



The effects of leadership, motivation, and entrepreneurial competence on teacher performance of elementary school teachers in Cikande District

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ABSTRACT

The influence of school principal leadership, principal motivation at work, and principal entrepreneurial skills on elementary school teacher performance in the Cikande District is the subject of this study. The method used was multiple linear regression analysis using a quantitative approach. The results of the study showed that all three elements, independently and in combination, had a good and considerable influence on teacher performance. Revealing an Adjusted R Square value of 0.565, the multiple coefficient of determination (R^2) reveals a 56% influence of the combined effect of the independent variables leadership, work motivation, and the principal's entrepreneurial skill on the dependent variable (teacher performance). Effective school principal leadership can help create a pleasant work environment and advance professionalism among teachers. High work motivation from principal work motivation creates enthusiasm and role models that drive optimal teacher performance. Meanwhile, the principal's entrepreneurial competence encourages innovation and creativity in managing education, which positively impacts improving teacher performance. These findings indicate that the synergy all three variables together can create a productive and quality teacher performance system.

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INTRODUCTION

Improving the quality of national education requires the systematic, directed, controlled, and sustainable implementation of the National Education Standards in order to respond effectively to changes at the local, national, and global levels. At the operational level, schools serve as the frontline institutions responsible for delivering education oriented toward producing high-quality graduates. The Indonesian government, through Government Regulation No. 19 of 2005

concerning National Education Standards, has established eight mandatory standards, including graduate competency standards, content standards, process standards, standards for educators and educational personnel, facilities and infrastructure, funding, administration, and evaluation of education. Within these criteria, the caliber of teachers and educational staff is crucial, as it directly affects the quality of students who graduate. This aligns with Law No. 20 of 2003 regarding the National Education System, which highlights that education is a deliberate process aimed at nurturing students' abilities in a comprehensive way, covering spiritual, intellectual, and practical skills needed by both individuals and the community (Rozi & Habe, 2023).

In this context, school principals hold a central role as educational leaders responsible for directing, managing, and developing all school resources. Regulation of the Minister of Education and Culture No. 40 of 2021 affirms that principals are tasked with leading and fostering the implementation of education across educational units. To ensure the fulfillment of the eight National Education Standards, principals are required to work professionally and demonstrate effective leadership (Rivai & Mulyadi, 2011). Define leadership as a process of influencing and guiding organizational members to achieve predetermined goals, viewed through trait, behavioral, and situational approaches. Therefore, effective principal leadership is a crucial prerequisite for creating a conducive school climate and enhancing teacher performance.

In addition to leadership, principals' work motivation also plays a significant role in improving teacher performance. Work motivation refers to internal drives that generate enthusiasm, sincerity, and commitment in carrying out tasks, ultimately leading to optimal performance (Afandi, 2018). Principals who provide recognition, continuous guidance, and professional support for teachers are more likely to foster a positive working environment and improve instructional quality. In Cikande District, principals' work motivation is reflected in various forms of appreciation for teacher achievements and the implementation of professional development activities such as workshops and technical training.

Furthermore, principals' entrepreneurial competence constitutes an essential dimension of educational leadership. Regulation of the Minister of National Education No. 13 of 2007 stipulates that principals must possess personality, managerial, supervisory, social, and entrepreneurial competencies. Entrepreneurial competence reflects the principal's ability to innovate, identify and utilize opportunities, manage resources creatively, and take calculated risks for school improvement (Permana & Kesuma, 2011). Describe entrepreneurship as the courage and ability to act independently, innovatively, and adaptively in response to change. The implementation of entrepreneurial competence in school management is expected to promote collaboration, creativity, and sustainable teacher performance.

Teacher performance itself is a key indicator of the success of educational implementation at the school level (Suharsaputra, 2010) explains that teacher performance reflects educators' ability to carry out their professional duties and responsibilities in accordance with established standards, including lesson planning, instructional delivery, evaluation, and follow-up of learning outcomes. Teachers with high performance are better equipped to create effective, innovative, and student-centered learning processes (Sumarjo et al., 2024).

