

## A Model of Improving Teaching Performance Through Principal Leadership Style and Tutor Learning Motivation Mediated by Service Commitment at PKBM in Kediri Regency

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**Abstract.** *Research results: (1) The principal's leadership style has a positive and significant effect on student service commitment. This means that it's effective principal's leadership style will be able to build good relationships and provide support to tutors, ultimately increasing their commitment to providing the best service to students. (2) Tutor learning motivation has a positive and significant effect on student service commitment. This means that motivated tutors will be more enthusiastic about teaching, innovate in learning methods, and care more about student development, which ultimately increases their commitment to continuously providing the best service to their students. (3) The principal's leadership style has a positive and significant effect on teaching performance. This means that an effective principal's leadership style can build good relationships with tutors, provide opportunities for self-development, and create a conducive learning atmosphere, thus positively impacting tutors' teaching performance. (4) Tutor learning motivation has a positive and significant effect on teaching performance, this means that tutors who have high learning motivation have a positive impact on tutor teaching performance which is shown by more frequent use of interactive learning media, holding interesting class discussions, or providing constructive feedback to students. (5) Commitment to serving students has a positive and significant effect on teaching performance, this means that high commitment encourages tutors to be more dedicated in preparing materials, providing personal attention, and creating a conducive learning environment which has an impact on improving teaching performance. (6) Commitment to serving students is able to mediate the influence of the principal's leadership style and tutor learning motivation on teaching performance, this means that when the principal's leadership style runs effectively accompanied by tutors who have high learning motivation, commitment to serving students will ensure that this motivation is manifested in performance which is reflected in maximum efforts to help students learn.*

**Keywords:** *Commitment; Learning; Manifested; Performance.*

## 1. Introduction

Education is a very important thing in the nation and state, in an effort to improve the quality of education in Indonesia, namely by establishing national education standards, which are stated in the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, Article 4, which states that, "National Education Standards aim to guarantee the quality of national education in order to educate the life of the nation and form the character and civilization of a dignified nation" Efforts to improve the quality of education are also stated in Law Number 20 of 2003 concerning the National Education System, Government Regulation Number 47 of 2008 concerning Compulsory Education, Presidential Instruction Number 5 of 2006 concerning the National Movement to Accelerate the Completion of Compulsory Nine-Year Basic Education and the Eradication of Illiteracy. The implementation of Non-Formal and Informal Education consistently is a clear indication of the Indonesian government in improving the quality of education and human resources to be able to compete in the current era of openness and modernization.

Community Learning Activity Centers (PKBM) are one proof of the existence of Non-formal Education in Indonesia. The development and growth of PKBM in society today has experienced increasing development. This can be seen from the increasing number of permits submitted to the Education Office through the Non-School Education Implementation Section to establish and develop non-formal education units such as PKBM. Each PKBM established has different characteristics and depends on the community's need for non-formal education services (Nuryana, Haryanto & Rahman, 2021).

Tutors, as a key component of PKBM (Community Based Learning) programs, play a strategic role in producing quality learners. Tutors assigned to PKBM are individuals willing and interested in developing out-of-school education. In accordance with their duties, tutors must possess qualifications and abilities appropriate to the subject matter they teach (Nuryana, Haryanto & Rahman, 2021). Therefore, tutors are required to perform effectively and fulfill the hopes and desires of all parties, especially the general public who have entrusted the school and tutors with their students. Tutors must carry out teaching and learning activities and guide their learners. To carry out learning activities, a tutor must be able to prepare teaching materials, possess specific teaching techniques/methods, evaluate learners' learning outcomes, and provide enrichment and remedial support for learners. Therefore, the performance of tutors is a key factor in determining the success of the learning process in PKBM (Bau & Djibu, 2021).

However, the gap phenomenon that researchers found showed that the teaching performance of tutors in Kediri Regency was less than optimal, this can be seen in the results of the PKBM accreditation in Kediri Regency.

PKBM Accreditation Table in Kediri Regency in 2025

No	Subdistrict	Number of	Accredited
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		PKBM	A	B	C	BT
1	Pare District	7		3		4
2	Mojo District	5		1		4
3	Kepung District	3		1		2
4	Banyakan District	3				3
5	Badas District	2	1			1
6	Gampengrejo District	2			1	1
7	Tarokan District	2				2
8	Wates District	2				2
9	Plemahan District	2		1		1
10	Gurah District	2				2
11	Plosoklaten District	1				1
12	Kandangan District	1			1	
13	Kunjang District	1				1
14	Kras District	1				1
15	Pagu District	1				1
16	Semen District	1				1
17	Ngadiluwih District	1				1
18	Ngasem District	1				1
19	Puncu District	1		1		
20	Ringinrejo District	1		1		
21	Grogol District	1				1
22	Kandat District	1	1			
<b>Total</b>		<b>42</b>	<b>2</b>	<b>8</b>	<b>2</b>	<b>30</b>

