



(RESEARCH ARTICLE)



# The influence of school principal leadership, teachers' creativity and motivation on teachers' performance in vocational high schools in Bangka Regency

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## Abstract

The school principal's leadership is crucial in creating a conducive work environment, providing clear guidance, and motivating teachers to perform at their best. Teacher creativity and motivation significantly impact their performance, affecting the overall education quality. Vocational education, such as SMKs, aims to prepare graduates for the workforce, emphasizing professionalism and productivity. This quantitative survey involved teachers from SMKs in Bangka Regency. A total of 170 teachers were selected using proportional multistage sampling. Data were collected through literature review, questionnaires, observations, and documentation. Statistical analyses included tests for normality, linearity, homoscedasticity, and multicollinearity, followed by descriptive statistics, classic assumption testing, multiple regression analysis, and path analysis. Path analysis revealed significant direct effects of teacher creativity and motivation on teacher performance in SMKs in Bangka Regency. The direct effect of teacher creativity was 53.72%, while motivation had a 14.28% direct effect. Together, teacher creativity and motivation had a combined direct effect of 68.02% on teacher performance. Moreover, the moderating effect of school principals' leadership on the relationship between teacher creativity and performance was found to be 17.07%, while for teacher motivation, it was 9.41%. The findings indicate a significant positive relationship between teacher creativity, motivation, and performance in SMKs in Bangka Regency. Higher creativity and motivation lead to better teacher performance, contributing to improved educational outcomes. However, the moderating effect of school principals' leadership was relatively small, suggesting the need for further enhancement of leadership practices to maximize its impact on teacher performance. Overall, fostering teacher creativity and motivation alongside effective leadership can significantly enhance teacher performance in SMKs. The study underscores the importance of teacher creativity, motivation, and effective leadership in enhancing teacher performance in SMKs in Bangka Regency.

**Keywords:** Leadership; Creativity; Motivation; Teacher Performance; Vocational High School

## 1. Introduction

As a system and method used to improve the quality of human life in all its aspects, education is the foundation for economic growth, social development, and cultural advancement of a nation. Therefore, education plays a central role in shaping a brighter and more sustainable future for society and the country (Yahya et al., 2023). The quality of education heavily depends on the competence of teachers, as teachers play a very important central role in the educational process. To ensure that teacher competency standards are met as they perform their roles in Indonesia, the government has mandated certain requirements. In accordance with Law No. 20 of 2003 on the National Education System, planned, directed, and sustainable education becomes a prerequisite (Sari et al., 2022).

Teacher performance is the tangible result of both the quality and quantity of work achieved by teachers in carrying out their duties and responsibilities, which include the preparation of learning programs, the implementation of teaching, and the execution and analysis of evaluations (Yope & Azatil Isma, 2022). The leadership of the school principal plays a

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strategic role in determining the quality of education in the school. The principal is responsible for managing all resources in the school to achieve the set goals, culminating in providing quality education services to students. The principal is the key to success in initiating change, so improvements and enhancements in the learning process at school largely depend on the principal.

The school principal's leadership plays an important role in creating a conducive work environment, providing clear direction, and motivating teachers to perform at a high level. The power of a leader functions as a force for all leaders in influencing, mobilizing, and changing the behavior of those they lead toward the desired goals (Jayanti et al., 2022). Research by Suprihatin et al. (2022) suggests that to achieve optimal teacher performance for learning outcomes and educational goals, teacher creativity in teaching is required. Creativity is the ingenuity of a teacher in developing learning models for students. Teacher creativity, as one of the professional competencies in carrying out the educational process, always strives to find efficient teaching methods for certain subjects with more optimal results.

Motivation in carrying out the educational process is influenced by both internal factors of the teacher and external factors, including the work environment and management within the work environment. A highly motivated teacher will never be satisfied if the results of the teaching and learning process are not optimal. Conversely, if a teacher's motivation is low, then in conducting the educational process, they will lack clear direction, resulting in suboptimal planning, execution, and processes, so the expected outcomes do not align with national educational goals (Ratnasari et al., 2021a).

