

Effect of Self Leadership and Work Motivation on the Performance

Maruyah Suharti

Malaysia 3Department of Economics, Universitas Riau Indonesia

*Corresponding author: khaleel8344814@yahoo.com

Abstract

The purpose of this research was to determine the effect of self-leadership on work motivation and its impact on the performance of private high school teachers in the West Jakarta Region II Education Sub-Agency. **Methodology/approach** – The method in this research is quantitative-causal research with a population of private high school teachers in the West Jakarta Region II Education Sub-dept., the sampling technique is snowball sampling with a sample size based on the theory of Hair et al, namely a minimum sample of 10 times the highest indicator. studied, so that the minimum sample that must be taken is 90 respondents, the minimum sample can be fulfilled because the sample collected in this study was 101 respondents. The data analysis method uses the Structural Equation Model-Partial Least Square (SEM-PLS). **Findings** – The results of the study stated that there was a positive -significant direct relationship between *self-leadership* on teacher performance, *self-leadership* on work motivation, and finally between work motivation on teacher performance. Meanwhile, motivation indirectly provides a mediating effect that complements the positive and significant relationship between *self-leadership* and teacher performance. **Novelty/value** – *self-leadership* that private high school teachers in the West Jakarta Region II Education Sub-dept have can support the emergence of work motivation and improve teacher performance, and work motivation can trigger an increase in teacher performance in a better direction.

Keywords: *Self Leadership*, Work Motivation, Teacher Performance, Private High School Teachers

INTRODUCTION

In accordance with Article 6 of Law No. 14 of 2005 concerning Teachers and Lecturers that "The position of teachers and lecturers as professionals aims to carry out the national education system and realize national education goals, namely developing the potential of students to become human beings who believe and fear God God Almighty, has a noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen "then the teacher as an educational agent should be able to realize the vision and mission to realize educational goals (Herman 2022; Iskanto 2022; Iskanto et al. 2021; Samita et al. 2022). Achievement of educational goals refers to Government Regulation No. 32 of 2013 concerning National Education Standards where schools are required to meet all the required standards including Graduate Competency Standards, Content Standards, Process Standards, Educator and Educational Standards, Facilities and Infrastructure Standards, Education Management Standards, Cost Standards and Assessment Standards, so that teachers are needed who able to carry out the standards set by the Education Office to carry out the main tasks and functions of the teacher properly (Ansori 2021; Basriani et al. 2021).

It turns out that in DKI Jakarta, at the SMA/MA level, in general, public schools are still superior to private schools with a difference of 3.6 points . The average score of public schools is 67.4 while that of private schools is 63.7. In addition, from the pre-survey it was found that teachers were less able to respond to students (61%); teachers are less able to develop learning curricula (51%) and teachers are less able to argue in forums (44%). On the other hand, 30% of teachers feel unmotivated at work because of a lack of peer support and 12% of teachers feel that they are not receiving enough compensation. From the existing phenomena, it can be seen that several things that affect teacher performance are *self-leadership* and motivation.

The phenomenon that exists in private high school teachers in the West Jakarta Region II Education Sub-Department is supported by research from Dessyarti (2022) which states that *self-leadership* supports performance improvement, besides that, Tandy et al. (2021) in their research also supports the

existing phenomenon that achieving good teacher performance can be supported by good *self-leadership skills*. Improved teacher performance is also influenced by the teacher's ability to lead himself and understand his needs in training and self-development (Slameto, 2017). Then motivation can have an impact on performance which has been studied by Ardiana (2017), Alhuasini et al. (2020) also stated from the results of the study that motivation and other variables studied had a positive and significant impact on performance. Research Marieati et al. (2021) stated that motivation as a mediator in this study succeeded in mediating relationships in research, one of which was leadership and teacher performance, as well as research by Kussyeri et al. (2021) where motivation is able to mediate teacher leadership and performance. Research that is contra to this research phenomenon is Purwanto et al. (2020) which states that *self-leadership* does not have a significant impact on the ups and downs of teacher performance, Azizah et al. (2019) who stated that motivation has no effect on teacher performance achievements, and Mukhtarom (2021) who stated that motivation cannot mediate the relationship between leadership and performance, especially for teachers.

