Sirampog Subdistrict and the Chairperson of the KKKS (Principal Working Group), it was explained that the performance of teachers in Sirampog Subdistrict, Brebes Regency was not entirely good, because there were still several teachers who were not optimal in carrying out their duties. The poor performance of teachers in Sirampog sub-district is caused by internal and external factors. Internal factors are factors that come from themselves, while external factors come from outside themselves. External factors such as principal leadership and work environment, while the internal factors in question are competence and motivation. The following will describe the background of the problem in this study.

Performance is a measure of whether the organization is running well or not. Teacher performance is calculated based on the results of work that has been obtained or achieved by someone in a group or organization based on standards that are adjusted to the type of work and norms set to achieve goals (Maknun, 2019). Teacher performance in educational institutions is influenced by several important factors, namely workload and leadership style (Juniarti et al., 2020); (Oslan, 2015). The performance produced by teachers will certainly have a lot of influence on the development of the quality of education in these educational institutions. Workload and work leadership style are closely related to work efficiency.

The background of this research problem is that there are 12 elementary schools that do not have a definitive principal, resulting in a lack of effective leadership in school management, which has an impact on the motivation and performance control of elementary school teachers in Sirampog sub-district. There is only one quota for principal appointments, while there are two principals who are retiring in 2025. These conditions exacerbate the problems of principal leadership and will inevitably impact on the performance of primary school teachers in Sirampog sub-district.

The remote location of schools makes access difficult for teachers and students, resulting in limited learning resources and poor performance of teachers as teachers in these schools. The long distance between teachers' residences and remote schools results in a decline in teacher performance, which is evident in the lack of orderly departure and return times, minimal student achievement, delays in official information and the fulfillment of official duties.

School environments that lack facilities, such as limited classrooms, laboratories and technology facilities, hamper innovative and interactive learning processes. Lack of parental and community attention to education has resulted in low support for students' academic development and the motivation of primary school teachers in Sirampog sub-district to teach.

Teachers' educational qualifications are not linear with the field they teach, resulting in a lack of in-depth understanding of the subject matter, which impacts on learning effectiveness. Teachers' declining involvement in training and professional development hinders their competence, learning innovation and adaptation to curriculum developments and educational technology.

METHOD

This research design is quantitative research using a correlational approach. Ex post facto research is research to explain and find how the variables in the study are interconnected and influential. The population is people, objects or things that are considered as samples for research according to the criteria on the problem under study (KBB1, 2019) which amounted to 428 elementary school teachers in Sirampog District, and of that number 207 teachers were taken as samples using the propinate simple random sampling method as part of the number and quality of the population (Sugiyono, 2013), then, the distribution of samples proportionally from the stratified population (Kuncoro, 2008).

Variables that affect or cause changes or the emergence of dependent variables (bound), namely teacher performance and independent variables are often referred to as stimulus, predictor, antecedent (Sugiyono, 2019), namely principal leadership, work environment and teacher competence, besides that in this study also included the intervening variable motivation as a link between the influence of the independent variable to the dependent variable (Sugiyono, 2019).

Data collection techniques are a method used by researchers to reveal or capture quantitative information from respondents according to the scope of research (Wiratna, 2014). namely a questionnaire (questionnaire), by giving a set of questions and written statements to respondents to answer and the approach used in this questionnaire is a Linear scale (Sugiyono, 2019), The type of questionnaire to be used is a closed questionnaire, where the question or statement already has an alternative answer (option) that the respondent only has to choose from with a gradation of values from 1 to 5 (Sugiyono, 2022). The answer to each instrument item that uses a linear scale has gradations from very positive to very negative, which can be in the form of words (Sugiyono, 2022).

Technical data analysis is the process of systematically searching and compiling data obtained from the results of the questionnaire by organizing data into categories, breaking down into units, synthesizing, compiling into patterns (Sugiyono, 2019), which consists of descriptive analysis techniques, inferential analysis techniques (Sugiyono, 2020). Then processed through the classic assumption test with the aim of knowing the condition of the data used in the study in order to get the right analysis model (Sugiyono, 2013).

Triangulation of methods compares results from documen, quesioner, and online results . The triangulation method is presented in Figure 1.

