

Principal's Leadership Style: Impact on Student Motivation and Teacher Performance

Student Motivation
and Teacher
Performance

Awaludin

Universitas Tjut Nyak Dhien; Medan, Indonesia
E-Mail: dodokurniawan1987@gmail.com

2439

Fatmawati

Universitas Tjut Nyak Dhien; Medan, Indonesia
E-Mail: fatmawati@utnd.ac.id

Submitted:
MARCH 2025

ABSTRACT

This study examines the impact of principal leadership styles on student motivation and teacher performance in public secondary schools in Medan City. Using a quantitative approach with a survey method, this study involved 290 teachers and 350 students selected through stratified random sampling. Data were collected using a Likert scale questionnaire and analyzed using multiple linear regression through SPSS software. Student motivation was rated very high, representing strong engagement and clear academic goals, while teacher performance was classified as very good, especially in planning and implementing learning. These results underscore the important role of inspirational, communicative, and participatory leadership in improving educational outcomes. This study suggests that principals who adopt these styles create a supportive climate that enhances student enthusiasm and teacher professionalism. These findings have significant power to develop leadership training programs to improve principal capacity, which ultimately improves the quality of education. This study highlights the need for adaptive leadership strategies tailored to the diverse school contexts in Medan, providing actionable insights for education policymakers and school administrators to foster effective learning environments.

Accepted:
JUNE 2025

Keywords: Leadership Style, Principal, Student Motivation, Teacher Performance, Transformational.

ABSTRAK

Penelitian ini mengkaji dampak gaya kepemimpinan kepala sekolah terhadap motivasi siswa dan kinerja guru di sekolah menengah negeri di Kota Medan. Menggunakan pendekatan kuantitatif dengan metode survei, penelitian ini melibatkan 290 guru dan 350 siswa yang dipilih melalui stratified random sampling. Data dikumpulkan menggunakan kuesioner skala likert dan dianalisis menggunakan regresi linier berganda melalui perangkat lunak SPSS. Motivasi siswa dinilai sangat tinggi, mewakili keterlibatan yang kuat dan tujuan akademis yang jelas, sementara kinerja guru tergolong sangat baik, terutama dalam perencanaan dan pelaksanaan pembelajaran. Hasil ini menggarisbawahi peran penting kepemimpinan yang inspiratif, komunikatif, dan partisipatif dalam meningkatkan hasil pendidikan. Penelitian ini menunjukkan bahwa kepala sekolah yang mengadopsi gaya ini menciptakan iklim yang mendukung yang meningkatkan antusiasme siswa dan profesionalisme guru. Temuan ini memiliki kekuatan signifikan untuk mengembangkan program pelatihan kepemimpinan untuk meningkatkan kapasitas kepala sekolah, yang pada akhirnya meningkatkan kualitas pendidikan. Penelitian ini menyoroti perlunya strategi kepemimpinan adaptif yang disesuaikan dengan konteks sekolah yang beragam di Medan, memberikan wawasan yang dapat ditindaklanjuti bagi pembuat kebijakan pendidikan dan administrator sekolah untuk menumbuhkan lingkungan belajar yang efektif.

Kata kunci: Gaya Kepemimpinan, Kepala Sekolah, Kinerja Guru, Motivasi Siswa, Transformasional.

JIMKES

Jurnal Ilmiah Manajemen
Kesatuan
Vol. 13 No. 4, 2025
pp. 2439-2448
IBI Kesatuan
ISSN 2337 – 7860
E-ISSN 2721 – 169X
DOI: 10.37641/jimkes.v13i4.3442

INTRODUCTION

Education is the main foundation in the development of a nation. The success of education is greatly influenced by various factors, one of which is the role of the principal's leadership as the main driver in the school environment (Wahyudin, 2018). The principal has an important role that is not only limited to administrative tasks, but also as a visionary leader who shapes the direction and culture of the school. The leadership style applied by the principal directly or indirectly affects various components of the school, including teachers and students (Salsabila et al., 2023). In the context of public high schools, effective principal leadership is essential to creating a productive and conducive learning environment. This includes fostering teacher professional development as well as increasing student motivation and academic achievement. By establishing a clear vision and building a supportive atmosphere, the principal can have a significant influence on the educational process, ensuring that the quality of teaching and student engagement can be optimized. According to Lin and Chuang (2014), Caillier (2020), and Hartinah et al. (2020) the leadership styles used by principals, such as transformational, transactional, democratic, authoritarian, and laissez-faire, have different impacts on the dynamics in the school environment.