From the above phenomenon, it is indicated that there are problems in private high school teachers in the West Jakarta Region II Education Sub-Department related to teacher performance which may be influenced by *self-leadership* and motivation supported by previous research.

This study aims to determine the relationship between *self-leadership* and teacher performance, *self-leadership* and motivation, teacher motivation and performance, as well as motivation in mediating the relationship between *self-leadership* and teacher performance which is expected to contribute both practically and theoretically.

LITERATURE REVIEW & HYPOTHESIS DEVELOPMENT

The Relationship between Self Leadership and Teacher Performance

Performance in the Big Indonesian Dictionary "Performance is something that is achieved, an achievement shown in work ability" (Jedida, 2023) and Self-leadership or Self-leadership is an effort to influence yourself to be able to exert yourself so you can work better (Laili & Nisak, 2022). *Self-leadership* is related to performance, teachers who are satisfied with their work will have motivation, commitment to an organization and have high participation so that they will continue to improve performance. In research conducted by Suryaningsih (2019) that there is a positive and significant effect of self-efficacy mediating the relationship between self-leadership and employee performance, then Wijaya et al. (2022) that self-leadership has a positive and significant effect on employee performance, thus based on the description of the research results above, the hypothesis built is:

H1: Self Leadership has a positive and significant effect on Teacher Performance

The Relationship between Self Leadership and Motivation

Self-leadership can also be interpreted as a process of influencing yourself through the actions of that person and motivating yourself as needed and being able to achieve a direction yourself to complete the job (Barus, 2021). Pratama & Suwena (2022) say that work motivation is the provision of driving force that creates enthusiasm for someone's work so that they want to work together, work effectively, and integrate with all their efforts to achieve satisfaction. The term motivation comes from the word motive which can be interpreted as the power contained within the individual, which causes the individual to act and act. Maslow stated that motivation is the driving force within a person to carry out certain activities in order to achieve a certain goal, in which the hierarchical arrangement of needs underlies human motivation. Thus motivation is an internal condition within a person to achieve the desires contained within a person to try to make changes in behavior that are better in meeting their needs (Dutil, 2022).

Several studies that have been conducted give the result that there is a positive and significant effect on self-leadership and work motivation on performance (Ahmad, 2022). In another study, self-leadership is interpreted as one of the factors that influence a person's self-assessment in forming self-motivation and self-organization which is very much needed to be able to behave according to the desired ideal conditions (Lestari, 2020). Work motivation is motivation that encourages a person to achieve success at work with a standard of excellence (Bega, 2020). In conclusion, *self-leadership* is able to shape one's self-motivation to do work. Based on the results of expert opinion and previous research, the hypothesis formed is:

H2: *Self Leadership* has a positive and significant effect on motivation

The Relationship between Teacher Motivation and Performance

Performance is closely related to work results. Rivaldo & Yusman (2021) state that work performance or achievement is a work result that is achieved by a person in carrying out the tasks assigned to him based on skills, experience, and sincerity. Motivation according to Nurdin et al. (2022) is giving a driving force for someone to do their job well.

In the research conducted by Saputra (2020) that work motivation has a positive and significant effect on employee performance. In Jaya's research (2022) it states that motivation develops performance gains. Based on expert opinions and research that has been done, the hypotheses that can be built are:

H3: Motivation has a positive and significant effect on teacher performance.

The Relationship of Motivation in Mediating the Relationship between *Self Leadership* and Performance

Motivation becomes a trigger in a person to exercise the ability to influence one's thoughts, feelings, and actions to achieve the final goal, with inner motivation, a person is able to control self-leadership in getting the job done well. Mahadewi and Netra (2020) state that motivation can mediate the relationship between leadership and performance, in other studies such as Sujana & Ardana (2020), Mariatie et al (2021), Hamzah & Sarwoko (2020), and Sugianti & Mujiati (2022) which states motivational abilities that can mediate the relationship of leadership to performance. Then the hypothesis is:

H4: Work motivation can positively mediate the relationship between self-leadership and performance