Source: (<https://daftarsekolah.net/>)

Based on the table above, reviewed from status accreditation, of the 42 PKBM in Kediri Regency, there are 2 (4.76%) accredited A, 8 (19.05%) PKBM accredited B, 2 (4.76%) PKBM accredited C and the rest are not yet accredited (71.43%). The low number of PKBM accredited a in Kediri Regency indicates that the teaching performance of PKBM Tutors in Kediri Regency is not optimal. Thus, if this issue is allowed to continue unaddressed, it will directly impact the learning outcomes of PKBM (Community Learning Centers). Therefore, efforts to improve tutor teaching performance are crucial to achieving optimal educational goals. One factor that can influence tutor teaching performance is the principal's leadership style (Nurhanisa, Firman & Razak, 2023).

The principal, as someone tasked with leading the school, is responsible for achieving the school's vision, mission, goals, roles, and quality of education. To achieve these goals, a principal needs to have a leadership style that can be used as a tool to influence subordinates to achieve organizational goals (Adriyanti, Latief & Bahasoan, 2023). The principal's leadership style is the principal's leadership behavior that is consistently displayed in the managerial process (Tuponawati, Wicaksono & Waruwu, 2025). A leadership style can be said to be good if it can be implemented well by the principal and is accepted by existing tutors, thereby improving the tutors' performance (Makaler, Tamengkel & Punuindoong, 2021).

Another factor that can influence teaching performance is learning motivation. Tutors' learning motivation is one aspect that significantly influences teaching performance. Learning motivation can be defined as an internal drive that drives someone to continue learning and self-development (Novita & Radiana, 2024). Tutors with high learning motivation tend to be more innovative in their teaching and more dedicated to their professional duties. Conversely, a lack of learning motivation can lead to decreased performance and a lack of interest in developing effective teaching methods (Model et al., 2023).

*Research gap* The results obtained by researchers show inconsistent results, where there is research stating that the style/principal leadership and learning motivation influence on the teaching performance of tutors (Azis & Suwatno, 2019; Novita & Radiana, 2024; Nurhanisa, Firman & Razak, 2023), on the other hand, there are research results which state that the teaching style/principal leadership and learning motivation does not affect the teaching performance of tutors (Ratnasari et al, 2022; Jumarpati & Dewi, 2023).

The gap above requires a solution. This study includes the variable of commitment to service as a solution. The inclusion of commitment to service as a moderating variable is based on previous research showing that commitment to serving students influences teaching performance (Fakhria, Safa'atun & Al-Fauziah, 2023; Silvia, Ismail & Erialdy, 2022; Pattinasarany, 2024).

Commitment to service is a teacher's commitment to doing everything they can to complete the various tasks and responsibilities assigned to them (Silvia, Ismail & Erialdy, 2022). Teachers who are committed to good service will appear more diligent in carrying out their work. A teacher's commitment to service can foster a sense of responsibility as well as a responsive attitude to technological and scientific developments (Pattinasarany, 2024). This commitment to service includes a commitment to designing learning, managing learning, directing learning, acting as a curriculum implementer and evaluator (Fakhria, Safa'atun & Al-Fauziah, 2023).

## 2. Research Methods

The type of research used in this study is explanatory research with quantitative methods. According to Sugiyono (2018), explanatory research is a type of research that aims to explain the position of the variables studied and the influence between one variable and another. While this quantitative method is used to study the population and samples that have been determined, data collection using research instruments, data analysis is quantitative/statistical, with the aim of testing the established hypothesis. Based on this theory, this type of explanatory research is used to analyze the model of improving teaching performance through the leadership style of the principal and learning motivation of tutors mediated by commitment to service at PKBM in Kediri Regency.

### 3. Results and Discussion

#### 3.1. Respondent Overview

The subject of this research is tutor at PKBM Kediri Regency. Data collection using a questionnaire via Google Form distributed online via WhatsApp from July 20 to August 15, 2025, obtained 100 respondents. Tutor with the following characteristics:

Respondent Characteristics Table

Characteristics	Information	Frequency	Percentage
Age	21 – 30 years old	20	20%
	31 – 40 years old	47	47%
	41 – 50 years old	22	22%
	>50 years	11	11%
	<b>Total</b>	<b>100</b>	<b>100%</b>
Last education	High school or equivalent	18	18%
	S1	77	77%
	S2	5	5%
	<b>Total</b>	<b>100</b>	<b>100%</b>

Based on the characteristics of 100 tutor at PKBM Kediri Regency, it is known that as many as 47% of tutor saged 36 – 45 years, are in the mature and productive age. Tutors in the mature and productive age have they have broader life experiences, a deeper understanding of students' needs, and the ability to build more constructive relationships. They also tend to be more patient, able to provide a more mature perspective, and better able to manage their time and energy effectively.