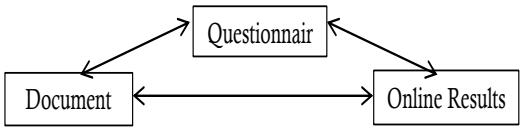

Figure 1. Triangulation of Method

The data analysis techique in this study used the Miles & Huberman (1994) Interactive Analysis Model. The Miles and Huberman analysis is presented in Figure 2.

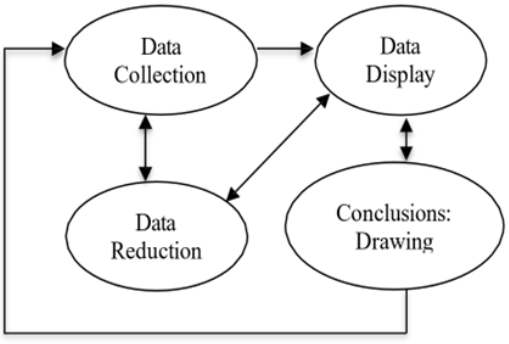

Figure 2. Interactive Analysis Model Miles & Huberman

RESULTS AND DISCUSSION

RESULTS

Description of Respondents

From the results of research involving 207 teachers in Sirampog Subdistrict, Brebes Regency, it can be seen that there is a fairly balanced distribution between genders. A total of 93 teachers (44.92%) were male, while 114 teachers (55.08%) were female. Data analysis technique is the process of systematically searching and compiling data obtained from the questionnaire results. Statistical Description

1) Principal Leadership

Descriptive statistical results of the principal leadership variable, the statement with the highest mean value at X.1.10, namely 4,5314 with a minimum value of 3, and a maximum value of 5 and a standard deviation of 0,58103 While the statement with the lowest mean value is at X.1.2, namely 4,1739 with a minimum value of 2, a maximum value of 5 and a standard deviation of 0,70964.

2) Work Environment

Descriptive statistical results of work environment variables, statements with the highest mean value at X.2.9, namely 4,5024 with a minimum value of 3, and a maximum value of 5 and a standard deviation of 0.57348. While the statement with the lowest mean value is on X.2.1, which is 4.3333 with a minimum value of 3, a maximum value of 5 and a standard deviation of 0.56603.

3) Teacher Competence

Descriptive statistical results of teacher competence variables, the statement with the highest mean value at X.3.5 is 4.4976 with a minimum value of 3, and a maximum value of 5 and a standard deviation of 0.62995. While the statement with the lowest mean value is on X.3.1, which is 4.1836 with a minimum value of 1, a maximum value of 5 and a standard deviation of 0.62715.

4) Motivation

Descriptive statistical results of motivation variables, the statement with the highest mean value at Z.10 is 4.4541 with a minimum value of 3, and a maximum value of 5 and a standard deviation of 0.61263. While the statement with the lowest mean value is on Z.2, which is 4.2222 with a minimum value of 2, a maximum value of 5 and a standard deviation of 0.64529.

5) Teacher Performance

Descriptive statistical results of teacher performance variables, the statement with the highest mean value in Y.6 is 4.5362 with a minimum value of 3, and a maximum value of 5 and a standard deviation of 0.57233. While the statement with the lowest mean value is in Y.1, which is 4.3188 with a minimum value of 1, a maximum value of 5 and a standard deviation of 0.67894.

Test of Research Instruments

Validity Test

This test compares the value of r-count with the value of r-table for a degree of freedom (df) of n-2. In this case, n is the number of samples. In this study, the number of samples amounted to 207 teachers, so df = 207 - 2 = 205. The r-table validity test shows a value of 0.1364.

Based on the data processing results from 50 items distributed evenly across 10 variables, all r-count values are greater than the r-table value (Sugiyono, 2010). Since all of the questionnaire items show Pearson correlation results greater than 0.1364, it can be concluded that all of the items from each of the principal leadership variables (X.1), work environment (X.2), teacher competence (X.3), motivation (Z), and teacher performance (Y) are valid and can be used in further testing.

Reliability Test

Table 1. Reliability Test Results

Variable	Comparison Cronbach's Alpha		Description
	Cronbach's Alpha	α > 60 %	
Principal leadership	0,808	0,60	Reliable
Work environment	0,819	0,60	Reliable
Teacher competency	0,812	0,60	Reliable
Motivation	0,794	0,60	Reliable
Teacher performance	0,851	0,60	Reliable

The data above shows that all Cronbach Alpha values listed in the table of calculation results using SPSS for each variable are> 0.60. So it can be said that all research instruments are reliable and can be used for further tests.

