

**THE INFLUENCE OF PRINCIPAL LEADERSHIP,  
ORGANIZATIONAL CULTURE, TEACHER PERFORMANCE AND  
TEACHER WORK MOTIVATION ON THE QUALITY OF EDUCATION**

Basuki<sup>1)</sup>, Istiatin<sup>2)</sup> and Sudarwati<sup>3)</sup>  
**Master of Management, Faculty of Economics, Batik Islamic University, Surakarta**  
[basuki.grhasindoraya@gmail.com](mailto:basuki.grhasindoraya@gmail.com)

**ABSTRACT**

This study aims to determine the simultaneous (simultaneous) and partial influence of the variables of Principal Leadership, Organizational Culture, Teacher Performance and Teacher Work Motivation on the Quality of Education at PKBM Ibnu Abbas Klaten. This research method uses a quantitative research design. The population in this study were all Teachers and Administrative Staff working at PKBM Ibnu Abbas Klaten, totaling 46 people. The sampling technique used in this study was a census technique with a sample of 46 respondents. Data collection using a questionnaire. The data analysis technique used statistical analysis, namely multiple linear regression tests, F tests, t tests, and coefficients of determination. The results of the study indicate that Principal Leadership, Organizational Culture, Teacher Performance and Work Motivation simultaneously and significantly influence the Quality of Education at PKBM Ibnu Abbas Klaten. Suggestions from this study, PKBM Ibnu Abbas Klaten should continue to maintain the quality of principal leadership, performance quality, positive culture and teacher work motivation through the support of continuous professional development, coaching and periodic capacity building. These efforts are expected to maintain and improve the quality of education at PKBM Ibnu Abbas Klaten.

**Keywords:** principal leadership, organizational culture, teacher performance and work motivation, quality of education

## 1. INTRODUCTION

Developing superior human resources is the primary foundation for realizing the Golden Indonesia Vision 2045. Equitable, quality education is a key element of social transformation in the National Long-Term Development Plan (RPJPN 2025-2045). As we approach the 100th anniversary of independence, education investment is expected to focus on equitable access while enhancing quality. This will increase the educational standard of the population, which is expected to produce superior human resources. ([www.kompas.id](http://www.kompas.id)).

Education in Indonesia in 2024 showed positive progress in terms of access to and quality. The latest data obtained from Dapodik (Indonesian Education Data Center) recorded a total of 53.32 million children receiving educational services in 448,367 educational institutions. This figure reflects a steady increase in Indonesian children's educational participation.

The participation rate for children aged 7 to 12 years was recorded at 99.19% in 2024, a slight increase from 99.16% in 2023. Meanwhile, for the 13 to 15 age group, the education participation rate also experienced a significant increase, reaching 96.17% in 2024 from 96.10% the previous year. This indicates that more Indonesian children are getting the opportunity to pursue primary and secondary education.

The quality of education in Indonesia also experienced significant improvements in 2024. One indicator showing improvement is students' literacy and numeracy skills. In 2023, the percentage of students able to meet minimum competencies in literacy increased to 68.13%, from 59.49% in 2022. Similarly, students' numeracy skills also improved, with the percentage meeting minimum competencies rising from 45.24% in 2022 to 62.51% in 2023. This improvement in quality reflects better efforts to improve students' basic skills in Indonesia, which is expected to produce a younger generation that is more skilled in facing global challenges.

The quality of education can be seen in two aspects: the educational process and educational outcomes. A quality educational process occurs when all educational components are involved. Educational components include educational objectives, educators, students, content/materials, methods, and the environmental situation. Meanwhile, educational outcomes refer to the achievements attained by a school over a specific period (Jumali, Yuliejantingsih & Haryati, 2023). All elements within these educational components are factors that influence educational quality.