Based on empirical conditions in Cikande District, Serang Regency, which in 2024 accommodated 32 public elementary schools and is situated within a rapidly developing industrial area characterized by high population density, the overall performance of elementary school teachers can generally be categorized as good. Teachers demonstrate a high level of professionalism, particularly in planning and preparing instructional materials, effectively utilizing diverse learning resources, and implementing innovative and student-centered teaching strategies that actively engage learners in the classroom. These practices reflect teachers' commitment to improving learning quality and adapting to the dynamic demands of contemporary education (Alfarizi, 2020). The novelty of this study lies in its integrative analytical framework, which simultaneously examines principal leadership, work motivation, and entrepreneurial competence

as interconnected determinants of teacher performance in an industrial and competitive regional context. While previous studies have predominantly focused on transformational or instructional leadership as isolated predictors of teacher performance, this research extends the existing literature by incorporating entrepreneurial competence as a strategic leadership dimension that reflects adaptive, innovative, and opportunity-oriented behaviors. Furthermore, this study situates its analysis within the unique socio-economic characteristics of an industrial district, thereby offering contextual insights into how leadership practices operate under heightened external pressures. As such, the contribution of this study goes beyond mere geographical replication by enriching the theoretical understanding of school leadership models in dynamic and competitive environments.

However, maintaining and enhancing this positive level of teacher performance in the long term requires continuous and systematic support. Such support is closely linked to the role of school principals, whose leadership effectiveness plays a critical role in shaping a conducive school climate, fostering collaboration, and providing strategic direction. In addition, strong work motivation among principals is essential to encourage teachers' commitment, discipline, and professional growth. Furthermore, adequate entrepreneurial competence is increasingly important for school principals, particularly in industrial and competitive environments, as it enables them to innovate, optimize school resources, build external partnerships, and respond proactively to institutional challenges. The linkage between principals' entrepreneurial competencies and the demands of schools in industrial and competitive environments is rooted in the increasing complexity of educational management within such contexts. Schools located in industrial regions face heightened expectations related to graduate quality, technological adaptation, stakeholder collaboration, and institutional competitiveness. Entrepreneurial competence enables principals to respond proactively to these demands by fostering innovation, optimizing limited resources, establishing partnerships with external stakeholders, and managing change effectively. In highly competitive environments, principals are required not only to administer routine educational processes but also to demonstrate strategic foresight, creativity, and calculated risk-taking to ensure school sustainability and continuous improvement. Therefore, entrepreneurial competence becomes a critical leadership attribute that aligns school management practices with the socio-economic dynamics of industrial areas.

This study seeks to examine how principal leadership, work motivation, and entrepreneurial competence affect the performance of public elementary school teachers in Cikande District, Serang Regency. The results of this research are anticipated to aid in creating better school management approaches and offer practical evidence to assist in shaping policies and professional growth initiatives for school principals.

RESEARCH METHOD

This research adopted a quantitative methodology with a correlational survey design to investigate the extent and direction of the relationships among principal leadership, work motivation, entrepreneurial competence, and teacher performance. The study was carried out in public elementary schools located in Cikande District, Serang Regency, over the period from January to August 2025. The research population comprised 96 school principals and teachers, and all members of the population were involved as respondents through the application of a census sampling technique, ensuring comprehensive data coverage. Although the research population consisted of both school principals and teachers, the primary unit of analysis in this study was teacher performance. Principals were included as respondents to provide valid and authoritative assessments related to leadership practices, work motivation, and entrepreneurial competence, while teachers constituted the analytical unit for measuring performance outcomes. Accordingly,

all statistical analyses were conducted with teacher performance as the dependent variable, ensuring conceptual and methodological consistency.

Primary data were obtained through the distribution of structured questionnaires designed using a four-point Likert scale to capture respondents' perceptions of the studied variables. To enrich and support the primary data, secondary sources were also utilized, including official documents, scholarly journals, and relevant institutional reports.

Data analysis was conducted using descriptive statistical techniques to summarize respondent characteristics and variable tendencies, followed by multiple linear regression analysis with the assistance of SPSS software. Prior to hypothesis testing, the research instruments underwent validity and reliability assessments to confirm their precision and internal consistency, in line with established methodological standards (Sugiyono, 2021). Classical diagnostic assessments were conducted to confirm that the regression model satisfied standard analytical assumptions, including tests for normality of residuals, multicollinearity among predictors, and heteroscedasticity. Hypothesis testing was then performed at the 5% significance level, comprising: partial significance tests for individual regression coefficients (t-tests), a simultaneous significance test of the model (F-test), and evaluation of the model's explanatory power using the coefficient of determination (R^2). These procedures were used to determine the extent to which the independent variables account for variation in teacher performance.