Educational characteristics are known as much as 77%ttutor at PKBM Kediri Regency with a bachelor's degree, this shows that the tutor has a higher education. Tutors with higher education have a deeper understanding of the material, the ability to convey information effectively, and greater credibility in the eyes of students and parents. Tutors with higher education also have better teaching skills and a broader understanding of various learning approaches.

Descriptive analysis aims to determine respondents' responses to each question asked. In this case, descriptive analysis explains the tutors' responses to the questions asked for each variable. Principal leadership style, learning motivation, commitment to service and teaching performance. To determine the respondents' responses to each variable, in this study they were grouped into one score category using a scale range with the following formula (Umar, 2017):

$$\text{Ho spi tal} = \frac{\text{TT} - \text{TR}}{\text{Scale}}$$



Information:

RS: Scale Range

TR: Lowest Score (1)

TT: Highest Score (5)

Based on the formula above, the scale range can be calculated:

$$\text{Ho spi tal} = \frac{5 - 1}{3}$$

$$\text{Ho spi tal} = 1.3$$

Thus the interval value can be explained as follows:

Low: 1 – 2.33

Medium: 2.34 – 3.67

Height: 3.68 – 5.0

100 t response tutor at PKBM Kediri Regency about Principal leadership style, learning motivation, commitment to service and teaching performance can be explained as follows:

Principal Leadership Style Variable Description Table

Code	Indicator	STS	TS	CS	S	SS	Mean	Criteria
<b>GKKS1</b>	Provides an overview of the task	1	0	5	26	68	4.60	Tall
<b>GKKS2</b>	Two-way communication	0	2	3	37	58	4.51	Tall
<b>GKKS3</b>	Building self-confidence	1	2	6	37	54	4.41	Tall
<b>GKKS4</b>	Decisions and opportunities for clarification	1	0	6	43	50	4.41	Tall
Average							<b>4.48</b>	<b>Tall</b>

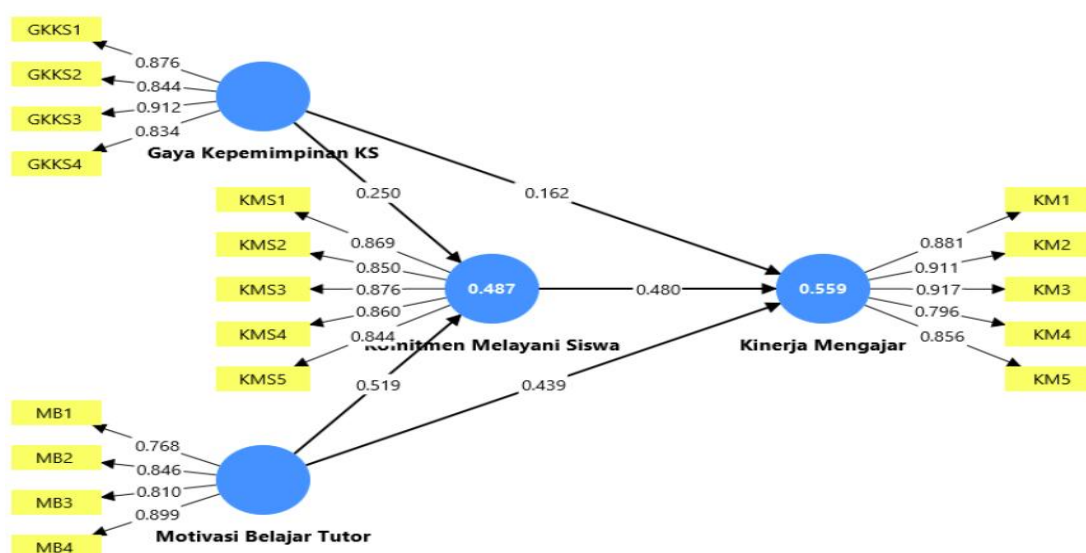
Based on tables how that respondents' responses regarding the principal's leadership style has an average value of 4.48 (high) which indicates that on average respondents gave an agreement response to the statements in the questionnaire, this shows that The principal at PKBM Kediri Regency has a high leadership style. Respondents' responses regarding provide an overview of the task was the highest indicator with a mean score of 4.60 (high). This

indicates that the principal provided guidance regarding the tasks to be completed. Furthermore, responses regarding building self-confidence, making decisions, and providing opportunities for clarification each received an average score of 4.41, making them the lowest indicator in this variable, but still in the high category. This indicates that the principal provided encouragement, enthusiasm, and motivation to tutors and was involved in making decisions related to school development.

