

The Influence Of Leadership, Motivation, And Work Environment On Teacher Performance At The Al Muqorrobin Cihideung Foundation

Pengaruh Kepemimpinan, Motivasi Dan Lingkungan Kerja Terhadap Kinerja Guru Di Yayasan Al Muqorrobin Cihideung

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ABSTRACT

This study aims to analyze the influence of leadership, motivation, and work environment on teacher performance at the Al Muqorrobin Cihideung Foundation. The research uses a quantitative approach through a survey of 35 teachers with multiple linear regression analysis using SPSS 25. The results show that partially, leadership, motivation, and work environment have a negative and significant effect on teacher performance. Simultaneously, the three variables significantly affect teacher performance, with an F value of 41.382 and a coefficient of determination (R^2) of 0.800. These findings indicate that these factors explain 80% of the variation in teacher performance at the foundation studied.

Keywords : Leadership, Motivation, Work Environment, Teacher Performance.

ABSTRAK

Studi ini melihat bagaimana kepemimpinan, motivasi, dan lingkungan kerja memengaruhi kinerja guru di Yayasan Al Muqorrobin Cihideung. Penelitian ini menggunakan pendekatan kuantitatif dengan survei terhadap 35 guru dan menganalisis datanya menggunakan regresi linier berganda di SPSS 25. Hasilnya menunjukkan bahwa secara individu, kepemimpinan, motivasi, dan lingkungan kerja memiliki pengaruh negatif dan signifikan terhadap kinerja guru. Jika dilihat bersama-sama, ketiga faktor ini secara signifikan memengaruhi kinerja guru, dengan nilai F sebesar 41,382 dan R^2 sebesar 0,800. Artinya, faktor-faktor ini menjelaskan 80% perbedaan kinerja guru di yayasan tersebut.

Kata Kunci : Kepemimpinan, Motivasi, Lingkungan Kerja, Kinerja Guru.

1. Introduction

Education is one of the main pillars in building quality human resources. Human resources manage the roles and interactions of the resources that people have, enabling them to function effectively and carry out tasks to achieve organizational goals to the fullest (Ricardianto 2018:15). The success of an educational institution is closely linked to the role of teachers as the main implementers of the learning process. In practice, the quality of education is often measured by how well teachers are able to perform their duties optimally. Therefore, teacher performance becomes an important aspect that needs serious attention in efforts to improve the quality of education. Maximum performance is influenced by various factors, both internal and external. Internal factors include motivation, while external factors include the work environment (Dewi, 2019).

Leadership is one of the key factors that affects teacher performance. In the education context, the leadership style of the principal or foundation leader greatly determines the work climate and performance level. Teacher work motivation is also a determining factor in teacher performance, because motivation drives and supports human behavior to work diligently and enthusiastically to achieve optimal results (Zulfah, A. 2023). According to Suparman (2019), a School Principal is an educator (teacher) who is given additional duties to manage and lead a formal education institution, appointed based on their duties and authority by the government or the education organizing institution. Initially, the School Principal was referred to as a

'Mantri Guru,' which means Head Teacher, whose job was to lead the teachers in their school so that they could teach well.

According to Septiawan et al., (2020), work motivation is something that can create enthusiasm or drive to work individually or in groups towards a job in order to achieve goals. Employee work motivation is a state that makes employees want or need to achieve certain goals through carrying out a task. Employee work motivation will add energy to work or direct activities while working, and let employees know that there is a relevant connection between organizational goals and personal goals. According to Rahmawati et al., (2020), the work environment is everything that surrounds employees at work, both physical and non-physical, which can affect them in carrying out their tasks and daily work. According to Srisiska et al. (2021), teacher performance is the teacher's perception of their work achievements, which are related to work quality, responsibility, honesty, and effort, without neglecting other supporting factors. Teacher performance is an achievement reached by teachers in their field of expertise, working at their best to meet institutional goals in education. Additionally, teachers are able to manage classes well, prepare learning materials they have mastered, and apply them effectively. (Hidayat & Khotimah, 2021).

Based on the results of an initial survey conducted by distributing performance questionnaires on lesson module creation to teachers at Yayasan Al Muqorrobin Cihideung, several problems were found in teacher performance. One of them is that some teachers still teach using only the lecture method. In this case, teachers have not fully applied various methods that can engage students actively. Moreover, the majority of teachers still haven't created lesson modules or Lesson Plans (RPP), which makes the learning process unstructured and affects students' attention to the teachers during class activities, making it less optimal. As a result, the classroom atmosphere becomes less conducive and the learning process becomes less effective.