Transformational leadership styles, for example, tend to inspire and motivate teachers and students to achieve their maximum potential. Atikah and Qomariah, 2020 and Harmendi et al. (2021) authoritarian leadership styles often limit creativity and participation. Medan City as one of the big cities in Indonesia has many public high schools with diverse social, cultural, and economic backgrounds. This diversity requires principals to be able to adjust their leadership styles according to the characteristics of each school (Suparman et al., 2024; Kusumo, 2024; Majdina et al., 2024; Ramdhani et al., 2024). In practice, principals generally combine several leadership styles according to the conditions and needs of the school. The differences in leadership approaches have an impact on two important variables in education, namely student learning motivation and teacher performance. These two aspects are the main indicators in measuring the effectiveness of principal leadership (Priadana & Sunarsi, 2021; Wuryania et al., 2022; Tazkiya, 2024). Student motivation is the main driver in the learning process; motivated students tend to show better achievement, active participation, and positive attitudes towards learning.

The performance of teachers as direct implementers of the learning process is greatly influenced by the work climate created by the principal (Parashakti & Setiawan, 2019). Teachers who feel appreciated, supported, and given the opportunity to develop will show optimal teaching performance. Therefore, it is important to understand the relationship between the principal's leadership style and student motivation and teacher performance so that more effective and contextually appropriate leadership strategies can be designed (Alamanda et al., 2022). This study focuses on the analysis of the principal's leadership style in Medan City State Senior High Schools and its influence on student motivation and teacher performance.

In today's educational dynamics, principals must play a role not only as decision makers, but also as transformative leaders who are able to inspire and motivate the school community, creating an environment that enhances learning and professional development. This study is also expected to identify obstacles in the application of certain leadership styles and offer alternative solutions based on field findings. Thus, applicable and relevant recommendations are expected to emerge in order to develop principal leadership in an effort to improve student motivation and teacher performance in State Senior High Schools in Medan City. By exploring this relationship, this study aims to provide theoretical and practical contributions to the management of secondary education.

LITERATURE REVIEW & HYPOTHESIS DEVELOPMENT

Leadership Style and Student Motivation

Leadership in the context of education plays a strategic role in shaping the school climate and influencing student behavior and motivation. Judge and Robbins (2013) stated that leadership is the process of influencing, directing, and motivating others to achieve organizational goals. In practice, leadership style is one of the important factors that determine the success of educational organizations. Bass and Avolio (1993) distinguish leadership styles into two main approaches, namely transformational and transactional. Transformational leadership style is characterized by the leader's ability to inspire, set an example, and encourage positive change through vision, values, and individual attention to members of the organization. Meanwhile, transactional leadership style focuses more on the reciprocal relationship between leaders and subordinates through a system of rewards and punishments.

Previous studies by Leithwood and Jantzi (2005) showed that transformational leadership style has a positive influence on students' intrinsic motivation. Leaders who show personal concern, support individual development, and create a shared vision tend to be able to arouse students' enthusiasm and active participation in learning activities (Yukl et al., 2013). The transformational approach also creates an environment that values achievement and supports students' psychological needs, such as feeling valued and empowered, according to Maslow's hierarchy of needs. On the other hand, transactional leadership style cannot be ignored in the context of student motivation. Leadership that relies on a reward and control system can increase students' extrinsic motivation, especially when rewards and rules are delivered fairly and consistently (Robbins & Coulter, 2012). In some situations, students respond positively to the structure and clarity offered by the transactional style, especially in terms of discipline and achievement of academic targets (Slavin, 2015).

H1: Transformational leadership style has a significant effect on student motivation.

H2: Transactional leadership style has a significant effect on student motivation.