In another study, Suhenrik (2020) explained that educational quality refers to the educational process and educational outcomes. Quality, in the process sense, relates to school facilities such as teaching materials, school facilities, administrative support, and other resources. Quality, in the outcome sense, is reflected in average exam scores and graduates' readiness to continue on to higher education or enter the workforce.

Nurhayati et al., (2022) stated that efforts to improve the quality of a school are influenced by five main factors, namely, 1) the Principal's ability to lead; 2) students as the center; 3) teacher participation; 4) a dynamic curriculum; 5) a broad network of collaboration. In line with this, Ulpah et.al (2023) (Ulpah et al., 2023) explained that the Principal must master and understand the work vision and mission clearly, work earnestly, have high work motivation, be sincere in working, provide maximum service, and have strong work discipline. The Principal's leadership can directly provide a positive relationship and make a significant contribution to the quality of teacher teaching.

Suhenrik's (2020) research explains that quality is influenced by a school's organizational culture. School organizational culture is a system of values, beliefs, and norms that are mutually accepted and consciously implemented as natural behavior. It is shaped by the environment, creating a shared understanding among all elements and personnel of the school, including the principal, teachers, staff, and students, and, if necessary, fostering a shared public opinion about the school.

Research by Supawi et al. (2024) explains that a factor influencing the quality of education is teacher work motivation. Work motivation is a psychological drive that determines the direction of a person's behavior within an organization, their level of effort, and their level of persistence or resilience in facing obstacles or problems. With high teacher motivation, this motivation will flow to students through the teaching-learning interaction process, thereby improving the quality of education. According to the study, teacher work motivation has a 43.6% influence on the quality of education.

Another factor impacting the quality of education is teacher performance. Research by Khadijah et al. (2022) shows that teacher performance influences the quality of education. One of the main problems facing education quality today is low teacher performance, a key factor in improving education quality. Therefore, to improve the quality of education, educational institutions must maximize teacher performance (Khadijah et al., 2022).

The provision of education in Indonesia is divided into three main channels, namely formal, non-formal, and informal. The Community Learning Activity Center (PKBM) is one form of non-formal education. Law No. 20 of 2003 concerning the National Education System, Article 26 (1) states that non-formal education is provided for community members who require educational services that function as a substitute, supplement, and/or complement to formal education in order to support lifelong education. Furthermore, the provision of non-formal education is implemented through the package A program (equivalent to elementary school/Islamic elementary school), the

package B program (equivalent to junior high school/Islamic junior high school), and the package C program (equivalent to senior high school/vocational high school).

The Ibnu Abbas Community Learning Center (PKBM) is a non-formal education unit that provides Package A equivalent education to elementary school level, spanning seven years. It begins at the age of 5, when children are ready for school, with a preparatory class or tamhidi class (1 year) and a kuttab class (6 years).

The Ibnu Abbas Community Learning Center (PKBM) offers a more flexible learning method than formal schools, which have quite strict rules and standards. The curriculum used is based on the Kuttab learning method. The Kuttab curriculum is divided into two important aspects: faith and the Qur'an. Essentially, in this educational system, students are taught to memorize the Qur'an in whole or in part, supplemented with general material such as reading, writing, and basic arithmetic concepts. Learning at the Ibnu Abbas Community Learning Center (PKBM) is held six days a week, from Monday to Saturday.

Public interest in learning at the Ibnu Abbas Community Learning Center (PKBM) has been increasing year after year. In 2025, the number of students attending reached its peak at 371. With this number, PKBM Ibnu Abbas is one of the PKBM with the largest number of students in Klaten Regency. Given the current trend, more students will be interested in learning at PKBM Ibnu Abbas in the future.

Public trust in PKBM Ibnu Abbas is a testament to the institution's success in managing the educational institution, but it also presents its own challenges. These challenges involve the institution's consistency in maintaining educational quality. Quality education impacts the institution's image, which ultimately attracts more students to join.

