

The Influence Of Motivation And Leadership Style On Teacher Performance Through Teacher Job Satisfaction At Upt Smp Negeri 1 Kampar Kiri Tengah

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Abstract- This study aims to examine the influence of motivation and leadership style on teacher performance through job satisfaction. This study uses a quantitative approach with the path analysis method to analyze data obtained from respondents consisting of teachers in several schools. The independent variables analyzed are motivation (X1) and leadership style (X2), while the dependent variable analyzed is teacher performance (Z), with job satisfaction (Y) as a mediating variable. The results of the study indicate that motivation does not directly have a significant effect on teacher job satisfaction and performance. On the contrary, leadership style is proven to have a significant effect on job satisfaction. In addition, job satisfaction is proven to have a significant effect on teacher performance. The indirect effect of motivation through job satisfaction on teacher performance shows significant results, with a total effect value of 0.409, while leadership style has an indirect effect through job satisfaction on teacher performance with a total effect value of 0.475. Based on these findings, it is recommended that schools pay attention to improving effective leadership styles to improve teacher job satisfaction, which will ultimately have a positive effect on improving their performance. This study contributes to understanding the importance of psychological and managerial factors in improving teacher performance through job satisfaction as a mediator.

Keywords: *motivation, leadership style, job satisfaction, teacher performance*

1 Introduction

Education plays a very important role in improving the quality of human resources. The success of education in schools is highly dependent on the effective and efficient performance of teachers in carrying out learning tasks. As teachers, teachers have a dual role, not only as a transmitter of knowledge, but also as a motivator who influences the character and achievements of students. Therefore, improving teacher performance is very important to achieve the goal of quality education.

Teacher performance is influenced by many factors, two of which are work motivation and leadership style applied by the principal. Work motivation is a drive that comes from within (internal factors) or from outside (external factors). High motivation can encourage teachers to be more committed and work hard in achieving the desired goals (Lubis, 2020). Motivation is often understood as a factor that drives someone to carry out certain activities, or as a cause that influences individual behavior in acting (Priyono., et al., 2018). According to Hasibuan, motivation is a provision of encouragement that raises a person's work enthusiasm, so that they are able to work together, work effectively, and with integrity to achieve satisfaction. Theoretically, motivation is formed because humans have needs that need to be met, which are arranged in Maslow's hierarchy of needs (Suciningrum., et al., 2021). These needs include:

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- a. Social needs include needs related to social relationships, such as giving and receiving affection and friendship.
- b. The need for self-esteem is the need to feel valued and respected as a good individual.
- c. The need for self-actualization is the need to develop and become what one wants according to one's potential.

According to Asterina and Sukoco (2019), teacher performance is the teacher's ability to carry out their duties in accordance with the objectives that have been set. This includes various aspects, such as planning learning programs, implementing the teaching and learning process, creating and maintaining a conducive classroom atmosphere, controlling effective learning conditions, and assessing student learning outcomes. Performance is an important factor in determining the quality of a person's work, including a teacher.

Teacher performance in the learning process refers to the teacher's ability or skills in carrying out their responsibilities towards students, which include planning, implementing, and evaluating learning. Good teacher performance is influenced by the teacher's professional competence, which includes the knowledge, skills, and attitudes they possess. Teacher performance is influenced by internal and external factors. Internal factors that influence teacher performance include (Azahra, 2024):

- Motivation,
- Positive emotions,
- Negative emotions,
- Responsibility for tasks,
- Discipline in completing tasks,
- Concern for students,
- Job satisfaction,

Meanwhile, external factors that can influence teacher performance include:

- Work environment,
- Evaluation and supervision mechanisms,
- Information technology facilities available in the school environment, such as clean water, sanitation, electricity, and the condition of the school building.