### 3.2. Partial Least Squares Structural Equation Modeling (PLS-SEM) Analysis

#### 1) Outer Model Evaluation

Evaluation of the outer model is used to examine the relationship between latent variables and their indicators or manifest variables (measurement model). The following is a schematic of the PLS program model being tested:



Outer Model Image (Measurement Model)

Based on the image above, the following explains the validity and reliability results that have been processed using the PLS-SEM algorithm:

To determine convergent validity, the outer loading value is used as a measure. An indicator is considered valid if its outer loading value is  $\geq 0.7$ , indicating that the indicator has a strong correlation with the construct it measures and contributes significantly to explaining the construct. The following results were obtained:

Outer Loading Value Table

Variables	Indicator	Outer Loading	Information
Principal Leadership Style	GKKS1	0.876	Valid
	GKKS2	0.844	Valid
	GKKS3	0.912	Valid
	GKKS4	0.834	Valid

<b>Teaching Performance</b>	KM1	0.881	Valid
	KM2	0.911	Valid
	KM3	0.917	Valid
	KM4	0.796	Valid
	KM5	0.856	Valid
<b>Commitment to Service</b>	KMS1	0.869	Valid
	KMS2	0.850	Valid
	KMS3	0.876	Valid
	KMS4	0.860	Valid
	KMS5	0.844	Valid
<b>Motivation to learn</b>	MB1	0.768	Valid
	MB2	0.846	Valid
	MB3	0.810	Valid
	MB4	0.899	Valid

The results of the analysis in the table show that all variable indicators Principal leadership style, learning motivation, commitment to service and teaching performance has an outer loading value  $> 0.7$ . This finding indicates that all indicators have good validity in measuring latent variables.

Reliability testing in PLS uses Composite Reliability (CR) and Cronbach Alpha (CA). Composite reliability aims to measure the internal consistency of a construct's indicators. A CR value  $> 0.7$  indicates that the construct's indicators have high internal consistency, meaning they consistently measure the same construct. Cronbach Alpha also aims to measure internal consistency reliability. A CA value  $> 0.9$  indicates very high reliability, indicating very good internal consistency. A CA value between 0.8-0.9 indicates high reliability. A CA value between 0.7-0.8 indicates acceptable reliability, generally considered the minimum acceptable limit in research. The following are the results of the reliability test in this study:

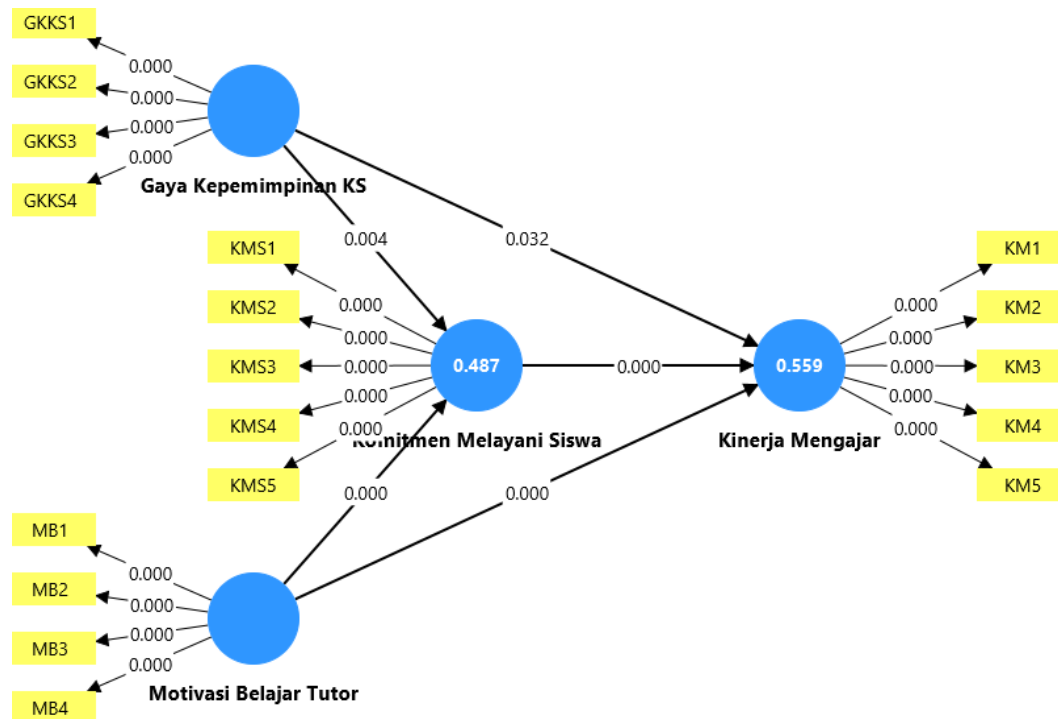
Composite Reliability and Cronbach Alpha Table

