

The Influence of Principal Leadership and School Culture on Elementary School Teacher Performance Through Achievement Motivation in Mlonggo District

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Abstract

This study aims to analyze the influence of principal competency and collaboration on school performance with school culture as a moderating variable in Mlonggo District, Jepara. This research applies a quantitative explanatory approach, using survey methods and questionnaires to collect data from 52 school principals selected through purposive sampling. Data analysis employed multiple linear regression and moderation analysis to test the proposed hypotheses. The findings indicate that principal competency and collaboration have a significant positive effect on principal performance, both directly and through school culture. School culture was found to strengthen the impact of competency and collaboration on performance, highlighting its critical role in creating a conducive and effective educational environment. Simultaneously, the combined influence of competency, collaboration, and school culture shows a moderate positive relationship with principal performance. The study provides empirical evidence that enhancing principal competency, fostering effective collaboration, and cultivating a strong school culture are essential strategies to improve educational leadership and overall school performance.

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INTRODUCTION

Education is important for making the skills and knowledge of a country's people better. The success of education greatly depends on the role of teachers as the spearhead of the learning process. Teachers are at the forefront of building a nation's civilization, so improving teacher performance is an absolute must. The government has made various efforts, such as curriculum reform, improvement of teaching

methods, and provision of relevant teaching materials. However, all these policies will not run optimally without the support of good teacher performance and a high spirit of achievement.

Poor teacher performance can directly affect the impact on the quality of national education. Based on a survey by the Program for International Student Assessment (PISA) by the OECD in Paris, Indonesia ranks 72nd out of 77 countries (Ministry of Education and Culture, 2019). This data shows the low quality of

education in Indonesia, especially in terms of teacher competence. PISA recommends that the Indonesian government strengthen policies that focus on improving the competence and performance of teachers and school principals. Therefore, improving the quality of education must begin with concrete steps to increase teacher motivation and performance in educational units.

An essential element that can enhance teacher performance is the motivation to achieve. This motivation serves as an internal driver for teachers to provide more meaningful and innovative learning. However, in reality, many teachers are still passive and lack the spirit of achievement, both in academic and non-academic aspects. This condition highlights the importance of the role of school principal leadership and a supportive school culture so that teachers are motivated to work optimally in achieving learning objectives.

In facing the challenges of globalization and ongoing curriculum changes, professional teacher performance is greatly needed. Principals have a strategic role as educational leaders in creating a conducive, progressive, and inclusive work environment. Visionary leadership can increase teachers' motivation to achieve, which ultimately has a positive impact on the quality of learning and student learning outcomes. In addition to leadership factors, a strong and positive school culture also has a major influence in building teachers' work ethic.

Several studies support this view. Widagdo (2022) states that teacher performance is not only influenced by internal factors but also by external environments such as work discipline, rewards, and the school's organizational climate. Effective school leadership can create a conducive work environment, thereby encouraging increased teacher motivation and performance. Furthermore, Emiyanti et al. (2020) explain that teachers' motivation to achieve needs to be fostered from various aspects in order to shape quality performance. This is in line with the opinion of Iba et al. (2021), who emphasize that a positive school culture has a major influence on teachers' morale and work ethic. Schools with a strong and conducive culture are able to increase

teachers' enthusiasm, cooperation, and dedication in the learning process.

Achievement motivation itself is a very important internal factor for improving teacher performance. Teachers with high motivation will strive to improve their shortcomings, increase their competence through training, and innovate in learning. According to Kusvitaningrum, Sobri, and Sunarni (2021), teachers' motivation to achieve is influenced by the leadership of the principal and a positive school culture. Principals who are able to create a harmonious working atmosphere and reward teachers' achievements will foster confidence and motivation to achieve better results.

Research by Nurfiyanti et al. (2023) revealed that school principals' leadership and school culture significantly influence teachers' work motivation, which ultimately improves their performance. These findings confirm that achievement motivation plays a mediating role in connecting principal leadership, school culture, and teacher performance. Meanwhile, Pratamahanu et al. (2023) also argue that the combination of good principal leadership and the culture within a school plays a crucial role in enhancing the overall performance of teachers.