This study will examine the relationship between Principal Leadership, Organizational Culture, Teacher Performance, and Teacher Work Motivation at the Ibnu Abbas Community Learning Center (PKBM) in Klaten. This study is expected to provide benefits for improving the quality of the Ibnu Abbas PKBM educational unit so that it can improve the quality of the educational process and produce graduates that meet the quality standards set by the government.

## 2. METHODS

This study uses a quantitative approach. The author chose to use a quantitative method to determine the magnitude of the influence and significance between the variables of Teacher Performance, Organizational Culture and Principal Leadership on the Quality of Education. This study was conducted at the Ibnu Abbas Klaten Community Learning Center (PKBM) located at Jalan Klaten - Solo Km 03, Cantelan, Belang Wetan, North Klaten District, Klaten Regency, Central Java 57436. The study period was carried out for 6 months from April 2025 to October 2025.

The population in this study includes all 46 teachers working at the Ibnu Abbas Klaten Community Learning Center (PKBM). The sample size for this study was 46 respondents. The sampling technique used in this study was a non-probability sampling technique with a census method. Data collection techniques in this study were carried out in five stages: observation, documentation, questionnaire collection, interviews, and literature study. Furthermore, the data were analyzed using multiple linear regression analysis tools.

## 3. RESULT

### Multiple Linear Regression Test Results

**Table 1. Multiple Linear Regression Results**

No	Variables	Unstandardized B	Information
1	(Constant)	1,304	Positive
2	Principal Leadership	.391	Positive
3	Organizational culture	.134	Positive
4	Teacher Performance	.130	Positive
5	Teacher Work Motivation	.386	Positive

Source: Primary data processed in 2025

Based on the table above, it can be seen that the regression equation formed is:

$$Y = 1.304 + 0.391 X_1 + 0.134 X_2 + 0.130 X_3 + 0.386$$

From this equation it can be explained that:

- a. Constant (a)  
The constant value of 1.304 indicates that the variables of Principal Leadership, Organizational Culture, Teacher Performance and Teacher Work Motivation if the value is 0 then the Quality of Teacher Education of PKBM Ibnu Abbas Klaten has an Education Quality level of 1.304.
- b. Principal Leadership Coefficient (b1)  
The coefficient value of the Principal Leadership or Principal Leadership variable ( $\beta_1$ ) is 0.391 with a positive value. This means that for every 1-fold increase in Principal Leadership, the Quality of Teacher Education at PKBM Ibnu Abbas Klaten will increase by 0.391, assuming other variables remain constant.
- c. Organizational Culture Coefficient (b2)  
The coefficient value of Organizational Culture or the Organizational Culture variable ( $\beta_2$ ) is 0.134 with a positive value. This means that for every one-fold increase in Organizational Culture, the Quality of Teacher Education at PKBM Ibnu Abbas Klaten will increase by 0.134, assuming other variables remain constant.
- d. Teacher Performance Coefficient (b3)  
The Teacher Performance Value or Teacher Performance variable ( $\beta_3$ ) is 0.130 with a positive value. This means that for every one-fold increase in Teacher Performance, the Quality of Teacher Education at PKBM Ibnu Abbas Klaten will increase by 0.130, assuming other variables remain constant.
- e. Teacher Work Motivation Coefficient (b4)  
The Teacher Work Motivation value or Teacher Work Motivation variable ( $\beta_3$ ) is 0.386 with a positive value. This means that for every one-fold increase in Teacher Work Motivation, the Quality of Teacher Education at PKBM Ibnu Abbas Klaten will increase by 0.386, assuming other variables remain constant.