Variables	Composite Reliability	Cronbach Alpha	Information
Principal Leadership Style	0.928	0.893	Reliable
Teaching Performance	0.928	0.922	Reliable
Commitment to Service	0.916	0.912	Reliable
Motivation to learn	0.858	0.851	Reliable

The results of the reliability analysis indicate that this research model has excellent internal consistency. This can be seen from the Composite Reliability (CR) and Cronbach's Alpha (CA) values. All latent variables in the model have CR values  $> 0.7$ , indicating that each construct has high reliability. In other words, the indicators used to measure each variable consistently represent the intended construct. The CA value principal leadership style(0.893), Cateaching performance (0.922), CA commitment to service (0.912) and CA student motivation(0.851) shows high reliability with a CA value of 0.8 – 0.9, this means that the indicators for this variable are very consistent in measuring the construct.



After conducting an evaluation of the outer model and finding that each construct has met the validity and reliability requirements, the next step is to evaluate the structural model (inner model) with the following results:



Inner Model Image (Structural Model)

Based on the image above, it can be explained regarding the results of the path coefficient, specific indirect effect, R-square (R<sup>2</sup>), F-square (F<sup>2</sup>) and goodness of fit test,

### 1) Direct Influence

This direct effect test aims to validate or refute the researcher's initial assumptions regarding the relationship between variables. The direct effect test is conducted by examining the structural path coefficients. The direct effect test in this study was conducted by examining the T-Statistics, P-Values, and original sample values through a bootstrapping procedure with a critical t-value for the one-tailed test of 1.645 at a 5% alpha level.

Direct Effect Test Table (Path Coefficient)

Path Coefficient	Original Sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics	P values	Decision
Leadership Style -> Commitment to Service	0.250	0.264	0.094	2,645	0.004	H1 accepted
Motivation to Learn ->	0.519	0.499	0.106	4,913	0.000	H2 accepted

Commitment to Serve						
Leadership Style -> Teaching Performance	0.162	0.167	0.087	1,848	0.032	H3 is accepted
Learning Motivation -> Teaching Performance	0.439	0.435	0.107	4.118	0.000	H4 accepted
Commitment to Service -> Teaching Performance	0.480	0.488	0.099	4,833	0.000	H5 is accepted

Based on the data presented in the table above, it can be interpreted as follows:

a. The Influence of the Principal's Leadership Style on Commitment to Service

The results of the hypothesis test show that the P-values that determine the influence of the principal's leadership style on service commitment are  $0.004 < 0.05$  and the T-Statistics value  $(2.645) > 1.645$ . Meanwhile, the original sample has a value of 0.250 (positive). These results support the first hypothesis, namely that the principal's leadership style has a positive and significant effect on service commitment.

b. The Influence of Tutor Learning Motivation on Commitment to Service

The results of the hypothesis test show that the P-values that determine the influence of tutor learning motivation on service commitment are  $0.000 < 0.05$  and the T-Statistics value  $(4.913) > 1.645$ . Meanwhile, the original sample has a value of 0.519 (positive). These results support the second hypothesis, namely that tutor learning motivation has a positive and significant effect on service commitment.

c. The Influence of Principal Leadership Style on Teaching Performance

The results of the hypothesis test show that the P-values that determine the influence of the principal's leadership style on teaching performance are  $0.032 < 0.05$  and the T-Statistics value  $(1.848) > 1.645$ . Meanwhile, the original sample has a value of 0.162 (positive). These results support the third hypothesis, namely that the principal's leadership style has a positive and significant effect on teaching performance.

d. The Influence of Tutor Learning Motivation on Teaching Performance

The results of the hypothesis test show that the P-values that determine the influence of tutor learning motivation on teaching performance are  $0.000 < 0.05$  and the T-Statistics value  $(4.118) > 1.645$ . Meanwhile, the original sample has a value of 0.439 (positive). These results support the fourth hypothesis, namely that tutor learning motivation has a positive and significant effect on teaching performance.

e. The Influence of Commitment to Service on Teaching Performance

The results of the hypothesis test show that the P-values that determine the influence of service commitment on teaching performance are  $0.000 < 0.05$  and the T-Statistics value (4.833)  $> 1.645$ . Meanwhile, the original sample has a value of 0.480 (positive). These results support the fifth hypothesis, namely that service commitment has a positive and significant effect on teaching performance.