One of the educational programs developed in Indonesia is vocational education, specifically through Vocational High Schools (SMK). This educational program is designed to prepare its graduates to be ready for the workforce, possessing a professional attitude in their vocational field. Additionally, vocational graduates are expected to have a productive attitude and be able to face job competition. Based on the aforementioned explanation, the researcher conducted a study related to school principal leadership, teacher creativity, and teacher motivation, which influence teacher performance, titled: "The Influence of School Principal Leadership, Teachers' Creativity and Motivation on Teachers' Performance in Vocational High Schools in Bangka Regency".

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## 2. Materials and methods

This research is a quantitative survey with an educational management and behavioristic approach. The subjects of the study are teachers in Vocational High Schools (SMK) in Bangka Regency. The population consists of 291 teachers from various SMKs in Bangka Regency. The sampling method used is Proportional Multistage Sampling. In this study, 170 teachers were selected using the Slovin formula. Data collection was carried out through a literature review, questionnaires, observation, and documentation. Questionnaires were used to obtain data from teachers and principals. A literature review was conducted to support the research theory and the development of instruments.

The analysis requirements tests conducted include normality test, linearity test, homoscedasticity test, multicollinearity test, and autocorrelation test. Following these, the data were analyzed using descriptive statistical analysis, classical assumption analysis, multiple regression analysis, and path analysis. These testing and analysis methods are important to ensure the validity of the analysis results and accurate interpretation.

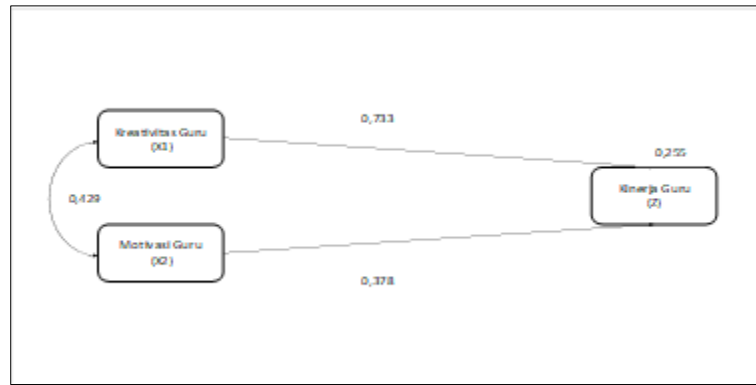
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## 3. Results

Path analysis is a development technique of multiple linear regression used to analyze the relationship patterns among variables, showing the significant direct and indirect effects of independent variables on the dependent variable through moderating variables.

### 3.1. Path Coefficient Model I

Here is the first model based on the results of multiple linear regression analysis on the above hypothesis:



Kreativitas guru=Teachers’ Creativity; Motivasi guru = Teachers’ Motivation; Kinerja Guru=Teachers’ Performance

**Figure 1** Path Coefficient Model I Framework

Based on the above model, as previously tested in the preceding subsection, the computed t-value > critical t-value indicates rejection of H0, signifying significant path coefficients and acceptance of Ha. Additionally, with the computed F-value > critical F-value, it is concluded that variables X1 and X2 significantly influence Z, allowing for individual testing.

**3.2. Testing the Path of X1**

The critical value at 167 degrees of freedom is  $t_{table} = 1.654$  and the value  $\rho_{x1} = 0.733$ . Therefore, the computed t-value for the test is  $t = \frac{\rho\sqrt{n-2}}{\sqrt{1-\rho^2}} = 13,885$ . This indicates that the computed t-value is greater than the critical t-value, leading to the conclusion that the path coefficient for variable X1 is "significant," meaning it has a direct positive effect.

Testing the Path of X2 The critical value at 167 degrees of freedom is  $t_{table} = 1.654$  and the value  $\rho_{x2} = 0.378$ . Therefore, the computed t-value for the test is  $t = \frac{\rho\sqrt{n-2}}{\sqrt{1-\rho^2}} = 5,289$ . This indicates that the computed t-value is greater than the critical t-value, leading to the conclusion that the path coefficient for variable X2 is "significant," meaning it has a direct positive effect.