Classical Assumption Test

Table 2. Normality Test Result One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		207
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	3,71211892
Most Extreme Differences	Absolute	,034
	Positive	,031
	Negative	-,034
Test Statistic		,034
Asymp. Sig. (2-tailed)		,200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the output results, the significance value is 0.200. So that the value of the processing results is greater than 0.05 or 5%, it can be concluded that the residuals are normally distributed.

Table 3. Multicollinearity Test Results Coefficientsa

Model		Collinearity Statistics Tolerance	VIF
1	Principal leadership	,416	2,403
	Work environment	,419	2,384
	Teacher competency	,394	2,537
	Motivation	,567	1,764

a. Dependent Variable: Teacher Performence

The calculated data shows that all tolerance values of the independent variables are above 0.1 and the VIF (Variance Inflation Factor) values of the independent variables are all below 10. So by looking at the results of data processing it can be said that the data does not occur multicollinearity.

There are several ways to detect the presence or absence of heteroscedasticity, one of which is by using the Glejser test (Ghozali, 2017).

Table 4. Results of Heteroscedasticity Test using Glejser Test

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	2,151	1,771		1,215	,226
	Principal leadership	,039	,051	,083	,770	,442
	Work environment	,021	,052	,044	,404	,686
	Teacher competency	-,086	,053	-,179	-1,607	,110
	Motivation	,023	,046	,046	,494	,622

a. Dependent Variable: Teacher Performence

Based on the results of data processing above, it can be seen that the significance value of principal leadership, work environment, teacher competence and motivation is greater than 5% or 0.05, so it can be concluded that there is no case of heteroscedasticity.

Hypothesis Test

In this study, the hypothesis tests used were multiple linear regression tests (Ghazali, 2018), path analysis or path analysis (Riduwan & Kuncoro, 2017), determination test (adjusted R) (Ghazali, 2018), t test (Ghazali, 2018), and F test (Ghazali, 2018). As for the results of data processing, the first test is the multiple linear regression test, namely:

Table 5. Results of Multiple Linear Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	16,217	1,544		10,504	,000
	Principal leadership	,272	,058	,339	4,707	,000
	Work environment	,247	,054	,338	4,540	,000
	Teacher competency	,128	,049	,187	2,591	,010

a. Dependent Variable: Teacher Performence

Based on the table above, it can be seen that the constant is 16.217, which means that if the principal leadership variable, the work environment and teacher competence are considered zero, the teacher performance variable is 16.217. The principal leadership regression coefficient obtained a value of 0.272, which means that the principal leadership has increased while the other independent variables are assumed to be constant, the teacher performance will increase by 0.272. The work environment regression coefficient obtained a value of 0.247, which means that if the work environment variable increases while the principal leadership variable and teacher competence are assumed to be constant, teacher performance will also increase by 0.247. The teacher competency regression coefficient obtained a value of 0.128, which means that if the teacher competency variable increases while the principal's leadership and work environment are assumed to remain, teacher performance will also increase by 0.128.

Then for the second hypothesis test is path analysis or path analysis. This analysis not only