In addition, the principal's leadership style has a major influence on teacher performance. An effective leadership style that supports teacher professional development can increase their enthusiasm and dedication to their work. Principals who apply a transformational leadership style, which focuses on empowering and coaching teachers, are usually more successful in creating a work environment that supports teacher performance (Priyono., et al., 2018). Leadership style consists of two words, namely "style" and "leadership". Style refers to good attitudes, movements, behaviors, and behaviors, as well as the ability and strength to act in a positive way. The concept of leadership itself has existed since the beginning of human history, namely when humans began to realize the importance of living in groups to achieve common goals (Aziz & Suwatno, 2019). Leadership style can be the attitude or behavior of a leader in directing or guiding his subordinates to achieve predetermined goals. There are several leadership styles, namely authority, democratic and laissez-faire (free control). These three leadership styles have their own advantages and disadvantages. Then, indicators in leadership style consist of instructive, consultative, participative and delegative (Darmanto, 2010).

According to Dewi & Sutrischastini(2016) explained that one of the factors that can mediate the relationship between work motivation, leadership style, and teacher performance is job satisfaction. Teacher job satisfaction is related to the extent to which they feel satisfied with their work conditions, including relationships with colleagues, rewards given, and existing work environment conditions. Teachers who are

satisfied with their work tend to be more motivated to give their best in the learning process. According to Robbins, job satisfaction is an attitude that reflects the difference between the level of reward a person receives and what they should receive, and between what is expected and what is actually obtained. On the other hand, Greenberg and Baron describe job satisfaction as a response or reaction given by a person to the work they do (Aliyah & Ariyanto, 2021).

Based on observations at school, teacher performance is influenced by a number of factors, both from within the teacher himself and external factors, such as motivation and leadership style of the principal so as to provide job satisfaction. These factors are closely related to the perceptions and experiences felt by each teacher, as well as how they respond to these factors, which can differ from one teacher to another. In the context of this study, these factors affect teacher performance, where work motivation, leadership style applied by the principal, and level of job satisfaction play an important role in determining the extent to which teachers can demonstrate optimal performance in the learning process. This is also in line with research conducted by Priyono., et al. (2018), that leadership style and motivation have a significant effect on teacher performance. Likewise, research by Aliyah & Ariyanto (2021), states that the principal's leadership style, motivation and teacher job satisfaction have a significant effect on teacher performance.

This study aims to examine the influence of work motivation and principal leadership style on teacher performance through job satisfaction as a mediator variable at UPT SMP Negeri 1 Kampar Kiri Tengah. The results of this study are expected to provide insight into the factors that influence teacher performance and provide recommendations for improving teacher performance through increased motivation and better leadership style.

Based on the description above, the formulation of the problem in this study is as follows:

1. How big is the influence of motivation (X1) on job satisfaction (Y)?
2. How big is the influence of leadership style (X2) on job satisfaction (Y)?
3. How big is the influence of motivation (X1) on teacher performance (Z)?
4. How big is the influence of leadership style (X2) on teacher performance (Z)?
5. How big is the influence of job satisfaction (Y) on teacher performance (Z)?
6. How big is the influence of motivation (X1) through job satisfaction (Y) on teacher performance (Z)?
7. How big is the influence of leadership style (X2) through job satisfaction (Y) on teacher performance (Z)?

Most Papers begin with an introduction. It contains a brief idea of the work, requirements for this research work, a problem statement, and the Author's contribution to their research. Adequate recent reference citations[1] from the last 2 years should be included to demonstrate the challenges at hand and the importance of the current work. This section should be concise, with no subheadings unless unavoidable [2, 3]. State the purpose of the job and provide adequate background related to your work, avoid detailed literature surveys or summary results.

2 Research Methodology

The following are the stages carried out during the research process. The flowchart can be seen in the following image:

