

THE INFLUENCE OF TEACHER COMPETENCE, MOTIVATION, AND LEADERSHIP OF SCHOOL PRINCIPALS ON STUDENT LEARNING OUTCOMES IN JUNIOR HIGH SCHOOLS IN BUTON REGENCY

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ABSTRACT

Education in Buton Regency faces great challenges in improving student learning outcomes, especially in remote areas with limited resources. Teacher competence, student motivation, and principal leadership are key factors in learning success. This study aims to analyze the influence of teacher competence, student learning motivation, and principal leadership on the learning outcomes of junior high school students in Buton Regency. The research uses a descriptive quantitative approach with *an ex post facto method*. The sample consisted of 69 teachers who were selected through *purposive sampling*. Data analysis was carried out using multiple regression with the help of SPSS version 27. Teacher competence and principal leadership had a significant positive influence on student learning outcomes, while student motivation showed a positive but not significant influence. The leadership of the school principal has the most dominant influence on student learning outcomes in remote areas such as Buton Regency, indicating the need to strengthen the role of leadership to create an optimal learning environment. Improving teacher competence and principal leadership is very important in improving student learning outcomes, with student motivation as a supporting element that needs to be improved through learning environment interventions.

Keywords: *Teacher Competence, Student Motivation, Principal Leadership, Learning Outcomes, Buton Regency*

INTRODUCTION

Education is essential to create the next generation that is qualified, competitive, and able to face global challenges. Student learning outcomes, which show understanding and mastery of learning materials, are an indicator of educational success. Factors such as intellectual ability, teacher competence, student motivation, and principal leadership also affect good learning outcomes.

Indonesia's education system faces major challenges in improving student learning outcomes. Although the government has made efforts through various policies, teacher training, and infrastructure improvements, the quality of education in remote areas, such as Buton Regency, is still substandard, so it needs immediate attention.

Buton Regency in Indonesia faces challenges in providing education due to limited access and resources. Although access is better, student learning outcomes at the Junior High School level still show gaps compared to other areas. Initial observations show low student achievement in national exams and learning evaluations.

Teacher competence, student learning motivation, and principal leadership are key factors in determining the quality of student learning outcomes. Good teachers with pedagogic, professional, social, and personality competencies can provide effective and efficient learning, which has a positive impact on student learning outcomes.

On the other hand, Learning motivation greatly influences student success. High motivation will result in increased activity, focus, and determination to achieve optimal achievements. Conversely, low motivation can lead to a lack of interest in learning materials, which will result in low learning outcomes. In addition, effective principal leadership has a significant impact on the educational process in schools by creating a conducive learning environment, motivating teachers, and encouraging students to learn with enthusiasm. Good leadership also fosters synergy between school elements, thereby improving the quality of education. In Buton Regency, the ideal junior high school teaching and learning environment is one that supports the creation of effective and quality learning, with innovative learning methods, student-centered, applied by teachers, and supported by a supportive learning environment, but this condition has not been fully achieved.

The field experiences a gap between ideal conditions and reality, with some teachers lacking competence in mastery of technology, effective learning methods, and curriculum adaptation. Student motivation is low due to lack of active participation and low academic achievement. The leadership of the principal is also not optimal in creating an environment that supports the improvement of learning quality.

Several previous studies have examined the influence of teacher competence, student motivation, and principal leadership on learning outcomes. For example, research conducted by (Sani & Ilyas, 2021) shows that teacher competence has a significant influence on student learning outcomes. Other research by (Alsa et al., 2021) stated that student learning motivation plays a role as a mediating variable in improving student academic achievement.

Furthermore, research by (Suryani et al., 2021) found that effective principal leadership has a positive effect on teacher performance and student learning outcomes. However, these studies are still limited to the context of schools in urban areas with more adequate resource conditions. Research on the influence of these three variables in the context of schools in remote areas, such as Buton Regency, is still minimal and needs more attention.

Based on this description, there are interesting research gaps that need to be studied further. This study seeks to explore how the influence of teacher competence, student learning motivation, and principal leadership on student learning outcomes in Junior High Schools in Buton Regency. This study also aims to provide a real picture of the factors that affect student learning outcomes in areas with special conditions such as Buton Regency.