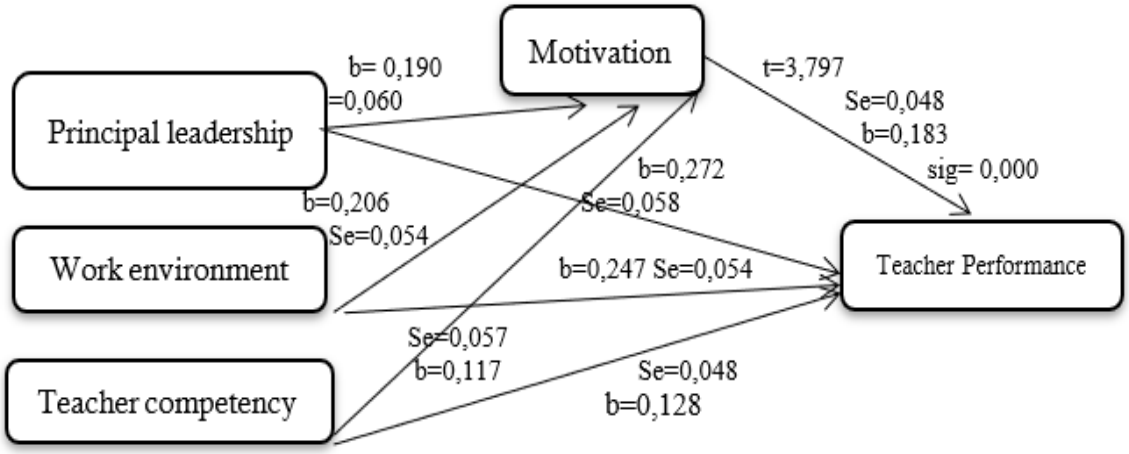

Figure 1. Path Analysis

tests the direct effect, but also explains the indirect effect that the independent variable has through the intervening variable on the dependent variable. The first thing to do in the path analysis test is to first describe the path diagram. Second, determine the path coefficient. In this study, there are two path coefficients to be sought, namely the direct effect path coefficient and the indirect effect path coefficient.

Based on the figure above, it is known that the first model multiple linear regression test was conducted to determine the direct effect between the independent variables, namely Principal Leadership, Work Environment, and Teacher Competence on Teacher Performance. The test results show that all independent variables have a positive and significant influence on Teacher Performance with a significance value below 0.05.

1) Principal Leadership has a coefficient value of 0.272, t-count 4.707 and significance 0.000. This means that if every 1 unit increase in the score of the principal leadership variable will be followed by an increase in the teacher performance variable by 0.272 units. In addition, the sig value of 0.000 <0.05 means that the principal leadership variable has a significant effect on teacher performance.
2) Work Environment has a coefficient value of 0.247, t-count 4.540 and significance 0.000. This means that if every 1 unit increase in the score of the work environment variable will be followed by an increase in the teacher performance variable by 0.247 units. In addition, the sig value of 0.000 <0.05 means that the work environment variable has a significant effect on teacher performance.
3) Teacher Competence has a coefficient value of 0.128, t-count 2.591 and significance 0.010. This means that if every 1 unit increase in the score of the teacher competency variable will be followed by an increase in the teacher performance variable by 0.128 units. In addition, the sig value-0.010 <0.05 means that the teacher competency variable has a significant effect on teacher performance.

These results indicate that the better the principal's leadership, work environment, and teacher competence, the higher the teacher's performance. Then to find out the mediating variable has an influence on the dependent variable, data processing is carried out through indirect paths, and the results of data processing can be seen in the table below:

Table 6. Results of Indirect Path Analysis

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	14,059	1,599		8,794	,000
	Principal leadership	,190	,060	,234	3,159	,002
	Work environment	,206	,054	,280	3,817	,000
	Teacher competency	,117	,057	,157	2,049	,042
	Motivation	,183	,048	,235	3,797	,000

a. Dependent Variable: Teacher Performence

Based on the table above, the second model path analysis test was conducted to determine the indirect effect between the independent variables, namely Principal Leadership, Work Environment, and Teacher Competence on Teacher Performance mediated by motivation, as for the explanation is:

1) Motivation has a significant direct effect on Teacher Performance (B = 0.183; Sig. = 0.000). This indicates that teachers' work motivation is an important factor in improving their performance.
2) When the motivation variable is included in the model, there is a decrease in the coefficients of the independent variables:
   a) The coefficient of Principal Leadership decreased from 0.272 to 0.190.
   b) The Work Environment coefficient decreased from 0.247 to 0.206.
   c) Teacher Competency coefficient decreased from 0.128 to 0.117.
3) This indicates that Motivation acts as a partial mediating variable in the relationship between the three independent variables on Teacher Performance.

Based on the regression results and path diagram, the indirect effect of each variable through motivation can be calculated as follows: Indirect Influence = (X→M)×(M→Y) then the calculation results of each variable that has been mediated by motivation on the dependent variable are obtained as presented in the table below:

Table 7. Total Influence

Variable	Influence		Total
	Direct	Indirect	
Principal leadership	0,190	0,035	0,225
Work environment	0,206	0,038	0,244
Teacher competency	0,117	0,021	0,138

The table above indicates that strengthening teacher motivation can increase the effectiveness of the influence of organizational and individual factors on teacher performance. The work environment has the largest total effect on teacher performance (0.244), followed by leadership (0.225) and teacher competence (0.138). Motivation as a mediating variable has a significant influence on teacher performance, with a coefficient of 0.183, t-count of 3.797, and a significance of 0.000. This confirms that the higher the motivation the teacher has, the more his performance will increase.