Based on the results from the on-site research, the low performance in creating teaching modules is supported by the following data :

Table 1. Performance in Creating Teaching Modules at Al Muqorrobin Cihideung Foundation

Indikator	Pembuatan Modul Ajar	
	Mengerjakan	Tidak Mengerjakan
Jumlah Guru	5 Guru	30 Guru
Jumlah Modul	5 Modul	30 Modul

From the data above, it can be seen that the performance in creating teaching modules is still very low, as indicated and proven by data showing that only 5 teachers made teaching modules, while 30 teachers did not. According to Safitri et al., 2024, teacher performance is the ability to carry out learning tasks that directly contribute to improving student achievement. Looking at the data on teaching module creation performance at Al Muqorrobin Cihideung Foundation, it is suspected that there is a problem with the low level of teacher performance at this institution.

Based on the researcher's observations and interviews with teachers at the Al Muqorrobin Foundation in Cihideung, several issues with teacher performance were still found, such as leadership, environment, and work motivation, which indicate that teacher performance has not been optimal. Based on these findings and problems mentioned above, the researcher is interested in conducting a study titled 'THE INFLUENCE OF LEADERSHIP, MOTIVATION, AND ENVIRONMENT ON TEACHER PERFORMANCE AT THE AL MUQORROBIN FOUNDATION IN CIHIDEUNG.'

2. Literature Review

Leadership

Munajat (2021) explains that leadership is a leader's effort to guide both organizations and individuals so that the goals that have been set can be achieved. In carrying out their role, a leader is expected to be able to influence, provide support, and motivate their followers so that they are encouraged to work optimally. In addition, a leader also needs to balance the members' needs with the organization's interests so that the objectives of both sides can be achieved harmoniously.

The ability to inspire and guide people to join in, make decisions, and complete tasks in pursuit of common goals is another definition of leadership. As part of this competency, you should be able to set an example for your coworkers to follow in achieving set goals, directing task execution, fostering productive teamwork, supervising others, and influencing their behavior in various contexts (Suparman, 2019). As stated by Suparman (2019), a principal is a teacher who also has the responsibility to supervise and guide the school. Depending on the tasks and authority held, the government or educational institution will appoint the principal. In the past, the position of principal was known by the term Mantri Guru, a role responsible for supervising and ensuring that teachers carried out their teaching duties optimally.

Motivation

An individual's intrinsic or extrinsic drive to act in pursuit of set goals is what is known as motivation (Jusriadi & Uleng, 2025). A person's level of motivation not only determines whether they take action, but also the kind of actions they take, how hard they work, and how consistently they do it. The level of enthusiasm, dedication, and ownership a person has over their work is greatly influenced by their motivation. Because they are highly motivated to succeed, they can overcome obstacles and always push themselves to improve, people with strong motivation often perform the best. Increased efficiency and results in the workplace are greatly influenced by intrinsic motivation.

According to Wardan (2020), a person's motivation is an innate drive that affects their behavior at work as a result of past experiences and the circumstances they are in. This drive fosters the desire to complete tasks optimally. Besides thinking skills, every individual also needs motivation from within themselves to be able to perform tasks well. In the workplace, especially for teachers who constantly interact with leaders and colleagues, support from the environment becomes an important factor in maintaining work enthusiasm. To develop effective motivation, teachers first need to understand the nature and responsibilities of their job.

Work Environment

The term "work environment" refers to the physical space where workers are required to do their jobs. The physical aspects of the workplace affect employees' mental and emotional well-being. Employee productivity is directly related to how enjoyable their workplace is. Employee efficiency and productivity are influenced by a number of factors, one of which is the work environment (Prihantoro, 2015). Everything around employees that can impact the way they do their work is also considered part of the work environment (Nitisemito, 2002). The correlation between teacher discomfort, unsuitable classroom settings, and students' ability to learn shows that environmental factors influence educators' productivity in the classroom (Sampurno and Wibowo, 2015). An employee's work environment includes everything around them that might affect their job performance (Nitisemito, 2002). According to Sampurno and Wibowo (2015), there is a correlation between teachers' discomfort, an unsuitable and unsupportive classroom environment, and students' academic achievement.

According to Lewa and Subowo in Lestari (2021), the goal of creating a pleasant workplace is to encourage harmonious interactions between employees and their surroundings. Employees are more likely to give their best at work when they are in an environment that

meets their needs for health, safety, and enjoyment. On the other hand, when employees are not supported at work, productivity goes down, workloads increase, tasks take longer to complete, and the overall efficiency of the system decreases.