Based on the above background, the formulation of the problem in this study is as follows; (1) How does teacher competence affect student learning outcomes in Junior High Schools in Buton Regency?, (2) How does student learning motivation affect student learning outcomes in Junior High Schools in Buton Regency?, (3) How does the principal's leadership influence on student learning outcomes in Junior High Schools in Buton Regency?, (4) What is the simultaneous influence of teacher competence, student learning motivation, and the principal's leadership on student learning outcomes in Junior High Schools in Buton Regency?

This study aims to examine the influence of teacher competence, student learning motivation, and principal leadership on student learning outcomes at State Junior High Schools in Buton Regency. This study also aims to understand the simultaneous influence of these factors on student learning outcomes, as well as highlight the importance of effective teaching methods in improving student learning outcomes.

This research is expected to make theoretical and practical contributions to the world of education. Theoretically, the results of this study can enrich the study of factors that affect student learning outcomes, especially in remote areas. In practical terms, this research is expected to be a reference for local governments, school principals, teachers, and other education stakeholders in formulating appropriate policies to improve student learning outcomes.

Thus, this research has a high urgency to be carried out, considering the importance of the role of education in creating a superior generation in the future. Focusing on improving teacher competence, student learning motivation, and principal leadership is expected to be a strategic step to overcome the problem of low student learning outcomes in Buton Regency.

RESEARCH METHODS

This study applies a quantitative descriptive approach. This research is included in the **ex post facto** category, in accordance with the view of Sugiyono (2017) who explained that this study aims to identify the influence of independent variables on bound variables, where the independent variables have occurred or cannot be manipulated by the researcher. The population in this study is all junior high school (SMP) teachers in Buton Regency. The research sample consisted of **69 teachers** who were selected using **the purposive sampling** technique, based on certain criteria

relevant to this study. The research instrument uses a questionnaire distributed through **Google Form** to facilitate data collection. The collected data were analyzed using **multiple regression analysis** with the help of **SPSS version 27**.

RESULTS AND DISCUSSION

1) Result

The description of the respondents' answers regarding teacher competence, school climate, and principal's leadership and teacher performance is described in the following table.

Table 1 Descriptive Statistics

	Mean	Std. Deviation	N
Learning Outcomes (Y)	96.28	7.448	69
Teacher Competency (X1)	4.07	.792	69
Student Motivation (x2)	3.52	1.196	69
Principal Leadership (X3)	3.57	1.091	69

The results of the study showed a statistical description of the variables of teacher competence (X1), student motivation (X2), principal leadership (X3), and student learning outcomes (Y) in Junior High Schools in Buton Regency. Based on Table 1, the average student learning outcome score (Y) is 96.28 with a standard deviation of 7.448. This indicates that in general, student learning outcomes are at a relatively high level. However, the distribution of scores that are quite diverse shows that there are differences in learning outcomes among students.

In the aspect of teacher competence (X1), the average score obtained was 4.07 with a standard deviation of 0.792. This score shows that teachers generally have good competence. High teacher competence, including pedagogic, professional, social, and personality skills, is believed to play a significant role in improving student learning outcomes (Uno, 2021). This competency is the main prerequisite for teachers to provide effective learning, as affirmed by (Wahyuni et al., 2022), which states that teachers' pedagogic and professional competencies have a direct influence on student success.

Student motivation (X2) has an average score of 3.52 with a standard deviation of 1.196. This score indicates that student motivation is at a moderate level, with quite high variability among students. Learning motivation, according to Ryan and Deci (2000), is an internal drive that encourages students to achieve learning goals. Low student motivation in some individuals may be caused by a lack of appreciation for achievement or a lack of encouragement in a supportive learning environment.