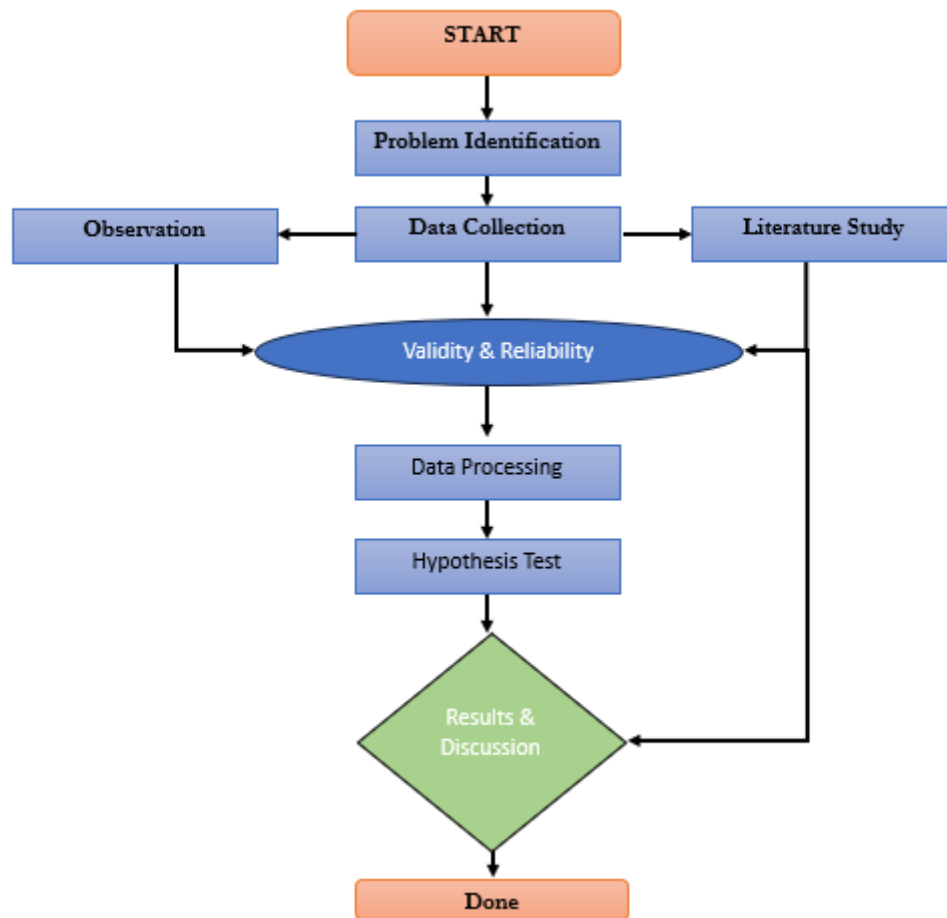


Figure 2.1 Research Flowchart

Based on the identification of existing problems, this type of research is included in Explanatory Research, which is a type of research that aims to explain the position of the variables studied and the relationship and influence between variables, as explained by Sugiyono (2019: 6). The selection of the explanatory research method in this study aims to test the proposed hypothesis. It is hoped that through this research, an explanation can be obtained regarding the relationship and influence between the independent and dependent variables contained in the hypothesis. The researcher conducted explanatory research to analyze the influence of motivation and leadership style on teacher performance, with teacher job satisfaction as an intermediary variable, at UPT SMP Negeri 1 Kampar Kiri Tengah (Ramadhani. 2023).

Djarwato stated that population refers to the total number of units or individuals who have the characteristics to be studied. These units are referred to as units of analysis, which can be individuals, institutions, objects, and so on (Ramadhani. 2023). The population that is the object of the study is all teachers at UPT SMP Negeri 1 Kampar Kiri Tengah, totaling 40 people. According to Simamora, if the population is less than 100 (Suastina., et al., 2021), then the sample used is the entire population, so that in this study the saturated sample technique (census) was applied and all teachers, totaling 40 people, became respondents.

The data collection technique used in this study was by distributing questionnaires, namely a method of collecting data through a series of questions with a Likert scale given to respondents with a value range of 1-5 and answer choices including: always, often, sometimes, rarely, and never. In this

study, researchers used a questionnaire with closed questions, consisting of a series of questions that ask respondents to choose one of the alternative answers that have been provided.

The data analysis method used in this study is simple path analysis, while for the instrument test used is validity and reliability test. The trial was conducted to ensure whether the questionnaire used in the study has met the eligibility for use. Testing the validity and reliability of the questionnaire instrument for each question, the researcher utilized the SPSS version 27 program on the computer.