RESULTS AND DISCUSSIONS

Respondent Characteristics

This study involved 96 respondents, consisting of elementary school principals and teachers under the coordination of the UPTD of Education and Culture, Cikande District, Serang Regency, an area characterized by high population density and intensive industrial activity. Based on gender distribution, the respondents were predominantly female (66.7%), while male respondents accounted for 33.3%. In terms of age, most respondents were in the 45–55 years age group (44%), followed by those aged 35–45 years (40%), and respondents aged above 55 years (16%). Regarding educational background, all respondents (100%) held a Bachelor's degree (S1), indicating a uniformly high level of formal education. In addition, the majority of respondents had substantial work experience, with 77% having more than five years of service, reflecting a workforce with considerable professional maturity and institutional familiarity. Overall, these characteristics suggest that the respondents represent a relatively experienced and well-qualified group, providing a solid basis for examining leadership, motivation, entrepreneurial competence, and teacher performance in the elementary school context.

Table 1. Respondent Characteristics

Parameter	Category	Frequency	Percentage (%)
Gender	Male	32	33.3
	Female	64	66.7
Age (years)	35–45	38	40
	45–55	42	44
	> 55	16	16
	Bachelor (S1)	96	100
Education Level	1–5 years	22	23
	6–10 years	28	29
	11–15 years	26	27
	> 15 years	20	21
	Total		96

Source: Processed Primary Data, 2025

Validity and Reliability Test

Effectiveness and stability assessments were performed to confirm that the research tools could effectively measure the intended concepts with precision and consistency. The validity evaluation utilized the Pearson Product-Moment correlation technique, with data analysis executed using SPSS version 27. The examination was conducted at a 5% significance level, involving 96 participants, leading to an r-table value of 0.202. A questionnaire item was deemed valid if its computed correlation coefficient (r-count) surpassed the r-table value.

Table 2. Validity Test Result

Variable	Number of Items	Range of r-count	r-table	Result
Principal Leadership (X_1)	14	0.910 – 0.957	0.202	Valid
Work Motivation (X_2)	10	0.923 – 0.977	0.202	Valid
Entrepreneurial Competence (X_3)	5	0.941 – 0.946	0.202	Valid
Teacher Performance (Y)	14	0.929 – 0.968	0.202	Valid

Source: SPSS Output, 2025

The validity test results indicate that all statements pertaining to the variables of principal leadership (X_1), work motivation (X_2), principals' entrepreneurial competence (X_3), and teacher performance (Y) have correlation coefficients exceeding the critical r-table value. Consequently, every item in the research instrument is confirmed as valid and appropriate for subsequent analysis. Reliability was assessed using Cronbach's Alpha, with a threshold of 0.70 considered indicative of strong internal consistency. The analysis shows that all variables achieved Cronbach's Alpha scores above 0.90, demonstrating an exceptionally high level of reliability for the instruments.

Table 3. Reliability Test Results

Variable	Cronbach's Alpha	Threshold	Result
Principal Leadership (X_1)	0.989	> 0.70	Highly Reliable
Work Motivation (X_2)	0.987	> 0.70	Highly Reliable
Entrepreneurial Competence (X_3)	0.963	> 0.70	Highly Reliable
Teacher Performance (Y)	0.991	> 0.70	Highly Reliable

Source: SPSS Output, 2025

Based on these results, it can be concluded that all research instruments demonstrate very good levels of validity and reliability. Therefore, the instruments are deemed appropriate and reliable for use in examining the relationships among variables within the research model.

Regression Analysis

Table 4. Regression Results

Variable	B	Std. Error	Beta	t-value	Sig.
Constant	19.427	6.056	–	3.208	0.002
Principal Leadership (X_1)	0.554	0.071	0.527	7.753	0.000
Work Motivation (X_2)	0.529	0.098	0.367	5.401	0.000
Entrepreneurial Competence (X_3)	1.302	0.219	0.406	5.957	0.000

Source: SPSS Output, 2025

The findings from the comprehensive linear regression analysis show that school leadership, employee motivation, and the entrepreneurial skills of principals positively influence teacher performance in a statistically significant way. The constant value of 19.427 suggests that when all independent variables are controlled, teacher performance stays at a favorable level.

The coefficient of regression related to principal leadership stands at 0.554, indicating that a oneunit rise in leadership is anticipated to result in a 0.554 unit boost in teacher performance, assuming all other variables are held constant. Additionally, the regression coefficient for work

motivation is 0.529, showing that work motivation also contributes significantly to improving teacher performance. Meanwhile, principals' entrepreneurial competence has the largest regression coefficient, at 1.302, indicating that principals' entrepreneurial capability makes a strong contribution to improving teacher performance. Based on the standardized beta coefficients, principal leadership is the most dominant variable influencing teacher performance ($\beta = 0.527$), followed by principals' entrepreneurial competence ($\beta = 0.406$) and work motivation ($\beta = 0.367$).