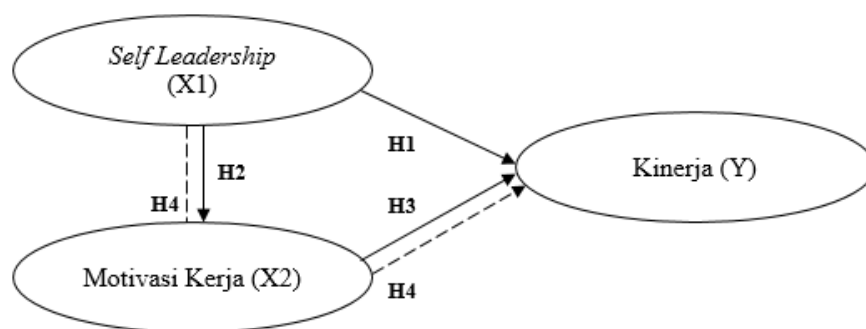


Figure 1: Conceptual Framework

METHOD

The research method used in this study is a quantitative research method which has the use of examining data on certain populations and samples, collecting data using research instruments, with the aim of showing the relationship between variables. The research design used in this study is causality research, where causality research is research that is structured to examine the possibility of a causal relationship between variables. In this quantitative approach scientific research is systematically arranged by collecting data to then be measured by statistical techniques (Sekaran & Bougie, 2016). The population in this study were all private high school teachers in the West Jakarta Region II Education Sub-Department and the sample was determined through the *snowball sampling technique* with the number measured based on the theory of Hair et al. (2011) which says that the minimum sample size is 10 times the highest number of indicators. Data is processed using PLS SEM and processed by the SmartPLS 3.2.9 application.

RESULT AND DISCUSSION

Characteristics of Respondents

Respond In the description of the respondents explained the characteristics of the respondents consisting of gender, age and education. The following descriptions of the respondents are explained below.

Table 1. Characteristics of Respondents

| Characteristics of Respondents | Frequency | % |
|--------------------------------|------------|---------------|
| Gender | | |
| Man | 40 | 39,60 |
| Woman | 61 | 60,40 |
| Age (Years) | | |
| <25 | 15 | 14.85 |
| 26 – 30 | 10 | 9.90 |
| 31–40 | 21 | 20.79 |
| 41–50 | 29 | 28,71 |
| >50 | 26 | 25,74 |
| Education | | |
| S1 | 75 | 74,26 |
| S2 | 26 | 25,74 |
| TOTAL RESPONDENT | 101 | 100.00 |

From the characteristics of the respondents, it is known that the number of female respondents is greater than that of male respondents. The male respondents were 39.60 % while the female respondents were 60.40%. Meanwhile, respondents based on age indicated that 15 people (14.85%) were less than 25 years old, 10 people (9.90%) 26-30 years, 21 people (20.79%) 31-40 years old, aged 41-50 years as many as 29 people (28.71%) and aged over 50 years as many as 26 people (25.74%). The last respondent was based on the last level of education, that is, 75 respondents (74.26 %) graduated from S1 , while 26 graduates from S2 (25.74%).

SEM-PLS Data Analysis Techniques

Outer Model Evaluation

Testing of the measurement model will be carried out to show the results of the validity and reliability tests. In this study, the validity test was carried out to determine whether the construct met the requirements to continue as research or not. In this validity test, there are two types of evaluation that will be carried out, namely:

1. Convergent Validity

Convergent Validity measurement model with items that have a value based on the correlation between item scores and construct values. The Convergent Validity Index is a loading factor by looking at the outer loading value. Two tests were carried out in this study because the first test still found invalid results. The explanation is in the following image.