Based on preliminary observations in Mlonggo Subdistrict, Jepara Regency, researchers found that teachers' achievement motivation is still relatively low. This is due to various internal and external factors, such as a lack of self-confidence, the absence of clear personal goals, and a high workload without adequate support. In addition, an unfavorable work environment and a school culture that does not support innovation also hinder teachers' enthusiasm to achieve. Some principals still carry out their leadership functions administratively without providing guidance and constructive feedback to teachers.

The school culture in several primary education institutions in Mlonggo Subdistrict has also not been optimally established. The relationships between teachers, between teachers and students, and between teachers and educational staff are still not harmonious. This shows a lack of collective awareness in building a

positive school culture. In fact, a strong school culture can be the main foundation for creating a supportive, collaborative, and quality-oriented work environment.

In addition, preliminary observations show that although principals in several elementary schools in Mlonggo Subdistrict have diverse leadership styles, not all of them are able to significantly improve teacher motivation and performance. This condition indicates a gap between the leadership style of the principal and the level of teacher motivation to achieve, which has an impact on school performance.

The issue of low quality education in Mlonggo Subdistrict is also reinforced by several empirical data. Based on the Ministry of Education and Culture's *Education Report Card* (2023), teacher performance in the region in terms of literacy and numeracy is still low, with scores of 58.56 and 46.84, respectively. In addition, the results of the 2024 FLS2N competition show that only one competition branch from all elementary schools in Mlonggo District won at the district level. Another phenomenon that reflects the low quality of education is the decline in public trust in public schools, as evidenced by the tendency of parents to prefer to send their children to private schools, which are considered superior.

These facts indicate the need for an in-depth study on the factors that influence achievement motivation and teacher performance in Mlonggo District. School principal leadership and school culture are believed to be important variables that influence achievement motivation, which in turn has an impact on improving teacher performance. Therefore, this study is entitled "The Influence of School Principal Leadership and School Culture on Elementary School Teacher Performance through Achievement Motivation in Mlonggo District, Jepara Regency."

This study is expected to make a real contribution to education policymakers, especially school principals and supervisors at the subdistrict level, in formulating strategies to improve teacher performance. By understanding the relationship between principal leadership,

school culture, and achievement motivation, schools can create a conducive environment, build a positive work culture, and encourage the improvement of teacher professionalism. Effective principal leadership and a strong school culture will be the main foundation in creating high-quality, character-building, and highly competitive elementary schools in Mlonggo Subdistrict.

METHOD

This research design uses a quantitative research design with a causal approach (causal research design) to examine the influence of principal leadership and school culture on teacher performance through achievement motivation. This approach aims to examine the cause-and-effect relationship between the variables formulated in the research hypothesis (Sugiyono, 2017).

The variables in this study were measured based on operational definitions and theoretical indicators developed from various academic sources. Principal leadership refers to the concepts of Leithwood et al. (2006) and Bass & Avolio (1994), including school vision, the ability to guide teachers, fair decision-making, and the provision of support and rewards. School culture is measured based on positive values, norms, and habits in the school environment according to Peterson & Deal (2002) and Schein (2010). Achievement motivation refers to the theories of McClelland (1961) and Locke & Latham (1990), while teacher performance is measured based on the standard of professionalism according to Mulyasa (2013). The following is a picture of the conceptual framework in this study:

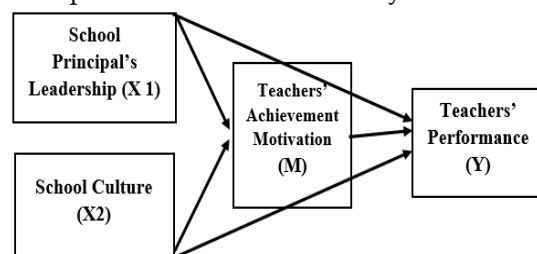


Figure 1 Research Conceptual Framework

In this study, the population comprised 280 elementary school teachers from the Mlonggo Subdistrict Education Unit Coordinator in Jepara Regency, which served as the basis for determining the sample size. According to Sugiyono (2017), a sample is described as a smaller group selected from the population being examined. This research utilized proportional random sampling, ensuring that each educational unit in the Mlonggo District development area had an equal chance to be chosen as a member of the sample.