Coefficient of Determination and Hypothesis Testing

Table 5. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error
1	0.761	0.578	0.565	6.671

Source: SPSS Output, 2025

The Adjusted R Square value of 0.565 shows that 56.5% of the changes in teacher performance can be attributed to principal leadership, work motivation, and principals' entrepreneurial competence. The other 43.5% of the variation in teacher performance is due to factors not included in this research model, such as the work environment, reward systems, organizational culture, and personal traits of the teachers. This suggests that the regression model has a fairly strong ability to explain the variations in teacher performance. Hypothesis testing was carried out to assess how the independent variables affect teacher performance, both individually and together, with a significance level set at 5% ($\alpha = 0.05$).

Table 6. Hypothesis Testing Results

Test	Variable	t / F Value	Sig.	Result
t-test	Principal Leadership (X_1)	7.753	0.000	Significant
t-test	Work Motivation (X_2)	5.401	0.000	Significant
t-test	Entrepreneurial Competence (X_3)	5.957	0.000	Significant
F-test	$X_1, X_2, X_3 \rightarrow Y$	42.068	0.000	Significant

Source: SPSS Output, 2025

The findings from the t-test indicate that school leadership, employee motivation, and the entrepreneurial skills of principals all have a beneficial and statistically significant impact on teacher effectiveness ($p < 0.05$). Similarly, the F-test indicates that, collectively, these three independent variables have a significant impact on teacher performance, as evidenced by an F-value of 42.068 and a significance level of 0.000. Consequently, all research hypotheses—both partial and simultaneous—are supported. These findings underscore that enhancing principal leadership quality, fostering work motivation, and strengthening principals' entrepreneurial competence are critical factors for the sustainable improvement of teacher performance.

Discussion

a. Effect of Principal Leadership on Teacher Performance

The findings from the partial hypothesis test show that principal leadership positively and significantly influences teacher performance. This is supported by a t-value of 7.753, which is higher than the critical value of 1.661 (t-calculated > t-table), and a significance level of 0.000, which is less than 0.05. These results confirm that better principal leadership is linked to improved teacher performance. Good leadership helps create a supportive environment, offers clear guidance, and motivates teachers to carry out their duties more effectively. As a result, strong leadership leads to greater professionalism, stronger work discipline, and a more positive school atmosphere.

This finding is consistent with transformational leadership theory proposed by Bass and Riggio (2020), which emphasizes that transformational leaders are capable of motivating followers

to exceed personal interests in pursuit of shared organizational goals. Principals who apply transformational leadership are able to increase teachers' motivation, commitment, and work enthusiasm by serving as role models, providing inspiration, and recognizing individual contributions. In addition, situational leadership theory by Hersey and Blanchard (Susanto, 2022) supports this result, highlighting that leadership effectiveness depends on the alignment between leadership style and subordinates' readiness levels. Principals who adapt their leadership approaches to teachers' experience, competence, and motivation are more successful in improving teacher performance (Yuniarti et al., 2021).

Furthermore, instructional leadership theory proposed by Hallinger (2021) reinforces these findings by emphasizing the principal's role in focusing on teaching and learning processes, setting clear instructional goals, and continuously monitoring classroom practices. Collectively, these perspectives indicate that effective school leadership extends beyond administrative functions and plays a direct role in enhancing teacher performance and instructional quality.

b. Effect of Work Motivation on Teacher Performance

The findings demonstrate that work motivation has a positive and significant effect on teacher performance, as indicated by a t-value of 5.401, which is greater than the t-table value of 1.661, with a significance level of 0.000 (< 0.05). This result suggests that higher levels of work motivation among principals are associated with improved teacher performance. Principals who exhibit strong work motivation tend to set positive examples, demonstrate commitment, and foster a productive and enthusiastic work environment that encourages teachers to perform optimally.