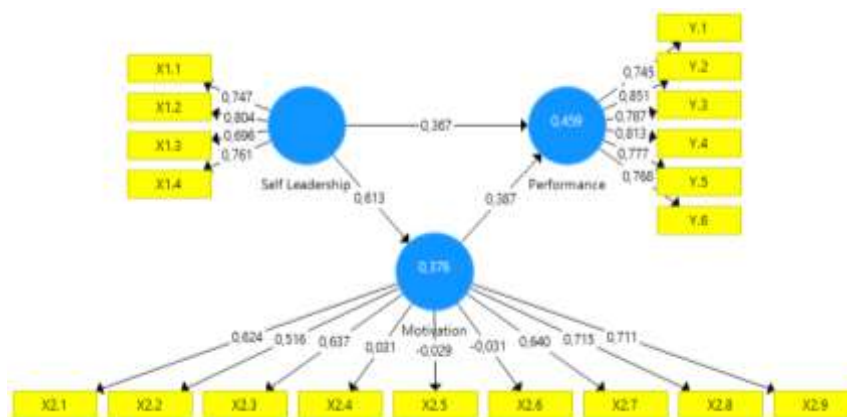


Figure 2. Initial Iteration PLS Algorithm Results

In the convergent validity analysis in terms of the loading factor in this study, the standard used was above 0.50, bearing in mind that this research was an early stage research in the West Jakarta Region II Education Office so that according to Chin (1998) that in the early stages of research the scale development measurement of the loading value of 0.5 to 0.6 is still considered sufficient. With that reference, the indicators declared invalid are X2.4, X2.5, X2.6. Then these indicators were eliminated from the research model and retested (iteration) for the loading factor and the results are as follows.



Figure 3. Final Iteration PLS Algorithm Results

The results of the loading factor in the final iteration show that all indicators are above 0.50 . This indicates that the indicators on this test instrument are valid and other analyzes can be continued. The convergent validity test can also be seen from the AVE value with a good score above 0.5 . For the AVE value of this study are as follows.

Table 2. Average Variance Extracted

| Variable | Average Variance Extracted (AVE) |
|----------------------------|----------------------------------|
| <i>Self Leadership</i> | 0.567 |
| <i>Work motivation</i> | 0.615 |
| <i>Teacher Performance</i> | 0.625 |

From the table above it can be seen that the value of each variable is more than 0.5 . This indicates that this research is valid and of good value.

2. Discriminant Validity

The discriminant validity test can be seen from the Fornell Larcker value. The way to test discriminant validity is that the loading score of the variable block (for Fornell Larcker) tested must be greater than the correlation value between the latent variables. The values are shown in the following table.

Table 3. Discriminant Validity – Fornell Larcker

| | Work motivation | Teacher Performance | Self Leadership |
|---------------------|-----------------|---------------------|-----------------|
| Work motivation | 0.644 | | |
| Teacher Performance | 0.610 | 0.791 | |
| Self Leadership | 0.612 | 0.604 | 0.753 |

Judging from the Fornell Larcker table, the discriminant test for the validity of this study is valid because the blocks of each variable are tested higher than the blocks of other variables.

The reliability test was carried out in two ways, namely by Cronbach's Alpha (Standard value > 0.60) and Composite reliability (Standard value > 0.70). In the table below it can be seen that all variable values in the reliability test using either Cronbach's Alpha or composite reliability have values above the standard. Therefore, it can be concluded that the variables tested are reliable, so that structural model testing can be carried out.

Table 4. Construct Reliability

| Variable | Cronbach's Alpha | Composite Reliability |
|----------------------------|------------------|-----------------------|
| <i>Self Leadership</i> | 0.746 | 0.839 |
| Work motivation | 0.721 | 0.808 |
| Teacher Performance | 0.880 | 0.909 |

Evaluation of the Inner Model

Evaluation of the structural model aims to predict the relationship between latent variables based on the substantive theory of the structural model. The measurements include the R-Squares test, f-Squares test, Q-Squares test, and t test.

R-Square is used to assess how much influence certain independent latent variables have on the dependent latent variable with values of 0.75, 0.50 and 0.25 indicating strong, moderate and weak models (Chin et al. in Ghazali, 2015). From the test results it was found that the R-Squares value for the Work Motivation variable is 0.375. This value indicates that the Self Leadership variable influences the Work Motivation variable by 37.5 % and the rest is influenced by other variables outside the variables in this study. In addition, the R-Squares value for the Teacher Performance variable is 0.457 which indicates that the Self Leadership and Work Motivation variables affect the Performance variable by 45.7% and the rest is influenced by other variables outside the variables in this study.