Framework of thought as a basis for conducting research

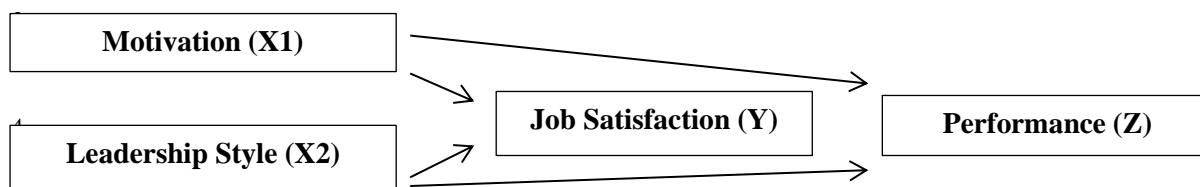


Figure 2.2. Research Framework

The research hypothesis is as follows:

H1	The influence of motivation (X1) on job satisfaction (Y)
H2	The influence of motivation (X1) on job satisfaction (Y)
H3	The influence of motivation (X1) on teacher performance (Z)
H4	The influence of leadership style (X2) on teacher performance (Z)
H5	The influence of job satisfaction (Y) on teacher performance (Z)
H6	The influence of motivation (X1) through job satisfaction (Y) on teacher performance (Z)
H7	The influence of leadership style (X2) through job satisfaction (Y) on teacher performance (Z)

3. Results and Discussion

a. Validity Test

From the results of the validity test, it was concluded that:

- 1) All questionnaire items for the motivation variable were declared valid, except for questionnaire item 13 with a Pearson correlation of 0.188.
- 2) All questionnaire items for the leadership style variable, totaling 15 questions, were declared valid.
- 3) All questionnaire items for the job satisfaction variable were declared valid, except for item 15 with a Pearson correlation of -0.38.
- 4) All questionnaire items for performance variables were declared valid, except for item 7 with a Pearson correlation of 0.168.

Furthermore, invalid questionnaire items were not included in the reliability test and were removed from the analysis/model.

b. Reliability Test

From the test results, it is known that the Cronbach's Alpha value of each tested variable is all above 0.60, so it can be concluded that all questions that pass the validity test meet the reliability requirements.

c. Hypothesis Testing

- 1) Path analysis of model I coefficients

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.615 ^a	.378	.345	4.192

a. Predictors: (Constant), Gaya Kepemimpinan, Motivasi

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.727	7.733		2.163	.037
	Motivasi	.106	.281	.069	.379	.707
	Gaya Kepemimpinan	.466	.152	.564	3.074	.004

a. Dependent Variable: Kepuasan Kerja

Based on the results of the regression analysis of Model I, in the Coefficients table section it can be seen that the significance value of variable X1 (motivation) = 0.707 is greater than 0.05, it can be concluded that variable X1 (motivation) does not have a significant effect on Y (job satisfaction) and conversely the significance value of X2 (leadership style) = 0.004 is less than 0.05, which means that X2 (leadership style) has a significant effect on Y (job satisfaction). The value of R² or R Square contained in the Model Summary table is 0.378, this shows that the contribution or contribution of the influence of X1 (motivation) and X2 (leadership style) on Y (job satisfaction) is 37.8% while the remaining 62.2% is the contribution of other variables not included in the study. Meanwhile, the e1 value can be found using the formula $e1 = \sqrt{1-0.378}$ = 0.7887.

2) Path analysis of model II coefficients

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.850 ^a	.723	.700	2.914

a. Predictors: (Constant), Kepuasan Kerja, Motivasi , Gaya Kepemimpinan

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.660	5.704		-.291	.773
	Motivasi	.282	.195	.180	1.444	.157
	Gaya Kepemimpinan	.050	.118	.059	.422	.676
	Kepuasan Kerja	.728	.114	.709	6.368	<.001

a. Dependent Variable: Kinerja

Based on the results of the regression analysis of Model II, in the Coefficients table section it can be seen that the significance value of the two variables, namely X1 (motivation) = 0.157 and X2 (leadership style) = 0.676 is greater than 0.05, it can be concluded that variables X1 (motivation) and X2 (leadership style) do not have a significant effect on Z (performance) and conversely the significance value of Y (job satisfaction) = 0.001 is less than 0.05, which means that Y (job satisfaction) has a significant effect on Z (performance). The value of R² or R Square contained in the Model Summary table is 0.723, this shows that the contribution or contribution of the influence of X1, X2 and Y to Z is 72.3% while the remaining 27.7% is the contribution of other variables not included in the study. Meanwhile, the value of e² can be found using the formula $e^2 = \sqrt{1-0.723} = 0.5263$.

