

The Influence of Principal Leadership Management and Teamwork Through Achievement Motivation on Improving School Quality at Batam City State High School

Pian Irawan

Faculty of Economy, Universitas Islam Sultan Agung, Semarang, Indonesia, E-mail: pianirawan1979@gmail.com

Abstract. *This study aims to analyze the influence of principal leadership management and teamwork on achievement motivation and its implications for improving school quality among teachers of public senior high schools in Batam City. This research employed a quantitative approach using a survey method through the distribution of questionnaires to 240 respondents who were teachers of public senior high schools in Batam City. The data analysis technique used in this study was Partial Least Square (PLS) with the assistance of SmartPLS 4.0 software to examine the relationships among the research variables. The results of the descriptive analysis indicate that all research variables are in the high category, namely principal leadership management with a score of 89.2, teamwork with a score of 92.4, achievement motivation with a score of 90.7, and school quality with a score of 89.3. The results of the outer model test show that all research indicators meet the validity and reliability criteria with loading factor values above 0.6, Cronbach's Alpha and Composite Reliability values above 0.7, and Average Variance Extracted (AVE) values above 0.5. The results of the inner model test show that the R-Square value is 0.575 for the achievement motivation variable and 0.622 for the school quality variable, which are categorized as moderate. The results of hypothesis testing indicate that principal leadership management does not have a significant effect on achievement motivation. However, principal leadership management has a positive and significant effect on school quality. Teamwork is proven to have a positive and significant effect on achievement motivation but does not have a significant effect on school quality. Meanwhile, achievement motivation has a positive and significant effect on school quality. The results of the mediation effect test indicate that achievement motivation does not mediate the relationship between principal leadership management and school quality, but it mediates the relationship between teamwork and school quality. Based on the results of the study, it can be concluded that the improvement of school quality is directly influenced by principal leadership management and achievement motivation, and indirectly influenced by teamwork through achievement motivation. Therefore, improving school quality can be achieved through strengthening principal leadership management, enhancing teamwork, and developing teachers' achievement motivation.*

Keywords: Achievements; Leadership; Management; Teamwork.

1. Introduction

The National Education Standards aim to ensure the quality of national education in order to educate the nation's life and shape the character and civilization of a dignified nation. In order to achieve these educational goals, Government Regulation No. 19 of 2005 concerning education standards (PP No. 19 of 2005), establishes eight National Education Standards (SNP) that must be met in implementing education. The eight standards in question include: Content standards, process standards, graduate competency standards, educator and education personnel standards, infrastructure standards, management standards, financing standards and education assessment standards. One of the standards assessed directly related to the quality of graduates as indicated by graduate competencies is the standard of educators and education personnel. This means that to achieve the desired quality of graduates, the quality of educators (teachers) and education personnel (Principals, supervisors, laboratory assistants, librarians and other administrative staff) must be improved.

Leadership management is a leader's ability to plan, organize, implement and supervise subordinates to influence, motivate and direct actions on a person or group of people to achieve certain goals in certain situations. Leadership is a key managerial aspect of organizational life. Leadership management plays a role in harmonizing the collaborative process between individuals within an organization's group in carrying out work, which is reflected in an individual's performance. Leadership is the ability to influence, motivate, and direct the actions of a person or group of people to achieve a specific goal in a specific situation. Leadership is a key position because a leader's leadership plays a role as a harmonizer in the process of cooperation between people in their organization. In carrying out leadership tasks, a person must master leadership management.

Leadership management is an organizational skill that encompasses management knowledge and leadership skills. A person's leadership skills are evident in their ability to differentiate the characteristics of one organization from another. To achieve dynamic and effective leadership, a leader must be both dynamic and effective. By understanding the theory of leadership management, one will be able to improve one's understanding of oneself in carrying out his duties as a leader, thus he will know the weaknesses and strengths of his potential, and will be able to increase his understanding of how he should treat his subordinates in his leadership management, one of which is by motivating work and controlling teacher performance so that their performance becomes better. In addition to low academic and non-academic achievements, the low quality of schools is caused by the quality of graduates that do not match the target graduates. As explained below: The low quality of schools due to the competitive ability of graduates is largely caused by the quality of graduates that do not match the target graduates. The national assessment scores are still low, the small number of students accepted into state universities or graduates who are not accepted into state universities and it is difficult to work because the requirements for being accepted as an employee in an institution or the business world are increasing day by day,

which include having to master a foreign language, computer, and entrepreneurship. School graduates who want to continue to higher education every year are increasing in number, but the ability to compete in exams is generally still low so that the percentage of those who are accepted and can continue their education is only small.