Table 5. R-Square, f-Squares, and Q-Squares

| | R Square | f Square | | Q Square | | |
|----------------------------|----------|-----------------|---------------------|----------|---------|-----------------------------|
| | | Work motivation | Teacher Performance | SSO | SSE | Q ² (=1-SSE/SSO) |
| Self Leadership | | 0.600 | 0.157 | 404,000 | 404,000 | |
| Work motivation | 0.375 | | 0.170 | 606,000 | 515,856 | 0.149 |
| Teacher Performance | 0.457 | | | 606,000 | 443,291 | 0.268 |

The f-Squares test was carried out to see the effect of exogenous latent variables on endogenous variables whether they have a substantive effect with values of 0.35, 0.15, and 0.02 defined as strong, moderate, and weak (Chin et al. in Ghazali, 2015). From the test results it was found that the amount of influence exerted by Self Leadership on Work Motivation was strong and Teacher Performance was Moderate. Then the effect of Work Motivation on Teacher Performance is moderate.

The Q-Squares test was carried out to determine the predictive relevance of the model which was prepared with a standard value of > 0 , so the model was good, the test was carried out from the blindfolding process (Chin et al. in Ghazali, 2015). From the test results it was found that the Q2 values of the compiled models are all > 0 , so that the model is declared to have met predictive relevance where the model has been properly reconstructed.

Hypothesis testing is done by looking at the results of the t-test and p-value, in the bootstrap resampling method in this study, the hypothesis is accepted if the significance value of the t-value is greater than 1.660 and or the p-value is less than 0.05.

Table 6. Hypothesis Test (t-value & p-value)

| | Original Sample (O) | Sample Means (M) | Standard Deviation (STDEV) | T Statistics ((O/STDEV)) | P Values | Decision |
|--|---------------------|------------------|----------------------------|--------------------------|----------|-----------------|
| <i>Direct Effects</i> | | | | | | |
| Self Leadership -> Teacher Performance | 0.369 | 0.347 | 0.130 | 2,831 | 0.002 | Accepted |
| Self Leadership -> Work Motivation | 0.612 | 0.624 | 0.073 | 8,357 | 0.000 | Accepted |
| Work Motivation -> Teacher Performance | 0.384 | 0.405 | 0.122 | 3.135 | 0.001 | Accepted |

| | Original Sample (O) | Sample Means (M) | Standard Deviation (STDEV) | T Statistics (O/STDEV) | P Values | Decision |
|--|---------------------------|------------------------|----------------------------------|-----------------------------|-------------|----------|
| Indirect Effects | | | | | | |
| Self Leadership -> Work Motivation -> Teacher Performance | 0.235 | 0.256 | 0.093 | 2,525 | 0.006 | Accepted |

Discussion

Hypothesis 1 testing results that *self-leadership* has a positive and significant influence on teacher performance. The results of the evaluation of the inner model for this relationship resulted in a t-statistic value (t-value) of 2.8231 where the value is greater than 1.660 so that this hypothesis is accepted. The results of this test state that *the self-leadership* of private high school teachers in the West Jakarta Region II Sub-Department can positively and significantly influence the performance level of teachers. Based on the results of monitoring and direct interviews, respondents had the same thought that the teaching profession is a profession that essentially changes the behavior and knowledge of students, so that to do so requires careful preparation and planning, requires creativity and knowledge in teaching so that students do not feel bored. in learning activities. Teachers who have good self-leadership will be motivated by themselves to make good and innovative teaching plans, so that there is no saturation for students in learning activities, the performance results will not be in vain, students will get good results. This result is reinforced by previous research which stated that self-leadership has a positive and significant effect on employee performance. This indicates that the higher the self-leadership, the higher the employee's performance. self-leadership and employee performance, then Wijaya et al. (2022) that self-leadership has a positive and significant effect on employee performance.