In this study, the calculation was carried out using the following formula:

$$n = \frac{N}{1 + Ne^2}$$

n = sample size

N = population size

e = margin of error (commonly set at 5% or 0.05)

Based on these calculations, from a total of 280 respondents spread across 33 educational units in the Mlonggo District, 165 respondents were obtained as research samples.

Data analysis was performed using Partial Least Squares (PLS) as part of variance-based Structural Equation Modeling (SEM). PLS was chosen because it is suitable for models with complex structures, relatively small samples, and data that does not have to be normally distributed (Hair et al., 2017; Wold, 1982). Model evaluation included both the outer model assessing convergent validity, discriminant validity, and composite reliability and the inner model, which includes the coefficient of determination, effect size, and level of predictive relevance (Ghozali, 2018; Hair et al., 2019). The entire research process also pays attention to research ethics principles, including informed consent, data confidentiality, academic honesty, respect for subjects, and compliance with institutional regulations (Sugiyono, 2019).

RESULTS AND DISCUSSIONS

Respondent Characteristics

The characteristics of the respondents in this study include a description of the demographic and professional backgrounds of

elementary school teachers in the area under the supervision of the Mlonggo Subdistrict Education Unit Coordinator, Jepara Regency. The data was obtained through an online survey that utilized google forms from 165 respondents, who were selected as a representative sample of the total population of 280 teachers. These characteristics included gender, age, employment status, and teacher certification status. The presentation of the respondent profile aimed to provide a representative description of the research object, evaluate the suitability of the sample for the research objectives, show the diversity of the data, and assist in the interpretation of the analysis results in relation to the respondents' backgrounds.

According to gender, the research respondents consisted of 50 male teachers (30%) and 115 female teachers (70%). This shows that most of the participants in this research were women. From an age perspective, most respondents were in the 36–50 age range, namely 71 people (43%), followed by the 51–69 age group with 54 people (33%), and the youngest group (24–35 years) with 40 people (24%). These findings illustrate that the respondents were predominantly teachers of productive age who were experienced in carrying out their professional duties.

In terms of employment status, 99 respondents (60%) were civil servants (PNS), 54 respondents (33%) were government employees with work agreements (PPPK), and 12 respondents (7%) were non-permanent teachers (GTT). The dominance of PNS in the sample reflects the employment structure of the Ministry of Education and Culture commonly found in basic education units in the region. Finally, based on certification status, the majority of respondents, namely 138 teachers (84%), had teaching certification, while 27 teachers (16%) were not yet certified. The high proportion of certified teachers indicates that most respondents have met the professional competency standards for educators in accordance with national regulations.

Overall, this respondent profile provides a representative picture of the condition of teachers

in the study area and supports the validity and generalization of research findings related to the influence of principal leadership and school culture on teacher performance through achievement motivation.

Measurement Model Analysis (Outer Model)

Internal Consistency Analysis

Internal consistency refers to the homogeneity of instrument items in measuring certain aspects (Azwar, 2012). Testing was conducted using composite reliability and Cronbach's alpha. The results of the analysis are shown in Table 1

Table 1 Internal Consistency Analysis

	Cronbach's Alpha	Composite Reliability	Description
School Culture	0.831	0.881	Reliable
Principal's Leadership	0.887	0.912	Reliable
Teacher Performance	0.750	0.842	Reliable
Achievement Motivation	0.847	0.887	Reliable

Based on Table 1, all variables show Composite Reliability and Cronbach's Alpha values above 0.70, so the research instruments are declared consistent, reliable, and suitable for use in further analysis.

Convergent Validity

Convergent validity was tested through outer loading indicators. According to Hair et al. (2014), an indicator is considered valid if it has a loading factor ≥ 0.70 . The results show that all indicators in the four constructs meet this criterion, with the following range of values:

- School Culture: 0.701–0.816
- Principal Leadership: 0.726–0.807
- Teacher Performance: 0.728–0.792
- Achievement Motivation: 0.732–0.801

This indicates that the instrument has good convergent validity.