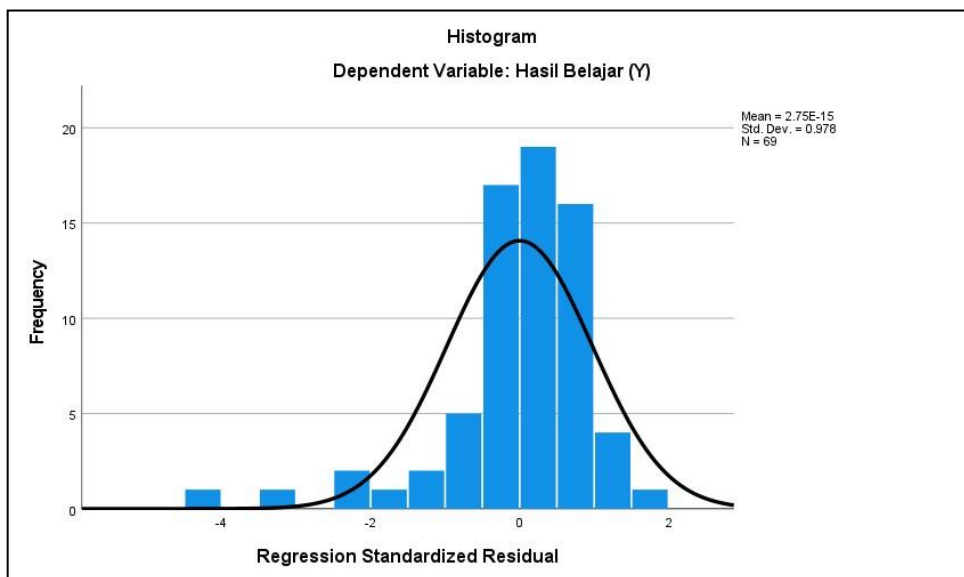
Principal leadership (X3) has an average score of 3.57 with a standard deviation of 1.091. This value shows that the principal's leadership is at a moderate level. The effectiveness of the principal's leadership, as stated by (Rifki Solana & Mustika, 2023), is very important in creating a school environment that is conducive to learning. Principals who are able to motivate teachers and students and support teachers' professional development have an important role in improving the quality of education in schools.

From the data, it can be seen that teacher competence has the highest average score among other variables, indicating that this factor has been quite optimal. However, student motivation and principal leadership still need more attention to support the improvement of student learning outcomes overall. According to McClelland's theory (1987) in (Rahmatillah & Dzulkarnain, 2023), intrinsic and extrinsic motivation must be increased through a personal approach that suits the needs of students. In addition, the leadership of school principals is oriented towards human resource development, as suggested by (Nurafni et al., 2022), can have a greater impact on improving the quality of learning.

Simultaneously, the relatively high student learning outcomes (Y) showed a potential relationship between the independent variables in this study. The academic assumption that can be drawn is that teacher competence, student motivation, and principal leadership synergize with each other in determining learning outcomes. However, the role of each variable needs to be further researched through regression analysis to ensure the specific contribution of each factor to student learning outcomes in Buton Regency.

Data Normality Test Results

The normality test in this study is to find out whether all the variables raised, namely communication between parents and children and the level of juvenile delinquency, both individually and together, meet the assumption of normality. This test is important to ensure that the data used in statistical analysis has a normal distribution, so that the test results and interpretation of the relationship between variables can be more accurate and valid. The following are the results of the data normality test:



Picture 1 Data Normality Test

Based on the residual histogram in the figure above, it can be seen that the residual distribution for the dependent variable *Learning Outcome (Y)* forms a pattern that is close to the normal

distribution. This can be seen from the bell-shaped curve that follows a normal distribution pattern with the peak being around the zero value and the symmetrical residual spread on both sides.

Academically, the normal residual distribution shows that the independent variables in this study, namely Teacher Competence (X1), Student Motivation (X2), and Principal Leadership (X3), have a linear relationship with the dependent variable of Learning Outcomes (Y). As explained by (Ghozali, 2021), if the residual is normally distributed, then the regression model can be used for the purpose of prediction and statistical inference more accurately.

Heteroscedasticity Test Results

Heteroscedasticity test using the Glacier test, where the heteroscedasticity test aims to test whether in the regression model there is an unevenness in variance from the residual of one observation to another (Ghozali, 2021). The basis for decision-making for the heteroscedasticity test is that if the significance value > 0.05 , there is no heteroscedasticity problem, but if the significance value < 0.05 , then there is a heteroscedasticity problem. A good assumption is that if there is no heteroscedasticity problem

Table 2 Heteroscedasticity Test Results Coefficientsa

Type		Unstandardized		Standardized Coefficients		t	
		B	Sig.	Beta			
1	(Constant)	71.550	5.218			13.712	.000
	Teacher Competency (X1)	2.050	.955	.218		2.147	.036
	Student Motivation (x2)	1.105	.630	.177		1.753	.084
	Principal Leadership (X3)	3.502	.689	.513		5.079	.000

a. Dependent Variable: Learning Outcomes (Y)

The results of the heteroscedasticity test using the Glejser method in this study aim to ensure that the regression model does not experience variance inequality in the residuals between observations. Based on the test result table, the significance value for each independent variable showed mixed results: Teacher Competency (X1) had a significance value of 0.036, Student Motivation (X2) of 0.084, and Principal Leadership (X3) of 0.000. Based on the decision-making criteria for the heteroscedasticity test, the significance value of the Teacher Competency (X1) and Principal Leadership (X3) variables which is less than 0.05 indicates an indication of heteroscedasticity. On the other hand, the variable Student Motivation (X2) did not indicate a heteroscedasticity problem because the significance value was greater than 0.05.