## Hypothesis Test Results

**Table 2. Hypothesis Testing Results**

Hypothesis	t hitung	t table	Sig.	Standard	Information
H1	3,551	>2,012	.001	0.05	Ha Accepted
H2	3,716	>2,012	.000	0.05	Ha Accepted
H3	2,938	>2,012	.043	0.05	Ha Accepted
H4	2,806	>2,012	.008	0.05	Ha Accepted

Source: Primary data processed in 2025

Based on the results of the t-test in the table above, it can be explained in the following form:

- a. The Influence of Principal Leadership on the Quality of Education Teacher of Ibnu Abbas Klaten Community Learning Center  
The Principal Leadership variable has a value  $t_{hitung} > t_{table}$  (3,551 > 2,012) and significance  $0.001 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there is a positive and significant influence of Principal Leadership on the Quality of Teacher Education at PKBM Ibnu Abbas Klaten
- b. The Influence of Organizational Culture on the Quality of Education Teacher of Ibnu Abbas Klaten Community Learning Center  
Organizational Culture variables have value  $t_{hitung} > t_{table}$  (3,716 > 2,012) and significance  $0.000 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there is a positive and significant influence of Organizational Culture on the Quality of Teacher Education at PKBM Ibnu Abbas Klaten.
- c. The Influence of Teacher Performance on the Quality of Teacher Education at the Ibnu Abbas Klaten Community Learning Center

Teacher Performance Variable has a  $t_{hitung} > t_{table}(2,938 > 2,012)$  and significance  $0.043 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there is an influence of Teacher Performance on the Quality of Teacher Education at PKBM Ibnu Abbas Klaten.

- d. The Influence of Teacher Work Motivation on the Quality of Education Teacher of Ibnu Abbas Klaten Community Learning Center

The Teacher Work Motivation variable has a  $t_{hitung} > t_{table}(2,806 > 2,012)$  and significance  $0.008 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there is a positive and significant influence on Teacher Work Motivation on the Quality of Teacher Education at PKBM Ibnu Abbas Klaten.

### Model Feasibility Test Results

**Table 3 Model Testing Results**

Model	F count	Ftable	Sig.	Standard	Information
Regression	35,750	2.57	0,000	0.05	Eligible Model

Source: Primary data processed in 2025

From the results of the model feasibility test,  $F_{hitung} > F_{table}$  was obtained at  $35.750 > 2.57$  with a significance of 0.000, meaning that this analysis is significant with a significance level of less than 0.05, so  $H_0$  is rejected and  $H_a$  is accepted. In other words there is an influence between Principal Leadership, Organizational Culture, Teacher Performance and Teacher Work Motivations simultaneously and significantly on the Quality of Teacher Education at PKBM Ibnu Abbas Klaten and meets the feasibility test for the model.

### Results of the Coefficient of Determination (R<sup>2</sup>) Test

**Table 4 Results of the Determination Coefficient**

Model	R	R Square	Adjusted R Square	Information
1	.882a	.777	.755	Eligible Model

Source: Primary data processed in 2025

Based on the calculation results, the adjusted R square value was 0.755. This means that the variables of Principal Leadership, Organizational Culture, Teacher Performance, and Teacher Work Motivation contributed 75.5% to the Quality of Education, while the remaining 24.5% was explained by other variables not proposed in this study.

## DISCUSSION

### The Influence of Principal Leadership on the Quality of Education Teacher of Ibnu Abbas Klaten Community Learning Center

Based on the calculation results presented in table 2, the Principal Leadership variable has a calculated t value  $> t_{table}$  ( $3,551 > 2.012$ ) with a significance of  $0.001 < 0.05$ ,  $H_0$  is rejected and  $H_a$  is accepted. These results indicate that Principal Leadership has a positive and significant effect on the Quality of Teacher Education at PKBM Ibnu Abbas Klaten.

The results of research on Principal Leadership have a positive and significant influence on the Quality of Education. The teachers of PKBM Ibnu Abbas Klaten are in line with research conducted by Maris, Komariyah & Abubakar (2016); Diana, Kristiawan & Wardiah (2021); Borotoding, Limbong & Tampubolon (2021); Artilah, Gunawan & Muin (2022); Maisah et al. (2022); Basrowi et al (2023); Wahyuni, Iqbal & Victorynie (2024) which obtained the results of Principal Leadership influencing the Quality of Teacher Education at PKBM Ibnu Abbas Klaten.