Hypothesis 2 testing shows that *self-leadership* has a positive and significant effect on work motivation. The results of the evaluation of the inner model for this relationship resulted in a t-statistic value (t-value) of 8.357 where the value is greater than 1.660 so that this hypothesis is accepted. The results of this test state that *the self-leadership* of private high school teachers in the West Jakarta Region II Sub-Department can influence how teachers can motivate themselves to work in a positive and significant way. The teacher as an agent of change in students has roles and responsibilities, this can be implemented if the teacher can build self-leadership within himself, this is intended to be able to direct himself to efforts to improve individual and organizational performance. Work motivation built by the teacher can be passed on to friends in the work environment and also students. This will be able to direct students to participate in increasing the accreditation of school institutions. Several studies that have been conducted give the result that there is a positive and significant effect on self-leadership and work motivation on performance (Ahmad, 2022). In another study, self-leadership is interpreted as one of the factors that influence a person's self-assessment in forming self-motivation and self-organization which is very much needed to be able to behave according to the desired ideal conditions (Lestari, 2020). Work motivation is motivation that encourages a person to achieve success at work with a standard of excellence (Bega, 2020). In conclusion, *self-leadership* is able to shape one's self-motivation to do work.

Hypothesis 3 testing shows that work motivation has a positive and significant effect on teacher performance. The results of the evaluation of the inner model for this relationship resulted in a t-statistic value (t-value) of 3.135 where the value is greater than 1.660 so that this hypothesis is accepted. The results of this test state that the work motivation of private high school teachers in the West Jakarta Region II Sub-agency can positively and significantly influence the level of teacher performance. Based on the results of interviews with several private teachers regarding the acquisition of performance results, the majority of respondents said that the performance results obtained were based on their work motivation, such as the experience of observing teachers who were not motivated to carry out varied teaching methods so that students were unable to solve problems in the learning process, this condition often occurs in the field, but mathematics lessons that most students may find difficult. However, this is not the case for students who have teachers with good teaching motivation, teachers will carry out various effective ways so that students are able to solve problems. In the research conducted by Saputra (2020) that work motivation has a positive and significant effect on employee performance. In Jaya's research (2022) it states that motivation develops performance gains.

Hypothesis 4 testing showed that work motivation has a positive and significant mediating effect on the relationship between *self-leadership* and teacher performance. The results of the evaluation of the inner model for this relationship resulted in a t-statistic value (t-value) of 2.525 where the value is greater than 1.660 so that this hypothesis is accepted. The results of this test state that the work motivation of private high school teachers in the West Jakarta Region II Sub-Department can support better teacher performance outcomes which are positively and significantly influenced by *self-leadership*. Based on interviews and discussions with several friends in the teaching profession, it was explained that the assessment of one's work was due to an awareness within oneself to be a person who is disciplined, responsible and does the job properly and thoroughly. This can be realized if a teacher also has the motivation to do so, so that motivation can be said to be a mediation between self-leadership and the performance of the West Jakarta Region II Private High School teacher. Mahadewi and Netra (2020) state that motivation can mediate the relationship between leadership and performance, in other studies such as Sujana & Ardana (2020), Mariatie et al (2021), Hamzah & Sarwoko (2020), and Sugianti & Mujiati (2022) which states motivational abilities that can mediate the relationship of leadership to performance.

CONCLUSION

The conclusion of this study is that a positive and significant influence is found in a positive-significant *direct relationship between self-leadership* and performance, *self-leadership* and motivation, motivation and performance, and indirectly *found* that motivation can mediate a positive-significant one for free (Prayitno et al. al., 2022) of the relationship between *self-leadership* and performance. The construct relationships that exist in this study and the paths formed from this research can be further developed in subsequent studies related to the relationship with teacher performance. In this study, researchers explored the relationship between *self-leadership*, work motivation, and teacher performance. The existence of the R-square value which is still at a moderate level indicates that there are other possible variables in the nature of behavior, attitudes, and other working conditions because there is still a residual influence on work motivation and teacher performance that has not been filled.