These results provide some important implications for the interpretation of regression models. The heterogeneity of variance in the variables of Teacher Competence (X1) and Principal Leadership (X3) can affect the reliability of the estimation of the regression coefficient, so more attention is needed to ensure accurate interpretation. In addition, this suggests that the influence of these variables on student learning outcomes may not be uniform across all observation groups.

Theoretically, these results support the view that the characteristics of teachers and principals have a very significant influence on student learning outcomes, as stated by (Ghozali, 2021) which emphasizes the importance of heteroscedasticity control in the model to increase the validity of the research results. In addition, research by (Nasution, 2021) stated that good principal leadership tends to produce a more conducive educational environment, which ultimately has a positive impact on student achievement.

However, the existence of heteroscedasticity found in certain variables also indicates that there are external factors or contextual variations that can affect student learning outcomes, especially in areas with educational challenges such as Buton Regency. In these situations, alternative methods, such as data transformation or the use of robust regression models, can be considered to improve the accuracy of the model.

Autocorrelation Test Results Table 3 Autocorrelation Test Results Model Summaryb

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.588a	.346	.315	6.162	1.899

a. Predictors: (Constant), Principal Leadership (X3), Student Motivation (X2), Teacher Competence (X1)

b. Dependent Variable: Learning Outcomes (Y)

Based on the results of the autocorrelation test shown in Table 3, the Durbin-Watson value of 1.899 is close to the middle value of the critical range (1.5 - 2.5). This indicates that there are no autocorrelation problems in the regression model used. According to Ghozali (2021), the Durbin-Watson test is used to detect the presence of autocorrelation, where if the Durbin-Watson value is close to 2, then the residual can be said to be free of autocorrelation. Autocorrelation is a condition in which there is a correlation between residuals in a regression model, which can cause the estimation results to be inefficient.

This result is also strengthened by the assumption that independent variables, namely Teacher Competence (X1), Student Motivation (X2), and Principal Leadership (X3), have a fairly good

influence on the dependent variable of Learning Outcome (Y). The R Square value of 0.346 shows that about 34.6% of the variation in the learning outcome variable can be explained by the three independent variables. The rest, at 65.4%, is explained by other variables outside of this model. With an Adjusted R Square value of 0.315, it can be seen that the model has been adjusted to the number of existing predictors, thus providing a more conservative picture of the model's predictive ability.

Theoretically, this result that the absence of autocorrelation in linear regression ensures that the model produces an estimate that is BLUE (Best Linear Unbiased Estimator). This means that the regression coefficient is not only unbiased but also efficient, so it can be used to make predictions accurately. In addition, the good results in the autocorrelation test also reflect that the regression model used satisfies one of the classical assumptions of linear regression.

With no autocorrelation found, this regression model can be considered valid to explain the relationship between Teacher Competence, Student Motivation, Principal Leadership, and Learning Outcomes. However, additional testing is necessary to confirm other classical regression assumptions such as heteroscedasticity, multicollinearity, and residual normality. Thus, these results provide a solid basis for further interpretation of regression coefficients and analysis.

Multiple Linear Regression Test Results Table 4 Multiple Linear Regression Test Results Coefficientsa

	Unstandardized Type	Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	71.550	5.218		13.712	.000
	Teacher Competency (X1)	2.050	.955	.218	2.147	.036
	Student Motivation (x2)	1.105	.630	.177	1.753	.084
	Principal Leadership (X3)	3.502	.689	.513	5.079	.000

a. Dependent Variable: Learning Outcomes (Y)

Based on the results of the multiple linear regression test shown in Table 4, it can be seen that the relationship between the independent variables of Teacher Competence (X1), Student Motivation (X2), and Principal Leadership (X3) to the dependent variable of Learning Outcomes (Y) shows

partially significant results. A constant value of 71.550 indicates that if all independent variables are considered zero, then the learning outcome value will remain at 71.550.