Teacher Performance

According to Smith, the result of any process involving human and non-human actors is performance (Mulyasa, 2005). An individual's contribution to the operational success of an organization is measured by how well they perform within this framework, according to the standards and criteria that have been set. At the same time, performance is defined by Prawirasentono (1999) as the end product achieved by a person or team when they carry out their tasks as expected and follow the procedures that have been established to meet business needs.

Performance standards for educators are quite nuanced and reflect the knowledge, skills, and attitudes that teachers bring into the classroom. Using learning media, having proactive classroom leadership, and planning lessons are just a few of many aspects that shape teacher performance standards. As professionals, teachers in Indonesia are entrusted with various responsibilities, including but not limited to research, community service, lesson planning, and assessment, in accordance with "Law No. 20 of 2003 and No. 14 of 2005."

The Influence of Leadership on Teacher Performance

In a study conducted by Hallinger and Kovacevic (2021), it was found that effective school principal leadership has a dual impact on teacher performance. First, it boosts motivation and commitment. Second, it indirectly increases job satisfaction. Based on these results, strong leadership from school principals is crucial for fostering an environment where teachers can thrive and perform their best. Saiba, Firman, and Hidayat (2021) also reported similar findings from their research in Indonesia. According to their study, principal leadership has a substantial impact on teacher performance. Motivated and inspired educators are more likely to go above and beyond in their work when led by a strong leader. Additionally, a study conducted in China by Kang, Sun, and Lyu (2020) showed that when principals lead effectively, teachers perform better.

H1: Leadership affects teacher performance at the Al Muqorrobin Cihideung Foundation

The Influence of Motivation on Teacher Performance

Teacher motivation boosts performance, according to research from Nigeria by Tella, Ayeni, and Popoola (2007). Usually, when educators are excited about their work, students perform better in class. In Indonesia, Hadiani and Nur (2016) found that teachers' levels of intrinsic motivation have a positive effect on student achievement. Additionally, Sari (2019) found that educators with strong intrinsic drive are better able to bring innovation into their lectures, integrate technology effectively, and find new ways to deliver course material to students.

These studies provide more evidence that an instructor's personal drive for success is an important factor in their overall effectiveness as educators. Teachers who are enthusiastic about their work tend to perform better than their less enthusiastic peers. To ensure improved learning quality and sustainable educational outcomes, schools should prioritize efforts to boost work motivation.

H2 : Motivation affects teacher performance at Al Muqorrobin Foundation Cihideung

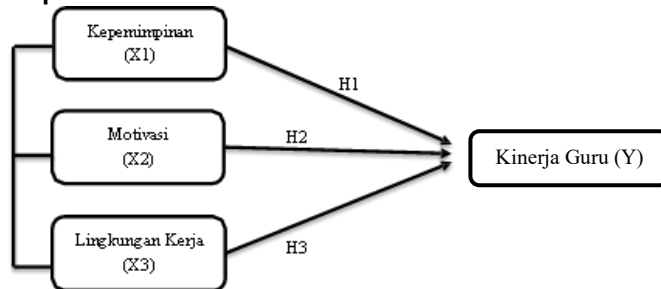
The Influence of the Work Environment on Teacher Performance

The importance of a positive work environment in boosting teachers' effectiveness has been shown by various studies. According to Irabor and Okolie (2019), instructors are more likely to do their jobs well when they work in a pleasant, safe, and supportive atmosphere. Supporting this finding, a study by Nofitasari and Prasetyo (2021) shows how a positive work environment can influence performance improvement by increasing teachers' motivation and job satisfaction. Khalid, Tehseen, and Hadi (2015) offer similar findings, showing that teachers' work effectiveness is positively influenced by a supportive work environment. These research

findings indicate that teachers' performance is positively and significantly affected by their work environment. To maximize learning goals, it's important to provide a safe, enjoyable, and supportive workplace for teachers that boosts motivation, job satisfaction, and the quality of how they carry out their tasks.

H3 : The work environment affects teacher performance at Al Muqorrobin Cihideung Foundation

Conceptual Framework



3. Research Methods (Metode Penelitian)

This research uses a quantitative method; it aims to test and analyze causal relationships between variables objectively using numerical data. This study is also exploratory, aimed at combining several theories rather than confirming them. Data collection in this research is done through surveys, conducted via questionnaires to get specific information from respondents.

The research approach used in this study is a quantitative and descriptive approach. The population in this study is the teachers at the Al Muqorrobin Cihideung Foundation, and the sample in this study is also the teachers at the Al Muqorrobin Cihideung Foundation. The technique used in this study is purposive sampling, which means that the sample selection is done based on certain criteria, such as employees of the Al Muqorrobin Cihideung Foundation who are teachers/educators. This approach is considered appropriate because it allows the researcher to obtain data that aligns with the research objective, which is to find out the influence of Leadership, Motivation, and Work Environment on Teacher Performance.