References

- Ahmad, A. (2022). Romantika Kepemimpinan, Efikasi Diri dan Inisiatif Diri Upaya Meningkatkan Motivasi Kepemimpinan. *Jurnal Pendidikan Tambusai*, 6(1), 981-987.
- Alhusaini, A., Kristiawan, M., & Eddy, S. (2020). Pengaruh Motivasi Kerja dan Disiplin Kerja terhadap Kinerja Guru. *Jurnal Pendidikan Tambusai*, 4(3), 2166-2172.
- Ardiana, T. E. (2017). Pengaruh motivasi kerja guru terhadap kinerja guru akuntansi SMK di Kota Madiun. *Jurnal Akuntansi dan Pajak*, 17(02).
- Azizah, N., Murgiyanto, M., & Nugroho, R. (2019). Pengaruh Kepemimpinan Transformasional, Motivasi Kerja Terhadap Komitmen Organisasional Dan Kinerja Guru Pada Smk Abdurrahman Wahid Lamongan. *Equilibrium: Jurnal Ekonomi-Manajemen-Akuntansi*, 15(2), 240-249.
- Barus, G. (2021). Examining The Self-Leadership Ability of Future Guidance and Counselling Teachers: Which One is Better, Male-Students or Female-Students?. *Jurnal Psikologi Pendidikan & Konseling Vol*, 7(2).
- Basriani, Agustin, Desi Susanti, Rahmi Zainal, and Deviana Sofyan. 2021. "The Influence of Capital, Independence, and Education on Women's Entrepreneurial Motivation in Indonesia." *Husnayain Business Review* 1(1):28–37. doi: 10.54099/hbr.v1i1.24.
- Bega, S. (2020). Penerapan Motivasi Berprestasi dalam Pembelajaran Pendidikan Agama Kristen. *Metanoia*, 2(1), 1-1.
- Chin, W. W. (1998). Commentary: Issues and Opinion on Structural Equation Modeling. *MIS Quarterly*, vii-xvi
- Dessyarti, R. S. (2022). Self Leadership Dalam Meningkatkan Kinerja Melalui Kesiapan Untuk Berubah Di Masa New Normal. *Jurnal Ilmiah Bisnis Dan Ekonomi Asia*, 16(1), 151-163.
- Dutil, P. (2022). What do people want from politics? Rediscovering and repurposing the "Maslow Hierarchy" to teach political needs. *Journal of Political Science Education*, 18(1), 138-149.