Next, the procedure for calculating the direct effect on the path coefficients of Model I is carried out as follows:

The direct effect of X1 on Z

$$\rho_{x1} \times \rho_{x1} = 0,733 \times 0,733 = 0,537289 = 53,72\%$$

The direct effect of X2 on Z

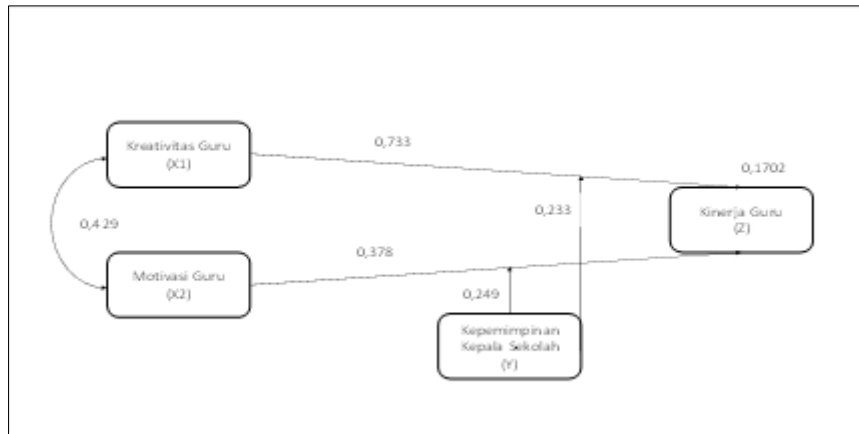
$$\rho_{x2} \times \rho_{x2} = 0,378 \times 0,378 = 0,142884 = 14,28\%$$

The Total effect of X1 and X2 together on Z

$$= 0,537289 + 0,142884 = 0,680173 = 68,02\%$$

**3.3. Path Coefficient Model II**

Here is the first model based on the results of multiple linear regression analysis on the above hypothesis:



Kreativitas guru=Teachers' Creativity; Motivasi guru = Teachers' Motivation; Kinerja Guru=Teachers' Performance; Kepemimpinan Kepala Sekolah= School Principal Leadership

**Figure 2** Path Coefficient Model II Framework

Based on the above model, as previously tested in the subsection, when the computed t-value > critical t-value, H0 is rejected, indicating significant path coefficients and acceptance of Ha. Additionally, with the computed F-value > critical F-value, it is concluded that variables X1 and X2 significantly influence Z through Y as a moderating variable, allowing for individual testing.

**3.3.1. Testing the path of X1 with Y as the moderating variable**

The critical value at 167 degrees of freedom is  $t_{table} = 1.654$  and the value  $\rho_{x1y} = 0.233$ . Therefore, the computed t-value for the test is  $t = \frac{\rho\sqrt{n-2}}{\sqrt{1-\rho^2}} = 3,009$ . This indicates that the computed t-value is greater than the critical t-value, leading to the conclusion that the path coefficient for X1 with Y as the moderating variable is "significant," implying a direct positive effect.

**3.3.2. Testing the path of X2 with Y as the moderating variable**

The critical value at 167 degrees of freedom is  $t_{table} = 1.654$ , and the value  $\rho_{x2y} = 0.249$ . Therefore, the computed t-value for the test is  $t = \frac{\rho\sqrt{n-2}}{\sqrt{1-\rho^2}} = 3,345$ . This indicates that the computed t-value is greater than the critical t-value, leading to the conclusion that the path coefficient for X2 with Y as the moderating variable is "significant," implying a direct positive effect.

Next, the procedure for calculating the direct effects on the path coefficients of Model II is as follows:

The direct effect of X1 on Z through Y as the moderating variable

$$\rho_{x1} \times \rho_{x1y} = 0,733 \times 0,233 = 0,170789 = 17,07\%$$

The direct effect of X2 on Z through Y as the moderating variable

$$\rho_{x2} \times \rho_{x2y} = 0,378 \times 0,249 = 0,094122 = 9,41\%$$

The total effect of X1 + X2 + Y as the moderating variable together on Z

$$= 0,170789 + 0,094122 = 0,264911 = 26,49\%$$

## 4. Discussion

### 4.1. Significant Direct Influence of Teacher Creativity on Teacher Performance in Vocational High Schools in Bangka Regency

The first hypothesis tests: There is a significant direct influence of teacher creativity on teacher performance. The test results for the t-test yielded a computed t-value of 27.819 with a significance level of 0.000, which is less than 0.05. This indicates that teacher creativity has a direct positive and significant influence on teacher performance in vocational high schools in Bangka Regency. Therefore, H<sub>0</sub> is rejected, and H<sub>1</sub> is accepted.