Leadership Style and Teacher Performance

Leadership style is a crucial aspect in educational management that has a direct impact on teacher performance. Leadership style refers to the behavioral patterns used by leaders in making decisions, building relationships with subordinates, and solving organizational problems. Bass and Avolio (1993) distinguish two main forms of leadership style, namely transformational and transactional. This has a direct impact on increasing teacher work motivation, dedication, and professionalism (Yukl et al., 2013). Transactional leadership emphasizes more on contractual work relationships, with an orientation towards reward and punishment systems. Transactional leaders set goals, monitor performance, and provide rewards or sanctions based on work results. In certain contexts, this approach can also increase teacher efficiency and productivity, especially when work structures and performance expectations are communicated clearly and consistently.

Teacher performance is the main indicator of the quality of the learning process in schools. Teacher performance includes the ability to design learning, manage classes, assess learning outcomes, and develop competencies continuously. Teachers who have high performance not only master the subject matter, but are also able to build effective communication with students and create an interactive and enjoyable learning environment (Glickman et al., 2005). Teacher performance is greatly influenced by internal and external factors, one of which is the principal's leadership style. A supportive, open, and participatory leadership approach will increase teachers' self-confidence and commitment to their professional duties (Hoy & Miskel, 2014). When teachers feel appreciated and given the opportunity to develop, they tend to show higher dedication and make optimal contributions to the quality of education.

H3: Transformational leadership style has a significant effect on teacher performance.

H4: Transactional leadership style has a significant effect on teacher performance.

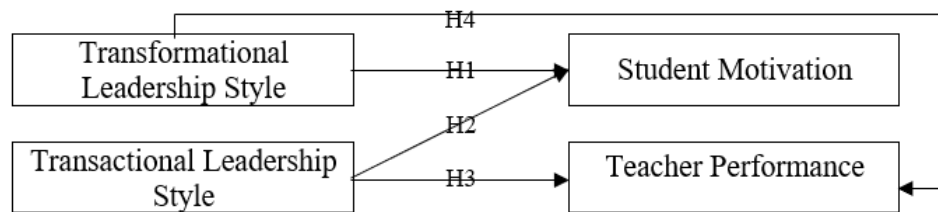


Figure 1. Research framework

The research framework in Figure 1 shows the relationship between two independent variables, namely transformational leadership style and transactional leadership style, with two dependent variables, namely student motivation and teacher performance. Transformational leadership style is assumed to have a significant influence on student motivation (H1) and teacher performance (H3) because of its characteristics that emphasize inspiration, long-term vision, shared values, and moral and emotional support. Meanwhile, transactional leadership style which emphasizes more on structure, control, and reward and punishment systems, is also assumed to have a significant influence on student motivation (H2) and teacher performance (H4). Thus, this framework illustrates that the role of the principal as a leader has a direct impact on the psychological aspects of students and teacher professionalism, both of which greatly determine the quality of the learning process and outcomes in schools.

RESEARCH METHOD

This study uses a quantitative approach with a survey method to examine the relationship and influence of principal leadership style on student motivation and teacher performance in 21 Public Senior High Schools in Medan City. The quantitative approach was chosen because this study aims to measure the relationship between variables statistically. The study population included around 1,050 teachers and 12,600 students, based on data from the Education Office. The sample was calculated using the Slovin formula with a margin of error of 5%, resulting in 290 teachers and a proportional number of students, selected through a stratified random sampling technique to ensure even representation from each school. Data were collected through three main techniques: a Likert scale questionnaire (1–5) to capture teachers' and students' perceptions of the principal's leadership style, learning motivation, and teacher performance; documentation to complete the school profile and recapitulate the number of teachers and students; and limited interviews to enrich the survey findings.