These results align with Herzberg's two-factor motivation theory (Herzberg, 2021), which explains that intrinsic factors such as achievement, recognition, and responsibility play a central role in enhancing work motivation and performance. Moreover, self-determination theory proposed by Deci & Ryan (2020) supports this finding by emphasizing autonomy, competence, and relatedness as key sources of intrinsic motivation. Principals who create supportive environments that fulfill these needs encourage teachers to work more independently, confidently, and enthusiastically. Additionally, McClelland's achievement motivation theory (Haris, 2022) suggests that individuals with high achievement motivation set challenging goals and strive for excellence. Principals who demonstrate strong achievement motivation tend to establish clear school visions and encourage teachers to attain higher levels of performance (Hasanudin & Santiko, 2023). Thus, work motivation serves as a critical driver in improving teacher effectiveness and school productivity.

c. Effect of Entrepreneurial Competence of Principals on Teacher Performance

The results of the partial test indicate that principals' entrepreneurial competence has a positive and significant effect on teacher performance, as shown by a t-value of 5.401 (> 1.661) and a significance level of 0.000 (< 0.05). This finding suggests that enhanced entrepreneurial competence among principals is associated with improved teacher performance. Entrepreneurial competence enables principals to foster innovation, identify opportunities, and manage school resources creatively and efficiently, thereby encouraging teachers to adopt innovative practices and improve their performance.

This result is consistent with educational entrepreneurship theory proposed by Zimmerer and Scarborough (2021), which highlights innovation, creativity, and calculated risk-taking as essential elements in managing educational institutions. Principals with strong entrepreneurial competence are better equipped to develop new learning initiatives, improve school programs, and optimize resource management. Furthermore, Spencer's competency theory (2022) emphasizes that competence consists of knowledge, skills, and attitudes that influence effective performance. Principals possessing entrepreneurial competencies are more capable of making strategic decisions and managing change, which in turn motivates teachers to contribute innovatively. Amabile's

creativity theory (2021) also supports this finding, stating that creativity emerges from the interaction of expertise, creative-thinking skills, and intrinsic motivation. Principals who integrate these elements successfully create environments that encourage experimentation and collaboration, positively affecting teacher performance.

d. Simultaneous Effect of Leadership, Work Motivation, and Entrepreneurial Competence on Teacher Performance

The simultaneous hypothesis test results indicate that principal leadership, work motivation, and entrepreneurial competence jointly exert a positive and statistically significant effect on teacher performance. This is reflected in an F-value of 42.068, which surpasses the critical F-value of 3.940, and a significance level of 0.000, well below the 0.05 threshold. The adjusted R-squared statistic of 0.565 suggests that 56.5% of the variation in teacher performance is accounted for by these three variables, while the remaining 43.5% arises from other factors not examined in this study (Riyanto et al., 2021; Amin, 2022).

These findings suggest that teacher performance is shaped by the synergy between effective leadership, strong work motivation, and entrepreneurial competence. Visionary leadership provides clear direction and shared values, high work motivation generates enthusiasm and commitment, and entrepreneurial competence fosters innovation and adaptability in school management. When these factors are integrated within school leadership, they create a dynamic and supportive educational ecosystem that enhances teacher professionalism and instructional quality. Therefore, strengthening these three dimensions should be a strategic priority in principal professional development programs to achieve sustainable improvements in teacher performance and educational quality.

The remaining 43.5% of variation in teacher performance can logically be explained by several important factors that were not included in the core model. These factors include individual teacher characteristics such as teaching experience, educational background, pedagogical competence, professional commitment, and self-efficacy, which have been widely recognized as determinants of instructional effectiveness. In addition, organizational and contextual variables such as workload, availability of teaching resources, school infrastructure, student characteristics, class size, and parental involvement may significantly influence teacher performance. External factors, including curriculum changes, policy demands, and socio-economic conditions of the school community, also contribute to performance variability.

CONCLUSION

This study concludes that principal leadership, work motivation, and entrepreneurial competence have positive and significant effects on teacher performance. Effective school leadership contributes to the creation of a supportive and productive work environment, while high work motivation encourages teachers to perform their duties more optimally. In addition, the entrepreneurial competence of school principals fosters innovation, creativity, and adaptability within schools, which in turn enhances teacher performance. Collectively, these findings confirm that leadership, motivation, and entrepreneurial competence are interrelated factors that play a crucial role in improving teacher performance.

Furthermore, the simultaneous influence of principal leadership, work motivation, and entrepreneurial competence demonstrates that teacher performance cannot be improved through a single factor alone. Instead, a comprehensive approach that integrates strong leadership practices, sustained motivation, and innovative managerial capabilities is required. These results emphasize the importance of strengthening the role of school principals as instructional leaders and change agents to support continuous improvement in educational quality.

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