In this study, the data used is divided into two types of sources: primary data sources and secondary data sources. The primary data consists of information collected through surveys or questionnaires distributed to teachers at the Al Muqorrobin Foundation in Cihideung. The primary data in this study includes information related to Leadership, Motivation, and the Work Environment of respondents in relation to their impact on Teacher Performance. Secondary data is used to provide additional information that supports the analysis and offers a theoretical perspective on the topic being studied. In this study, the secondary data consists of theories and findings from literature that discuss the Influence of Leadership, Motivation, and Work Environment on Teacher Performance.

To measure respondents' perceptions in this study, a Likert scale was used. According to Sugiyono (2019), a Likert scale is a scale used to measure someone's or a group's attitudes, opinions, and perceptions about social phenomena. With the Likert scale, the variables to be measured are broken down into variable indicators. Then, these indicators are used as a starting point to develop instrument items, which can be statements or questions.

The data analysis techniques used in this study go through several stages, one of which is testing the research instruments by using validity tests conducted to assess the validity of a questionnaire used by the researcher as a measuring tool when collecting data from respondents. Each variable uses IBM SPSS 25 software (Sugiyono, 2023). Data is considered valid if:

- 1) If $r_{count} > r_{table}$, then the item of the instrument is valid.
- 2) If $r_{count} < r_{table}$, then the item of the instrument is not valid.

In addition, a reliability test is also used, which is the level of consistency of a measurement that shows that the results remain stable when used continuously under the same conditions (Widodo et al., 2023). The reliability test is carried out by looking at the variance for item scores and total scores, which are calculated using Cronbach's Alpha formula. Testing with IBM SPSS states that a variable is considered reliable if it meets the following criteria:

- 1) If the Cronbach's Alpha value > 0.60 , it is reliable.
- 2) If the Cronbach's Alpha value < 0.60 , the research instrument is not reliable.

After conducting the instrument test, the next step is to perform the classical assumption test. According to Ghazali (2018:159), to determine the accuracy of the model, it is necessary to test several classical assumptions, namely, normality test, multicollinearity test, and heteroscedasticity test. The data normality test can be carried out using the One Sample Kolmogorov-Smirnov Test available in the SPSS program. The basis for making decisions in the normality test is as follows:

- 1) If the significance value > 0.05 , then the data used has a normal distribution.
- 2) If the significance value < 0.05 , then the data used does not have a normal distribution.

Next, in this study, to detect whether multicollinearity exists or not, the Variance Inflation Factor (VIF) is used. If the VIF value is greater than 10 and the tolerance value is less than 0.10, then multicollinearity occurs (Ghazali, 2018:111). A low tolerance value is equivalent to a high VIF value (because $VIF = 1/\text{tolerance}$). The common cutoff used to indicate the presence of multicollinearity is a tolerance value ≤ 0.10 or a VIF value ≥ 10 . This means that if the VIF is 10, there is no multicollinearity among the independent variables. Next, a heteroskedasticity test is carried out to ensure whether there is a difference in the variance of the residuals from one observation to another (Vikaliana et al., 2022). The basis for decision-making in the heteroskedasticity test is as follows:

- 1) If the heteroskedasticity significance value > 0.05 , then it does not occur.
- 2) If the significance value < 0.05 , then heteroskedasticity occurs.

After conducting the instrument test and classic assumption test, the next step is to carry out hypothesis testing using the t-test, F-test, and coefficient of determination test. The t-test is done to examine the overall effect of the independent variables on the dependent variable. The acceptance area is determined using the t-test. The critical point is obtained from the t-distribution table with an error level or significance level (α) of 0.05 and degrees of freedom (df) of $n-1-k$, where n is the sample size and k is the number of independent variables (Julius, 2017:218). The basis for decision-making is that the hypothesis will be accepted if the probability value of the t-error or p-value is less than the 5% significance level. According to Ghazali (2021:148), the F test is aimed at testing the feasibility of the research model, which means finding out or testing whether the regression model equation can be used to see the effect of independent variables on the dependent variable. If the significance value ($\text{Sig} \leq 0.05$), then the regression model can be used. The analysis of the coefficient of determination is used in this study to find out how big the influence is (Azzahra, 2023). The coefficient of determination (R-squared) is used to measure the percentage of influence of the independent variables in the regression model on the dependent variable. The value of the coefficient of determination ranges from zero to one. If $R = 1$, it shows that the influence of all independent variables on the dependent variable is very strong. Meanwhile, if $R = 0$, it shows that the influence of all independent variables on the dependent variable is very small, or in other words, the ability of all independent variables to explain the dependent variable is very limited (Ghazali, 2018).