The questionnaire instrument was developed based on a theoretical framework, with leadership style indicators referring to the transformational and transactional models and democratic, authoritarian, and laissez-faire styles. Student motivation was measured based on McClelland and Maslow's theory, while teacher performance was assessed through indicators of learning planning, implementation, evaluation, and self-development. All instruments were tested for validity and reliability before being distributed. Data analysis was carried out using descriptive and inferential statistics. The analysis process included testing the validity and reliability of the instrument, followed by normality and linearity tests. Multiple linear regression analysis was used with the formula $Y = a + b_1X_1 + b_2X_2 + e$, where Y is the dependent variable (student motivation or teacher performance), X_1 and X_2 represent transformational and transactional leadership styles, a is a constant, b_1 and b_2 are regression coefficients, and e is the error. Hypothesis testing involved t-test for partial effects, F-test for simultaneous effects, and coefficient of determination (R^2) to determine the contribution of leadership style to the dependent variable. All statistical analyses were conducted using SPSS software or its equivalent, ensuring accurate and reliable results to support the research objectives.

RESULTS

Descriptive statistical analysis was conducted to determine respondents' perceptions of the principal's leadership style based on five main dimensions, namely transformational, transactional, democratic, authoritarian, and laissez-faire. Table 1 presents the average values of teachers' and students' perceptions of each of these leadership styles. These results provide a general overview of the tendency of leadership styles applied by principals in the context of the educational environment. The transformational and democratic dimensions generally obtained higher average scores, indicating that principals tend to prioritize inspiration, participation, and moral development in their leadership. Conversely, the authoritarian and laissez-faire styles tend to obtain lower scores, indicating that an approach that is too dominant or too passive is less preferred by respondents. These findings provide an important basis for assessing the relationship between leadership style and student motivation and teacher performance.

Table 1. Average Principal's Leadership Style

Leadership Style Dimension	Average	Category
Transformational	4.21	Excellent
Transactional	3.74	Good
Democratic	4.05	Excellent
Authoritarian	2.51	Enough
Laissez-faire	2.20	Less

Table 1 presents the average scores for each dimension of the principal's leadership style as perceived by respondents. The transformational leadership style received the highest average score of 4.21, placing it in the Excellent category, indicating that principals are generally seen as inspiring, visionary, and supportive of change and development. The democratic leadership style also scored highly, with an average of 4.05 and the same Excellent category, suggesting that principals often encourage participation and collaboration in decision-making processes. The transactional leadership style had a moderate average score of 3.74, categorized as Good, reflecting a focus on clear roles, rewards, and performance-based interactions. In contrast, the authoritarian style received an average of 2.51, falling into the Enough category, implying that some degree of directive or controlling behavior exists but is not dominant. Lastly, the laissez-faire style scored the lowest at 2.20, categorized as Less, indicating that principals are rarely perceived as passive or disengaged in their leadership approach. Overall, the data suggest a preference for active, inclusive, and transformational leadership among school principals.

Table 2. Descriptive Statistics of Student Motivation

Motivation Indicators	Average	Category
Interest in Learning	4.12	Very High
Perseverance	3.89	Tall
Learning Independence	3.95	Tall
Learning Objectives	4.08	Very High
Total	4.01	Very High

Table 2 displays the descriptive statistics of student motivation based on four key indicators. The indicator Interest in Learning achieved the highest average score of 4.12, categorized as Very High, indicating that students generally show strong enthusiasm and curiosity toward the learning process. The indicator Learning Objectives followed closely with an average score of 4.08, also falling in the Very High category, suggesting that students have clear and purposeful goals in their academic pursuits. Learning Independence scored 3.95, and Perseverance scored 3.89, both categorized as High, reflecting that students are relatively consistent in managing their own learning and persisting through challenges. The overall average score for student motivation was 4.01, placing it in the Very High category, which implies that, on the whole, students demonstrate strong internal drive and commitment to learning activities.

Table 3. Descriptive Statistics of Teacher Performance

Aspects of Teacher Performance	Average	Category
Learning Planning	4.20	Excellent
Learning Implementation	4.15	Excellent
Learning Evaluation	3.98	Good
Self-Development	3.87	Good
Total	4.05	Excellent

Table 3 show that Learning Planning obtained the highest average score of 4.20, categorized as Excellent, indicating that teachers are well-prepared in designing instructional activities aligned with learning objectives. Learning Implementation followed with an average score of 4.15, also in the Excellent category, suggesting that teaching is delivered effectively and in accordance with planned strategies. The Learning Evaluation aspect received an average score of 3.98, categorized as Good, reflecting that teachers generally conduct assessments properly, although there is still room for enhancement. Self-Development scored slightly lower at 3.87, also in the good category, indicating that teachers are engaged in professional growth, but the intensity or frequency may vary. Overall, the total average score of 4.05 places teacher performance in the Excellent category, highlighting a high level of professionalism and instructional effectiveness among the teachers surveyed.