Then for the results of the next hypothesis test is the sobel test. As for this sobel test using the help of the Daniel-soper calculator tool with the following results:

1) The Effect of Principal Leadership through Motivation on Teacher Performance

Based on the calculation results, the Z value is 2.673 with a p value = 0.007. Because the Z value > 1.96 and p < 0.05, it can be concluded that motivation significantly mediates the effect of principal leadership on teacher performance. This shows that the better the principal's leadership, it will increase teacher motivation which in turn has a positive impact on their performance.

2) The influence of the Work Environment variable through motivation on the Teacher Performance.

The Sobel test shows a Z value of 2.913 with p = 0.003. This value is also greater than the critical threshold (Z) = 1.96 with significance <0.05, so it can be concluded that motivation significantly mediates the effect of work environment on teacher performance. This means that a conducive work environment can increase teacher motivation which in turn contributes to improving teacher performance.

3) The effect of the Teacher Competency variable through motivation on the Teacher Performance.

In this path, the calculation results show a Z value of 2.043 with a p value = 0.040. This value is below the critical threshold (Z) = 1.96, with significance <0.05. Thus, motivation is proven to significantly mediate the effect of teacher competence on teacher performance.

This indicates that teacher competence is important and that increasing motivation is the main way to influence teacher performance in terms of competence.

The next analysis is the determination test (Adjusted R^2). The adjusted R-squared value determines the determination value, where the coefficient value is between 0 and 1; the greater

the coefficient value, the greater the influence of the independent variable on the dependent variable, as shown in the table below.

Table 8. Determination Test Results (Adjusted R²)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,837[a]	,701	,695	1,239

a. Predictors: (Constant), Motivation, Teacher Competence, Principal Leadership, Work Environment

Based on the test results in model 1, the adjusted R Square value is 0.614, and for model 2 test results, the Adjusted R Square value is 0.695. This value indicates that 69.5% of the dependent variable, namely Teacher Performance, can be explained by four independent variables which include Principal Leadership, Work Environment, Teacher Competence, and Motivation. While the remaining 30.5% is explained by other variables outside this model.

After that, the researchers conducted a T test to obtain the following results, namely the principal's leadership variable has a significance value of 0.000 <0.05, with a t value of 4.707> 0.1371. This shows that the principal's leadership has a positive and significant effect on teacher performance. Then the work environment variable has a significance value of 0.000 <0.05, the t value is 4.540> 0.1371. This means that a conducive work environment can significantly improve teacher performance. Then the teacher competency variable has a significance value of 0.010 <0.05, with a t count of 2.591> 0.1371.

This shows that teacher competence also has a positive and significant effect on teacher performance. Principal leadership through motivation has a t value of 3.159 > 0.1374 and a significance value of 0.002 (<0.05). Thus it can be concluded that principal leadership mediated by motivation has a significant effect simultaneously on teacher performance. Work Environment through motivation has a t value of 3.817 > 0.1374 and a significance of 0.000 < 0.005. Thus it can be concluded that the work environment mediated by motivation has a significant effect on teacher performance.Teacher competence has a t value of 2.049> 0.1374 and a significance of 0.042 <0.005. Thus it can be concluded that teacher competence mediated by motivation has a significant effect on teacher performance. Motivation, as a mediating variable, shows a t value of 3.797 > 0.1374 with a significance of 0.000 < 0.05, which means motivation has a positive and significant effect in mediating principal leadership, work environment and teacher competence on teacher performance.

For the last test result, the F test obtained the following results as shown in the figure:

Table 9. F-Test Results for Model 1

ANOVA[a]

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	643,092	3	214,364	110,319	,000[b]
Residual	394,454	203	1,943		
Total	1037,546	206			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Teacher Competence, School Principal Leadership, Work Environment

The F distribution table is df (n1) = k = 3, namely and df (n2) = 207 - 3 -1 = 203 with the result that the F table value is 2.65. From the table above, the calculated F value is 110.319, whose value is> 2.65 with a significance value of 0.000 <0.05. This significance value is much smaller than the specified significance limit (α = 0.05), which means that the regression model is statistically significant.