2) Indirect Effect Testing

Hypothesis Test Table for Indirect Effect (Specific Indirect Effect)

Path Coefficient	Original Sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics	P values	Decision
Leadership Style -> Commitment to Service -> Teaching Performance	0.120	0.128	0.052	2,311	0.010	Able to mediate
Learning Motivation -> Commitment to Serve -> Teaching Performance	0.249	0.246	0.080	3.106	0.001	Able to mediate

Based on the data presented in the table above, it can be interpreted as follows:

a. The Role of Service Commitment in Mediating the Influence of Principal Leadership Style on Teaching Performance

The results of the indirect effect test show that the P value of the specific indirect effect is  $0.010 < 0.05$  and the T-Statistics value (2.311)  $> 1.645$  with an original sample value of 0.120 (positive). These results indicate that commitment to service is able to mediate the positive and significant influence of the principal's leadership style on teaching performance.

b. The Role of Service Commitment in Mediating the Influence of Tutor Learning Motivation on Teaching Performance

The results of the indirect effect test show that the P value of the specific indirect effect is  $0.001 < 0.05$  and the T-Statistics value (3.106)  $> 1.645$  with an original sample value of 0.249 (positive). These results indicate that the commitment to service is able to mediate the positive and significant influence of tutor learning motivation on teaching performance.

3) R-square(R2)

All variance in the construct explained by the model is represented by R-Square. The output from determining the R-Squares value is as follows:

*R-Square Value Table*

No	Variables	R-Squares	Adjusted R-Squares
1	Teaching Performance	0.559	0.545
2	Commitment to Service	0.487	0.476

Based on the table, the Adjusted R-square value of teaching performance is 0.545, this means that 54.5% of the variation or change in teaching performance is influenced by the principal's leadership style, learning motivation and commitment to serve, while the remaining 45.5% is influenced by other variables not studied. The Adjusted R-square value of commitment to serve students is 0.476, this means that 47.6% of the variation or change in commitment to serve is influenced by the principal's leadership style and the remaining 52.4% is influenced by other variables not studied.

#### 4) *F-Square(F2)*

The F2 value criteria consist of three classifications: 0.02 (small/poor); 0.15 (moderate/sufficient); and 0.35 (large/good) (Setiaman, 2023). The following are the results of the F-square test in this study:

*F-Square Value Table*

Variable Relationship	<i>f</i> <i>Squares</i>	Substantive influence
Principal Leadership Style -> Teaching Performance	0.035	Small
Principal Leadership Style -> Commitment to Service	0.078	Small
Commitment to Service -> Teaching Performance	0.268	Enough
Learning Motivation -> Teaching Performance	0.209	Enough
Motivation to Learn -> Commitment to Serve	0.335	Enough

Based on the table above, it can be seen that quite large substantive influences occur in the variable of commitment to service on teaching performance (0.268), learning motivation on teaching performance (0.209) and learning motivation on commitment to service (0.335). Meanwhile, small substantive influences occur in the variable of principal leadership style on teaching performance (0.035) and principal leadership style on commitment to service (0.078).

#### 5) *Goodness of Fit*

Based on the data processing that has been carried out using the smart PLS 4.0 program, the SRMR, d\_ULS, d\_G, chi square and NFI values were obtained.

*Goodness of Fit Model Test Results Table*

No	Structural Model	Cut-Off Value	Estimated	Information
1	SRMR	< 0.10	0.094	Fit
2	d_ULS	> 0.05	1,521	Fit
3	d_G	> 0.05	0.687	Fit
4	Chi-Square	>X2table	370,034	Fit

No	Structural Model	Cut-Off Value	Estimated	Information
(df = 96; X <sup>2</sup> <sub>table</sub> = 119,87093)				
5	NFI	Approaching 1	0.769	Fit

The results of the PLS model goodness of fit test in the table above indicate an acceptable model fit. This result indicates that the model has a good level of fit with the data, meaning the proposed model accurately represents the relationships between variables in the data.

### 3.3. Discussion

#### 1) Direct Influence

##### a. The Influence of the Principal's Leadership Style on Commitment to Service

The results of the study show that the principal's leadership style has a positive and significant effect on commitment to service. This means that an effective principal's leadership style will be able to build positive relationships with tutors, motivate them, and strengthen their commitment to providing the best service for students.

The results of this study align with research conducted by (Masriani et al., 2021) that found that the better the principal's leadership style, the higher the teacher commitment. This is relevant to research conducted by (Samosir & Sitompul, 2022), which explains that leadership style can influence employee trust in an organization, as well as employee trust in its leaders. Therefore, trust in a leader is crucial because it plays a role in decision-making, including influencing organizational commitment.