Table 4. Multiple Regression Test Results (X on Student Motivation)

Type	Coefficient (B)	Sig.
(Constant)	1.209	0.000
Transformational	0.452	0.000**
Transactional	0.211	0.023*

Table 4 presents the outcomes of the multiple regression analysis exploring the impact of leadership styles on student motivation. The results indicate that both transformational and transactional leadership styles significantly influence student motivation. The transformational leadership style exhibits the most substantial effect, with a regression coefficient (B) of 0.452 and a highly significant p-value of 0.000 ($p < 0.01$). The transactional leadership style also shows a significant effect, with a coefficient of 0.211 and a p-value of 0.023 ($p < 0.05$). The constant value is 1.209, with a significance level of 0.000, reinforcing the model's robustness. The coefficient of determination (R^2) of 0.531 suggests that 53.1% of the variation in student motivation can be attributed to these leadership styles. The F-test result of 35.89, with a significance level of 0.000, confirms the overall significance of the model. These findings highlight the critical role of leadership styles, particularly transformational leadership, in fostering student motivation.

Table 5. Multiple Regression Test Results (X on Teacher Performance)

Type	Coefficient (B)	Sig.
(Constant)	1.734	0.000
Transformational	0.391	0.000
Transactional	0.276	0.011

Table 5 displays the results of the multiple regression analysis examining the effect of leadership styles on teacher performance. The findings show that both transformational and transactional leadership styles significantly influence teacher performance. Transformational leadership has the most pronounced impact, with a regression coefficient (B) of 0.391 and a highly significant p-value of 0.000 ($p < 0.01$), indicating a strong positive effect. Transactional leadership also contributes significantly, with a coefficient of 0.276 and a p-value of 0.011 ($p < 0.05$), suggesting a moderate yet notable influence. The constant value is 1.734, with a significance level of 0.000, supporting the model's strength. The coefficient of determination (R^2) of 0.482 indicates that 48.2% of

the variance in teacher performance is explained by these leadership styles. The F-test result of 29.43, with a significance level of 0.000, confirms the model's overall statistical significance. These results emphasize the pivotal role of leadership styles, especially transformational leadership, in enhancing teacher performance.

DISCUSSION

The results of this study reveal that the principal's leadership style plays an important role in shaping student learning motivation and teacher performance. Transformational and democratic leadership styles appear to be most effective in the context of secondary schools, as they are able to create a supportive, communicative, and collaborative school climate (Whiting et al., 2018). In many previous studies, transformational leadership has been shown to increase teacher job satisfaction, organizational commitment, and encourage learning innovation (Álamo & Falla, 2023; Kareem et al., 2023). This style allows the principal to act as a visionary leader who is able to provide inspiration and motivation to the entire school community. The democratic leadership style also shows effectiveness in increasing teacher and student motivation. By involving various parties in decision-making and paying attention to diversity of opinions, this style strengthens the sense of belonging among teachers and students (Pedraja-Rejas et al., 2016; Cerrillo et al., 2023). Teachers who feel involved in the managerial process tend to show high loyalty to the school and strive to improve the quality of learning. This finding is consistent with the research of Hariri et al. (2014) stated that democratic leadership creates strong interpersonal relationships and strengthens trust in school organizations.

Authoritarian and laissez-faire leadership styles tend to be less effective in improving performance and motivation. Authoritarian style often causes emotional stress and reduces teacher creativity, while laissez-faire style is prone to disorganization and lack of direction (Peker et al., 2018; Kamal & Kesuma, 2024). Although in certain contexts the laissez-faire style can stimulate autonomy, in general this style does not support the effectiveness of learning at the secondary school level. In relation to student learning motivation, a supportive and inclusive leadership style indirectly creates a conducive learning climate. Principals who encourage innovation and focus on forming a collective academic vision tend to positively influence student learning behavior (Chen et al., 2022; Even & BenDavid-Hadar, 2025). The transformational style, in particular, is believed to increase students' intrinsic motivation through empowering a positive and participatory school environment. Student motivation is also strengthened by the quality of the relationship between teachers and the principal. In this context, leadership that is able to foster teacher work enthusiasm has a direct impact on teacher-student interactions in the classroom, thus influencing students' enthusiasm for learning (Mokretsova et al., 2021). This means that the influence of principal leadership on students' learning motivation does not only occur directly, but also through the mediating role of teachers in the learning process.