- Herman, Herman. 2022. "Impact of Service Quality on Customer Satisfaction: A Case Study in Educational Institutions." *ADPEBI International Journal of Business and Social Science* 2(1):39–45. doi: 10.54099/aijbs.v2i1.104.
- Iskamto, Dedi, Jenita Jenita, Yulihardi, and A. T. Bon. 2021. "The Effect of Discipline on Performance Employee in Educational Institutions in Indonesia." in *Proceedings of the Second Asia Pacific International Conference on Industrial Engineering and Operations Management Surakarta*, Indonesia, September 14-16, 2021.
- Iskamto, Dedi. 2022. "Analysis of The Impact of Competence on Performance: An Investigative In Educational Institutions." *Asean International Journal of Business* 1(1):68–76. doi: 10.54099/aijb.v1i1.74.
- Jaya, W. S. (2022). Kinerja guru ditinjau dari gaya kepemimpinan kepala sekolah dan motivasi kerja. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(3), 1286-1294.
- Jedida, Y. (2023). *Implementasi Supervisi Kepala Madrasah di Madrasah Tsanawiyah Al-Kautsar Kota Pekanbaru* (Doctoral Dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau).
- Kussyeri, K., Matriadi, F., & Ikramuddin, I. (2021). Determinan Kinerja Guru di Kabupaten Aceh Utara melalui motivasi sebagai variable intervening. *J-MIND (Jurnal Manajemen Indonesia)*, 6(2), 47-59.
- Laili, R. N., & Nisak, Z. H. (2022). Peningkatan Self-Leadership Siswa Madrasah Ibtidaiyah Melalui Experiential Learning. *Journal of Integrated Elementary Education*, 2(1), 63-71.
- Lestari, D. (2020). *Penerapan Layanan Bimbingan Kelompok untuk Meningkatkan Self Leadership Siswa Kelas VIII di SMP Muhammadiyah 48 Medan Tahun Ajaran 2019/2020* (Doctoral dissertation, UMSU).
- Mahadewi, I. A. P. I., & Netra I. G. S. K. (2020). Peran Motivasi Kerja dalam Memediasi Pengaruh Kepemimpinan Transformasional pada Kinerja Karyawan Satriya Cottage Kuta. *E-Jurnal Manajemen Universitas Udayana*, 9(12).
- Mariatie, N., Hasanah, S., Syarifuddin, S., Fanggidae, E., & Wardani, R. (2021). Pengaruh Kepemimpinan Kepala Sekolah dan Kompensasi Terhadap Kinerja Guru dengan Mediasi Motivasi Kerja. *MASTER: Jurnal Manajemen Strategik Kewirausahaan*, 1(2), 101-112.
- Mukhtarom, A. (2021). *Pengaruh Servant Leadership dan Self Efficacy terhadap Kinerja melalui Motivasi sebagai Variabel Intervening (Studi pada Guru Smk Ma'arif 9 Kebumen)* (Doctoral dissertation, Universitas Putra Bangsa).
- Nurdin, M. A. F., Afriyadi, R., & Kurniasih, F. (2022). Penerapan Motivasi Kerja Pegawai pada Kantor BPKD Kota Sukabumi. *Econeur (Journal of Economics and Entrepreneurship)*, 8(1), 22-30.
- Peraturan Pemerintah Republik Indonesia No. 32 tahun 2013 tentang Standar Nasional Pendidikan.
- Pratama, I. G. P. W., & Suwena, K. R. (2022). Pengaruh Kemampuan dan Motivasi terhadap Kinerja Driver GRAB di Singaraja. *Prospek: Jurnal Manajemen dan Bisnis*, 4(2), 245-253.
- Prayitno, S., Iqbal, M. A., & Aulia, I. N. (2022) The Impact of Affective Commitment to Organizational Citizenship Behavior on Millenial Employees in an Indonesian Construction Company: Work Engagement and Knowledge Sharing as Mediators. *International Journal of Indonesian Business Review*, 1(1), 70-79.
- Purwanto, A., Asbari, M., & Hadi, A. H. (2020). Pengaruh Gaya Kepemimpinan Tansformational, Authentic, Authoritarian, Transactional Terhadap Kinerja Guru Pesantren di Tangerang. *Dirasah: Jurnal Studi Ilmu dan Manajemen Pendidikan Islam*, 3(1), 85-110.
- Rivaldo, Y., & Yusman, E. (2021). Pengaruh Pelatihan Kerja, Promosi, Kompensasi dan Motivasi terhadap Prestasi Kerja Perawat RSBP Batam. *Jurnal As-Said*, 1(2), 87-96.
- Samita, Mambang, Mambang, Muhammad Zulfadhilah, Septyan Eka Prastya, and Finki Dona Marleny. 2022. "Artificial Intelligence and Digital Economy: Comparative Adoption of Regions and Populations in ASEAN Countries Using EDA." *Adpebi Science Series, Proceedings of Adpebi International Conference on Management, Education, Social Science, Economics and Technology (AICMEST)* 1(1).
- Slameto, S. (2017). Peningkatan kinerja guru melalui pelatihan beserta faktor penentunya. *Jurnal Pendidikan Ilmu Sosial*, 27(2), 38-47.

- Suryaningsih, I. (2019). Pengaruh Training Framing dan Self-Leadership terhadap Kinerja Karyawan melalui Self-Efficacy di Kantor Pertahanan Kabupaten Sleman.
- Tandy, J., Nelwan, O. S., & Lengkong, V. P. (2021). Pengaruh Self-Leadership, Transformational Leadership dan Transactional Leadership terhadap Kinerja Guru-Guru di SMP Advent 4 Paal 2 Kota Manado. *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi*, 9(2).
- Undang – Undang Republik Indonesia No 14 Tahun 2005 tentang Guru dan Dosen.
- Wijaya, P., Sembiring, M. G., & Pribadi, B. A. (2022). Pengaruh Kepemimpinan Kepala Sekolah dan Motivasi Kerja Guru terhadap Kinerja Guru. *Cokroaminoto Journal of Primary Education*, 5(2), 180-187.
- Ansori, Putra Budi. 2021. "The Influence of Leadership and Motivation on the Performance of an Educational Institution: A Case Study." *International Journal of Islamic Business and Management Review* 1(1):11–20. doi: 10.54099/ijibmr.v1i1.45.