The R-square test resulted in an R-square value of 0.822 or 82.20%, indicating that teacher creativity contributes to 82.20% of the variance in teacher performance, while the remaining 17.80% is influenced by other unexamined factors. The path analysis results show that the direct influence of teacher creativity on teacher performance is 53.72%.

Therefore, this study demonstrates a positive and significant direct influence of teacher creativity on teacher performance. The analysis results indicate that the better the teacher's creativity, the better their performance, and conversely, lower creativity leads to lower performance among teachers. Teacher creativity directly affects teacher performance in vocational high schools in Bangka Regency.

This study is supported by Hayatina's research (2019) titled "The Influence of Creativity and Discipline on Teacher Performance: A Case Study of SMK Manba'ul 'Ulum Cirebon," which found that teacher creativity significantly affects teacher performance, with an R-square value of 76.60%. This is attributed to teachers having the freedom to enhance their expertise according to their field, peer support, and school support, which fosters good performance.

Furthermore, this study is supported by Elny & Diba's research (2022) titled "The Influence of Teaching Experience and Creativity on Teacher Performance at Budisatrya Foundation, Medan." The statistical test results for the variable of creativity on performance showed a computed t-value of 3.410, which is greater than the critical t-value of 1.669. Hence, there is a significant influence of creativity on teacher performance. The creativity of teachers in this context refers to their ability to generate ideas and demonstrate creative attitudes in their teaching practices.

Furthermore, a study conducted by Jurumiah et al. (2023) titled "The Influence of Instructional, Innovative, and Teacher Creativity on Work Productivity of Madrasah Ibtidaiyah (MI) Teachers in Polewali Mandar Regency" states that the creative attitudes of teachers have a positive influence on teacher work productivity. The statistical test results indicated a computed t-value of 2.788, which is greater than the critical t-value of 2.048. This influence is attributed to teachers' abilities in developing new ideas, such as skills, thinking abilities, flexibility, and imagination, which contribute to teacher work productivity.

It can be understood that good teacher creativity includes innovation, problem-solving abilities, and variability in teaching processes, emphasizing flow theory, which enhances teacher performance. If teachers in vocational high schools in Bangka Regency have high creativity skills, they can perform their duties and responsibilities to the best of their abilities.

### 4.2. Significant Direct Influence of Teacher Motivation on Teacher Performance in Vocational High Schools in Bangka Regency

The second hypothesis tests: There is a significant direct influence of teacher motivation on teacher performance. The t-test yielded a computed t-value of 13.254 with a significance level of 0.000, which is less than 0.05. This indicates that teacher motivation has a direct positive and significant influence on teacher performance in vocational high schools in Bangka Regency. Therefore, H<sub>0</sub> is rejected, and H<sub>1</sub> is accepted.

The R-square test resulted in an R-square value of 0.511 or 51.10%, indicating that teacher motivation contributes to 51.10% of the variance in teacher performance, while the remaining 48.90% is influenced by other unexamined factors. The path analysis results show that the direct influence of teacher motivation on teacher performance is 14.28%.

Therefore, this study demonstrates a positive and significant direct influence of teacher motivation on teacher performance. The analysis also suggests that higher teacher motivation corresponds to better teacher performance, whereas lower motivation leads to poorer performance. Teacher motivation directly impacts teacher performance in vocational high schools in Bangka Regency.

This study is supported by Noor et al.'s research (2021) titled "The Influence of Teacher Work Motivation on Teacher Performance in Achieving Student Learning Outcomes (Study at MTs. Persis Tarogong, Tarogong Kidul Subdistrict - Garut)" which found that the coefficient path test for teacher work motivation on performance yielded a value of 0.2524, with a computed t-value of 2.1034, exceeding the critical t-value of 1.9983. Therefore, it is concluded that teacher work motivation has a positive and significant influence on performance. The emphasized motivations include achievement, affiliation, and power motivations in their role as teachers to enhance their performance.

Another study by Wattimena et al. (2023) titled "Teacher Work Motivation and School Principal Leadership on Teacher Performance in Public High Schools in Kairatu Subdistrict, West Seram Regency" reveals that the test results for the variable of teacher motivation on teacher performance yielded a computed t-value of 61.890, which is significantly greater than the critical t-value of 1.663. Additionally, the regression coefficient for teacher motivation was 0.823, indicating a positive and significant influence on teacher performance. The study defines teacher work motivation as responsibility towards their job, interest, and enthusiasm in work, striving for excellence, and efforts to meet living needs, gain recognition, and receive praise. Increasing teacher work motivation leads to improved teacher performance.