Teacher performance in this study is reflected in the planning, implementation, and evaluation of quality learning (Maheshwari, 2022; Alzoraiki et al., 2023). Even in recent studies, this leadership style is able to form a progressive work culture and inspire teachers to continue to develop (Zhao et al., 2025). Transactional leadership, although focused on rewards and sanctions, remains relevant in some educational situations, especially in providing a clear work structure. However, if applied exclusively without a transformational dimension, this style risks creating rigid working relationships and reducing teacher initiative (Kadiyono et al., 2020; Khaliq et al., 2024). Therefore, the combination of transformational and transactional styles is often seen as a balanced approach in the educational context (Tran et al., 2023). Finally, the relationship between the principal's leadership style, student learning motivation, and teacher performance illustrates a mutually reinforcing reciprocal relationship. The principal is not only responsible for administrative aspects, but also acts as a catalyst for changes in school culture (Wiyono, 2017; Abid et al., 2025).

CONCLUSION

This study confirms that transformational and democratic leadership styles are the most effective approaches used by principals to enhance student motivation and teacher performance in secondary schools. Inspirational, communicative, and participatory leadership fosters a positive school climate, which strengthens students' enthusiasm for learning and promotes teacher dedication and professionalism. A supportive environment and strong interpersonal relationships contribute to high student motivation, while teachers feel supported in their career development, job satisfaction, and commitment to quality teaching. The findings highlight that principal leadership significantly contributes to educational success. Therefore, strengthening visionary, inclusive, and adaptive leadership should be a key focus in education policy. Leadership training programs must prioritize transformational and democratic competencies to help principals navigate the dynamic challenges of school management. Adapting leadership strategies to local contexts, such as resource constraints and cultural diversity, is also essential for building inclusive and sustainable learning environments.

However, this study has limitations. It focuses on a specific educational level and geographic area, which may limit the generalizability of the results. Additionally, the use of predominantly quantitative methods may overlook deeper contextual insights into leadership practices. The implications suggest the need for systemic investment in leadership development and institutional support for participatory school management. Future research should explore mediating variables such as school climate or teacher job satisfaction and examine the impact of leadership styles on measurable academic outcomes like test scores. Qualitative studies are also needed to uncover barriers in implementing effective leadership, particularly in under-resourced or culturally diverse settings, to produce more grounded and applicable strategies.