d. Discussion

1. **The Influence of Motivation on Teacher Job Satisfaction in Central Left Kampar 1 Public Middle School Technical Implementation Unit.**

Analysis of the influence of motivation (X1) on job satisfaction (Y), obtained a significance value of X1 of 0.707 > 0.05. So it can be concluded that there is no direct significant influence of motivation on teacher job satisfaction at UPT SMP Negeri 1 Kampar Kiri Tengah. Based on the author's observations, this can happen because teacher job satisfaction is not only influenced by internal and external motivation, but also by awards. Teachers who feel appreciated through awards for their performance tend to feel more satisfied with their work. This is in accordance with Muqoyyarah's research (2018) which states that awards affect a person's job satisfaction.

2. **The Influence of Leadership Style on Teacher Job Satisfaction in Central Left Kampar 1 Public Middle School Technical Implementation Unit.**

Analysis of the influence of leadership style (X2) on job satisfaction (Y), obtained a significance value of X2 of 0.004 < 0.05. So it can be concluded that there is a direct significant influence of leadership style on teacher job satisfaction at UPT SMP Negeri 1 Kampar Kiri Tengah. The principal's transformational leadership style, which involves providing a clear vision, support, and empowerment to teachers, contributes positively to teacher job satisfaction. Conversely, an authoritarian leadership style tends to reduce teacher job satisfaction because it causes discomfort and lack of space for creativity (Aziizah., et al. 2018).

3. **The Influence of Motivation on Teacher Performance in Central Left Kampar 1 Public Middle School Technical Implementation Unit.**

Analysis of the influence of motivation (X1) on performance (Z), from the analysis obtained the significance value of X1 of 0.157 > 0.05. So it can be concluded that there is no direct significant influence of motivation on teacher performance at UPT SMP Negeri 1 Kampar Kiri Tengah. Based on the author's observations while being a teacher at UPT SMP Negeri 1 Kampar Kiri Tengah, the situation and conditions of the school may also affect these results, such as the lack of facilities that support learning activities or the lack of appreciation received by teachers can be a hindering factor that reduces the effectiveness of motivation in improving performance. This is in accordance with the research of Septiana and Ivada (2013) in their research in the Indonesian education environment found that although motivation is very important, other more concrete supporting factors, such as adequate educational resources and good relationships between teachers and principals, determine teacher performance more.

4. **The Influence of Leadership Style on Teacher Performance in Central Left Kampar 1 Public Middle School Technical Implementation Unit.**

Analysis of the influence of leadership style (X2) on performance (Z), from the analysis obtained a significance value of X2 of 0.676 > 0.05. So it can be concluded that there is no direct significant influence of leadership style on teacher performance at UPT SMP Negeri 1 Kampar Kiri Tengah. Sutrisno (2019) in

his research on teacher performance stated that although the principal's leadership style can provide direction and motivation, external factors such as educational resources and administrative support determine teacher performance more. Without adequate facility support, teachers may feel hampered in implementing what is expected by the principal, even though the leadership style has been implemented well.

5. **The Influence of Job Satisfaction on Teacher Performance in** Central Left Kampar 1 Public Middle School Technical Implementation Unit.

Analysis of the influence of job satisfaction (Y) on performance (Z), from the analysis it was obtained that the significance value of Y was $0.001 < 0.05$, so it can be concluded that there is a direct significant influence of job satisfaction on teacher performance at UPT SMP Negeri 1 Kampar Kiri Tengah. This shows that high job satisfaction can increase work motivation and productivity, which ultimately contributes to improving teacher performance. In accordance with the research of Hidayat and Putra (2018) which states that job satisfaction plays an important role in improving teacher performance. This finding emphasizes the importance of creating adequate working conditions to maximize teacher performance (Widyawati., et al. 2020).