Good Principal leadership is reflected in the acceptance of all elements within the Ibnu Abbas Community Learning Center (PKBM) environment towards the Principal. The Principal's leadership is demonstrated through his ability to motivate teachers to diligently carry out their duties and responsibilities. He also provides opportunities for teachers and administrative staff to innovate in completing their work. The Principal's open-mindedness can stimulate the creativity

and innovation of the team within the organization. Furthermore, the Principal is able to resolve school issues with a positive approach and method. Problem-solving skills are a key asset for a team leader. The key to leadership is the ability to mobilize the team to achieve organizational goals and the ability to resolve problems along the way.

### **The Influence of Organizational Culture on the Quality of Education Teacher of Ibnu Abbas Klaten Community Learning Center**

Based on the calculation results presented in table 2 Organizational Culture variables have value  $t_{hitung} > t_{table}(3,716 > 2,012)$  with significance  $0.000 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. These results indicate that Organizational Culture is positive and significant influence on the Quality of Education at PKBM Ibnu Abbas Klaten.

The results of research on Organizational Culture have a positive and significant effect on the Quality of Education in accordance with Suhenrik (2020); Anggraeni (2020); Irdiyanti (2021); Wahyuni, Iqbal & Victorynie (2024) who obtained the result that Organizational Culture has a positive and significant effect on the Quality of Education.

The positive organizational culture at PKBM Ibnu Abbas is evident in the teachers' implementation of discipline. Teachers are accustomed to setting targets for each task. Teachers also practice a professional work culture, such as meticulousness in developing lesson plans, teaching, and developing student talents. Institutionally, PKBM Ibnu Abbas consistently provides opportunities for teachers and staff to be creative and innovative, achieve excellence, and showcase their best work. Each teacher is accustomed to a culture of responsibility in their work, including a willingness to bear the risks of every task undertaken.

### **The Influence of Teacher Performance on the Quality of Education on the Quality of Education Teacher of PKBM Ibnu Abbas Klaten.**

Based on the calculation results presented in table 2, the variables Performance Teachers have value  $t_{hitung} > t_{table}(2,938 > 2,012)$  with a significance of  $0.043 < 0.05$ ,  $H_0$  is rejected and  $H_a$  is accepted. These results indicate that Teacher Performance has an effect positive and significant towardson the Quality of Education at PKBM Ibnu Abbas Klaten.

Research on Teacher Performance towardson the Quality of Education PKBM Ibnu Abbas Klaten teachers are in accordance with research by Maris, Komariyah & Abubakar (2016); Huda (2021); Diana, Kristiawan & Wardiah (2021); Artilah, Gunawan & Muin (2022); Maisah et al (2022); Khadijah, Ahyani & Fitriani (2022); Syarifudin et al (2023); Zulharman et al (2023); Basrowi et al (2023) who found that Teacher Performance has a positive and significant effect on the Quality of Education.

The professional performance of the Ibnu Abbas Community Learning Center (PKBM) teachers is evident in the planning, implementation, and evaluation of learning. Each teacher consistently develops a lesson plan. They also master the teaching materials before conducting class and are able to use effective and engaging learning methods. They use appropriate learning media to facilitate student understanding of the material being taught. Finally, each teacher consistently conducts learning evaluations to gauge student understanding of the subject matter.

### **The Influence of Teacher Work Motivation on the Quality of Teacher Education at the Ibnu Abbas Klaten Community Learning Center**

Based on the calculation results presented in table 2, the Teacher Work Motivation variable has a value of  $t_{hitung} > t_{table}(2,806 > 2,012)$  with a significance of  $0.008 < 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted. The results of the study show that Teacher Work Motivation has a positive and significant effect on the Quality of Teacher Education at PKBM Ibnu Abbas Klaten.