REFERENCES

- [1] Abid, M. N., Siming, L., Chao, H., Amin, M., & Sarwer, S. (2025). Enhancing faculty teaching performance through constructive leadership with a mediating role of job satisfaction. *Scientific Reports*, 15(1), 334-345.
- [2] Alamanda, S., Setiawan, M., & Irawanto, D. W. (2022). Leadership styles on employee performance with work satisfaction and organizational commitment as intervening variables. *Jurnal Aplikasi Manajemen*, 20(1), 34-42.
- [3] Álamo, M., & Falla, D. (2023). Transformational leadership and its relationship with socio-emotional and moral competencies in pre-service teachers. *Psychology, Society and Education*, 15(1), 48-56.
- [4] Alzoraiki, M., Ahmad, A. R., Ateeq, A. A., Naji, G. M. A., Almaamari, Q., & Beshr, B. A. H. (2023). Impact of Teachers' Commitment to the Relationship between Transformational Leadership and Sustainable Teaching Performance. *Sustainability (Switzerland)*, 15(5), 24-34.
- [5] Atikah, K., & Qomariah, N. (2020). The effect of leadership style and organizational culture and work motivation on lecturer performance. *Jurnal Manajemen Dan Bisnis Indonesia*, 6(2), 216-227.
- [6] Bass, B. M., & Avolio, B. J. (1993). Transformational leadership and organizational culture. *Public Administration Quarterly* 12(3), 112-121.
- [7] Caillier, J. G. (2020). Testing the influence of autocratic leadership, democratic leadership, and public service motivation on citizen ratings of an agency head's performance. *Public Performance & Management Review*, 43(4), 918-941.
- [8] Caillier, J. G. (2020). Testing the influence of autocratic leadership, democratic leadership, and public service motivation on citizen ratings of an agency head's performance. *Public Performance and Management Review*, 43(4), 918-941.
- [9] Cerrillo, R., López-Bueno, H., & Hidalgo, N. (2023). Democratic leadership practices for social justice. a qualitative study from the perspective of educational community. *Revista Internacional de Educacion para la Justicia Social*, 12(1), 141-160.
- [10] Chen, D., Ning, B., & Bos, W. (2022). Relationship between principal leadership style and student achievement: a comparative study between Germany and China. *SAGE Open*, 12(2), 35-49.
- [11] Even, U., & BenDavid-Hadar, I. (2025). Teachers' perceptions of their school principal's leadership style and improvement in their students' performance in specialized schools for students with conduct disorders. *Management in Education*, 39(1), 5-18.