6. **The Influence of Motivation on Teacher Performance in** UPT SMP Negeri 1 Kampar Kiri Tengah through Job Satisfaction.

Analysis of the influence of motivation (X1) through job satisfaction (Y) on performance (Z), it is known that the direct influence given by X1 (motivation) to Z (performance) is 0.180. While the indirect influence of X1 (motivation) through Y (job satisfaction) to Z (performance) is the multiplication of the beta value of X1 to Y with the beta value of Y to Z, namely: $0.069 \times 0.709 = 0.049$. So the total influence given by motivation to performance is the direct influence plus the indirect influence, namely: $0.180 + 0.049 = 0.229$. Based on the calculation results above, it is known that the direct influence value is 0.180 and the indirect influence is 0.049, which means that the indirect influence value is smaller than the direct influence, so it can be concluded that indirectly motivation (X1) through job satisfaction (Y) does not have a significant influence on the performance (Z) of teachers at UPT SMP Negeri 1 Kampar Kiri Tengah.

Motivation plays a greater direct role in influencing teacher performance than through job satisfaction. This shows that although motivation can increase job satisfaction, its effect on teacher performance is often stronger when motivation is given directly, without having to go through other variables such as job satisfaction. This is also supported by research by Rahmawati and Ismail (2019) which found that the direct effect between motivation and performance tends to be more significant in the context of education, while the indirect effect through job satisfaction is smaller and not always significant. Therefore, although job satisfaction can be a mediator, the direct effect of motivation on teacher performance is more dominant, and the indirect effect through job satisfaction is not significant enough to affect overall performance.

7. **The Influence of Leadership Style on Teacher Performance in** UPT SMP Negeri 1 Kampar Kiri Tengah through Job Satisfaction.

Analysis of the influence of leadership style (X2) through job satisfaction (Y) on performance (Z), it is known that the direct influence given by X2 to Z is 0.059. While the indirect influence of X2 through Y to Z is the multiplication of the beta value of X2 to Y with the beta value of Y to Z, namely: $0.564 \times 0.709 = 0.400$. So the total influence given by X2 to Z is the direct influence plus the indirect influence, namely: $0.059 + 0.400 = 0.459$. Based on the calculation results above, the direct influence value is 0.059 and the indirect influence value is 0.400, which means that the indirect influence value is greater than the direct influence value, these results indicate that indirectly the leadership style (X2) through job satisfaction (Y) has a significant influence on the performance (Z) of teachers at UPT SMP Negeri 1 Kampar Kiri Tengah.

Based on the author's observations, although leadership style can directly affect teacher performance, its influence is more significant through job satisfaction. A supportive leadership style creates a positive work

environment, which can ultimately increase teacher job satisfaction, thereby improving their performance. Research by Hidayat and Putra (2018) also supports this finding, which shows that job satisfaction plays an important role as a mediator between leadership style and performance. This shows that an effective leadership style not only affects performance directly, but also through increased job satisfaction, which then has a positive effect on performance.

4. Conclusion

Based on the results of the discussion that has been conducted, several conclusions can be drawn related to the influence of the variables studied on teacher performance at UPT SMP Negeri 1 Kampar Kiri Tengah. First, motivation does not have a significant effect on teacher job satisfaction, which can be explained because job satisfaction is also influenced by other factors such as awards, not just internal or external motivation. Second, the principal's leadership style is proven to have a significant effect on teacher job satisfaction, with a transformational leadership style that supports the provision of vision and teacher empowerment playing a positive role. Third, motivation does not show a significant direct effect on teacher performance, where external factors such as school facilities and awards also play an important role in determining teacher performance. Fourth, the principal's leadership style also does not have a direct effect on teacher performance, because other external influences, such as facility support, determine performance more. Fifth, job satisfaction is proven to have a significant effect on teacher performance, which shows that a positive work environment plays an important role in improving teacher performance. Finally, although motivation has a direct effect on performance, its indirect effect through job satisfaction is not significant, which shows that motivation is more effective in influencing performance directly without going through job satisfaction. However, the principal's leadership style was shown to have a significant influence on teacher performance through increased job satisfaction, indicating that job satisfaction is an important mediator in this relationship.

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