Furthermore, this study is strengthened by Ardiana's research (2017b) titled "The Influence of Teacher Work Motivation on Accounting Teacher Performance in Vocational High Schools in Madiun City," which states that the variable of teacher motivation on teacher performance yielded a computed F-value of 7.510, exceeding the critical F-value of 3.940. This indicates that teacher motivation has a positive and significant influence on teacher performance. The motivation indicators such as opportunities for development, job pride, recognition, and received incentives collectively affect teacher performance by 80.60%.

It can be understood that in this study, teacher motivation, which includes fulfilling the hierarchy of needs for existence, relatedness, and growth, influences their performance as teachers in executing their tasks effectively. If the hierarchy of needs for teachers in vocational high schools in Bangka Regency is met, teacher performance will improve accordingly.

#### **4.3. Significant Combined Direct Influence of Teacher Creativity and Teacher Motivation on Teacher Performance in Vocational High Schools in Bangka Regency**

The third hypothesis tests: There is a significant combined direct influence of teacher creativity and teacher motivation on teacher performance. The t-test yielded a computed t-value of 27.892 with a significance level of 0.000, which is less than 0.05. This indicates that teacher creativity and teacher motivation together have a direct positive and significant influence on teacher performance in vocational high schools in Bangka Regency. Therefore,  $H_0$  is rejected, and  $H_1$  is accepted.

The R-square test resulted in an R-square value of 0.935 or 93.50%, indicating that teacher creativity and teacher motivation together contribute 93.50% to the variance in teacher performance, while the remaining 6.50% is influenced by other unexamined factors. The path analysis results show that the combined influence of teacher creativity and teacher motivation on teacher performance is 68.02%.

This study is supported by Ratnasari et al.'s research (2021b) titled "The Influence of Competence, Motivation, and Creativity on Teacher Performance Through Job Satisfaction," which indicates that the critical ratio test results showed a non-significant negative value for teacher creativity on teacher performance ( $-0.381 < 2.000$ ), whereas for teacher motivation on performance, it showed a critical ratio value of  $2.129 > 2.000$ , indicating a positive and significant influence.

The creativity indicator involves finding efficient teaching methods to achieve maximum performance. Meanwhile, for teacher motivation, the key indicator is executing tasks and conducting teaching activities aligned with the school's objectives, thus resulting in job satisfaction for the teachers regarding their performance.

In the subsequent study by Ayu Sharafika et al. (2022) titled "The Influence of Motivation and Creativity on Teacher Performance in Online Learning at State Senior High School 1 Berbek," the results indicated a computed F-value of 52.875, which exceeds the critical F-value of 1.67943. This signifies a positive and significant influence of both creativity and motivation as stimuli on teacher performance. In this study, teacher motivation serves as a driving force to enhance teacher performance, while teacher creativity involves skills in understanding, sensitivity, and appreciation in the teaching-learning process.

In the subsequent study by Safitri et al. (2024) titled "The Influence of Creativity, Motivation, and Work Environment on the Performance of Educators at Tsanawiyah Tassbeh Baitul Qur'an Madrasah in Pinrang Regency," the results showed that the computed t-value for the influence of creativity on employee performance was 2.935, exceeding the critical t-value of 1.688, indicating a positive and significant influence. Similarly, for the influence of motivation on employee performance, the computed t-value was 2.958, also exceeding the critical t-value of 1.688, showing a positive and significant influence.

Creativity in this context refers to the ability of teachers to develop innovative teaching methods and engage students in learning. Teacher motivation focuses on the teaching process despite external disturbances, and there is support from colleagues and supervisors in completing tasks, along with appreciation, which enhances employee performance.

Therefore, this study demonstrates a positive and significant combined direct influence of teacher creativity and teacher motivation on teacher performance. The findings suggest that higher levels of teacher creativity and motivation together correspond to better teacher performance. Conversely, lower levels of teacher creativity and motivation together result in poorer teacher performance. Teacher creativity and motivation directly impact teacher performance in vocational high schools in Bangka Regency.

It means that if teachers in vocational high schools in Bangka Regency possess high creativity and are supported by strong motivation, their performance as educators will improve when their needs are fulfilled. This enables them to effectively carry out their duties and responsibilities.