There is an influence of leadership style on tutor commitment in serving in Community Learning Center of Kediri Regency This can be due to the principal's positive leadership style creating a positive and supportive work environment. This encourages tutors to be more motivated, feel valued, and have a sense of belonging to the school, which ultimately increases their commitment to service. An effective leadership style can also encourage two-way communication, involve tutors in decision-making, and provide opportunities for them to develop. This can increase tutors' self-confidence, motivation, and commitment. Furthermore, the principal also acts as a learning leader who focuses on improving the quality of teaching and teacher professional development. By providing support, guidance, and training opportunities, the principal can improve tutors' competencies and strengthen their commitment to service.

##### b. The Influence of Tutor Learning Motivation on Commitment to Service

The research results show that tutors' learning motivation has a positive and significant effect on their commitment to service. This means that the higher the tutors' learning motivation, the greater their commitment to providing the best service to their students. This learning motivation is crucial for tutors to effectively carry out their role and help students achieve their learning potential.



Research conducted by (Aisyah & Suhari, 2025) showed that teachers/tutors who are motivated to learn will foster a commitment to service by teaching not only with words but also with the heart. This is in line with research conducted by (Yuliarni, Anis & Hamzah, 2021) that tutors with high learning motivation will increase their commitment to serving students, where teachers not only teach soft and hard skills but also teach life skills.

The learning motivation of tutors in this study is the drive that a tutor has to continue learning and developing themselves, as well as providing motivation to students so that they are also motivated in learning. The learning motivation of tutors has a positive and significant influence on the tutor's commitment in serving students in Community Learning Center of Kediri Regency Because motivation fuels enthusiasm and the drive to provide the best service. Tutors with a strong motivation to learn will develop themselves by actively participating in training, reading scientific journals, or seeking new ways to make the course material more engaging and effective. This ultimately strengthens their commitment to providing the best service to their students.

Furthermore, tutors with high learning motivation will be more concerned with their students' needs and development, striving to help them reach their full potential. High learning motivation will encourage tutors to feel responsible for their students' success, leading to greater dedication to providing the best possible service. Thus, the tutor's learning motivation is not only important for the tutor's personal development, but also has a significant positive impact on the tutor's commitment to serving.

#### c. The Influence of Principal Leadership Style on Teaching Performance

The research results show that the principal's leadership style has a positive and significant impact on teaching performance. This means that the more effective and positive a principal's leadership style, the better the teachers' performance in the teaching and learning process.

The results of this study are relevant to research conducted by Pebriani, Fikri, & Putra (2024), which found that the better the principal's leadership style, the higher the teacher's performance. This is in line with research conducted by Samosir & Sitompul (2022), which found that leadership style is a factor influencing employee performance improvement, as leaders are the backbone of organizational development, encouraging and influencing positive work morale among employees.

There is a positive and significant influence that the principal's leadership style has on tutor performance. In Community Learning Center of Kediri Regency This is because an effective principal's leadership style will encourage teacher engagement, strengthen workplace relationships, and build good communication. This allows tutors to feel more connected to their work and actively participate in efforts to improve the quality of education. Furthermore, a good leadership style is also reflected in the principal's ability to coordinate school activities and communicate effectively with the entire school community.

With good coordination, tutors can carry out their duties more efficiently and with direction. A principal who is able to build good relationships with tutors, involve them in decision-making, and provide emotional support will make tutors feel valued and motivated to perform better. A principal who is able to provide constructive feedback, recognize tutors' achievements, and provide opportunities for self-development will encourage tutors to continue learning and growing.

d. The Influence of Tutor Learning Motivation on Teaching Performance

The research results show that tutors' learning motivation has a positive and significant effect on teaching performance. This means that the higher a tutor's learning motivation, the better their teaching performance.

The results of this study are relevant to research conducted by (Novita & Radiana, 2024) that teachers who have high learning motivation tend to show better performance in the classroom, where teachers who are motivated to learn tend to be more innovative in teaching methods and more responsive to student needs which have a positive impact on student learning outcomes and improve the overall quality of education. Research conducted by (Azahra et al, 2025) explains that motivated teachers feel more enthusiastic about teaching, more dedicated in preparing materials, and more innovative in the teaching methods they apply.

Tutor learning motivation has a positive and significant effect on tutor teaching performance in Community Learning Center of Kediri Regency Because motivation fuels passion and enthusiasm in teaching. Motivated tutors tend to be more dedicated in preparing materials, creating a pleasant learning atmosphere, and providing effective guidance. This will ultimately improve the quality of learning and student learning outcomes. Furthermore, tutors who have high learning motivation tend to be more enthusiastic in delivering materials, seek innovative teaching methods, and provide more personalized attention to students. This can improve tutor teaching performance, which is reflected in the material delivered clearly and interestingly, a conducive learning atmosphere, and effective guidance that will help students achieve their learning goals.

e. The Influence of Commitment to Service on Teaching Performance

The research results show that commitment to service has a positive and significant impact on teaching performance. Tutors' strong commitment to service positively impacts their teaching performance. Tutors' commitment to service is reflected in the quality of their teaching. They tend to use innovative, creative, and tailored learning methods to students' needs, making the material easier to understand and remember.