The results of the study on Teacher Work Motivation on the Quality of Teacher Education at PKBM Ibnu Abbas Klaten have a positive and significant effect in accordance with research conducted by Edy, Miyono & Abdullah (2021); Hasanah, Syarifudin & Qurtubi (2023); Jumali, Yuliejantiningasih & Haryati (2023); Supawi, Abdullah & Sudana (2024) who obtained the results

that Teacher Work Motivation has a positive and significant effect on the Quality of Teacher Education.

Teachers' work motivation can be intrinsic and extrinsic. Intrinsic motivation is demonstrated by a sense of responsibility for educating, clarity of purpose as a teacher, and a sense of joy in working. Teachers at the Ibnu Abbas Community Learning Center (PKBM) always show a sense of joy when teaching in class and when socializing with fellow teachers or students' parents outside of class. Extrinsic motivation can be seen from the encouragement that arises from external factors such as a decent salary mechanism and appreciation in the form of awards or praise for achievements in work. Teachers at the Ibnu Abbas Klaten Community Learning Center (PKBM) also receive facilities in the form of reduced school fees if they send their children to educational institutions under the auspices of the Ibnu Abbas Klaten Islamic Boarding School Foundation.

#### 4. CONCLUSION

Based on the results of the research that has been conducted above, it can be concluded as follows Principal Leadership, Organizational Culture, Teacher Performance and Teacher Work Motivation have a positive and significant effect on the quality of education in PKBM Ibnu Abbas Klaten. The most influential factor on the quality of education in PKBM Ibnu Abbas is the variable Principal Leadership. Principal Leadership, Organizational Culture, Teacher Performance and Teacher Work Motivation contribute to the Quality of Education by 75.5% while the remaining 24.5% is explained by other variables not proposed in this study.

#### REFERENCES

- Ali, Lukman. (1995). *The Great Dictionary of the Indonesian Language*. Jakarta: Balai Pustaka.
- Anastasia, Tania, and Sutanto. (2013). *The Influence of Work Motivation and Job Satisfaction on the Organizational Commitment of Employees at PT. DAI KNIFE in Surabaya*. Agora, Vol. 1, No. 3
- Anggreni, Minatul. (2020). *The Influence of Organizational Culture on Educational Quality*. *Journal of PTK & Education*, Vol. 6, No. 2, 49-56.
- Arcaro, Jerome S. (2015). *Quality-Based Education: Principles of Formulation and Implementation Procedures*. Translated by Yosali Iriantara. Yogyakarta: Pustaka Pelajar.
- Arikunto, Suharsimi. (2010) *Research Procedures: A Practical Approach*. Jakarta: Rineka Cipta Publisher.
- Artilah, Gunawan, A., Abdul Muin. (2022). *The Influence of Principal Leadership Style and Teacher Performance on the Quality of Education at SMK Insan Aqilah 1 Serang City and SMK PGRI 4 Serang City*. *Jurnal Syntax Transformation*, Vol. 3, No. 6, 810-821.
- Basrowi, et al. (2023). *The Influence of Principal Visionary Leadership and Teacher Performance on Educational Quality*. *Journal on Teacher Education (JOTE)*, Vol. 4 No. 3, 521-531
- Borotoding, K., Limbong, M., Tampubolon., H. (2021). *The Influence of Principal Leadership on the Quality of Education at Bittuang Christian Vocational School*. *Tambusai Education Journal*, Vol. 5, No. 2, 1931-1940.
- Chandrawati, T., Dahlan JA., & Yasrizal (2022). *The Influence of Principal Distribution Leadership and Teacher Leadership on the Quality of Elementary School Education*. *Lentera: Scientific Journal of Education*, Vol. 15, No. 1, (2022)
- Diana, R., Kristiawan, M., Wardiah, D. (2021). *The Influence of Teacher Leadership and Performance on Learning Quality*. *Jurnal Educatio*, Vol. 7, No. 3, 769-777.
- Edy, MS, Miyono, N., Abdullah, G., (2021). *The Influence of Principal Supervision and Teacher*

Work Motivation on School Quality in Junior High Schools/Islamic Junior High Schools in Ampelgading District, Pemalang Regency. *Jurnal Manajemen Pendidikan (JMP)*, Vol. 10 No. 1, 14-27.