- [12] Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2005). *The basic guide to supervision and instructional leadership*. Boston, MA: Pearson/Allyn & Bacon.
- [13] Hariri, H., Monypenny, R., & Prideaux, M. (2014). Leadership styles and decision-making styles in an Indonesian school context. *School Leadership and Management*, 34(3), 284–298.
- [14] Harmendi, M., Lian, B., & Wardarita, R. (2021). Pengaruh gaya kepemimpinan kepala sekolah dan motivasi kerja terhadap kinerja guru. *PRODU: Prokurasi Edukasi Jurnal Manajemen Pendidikan Islam*, 2(2), 55–65.
- [15] Hartinah, S., Suharso, P., Umam, R., Syazali, M., Lestari, B. D., Roslina, R., & Jermstittiparsert, K. (2020). Teacher's performance management: The role of principal's leadership, work environment and motivation in Tegal City, Indonesia. *Management Science Letters*, 10(1), 235–246.
- [16] Hoy, W. K., & Miskel, C. G. (2014). *Administrasi Pendidikan: teori, riset, dan praktik*. Yogyakarta: Pustaka Pelajar.
- [17] Judge, T., & Robbins, S. (2013). Motivation concepts. *Organizational Behavior* 12(2), 201–238.
- [18] Kadiyono, A. L., Sulistiobudi, R. A., Haris, I., Wahab, M. K. A., Ramdani, I., Purwanto, A., Mufid, A., Muqtada, M. R., Gufron, M., Nuryansah, M., Ficayuma, L. A., Fahlevi, M., & Sumartiningsih, S. (2020). Develop leadership style model for Indonesian teachers performance in education 4.0 era. *Systematic Reviews in Pharmacy*, 11(9), 363–373.
- [19] Kamal, F., & Kesuma, T. A. R. P. (2024). Laissez-faire leadership: a comprehensive systematic review for effective education practices. *Journal of Education and Learning*, 18(4), 1460–1467.
- [20] Kusumo, B. H. (2024). The effect of leadership and compensation on employee performance. *Jurnal Ilmiah Manajemen Kesatuan*, 12(3), 825–832.
- [21] Leithwood, K., & Jantzi, D. (2005). A review of transformational school leadership research 1996–2005. *Leadership and Policy in Schools*, 4(3), 177–199.
- [22] Lin, M. H., & Chuang, T. F. (2014). The effects of the leadership style on the learning motivation of students in elementary schools. *Journal of Service Science and Management*, 2014.
- [23] Maheshwari, G. (2022). Influence of teacher-perceived transformational and transactional school leadership on teachers' job satisfaction and performance: A case of Vietnam. *Leadership and Policy in Schools*, 21(4), 876–890.
- [24] Majdina, N. I., Pratikno, B., & Tripena, A. (2024). Penentuan ukuran sampel menggunakan rumus bernoulli dan slovin: konsep dan aplikasinya. *Jurnal Ilmiah Matematika Dan Pendidikan Matematika*, 16(1), 73–84.
- [25] Mokretsova, L. A., Sychev, O. A., Bepalov, A. M., Vlasov, M. S., & Prudnikova, M. M. (2021). Teachers' autonomous motivation and work engagement: The role of the principal's democratic leadership style and psychological climate. *Obrazovanie i Nauka*, 23(9), 115–141.
- [26] Parashakti, R. D., & Setiawan, D. I. (2019). Gaya kepemimpinan dan motivasiterhadap kinerja karyawan pada Bank BJB cabang Tangerang. *Jurnal Samudra Ekonomi Dan Bisnis*, 10(1), 21–43.
- [27] Pedraja-Rejas, L., Rodríguez-Ponce, E., Araneda-Guirriman, C., & Rodríguez-Mardones, P. (2016). The relationship between the principal's leadership style and students' satisfaction: Evidence from Chile. *Revista de Pedagogia*, 37(100), 269–287.
- [28] Peker, S., Inandi, Y., & Giliç, F. (2018). The relationship between leadership styles (autocratic and democratic) of school administrators and the mobbing teachers suffer. *European Journal of Contemporary Education*, 7(1), 150–164.
- [29] Priadana, M. S., & Sunarsi, D. (2021). *Metode penelitian kuantitatif*. Tangerang: Pascal Books.
- [30] Ramdhani, G., Patiro, S. P. S., & Kurniatun, T. C. (2024). The effect of servant leadership, human resource training and motivation on performance mediated by job satisfaction of employees of the malinau regency education office, North Kalimantan Province. *Jurnal Ilmiah Manajemen Kesatuan*, 12(6), 2241–2250.
- [31] Salsabila, N., Rachmawati, U., Puspita, A., Jasmine, S. F., El Zahra, A. F., & Rahmanjani, R. (2023). Analisis gaya kepemimpinan kepala sekolah dalam meningkatkan kinerja guru di SMK Wijaya Putra Surabaya. *Khatulistiwa: Jurnal Pendidikan Dan Sosial Humaniora*, 3(2), 168–178.
- [32] Slavin, R. E. (2015). Cooperative learning in elementary schools. *Education* 43(1), 5–14.
- [33] Suparman, D., Rahayu, S. W., & Firmansyah, D. (2024). Leadership style and performance in higher education institutions (phei): the mediating role of organizational culture. *Jurnal Ilmiah Manajemen Kesatuan*, 12(4), 981–994.
- [34] Tazkiya, A. (2024). Pengaruh gaya kepemimpinan kepala madrasah terhadap motivasi kerja guru di mas yamisa soreang. *Prosiding FRIMA (Festival Riset Ilmiah Manajemen Dan Akuntansi)*, 1(7), 1281–1294.
- [35] Tran, V. D., Huynh, T. T. V., & Le, T. A. D. (2023). Effects of principals' leadership styles on teachers' commitment in Vietnam. *International Journal of Evaluation and Research in Education*, 12(3), 1572–1581.
- [36] Wahyudin, W. (2018). Optimalisasi peran kepala sekolah dalam implementasi kurikulum 2013. *Jurnal Kependidikan*, 6(2), 249–265.
- [37] Wiyono, B. B. (2017). The effectiveness of the implementation of principals' transformational leadership in motivating teachers to carry out their profession duties. *International Journal of Learning*, 3(2), 144–147.

- [38] Wuryania, E., Rodlib, A. F., Sutarsib, S., Dewib, N. N., & Arifb, D. (2021). Analysis of decision support system on situational leadership styles on work motivation and em-ployee performance. *Management Science Letters, 11*, 365-372.
- [39] Yukl, G., Mahsud, R., Hassan, S., & Prussia, G. E. (2013). An improved measure of ethical leadership. *Journal of Leadership & Organizational Studies, 20*(1), 38–48.
- [40] Zhao, Z., Saidin, K., & Jaafar, F. M. (2025). The influence of transformational leadership on teacher job performance. *Indian Journal of Information Sources and Services, 15*(1), 332–344.