4. Results and Discussions

The t-test for partial hypotheses found that leadership variables at the Al Muqorrobin Cihideung Foundation have a negative and statistically significant effect on teacher performance. The results of the simple regression analysis showed a t-value of -7.334, a regression coefficient (B) of -2.191, and a significance level of $0.000 < 0.05$. Thus, the statistical

evidence supports the idea that leadership affects teacher performance, albeit negatively. According to the generated regression model, for every one-unit increase in leadership score, teacher performance decreases by 2.191 units. This finding is interesting when linked to the Transformational Leadership theory developed by Bernard M. Bass and further expanded by Bruce J. Avolio. According to this idea, the ability to inspire subordinates, provide intellectual stimulation, give individual attention, and offer ideal influence is very important for transformational leaders, as it boosts motivation, commitment, and performance. Theoretically, good leadership should make teachers work better, not worse. As a result, the predictions of transformational theory are not fully supported by the results of this study. It seems that from this difference, a leader's success depends on the leader's behavior and the individual teacher's willingness to change their work habits in response to the leader's instructions.

The results of the partial hypothesis testing (t-test) show that teacher performance at the Al Muqorrobin Cihideung Foundation is negatively and significantly affected by the motivation variable. In the regression analysis, a t-value of -10.269 and a significance level of $0.000 < 0.05$ were obtained, and the motivation variable was found to have a regression coefficient (B) of -1.809. Since the significance value is less than 0.05, it can be concluded that there is a statistically significant relationship between motivation and teacher performance, thus supporting the research hypothesis that motivation affects performance. However, the correlation is reversed, as seen from the negative regression coefficient. According to the regression model, a decrease in teacher performance of 1.809 units is associated with each one-unit increase in motivation. This situation shows a gap between the motivation that teachers feel and the work behavior they actually demonstrate in carrying out their daily tasks. This phenomenon can be explained by the fact that work motivation doesn't automatically lead to better performance if it's not supported by skills, work discipline, pedagogical competence, time management, or an effective monitoring system. Teachers may have a strong desire to perform well, but if they lack adequate skills in developing teaching materials, implementing innovative learning strategies, or utilizing learning technology, the performance achieved may not necessarily improve. Simply put, motivation comes from within, but factors like competence, experience, resources, organizational culture, and the school's evaluation system also play a role in determining performance outcomes.

The results of the partial hypothesis testing (t-test) from the Al Muqorrobin Cihideung Foundation show that the work environment variable has a substantial and negative impact on teacher performance. Based on regression analysis, the work environment variable has a t-value of -6.403, a regression coefficient (B) of -1.914, and a significance level of $0.000 < 0.05$. With such a high significance value, it can be concluded that there is a statistically significant effect of the work environment on teacher performance. On the other hand, if the regression coefficient is negative, it means there is no relationship between the two variables. Therefore, in the regression model, there is a decrease in teacher performance of 1.914 units for every one-unit increase in the work environment score. This incident shows that the environment is just one of many factors that affect productivity at work. Even though school facilities, work relationships, and the organizational climate are considered very good by teachers, carrying out professional tasks still requires support from other factors, such as pedagogical competence, work discipline, professional commitment, the ability to manage learning, and teachers' readiness to adapt to curriculum changes and developments in educational technology. A teacher's ability to do their job well depends on more than just having a pleasant workplace; while that's certainly a prerequisite, it's not the only one.

5. Conclusion

Based on the research results, it can be concluded that leadership, motivation, and work environment have a significant impact on teacher performance at the Al Muqorrobin Cihideung Foundation. Individually, these three variables show a negative but significant effect, indicating that the leadership, motivation, and work environment perceived by the teachers have not been effectively implemented to improve teachers' professional performance. These results show a gap between teachers' perceptions of organizational conditions and the execution of teaching tasks, preparation of teaching materials, learning evaluations, and professional competency development.

At the same time, leadership, motivation, and work environment have been shown to significantly affect teacher performance, so these three variables together become factors that can explain changes in teacher performance at Yayasan Al Muqorrobin Cihideung. The research model has a strong ability to explain variations in teacher performance with a determination coefficient of 80%, while the remaining 20% is influenced by other factors outside the research model. These findings imply that improving teacher performance is not enough to be done through improving leadership, motivation, or work environment separately, but needs to be integrated with strengthening teacher competencies, continuous academic supervision, objective performance evaluation, and the development of a work culture that can drive the sustainable improvement of teacher professionalism.

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