- Ghozali. (2018). *Multivariate Analysis Application with IBM SPSS 23 Program*. Semarang: Diponegoro University Publishing Agency.
- Hanafiah, and Cucu Suhana. 2019. *Learning Strategy Concept*. Bandung: PT Refika Aditama.
- Hasanah, N., Syarifudin, E., Qurtubi, A. (2023). The Influence of Operator Performance and Work Motivation of Private High School Operators on the Quality of Educational Services (A Study of Private High Schools in Tangerang Regency) *INNOVATIVE: Journal of Social Science Research*. Vol. 3 No. 5, 6124-6133.
- Hasibuan, Malayu S. (2020). *Human Resource Management*. Jakarta: Bumi Aksara
- Hidayat, Cece. (2022). *Educational Quality Management: Concepts, Theories, and Implementation*. Bandung: CV. Kimfa Mandiri.
- Huda, Mualim. (2021). Analysis of Teacher Performance Factors to Improve the Quality of Madrasah Education. *Islamic Management. Journal of Islamic Education Management*. doi: 10.30868/im.v5i01.2083
- Irdiyanti, DT (2021). The Role of Academic Supervision and School Culture on the Teaching Quality of Vocational High School Teachers in Klaten. *Journal of Industrial Engineering & Management Research*, Vol. 2, No. 6, 22-32.
- Istiatin, & Mursito, B. (2018). *Research Methodology Module*. Surakarta: Batik Islamic University.
- Joen, Purnamawati & Amiruddin (2022). *Teacher Performance, Principals' Transformational Leadership Approach and Teacher Work Motivation*. Palu: Magama.
- Jumali, Yuliejantiningasih, Y., Haryati, T. (2023). The Influence of Principal Academic Supervision, Work Motivation, and Work Discipline on Elementary School Quality. *Journal of Learning Innovation in Schools (JIPS)*, Vol. 4 No. 2, 315-325.
- Karwati, Euis. (2015). *Principal Performance and Professionalism*. Bandung: Alfabeta.
- Ministry of Education and Culture. (2015). *Character Education Development in Junior High Schools*. Jakarta: Directorate General of Elementary and Secondary Education
- Khadijah, S., Ahyani, N., Fitriani Y. (2022). The Influence of Teacher Performance and Teacher Academic Qualifications on the Quality of Education. *Journal of Management and Business (J-mabis)*, Vol. 1 No. 1, 60-72.
- Maisah, et al. (2022). Principal Performance, Teacher Work Discipline in Improving the Quality of Education. *Journal of Educational Management and Social Sciences (JMPIS)*, Vol. 3, No. 2, 634-644.
- Maris, IS, Komariah, A., Abubakar. (2016). Principal Transformational Leadership, Teacher Performance and School Quality. *Journal of Educational Administration*, Vol. XXIII No.2, 173-188.
- Nasution, MN (2004). *Integrated Quality Management*. Jakarta: Ghalia Indonesia.
- Nurfajrina, S., Efendi, U., Sucitra, DA (2022). The Influence of Organizational Culture on the Quality of Education in Schools. *Journal of Educational Quality Management*, Vol. 10 No. 2, 26-37.
- Nurhayati, Mukti, A., Wesnedi, C., Munawar, S., & Maisah. (2022). Principal Performance, Teacher Work Discipline in Improving the Quality of Education. *Journal of Educational*