Table 10. F-Test Results for Model 2

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	727,243	4	181,811	118,355	,000[b]
	Residual	310,303	202	1,536		
	Total	1037,546	206			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Motivation, Teacher Competence, School Principal Leadership, Work Environment

The F distribution table is df (n1) = k = 3, namely and df (n2) = 207 - 3 -1 = 203 with the result that the F table value is 2.42. Based on the results of the regression analysis shown in Table

ANOVA Model 2, the calculated F value is 118.355> F table value of 2.42 and a significance value of 0.000 <0.05 and it can be concluded that the results are significant.

DISCUSSION

Testing the first hypothesis (H_1), which shows the effect of principal leadership on teacher performance, yielded a t-value of 4.707, which is greater than the t-table value of 0.1371. The significance value is 0.000; therefore, H_1 is accepted and H_0 is rejected. Therefore, it can be concluded that principal leadership has a positive and significant effect on elementary school teacher performance in the Sirampog district.

Testing the second hypothesis (H_2), which examines the effect of the work environment on teacher performance, yielded a significance value of 0.000 < 0.05 and a t-value of 4.540 > t-table 0.1371. Thus, H_2 is accepted and H_0 is rejected. Therefore, it can be concluded that the work environment positively and significantly affects the performance of elementary school teachers in the district.

The results of testing the third hypothesis (H_3), which examines the effect of teacher competency on teacher performance, show a significance value of 0.010 < 0.05, a t-count of 2.591 > 0.1371, and thus H_3 is accepted and H_0 is rejected. Therefore, it can be concluded that teacher competence positively and significantly affects the performance of elementary school teachers in Sirampog District.

Testing the fourth hypothesis (H_4), which is that principal leadership through motivation has a t-value of 3.159 > 0.1374 and a significance value of 0.002 (<0.05), shows that H_4 is accepted and H_0 is rejected. Therefore, it can be concluded that principal leadership, mediated by motivation, has a positive and significant effect on the performance of elementary school teachers in the Sirampog district.

Similarly, the results of testing the fifth hypothesis (H_5), which examined the work environment through motivation, remained significant, with a t-value of 3.817 > 0.1374 and a significance value of 0.000 < 0.005. Thus, (H_5) was accepted, and H_0 was rejected. Therefore, it can be concluded that the work environment, mediated by motivation, has a positive and significant effect on the performance of elementary school teachers in the district.

Similarly, the results of testing the sixth hypothesis (H_6) which examined the teacher competency variable through motivation, remained significant, with a t-value of 3.817 > 0.1374 and a significance of 0.000 < 0.005. Thus, (H_6) was accepted, and H_0 was rejected. Thus, it can be concluded that the work environment, mediated by motivation, positively and significantly affects the performance of elementary school teachers in the Sirampog district.

Testing the seventh hypothesis (H_7), which posits motivation as a mediating variable, yielded a t-value of 3.797 > 0.1374, with a significance level of 0.000 < 0.05. Thus, (H_7) is accepted and H_0 is rejected. Therefore, it can be concluded that motivation positively and significantly influences the performance of elementary school teachers in Sirampog District through the principal's leadership, work environment, and competence.

CONCLUSION

Based on the results of data processing and discussion in the previous chapter, it can be concluded that Principal leadership has a positive and significant influence on the performance of elementary school teachers in Sirampog Subdistrict, work environment has a positive and significant influence on the performance of elementary school teachers in Sirampog Subdistrict, teacher competence has a positive and significant influence on the performance of elementary school teachers in Sirampog Subdistrict, Principal leadership mediated by motivation has a positive and significant influence on the performance of elementary school teachers in Sirampog Subdistrict, The work environment mediated by motivation has a positive and significant influence on the performance of elementary school teachers in Sirampog Subdistrict, Teacher competence mediated by motivation has a positive and significant influence on the performance of elementary school teachers in Sirampog Subdistrict, Principal leadership, work environment and teacher competence mediated by motivation have a positive and significant influence on the performance of elementary school teachers in Sirampog Subdistrict.

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