Discriminant Validity

Discriminant validity was evaluated using the Fornell-Larcker criteria, which compares the Average Variance Extracted (AVE) root on the diagonal with the construct interrelationship outside the diagonal. The AVE root values for each variable are:

Table 2 Discriminant Validity

Variables	School Culture	Principal's Leadership	Teacher Performance	Achievement Motivation
School Culture	0.773			
Principal's Leadership	0.673	0.773		
Principal's Leadership	0.737	0.652	0.756	
Achievement Motivation	0.763	0.660	0.791	0.753

Thus, discriminant validity is fulfilled, meaning that each construct is empirically distinct from the other constructs (Hair et al., 2019).

Multicollinearity Test

The multicollinearity test was conducted using the Tolerance and Variance Inflation Factor (VIF) values. According to Hair et al. (2019), the assumption of multicollinearity in a regression model is considered to be met if the Tolerance value is > 0.10 and the VIF is < 10 . Conversely, if the Tolerance is ≤ 0.10 or the VIF is ≥ 10 , then there is an indication of multicollinearity that can interfere with the stability and interpretation of the regression coefficients. The results of the study indicate that in both research models, the influence of Principal Leadership and School Culture on Achievement Motivation, as well as the influence of all three variables on Teacher Performance, all variables have a Tolerance value > 0.33 and a VIF value < 3.01 , which is far below the threshold. Thus, the multicollinearity assumption is met and the regression model is reliable.

Path Coefficient Significance Testing

Significance testing was conducted through path analysis within the PLS-SEM framework, using p-values and t-statistics with a significance level of $\alpha = 0.05$ (Hair et al., 2019; Ghazali & Latan, 2015). The results show:

Table 3. Hypotheses of Direct and Indirect Effects

Indirect Effects	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Principal's Leadership → Teacher Performance	0.139	0.148	0.066	2.085	0.038
School Culture → Teacher Performance	0.057	0.262	0.076	3.388	0.001
Achievement Motivation → Teacher Performance	0.510	0.498	0.078	6.579	0.000
Principal's Leadership → Achievement Motivation	0.269	0.268	0.101	2.671	0.008
School Culture → Achievement Motivation	0.582	0.584	0.089	6.522	0.000
Indirect Effects					
Principal's Leadership → Achievement Motivation → Teacher Performance	0.061	0.057	0.070	0.879	0.380
School Culture → Achievement Motivation → Teacher Performance	-0.061	-0.059	0.071	0.858	0.391

The Influence of Principal Leadership on Teacher Performance

Based on the research findings, it is clear that the leadership of the principal contributes significantly to improving teacher performance. Principal leadership has a positive and important impact on how well teachers perform. The T statistic is 2.085, which is positive, showing that when principal leadership increases, teacher performance also tends to increase. The

probability value, $P = 0.038$, is lower than 0.05, meaning this relationship is strong and statistically reliable.

Principals who are able to lead effectively, provide direction, support, and good communication will encourage teachers to work more optimally. Good leadership is an important factor in creating a productive work environment and supporting the improvement of teacher performance.

The Influence of School Culture on Teacher Performance

The results indicate that school culture exerts a positive and significant influence on teacher performance, as evidenced by a T-statistic value of 3.388 (> 1.96) and a p-value of 0.001 (< 0.05). This means that the better the school culture, the higher the teacher performance. A conducive school culture encourages work enthusiasm, discipline, and effectiveness of teachers in carrying out their duties.

These research results are in line with Hoy & Miskel (2013), who stated that school culture has a positive and significant influence on teacher performance. A healthy school culture will create a positive work climate that encourages collaboration, innovation, and increases teachers' professional commitment.

The Effect of Achievement Motivation on Teacher Performance

The findings reveal that achievement motivation significantly and positively influences teacher performance. The T-statistic value of 6.579 exceeds the threshold of 1.96, and the p-value of 0.000 is below 0.05. This shows that as achievement motivation increases, teacher performance also improves.

Achievement motivation is an internal drive to excel at work. According to McClelland (1961), individuals with high motivation tend to set challenging goals and strive hard to achieve them. In the context of education, teachers with achievement motivation strive to improve the quality of learning and achieve student targets.