#### **4.4. Significant Direct Influence of Teacher Creativity on Teacher Performance through the Effectiveness of School Principal Leadership as a Moderating Variable in Vocational High Schools in Bangka Regency.**

The fourth hypothesis tests: There is a significant direct influence of teacher creativity on teacher performance through the effectiveness of school principal leadership as a moderating variable. The t-test yielded a computed t-value of 21.763 with a significance level of 0.000, which is less than 0.05. This indicates that teacher creativity has a direct positive and significant influence on teacher performance through the effectiveness of school principal leadership in vocational high schools in Bangka Regency. Therefore, H<sub>0</sub> is rejected, and H<sub>1</sub> is accepted.

The R-square test resulted in an R-square value of 0.93 or 93.00%, indicating that teacher creativity and its influence on teacher performance through the effectiveness of school principal leadership contribute 93.00% to the variance in teacher performance, while the remaining 7.00% is influenced by other unexamined factors. The path analysis results show that the influence of teacher creativity on teacher performance through the effectiveness of school principal leadership as a moderating variable is 17.07%.

It can be interpreted that the role of the school principal in vocational high schools in Bangka Regency, when interacting with teacher creativity as a moderating variable, only provides a small influence on teacher performance.

The roles that school principals hold, especially as educators, managers, administrators, supervisors, motivators, and leaders, have not reached their maximum potential in influencing teacher performance. This includes insufficient support for collaboration and cooperation among teachers to achieve school goals, as well as suboptimal resource management to enhance performance.

#### **4.5. Significant Direct Influence of Teacher Motivation on Teacher Performance through the Effectiveness of School Principal Leadership as a Moderating Variable.**

The path analysis results indicate that the influence of teacher motivation on teacher performance through the effectiveness of school principal leadership as a moderating variable is 9.41%. This suggests that the role of the school principal in vocational high schools in Bangka Regency, when interacting with teacher motivation as a moderating factor, only provides a small influence on teacher performance. The roles that school principals hold, particularly as managers and administrators, have not yet reached their maximum potential in influencing teacher performance. There is a perception that new plans and changes in school management, as well as responses to the school's vision and mission, are generally evaluated less positively from the perspective of teacher motivation.

## 5. Conclusion

The research findings indicate several significant factors influencing teacher performance in vocational high schools in Bangka Regency. Firstly, there is a significant influence between teacher creativity and teacher performance. This is evidenced by a partial coefficient of 0.480, indicating that higher levels of teacher creativity correspond to better performance. Additionally, with a determination coefficient of 82.20% and a path coefficient of 53.72%, it reaffirms a positive relationship between teacher creativity and teacher performance.

Secondly, teacher motivation also has a significant effect on teacher performance. A partial coefficient of 0.604 indicates that higher motivation among teachers corresponds to better performance. This finding is supported by a determination coefficient of 51.10% and a path coefficient of 14.28%, highlighting the positive impact of teacher motivation on their performance.

Furthermore, there is a significant combined effect of teacher creativity and motivation on teacher performance. The partial coefficient of 0.320 confirms that both teacher creativity and motivation contribute jointly to teacher performance, with a determination coefficient of 93.50% and a path coefficient of 68.02%.

Furthermore, the findings indicate a significant effect of teacher creativity on teacher performance moderated by the effectiveness of school principal leadership. With a partial coefficient of 0.608, this result illustrates that the effectiveness of the school principal's leadership can strengthen the relationship between teacher creativity and their performance, as evidenced by a determination coefficient of 93.00% and a path coefficient of 17.07%.

Based on the last finding, the motivation of teachers also influences teacher performance moderated by the effectiveness of school principal leadership. With a partial coefficient of 0.626, this result confirms that the effectiveness of the school principal's leadership can enhance the relationship between teacher motivation and their performance, with a determination coefficient of 58.30% and a path coefficient of 9.41%.

Based on these findings, it can be concluded that the factors influencing teacher performance are interconnected and mutually reinforcing. Creativity and teacher motivation, when supported by the effectiveness of school principals' leadership, can significantly contribute to enhancing teacher performance at SMK Kabupaten Bangka.

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## Compliance with ethical standards

### *Disclosure of conflict of interest*

No conflict of interest to be disclosed.

### *Statement of informed consent*

Informed consent was obtained from all individual participants included in the study.

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