Results This research is relevant to research conducted by Wasito (2021), which found that the higher a teacher's commitment, the higher their teaching performance. Research by Silvia Ismail & Erialdy (2022) supports this finding, stating that teacher commitment will

motivate teachers to improve their performance by attending classes on time, being enthusiastic about achieving educational goals, and creating a quality learning process.

There is influence tutor's commitment to serving students on the teaching performance of tutors in Community Learning Center of Kediri Regency, A strong sense of responsibility from tutors will create a positive learning environment and ultimately improve teaching performance. Furthermore, tutors with high commitment tend to be more dedicated, motivated, and strive to provide the best learning experience for students. This results in improved teaching quality, better student learning outcomes, and a positive and conducive learning environment.

## 2) Indirect Influence

### a. The Role of Service Commitment in Mediating the Influence of Principal Leadership Style on Teaching Performance

The research results show that commitment to service can mediate the positive and significant influence of the principal's leadership style on teaching performance. This means that a good leadership style from the principal, supported by the tutor's commitment to providing the best service to students, can collectively improve the quality of teachers' teaching performance.

Research results (Fiannisa, Datuk & Rambe, 2024) show that an effective principal leadership style and high tutor commitment together have a positive influence on teacher teaching performance. Research conducted by (Devi, 2015) shows that a good principal leadership style can increase tutor commitment, which in turn improves teaching performance.

The existence of a mediating role of commitment in serving on the influence of the principal's leadership style on teaching performance in cases Community Learning Center of Kediri Regency It can be explained that a principal who applies an effective leadership style will involve teachers in decision-making, provide support and motivation, and create a conducive working atmosphere, plus tutors who have a high commitment to serving students, always strive to give their best in every learning session, and actively seek solutions to help students who have learning difficulties. In this situation, the teaching performance of tutors will tend to be better. In addition, a principal applies a leadership style that encourages tutor participation in decision-making, tutors will feel appreciated and more motivated to give their best. This can increase their commitment to serving students better, which will ultimately be reflected in their better teaching performance.

### b. The Role of Service Commitment in Mediating the Influence of Tutor Learning Motivation on Teaching Performance

The research results show that commitment to service can mediate the positive and significant influence of tutor learning motivation on teaching performance. This means that

when a tutor has a high commitment to serving their students, this will strengthen the positive influence of tutor learning motivation on their teaching performance.

Research (Markonah & Sunarto, 2020) explains that tutors with high learning motivation and commitment are able to create a conducive learning environment, provide meaningful learning experiences, and ultimately improve their teaching performance. Research (Soellistya et al., 2023) states that tutor commitment plays a crucial role in realizing the potential of tutor learning motivation to improve their teaching performance.

Tutor commitment in serving mediates the influence of tutor learning motivation on teaching performance in the case Community Learning Center of Kediri Regency It can be explained that high learning motivation in tutors will encourage tutors to continue learning and improving their knowledge, then commitment to service will ensure that the knowledge and skills acquired by the tutor are applied in interactions with students. In other words, high learning motivation with strong commitment will have a significant impact on teaching performance, because this motivation is manifested in student-oriented actions. Conversely, high commitment without strong learning motivation will also be ineffective, because tutors may not have sufficient knowledge and skills to provide optimal service.

Non-formal education is at the forefront of educating the nation's citizens. Findings indicate that tutors with an intrinsic drive to continuously learn and develop themselves directly impact the quality of their teaching, making it innovative and inspiring.

As a concrete manifestation of the motivation to learn and develop oneself, tutors are expected to continuously pursue academic qualifications aligned with their field of study. A linear education will provide a solid scientific foundation, allowing for deeper and more accurate material delivery. Further study should be a goal for professional development. Research shows that competent and knowledgeable tutors are more confident and effective in their teaching.

#### 4. Conclusion

The principal's leadership style has a positive and significant effect on commitment to service this means that an effective principal's leadership style will be able to build good relationships and provide support to tutors which ultimately increases the tutor's commitment to provide the best service to students. Tutor learning motivation has a positive and significant effect on commitment to service, this means that motivated tutors will be more enthusiastic in teaching, innovate in learning methods, and care more about student development which ultimately increases the tutor's commitment to continue providing the best service to their students. The principal's leadership style has a positive and significant effect on teaching performance, this means that an effective principal's leadership style is able to build good relationships with tutors, provide opportunities for self-development, and create a conducive atmosphere for learning so that it has a positive impact on tutor teaching performance.

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