Furthermore, the Teacher Competency variable (X1) has a regression coefficient of 2.050 with a significance value of 0.036 (<0.05), which means that Teacher Competency has a positive and significant effect on Learning Outcomes. This shows that an increase in Teacher Competency by one unit will increase Learning Outcomes by 2,050 units, assuming other variables remain constant. According to the theory from Darling-Hammond (2000), teacher competence plays a crucial role in supporting student learning because competent teachers tend to be able to provide effective teaching and motivate students to achieve better learning achievements.

Meanwhile, the variable Student Motivation (X2) had a regression coefficient of 1.105 with a significance value of 0.084 (>0.05). This shows that Student Motivation has a positive but not significant effect on Learning Outcomes. Although the effect was not significant, the positive coefficient value suggests that increased student motivation may promote improved learning outcomes, although other factors may be more dominant in influencing those outcomes. Theory from McClelland (1985) in (Rahmatillah & Dzulkarnain, 2023) stated that students' intrinsic and extrinsic motivation are important components in achieving learning success, but their influence can be influenced by other variables such as the learning environment and external support.

The Principal Leadership variable (X3) showed the most dominant influence with a regression coefficient of 3.502 and a significance value of 0.000 (<0.05). This means that Principal Leadership has a positive and significant effect on Learning Outcomes. With an increase of one unit of Principal Leadership, Learning Outcomes will increase by 3,502 units. This result is in line with the opinion (Nurafni et al., 2022) which states that effective leadership plays a role in creating vision, motivation, and conducive learning conditions for all elements of the school, including students and teachers.

Thus, the multiple linear regression model shows that Teacher Competence and Principal Leadership have a significant effect on Learning Outcomes, while Student Motivation has a positive but not significant influence. This illustrates that strong school leadership and good teacher competence are more dominant in improving student learning outcomes compared to students' internal motivation. However, the integration of these three variables is still needed to create an optimal and quality learning process.

2) Discussion The Influence of Teacher Competence on Student Learning Outcomes

Teacher competence has a significant role in determining student learning outcomes, as seen in this study. The data shows that the average teacher competency score (X1) is at 4.07, which indicates that most teachers have a good level of competence. This is in accordance with the theory put forward by (Uno, 2021; Wahyuni et al., 2022), which states that a teacher's pedagogic, professional, social, and personality competencies greatly affect their ability to deliver material effectively and create a conducive learning environment. Competent teachers are able to motivate

students, adapt learning methods to student needs, and provide constructive feedback, all of which contribute to the achievement of optimal learning outcomes.

As an academic assumption, based on the theory of Darling-Hammond (2000) in (Kasmawati, 2020), the quality of teaching provided by competent teachers has a direct influence on student learning outcomes. Teachers who are skilled in using various teaching methods, able to explain concepts clearly, and able to manage the classroom well, will be more effective in developing students' potential. Therefore, teacher competence is an important factor that not only improves learning outcomes, but also forms the basis for the development of sustainable learning in the classroom.

However, even though the competence of teachers in these schools is relatively good, it is important to remember that student learning outcomes are still influenced by many other external factors. Thus, although improving teacher competence can make a great contribution, other factors such as student motivation and educational environment support also need to receive the same attention. Improving the overall quality of education requires cooperation between teachers, students, and principals to create a conducive and supportive learning climate.

The Effect of Student Learning Motivation on Student Learning Outcomes

Student motivation is an important factor in influencing learning outcomes, although the results of this study show that the influence of student motivation on learning outcomes is not statistically significant. With an average student motivation score of 3.52, it can be seen that student motivation is at a moderate level, with a fairly high variation. This shows that there is a big difference in the level of motivation between students and another. According to (Sunarti Rahman, 2024), learning motivation is the internal drive that drives students to achieve learning goals. When students feel motivated, they tend to put in more effort to understand the material and actively participate in the learning process.

However, my personal assumption is that although the influence of student motivation in this study is not very significant, it is important to consider that motivation has a different impact on each individual. As expressed by McClelland (1985) in (Hoffarth, 2020), intrinsic and extrinsic motivation can have a major impact on the achievement of learning outcomes. Therefore, it is very important to understand the external factors that affect student motivation, such as family support, appreciation for achievement, and the social and cultural climate that exists in the school.