- Pasolong, Harbani. (2012). *Public Administration Research Methods*. Bandung: Alfabeta.
- Purwanto, NA (2019). *Educational Leadership (Principal as Manager and Leader)*. Yogyakarta: Pujangga Press.
- Purwanto, EA & Sulistyastuti, DR (2011). *Quantitative Research Methods for Public Administration and Social Issues*. Yogyakarta: Gava Media.
- Ramayulis. (2015). *Basics of Education: An Introduction to Educational Science*. Jakarta: Kalam Mulia.
- Robbins, S.P., and Judge, T.A. (2013). *Organizational Behavior* (15th ed). Boston: Pearson.
- Rorimpandey, WHF (2020). *Factors Influencing Elementary School Teacher Performance*. Malang: Ahlimedia Press.
- Rusman. (2013). *Learning Models: Developing Teacher Professionalism*: Jakarta: PT Raja Grafindo Persada
- Sa'ud, Udin Saefudin. (2018). *Educational Innovation*. Bandung: Alfabeta
- Sitepu IVR., Simbolon B., & Langi MP (2021). The Influence of Principal Leadership and Teacher Work Motivation on the Quality of Education at SMA Negeri 5 Toraja Utara (Case Study at SMA Negeri 5 Toraja Utara). *Tambusai Education Journal* Volume 5 Number 1, 2021
- Soetopo, Hendyat. (2015). *Education and Learning*. Malang: Muhammadiyah University of Malang
- Suhardi, E. (2019). The Influence of Principal Situational Leadership and Work Motivation on Vocational High School Teachers' Teaching Performance. *Edum Journal*, 2(1), 53–64.
- Sugiyono. (2019). *Quantitative, Qualitative, and R&D Research Methods*. Bandung: Alfabeta.
- Suhenrik. (2020). The Influence of Organizational Culture and Teacher Work Motivation on the Quality of School Education. *Intelektiva: Journal of Economics, Social & Humanities*, Vol 02, No 01, 46-55.
- Sulaksono, Hari. (2015). *Organizational Culture and Performance*. Yogyakarta: CV. Budi Utama.
- Sunyoto, Agus. (2018). *Human Resource Management*. Jakarta: IPWI Publishing Agency
- Supawi, Abdullah, G., Sudana, IM (2024). The Influence of Principal Leadership, Professional Competence, and Work Motivation on the Quality of Elementary School Education in Todanan District, Blora Regency. *INNOVATIVE: Journal of Social Science Research*, Vol. 4 No. 5, 1874-1883.
- Sutrisno, Edy. (2010). *Organizational Culture*. Jakarta: Prenada Media Group.
- Syarifudin et al. (2023). The Influence of Teacher Performance on the Quality of Private Junior High School Education in Rajeg District. *Journal on Education*, Vol. 06, No. 01, 8783-8789.
- Thoha, Miftah. (2015). *Leadership in Management: A Behavioral Approach*. Jakarta: PT. Grafindo Persada
- Ulpah, M., Agustini, A., Sofiah, L., & Basrowi. (2023). The Influence of Principals' Visionary Leadership Style and Teacher Performance on Educational Quality. *Journal on Teacher Education*, 4(3), 521–531. <https://doi.org/10.46799/jst.v3i6.568>

- Umiarso & Gojali, Imam. (2015). *School Quality Management in the Era of Educational Autonomy*. Yogyakarta: IRCiSoD
- Usman, Husaini. (2016). *Management: Theory, Practice, and Educational Reset*. Jakarta: Bumi Aksara
- Wahyuni, S., Iqbal, M., Victorynie, I., (2024). The influence of leadership style, organizational culture, and infrastructure on the quality of education at SDIT Almanar, Bekasi City. *Idarah Tarbawiyah: Journal of Management in Islamic Education*, Vol. 5 No. 4, 383-394.
- Zulharman et al. (2023). The Influence of Teacher Performance and Academic Qualifications on Educational Quality. *Journal on Education*, Vol. 06, No. 01, 2064-2071