This is in line with Robbins & Judge (2017), who emphasize that motivation plays a crucial role in influencing teacher performance. Teachers with high achievement motivation tend to perform optimally because they have an intrinsic drive to produce the best results. This is reflected in their diligence in planning lessons, mastery of subject matter, and implementation of targeted evaluations to improve the quality of education.

The Influence of Principal Leadership on Achievement Motivation

The study's findings indicate that principal leadership positively and significantly influences teacher achievement motivation. The T-statistic is 2.671, which is greater than 1.96, and the p-value is 0.008, which is less than 0.05. This suggests that when a principal leads effectively, teachers are more motivated to achieve success.

The research findings show that principal leadership has a positive effect on teachers' motivation to achieve. This is in line with the Transformational Leadership theory by Bass & Avolio (1994), which states that inspirational leaders are able to foster intrinsic motivation through vision, emotional support, and rewards for performance.

According to Mulyasa (2013), effective leadership is demonstrated through exemplary behavior, good communication, and a positive work culture that encourages teachers to excel. Meanwhile, Yukl (2010) emphasizes that leaders contribute greatly to influencing members of an organization to achieve goals.

Thus, the leadership of the principal is an important external factor that can increase teachers' motivation to work with high dedication and achieve the best results.

The Influence of School Culture on Achievement Motivation

The findings indicate that school culture has a significant and positive influence on teachers' achievement motivation, as reflected by a T-statistic value of 6.522 (> 1.96) and a p-value of 0.000 (< 0.05). This means that a conducive school culture can increase teachers' motivation to achieve.

This finding is in line with Deal & Peterson (2016), who stated that a strong school culture creates a positive work atmosphere and commitment to educational goals. Schein (2010) also emphasized that organizational culture is a reference in thinking and acting, where a healthy culture such as openness and appreciation for

achievement strengthens teacher motivation. Additionally, Hoy & Miskel (2013) add that a positive school culture encourages teachers to innovate and focus on student academic achievement.

Thus, school culture is a major factor that fosters teacher achievement motivation through a supportive, collaborative, and achievement-appreciative work environment.

The Influence of School Culture on Teacher Performance Through the Mediating Variable of Achievement Motivation

The results show that achievement motivation does not significantly mediate the relationship between principal leadership and teacher performance, with a T-statistic of 0.879 (< 1.96) and a p-value of 0.380 (> 0.05). This implies that the mediation pathway does not show statistical significance.

Although principal leadership affects achievement motivation and achievement motivation affects teacher performance, the indirect relationship between the two is not strong. This is in line with Baron & Kenny's (1986) theory, which states that mediation occurs only if all paths are significant.

The Influence of School Culture on Teacher Performance Through the Mediating Variable of Achievement Motivation

Thus, the effect of principal leadership on teacher performance is direct., not through achievement motivation. Therefore, leadership strategies need to focus on coaching, guidance, and tangible support to improve teacher performance.

The findings reveal that school culture positively and significantly affects teacher performance, but achievement motivation does not play a significant mediating role, as indicated by the t-statistic = 0.858 (< 1.96) and p-value = 0.391 (> 0.05).

Based on the criteria of Baron & Kenny (1986), a variable can be said to be a mediator if its presence changes the strength of the relationship between the independent and dependent variables. In this study, this condition

was not met. School culture appears to play a direct role as the “spirit” of the organization that shapes teacher behavior and performance without the need for achievement motivation as an intermediary. These findings emphasize that efforts to improve teacher performance are more effective through strengthening a positive school culture than by relying solely on increasing individual motivation.

CONCLUSION

Based on the study's findings, it can be concluded that both principal leadership and school culture positively and significantly affect achievement motivation and teacher performance. School culture has been proven to be the most powerful factor in increasing teacher achievement motivation, while principal leadership plays an important role in directly encouraging teacher performance. Achievement motivation has also been shown to have a significant effect on teacher performance, indicating that the intrinsic drive to achieve is a key factor in improving work quality. However, the results of the mediation analysis show that achievement motivation does not act as a mediating variable between principal leadership and teacher performance, so that the influence of principal leadership on teacher performance is direct without going through achievement motivation.

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