Increasing student motivation must be a serious concern in an effort to improve learning outcomes. External factors such as a positive classroom environment, engaging teaching methods, and good communication between teachers and students, can encourage students' intrinsic motivation. For this reason, schools need to create policies that support the development of student motivation through various approaches that can meet the learning needs of each individual, as exemplified by McClelland's motivation theory which emphasizes the importance of various types of motivation in learning.

The Influence of Principal Leadership on Student Learning Outcomes

The leadership of the principal plays a very important role in creating a conducive educational environment and supporting student learning outcomes. Based on the results of the study, the leadership of the principal (X3) showed a significant influence on student learning outcomes, with an average score of 3.57. This is in line with the view (Rifki Solana & Mustika, 2023) and (Nurafni et al., 2022), which emphasizes that effective principals can create a clear vision, motivate teachers and students, and support the development of teacher professionalism. Good leadership ensures that there is sufficient support for curriculum implementation, as well as creating a learning environment that supports students' academic development.

Personally, I assume that the leadership of the principal not only functions as a manager, but also as a visionary leader who is able to create a clear direction of education and ensure the achievement of educational goals. Leadership that focuses on improving the quality of education through the development of human resources (both teachers and students) will result in better learning outcomes. A good principal is not only leading in administrative matters, but also able to inspire and set a good example for all school residents.

It is important to note that the leadership of the principal has a direct impact on the motivation of teachers and students. Principals who are directly involved in the professional development of teachers and provide adequate facilities and support will create a more positive school climate. This will ultimately encourage the improvement of the quality of learning and student learning outcomes. Therefore, principals who have a strong vision and effective leadership can be a catalyst in improving overall student learning outcomes.

The Simultaneous Influence of Teacher Competence, Motivation, and Leadership on Student Learning Outcomes

Simultaneously, the results of the study show that teacher competence, student motivation, and principal leadership have a relationship that interacts with each other in influencing student learning outcomes. Although each variable makes a significant contribution to student learning outcomes, the greatest influence is seen on teacher competence and principal leadership. Academically, this is in line with the view that the quality of teaching and effective managerial support are the main factors influencing student success (Hesti Kusumaningrum et al., 2024). High teacher competence and strong leadership create a school climate that supports an optimal learning process, which in turn improves student learning outcomes.

However, although student motivation had a positive influence, the effect was not significant in this study. This indicates that while motivation is very important, other factors such as teaching quality and good leadership may be more dominant in influencing learning outcomes. McClelland (1985) in (Hoffarth, 2020) revealed that motivation is one of the factors that can encourage learning success, but this motivation can be influenced by various other factors, such as social support and a conducive educational environment. Therefore, increasing student motivation needs to be carried out at the same time as strengthening teacher competence and principal leadership.

In the context of this study, we can conclude that the integration of the three factors— teacher competence, student motivation, and principal leadership—is a complementary element to achieve

optimal learning outcomes. By improving the quality of teaching through teacher training and development, increasing student motivation through appropriate approaches, and strengthening principal leadership, schools can create an environment that supports students' overall academic success.

CONCLUSION

Based on the results of research conducted in Junior High Schools in Buton Regency, it can be concluded that teacher competence, student learning motivation, and principal leadership have a significant effect on student learning outcomes. In particular, teacher competence has a great influence on student learning outcomes, because competent teachers can create an effective learning environment and support an optimal learning process. Student motivation, while important, did not show a significant influence in this study, which may be due to other more dominant variables such as teaching quality. Meanwhile, the leadership of the principal has also been proven to have a significant influence on student learning outcomes, as an effective principal can create a supportive climate, both for teachers and students. Simultaneously, these three factors interact in influencing student learning outcomes, with teacher competence and principal leadership making a greater contribution. Thus, improving the quality of education in Junior High Schools in Buton Regency requires greater attention to the development of teacher competence, strong leadership from school principals, and efforts to increase student motivation.

Based on this conclusion, it is recommended that the school, especially the principal, continue to strengthen the development of teacher competencies through continuous training and coaching. Competent teachers will be more effective in managing classes and delivering materials, which in turn will improve student learning outcomes. In addition, schools need to pay attention to external factors that affect student motivation, such as creating a fun learning atmosphere and motivating students to be more actively involved in learning. The leadership of school principals must also be strengthened, by ensuring that there is sufficient support for curriculum implementation, as well as creating a supportive environment for both teachers and students. Improving the quality of learning must be a major concern, by aligning teacher competence, student motivation, and principal leadership to create optimal learning outcomes.

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