Research results (Rozak et al., 2021) show that principals do not have a direct influence on improving student achievement/school quality. According to (Goddard et al., 2009), student achievement is determined by the extent to which teachers collaborate in their schools. Therefore, according to them, principals must be able to improve teacher cooperation in schools. The greater the cooperation between teachers, the greater the opportunity for improving student achievement.

Based on data from RRI and Batam Pos in 2024, only around 30% of high school graduates in the Riau Islands continue their education. This indicates that the majority of high school graduates have not yet accessed higher education. High school graduates make up the majority of the unemployment rate in Batam City. This reinforces the urgency of research into the influence of principal leadership management and teamwork through work motivation on improving school quality, as these factors impact school quality, making it more competitive at the university level and in the workplace.

Then, many educational institutions are unable to create strategic plans. Their principals are unable to create strategies, so they simply copy those of other institutions, or perhaps the school's strategy development to improve graduate quality is insufficient. This is perhaps because the principal is not an expert in the field, as long as the process at the educational institution runs smoothly and is considered routine and does not require a plan or perhaps a plan that is simply what it is. In fact, "Quality doesn't just happen. It must be planned. Quality must be a vital part of the institution's strategy and must be approached systematically using a strategic planning process. Strategic planning is a crucial part of achieving quality."

Therefore, many learning activities are delayed, resulting in the lack of smooth learning in schools, thus encountering serious obstacles. Therefore, with this condition, it resulted in changes to the curriculum system by the Minister of Education to achieve the formulated learning objectives. In addition, the ineffectiveness of classroom management is also a cause of the low quality of graduates. Managing a class well is not an easy job. The difficulty of managing a class is not only felt by new teachers. Teachers with years of teaching experience are not immune to problems. Seeing the conditions above, it can be seen a picture of the profile of teachers whose performance is still low, among others: teachers are not yet active in the Learning Community, teachers teach monotonously and without thorough preparation. Teachers still use very simple teaching preparation, before fully using the required curriculum references, and are inconsistent in implementing lesson plan scenarios. Teachers are still dominated using the lecture method and there are still teachers who teach only based on their past experiences from time to time, so they feel they have memorized everything and are unwilling to change and try new things, including in terms of learning methods, in the use of

media, assessment systems that they do not understand, teaching by rote and without preparing good planning and are not active in the learning community (kombel).

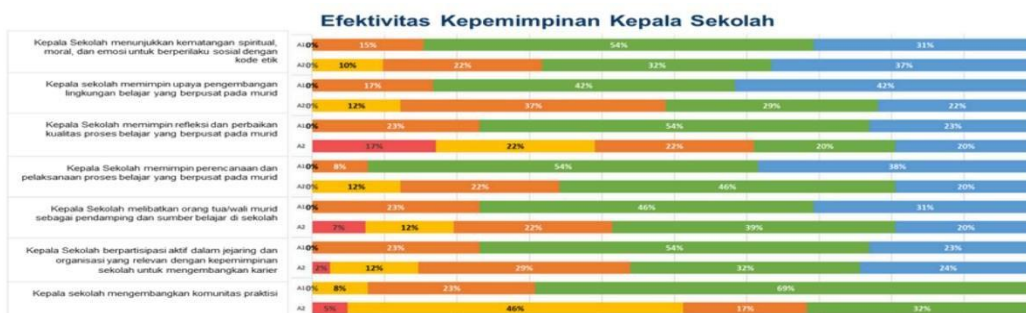
With the problems described above, it is clear that the Principal's leadership management and teamwork have been running well, both in motivating teachers to do their jobs and the motivation of a teacher to do his/her performance well is certainly inseparable from how a principal makes plans, organizes, implements and controls/supervises his/her subordinates so that in the end it leads to improving the quality of the school, because in any case, the ability of a principal in carrying out his/her leadership management will have an impact on improving the quality of the school.

Graph 2024 School Accreditation Data for Batam City High Schools



Data source : <https://satudata.batam.go.id/web/wp-content/uploads/2024/05/COMPILATION-OF-THE-STATEMENT-DATA-FROM-THE-STATEMENT-OF-Education-in-2024>.

Figure Principal Leadership Effectiveness in 2024



Data source: 2024 Performance Report of BPMP Riau Islands Province. bpmpepri.kemdikbud.go.id (LAKIP BPMP KEPRI page 83).

High school education data from Batam City, which shows variations in school accreditation, illustrates that the quality of education in each educational unit is greatly influenced by the effectiveness of the principal's management and leadership. The high number of schools with A-level accreditation can be an indicator that some educational institutions are well-managed, particularly in terms of school program planning, resource management, instructional supervision, and teacher professionalism. Principals with strong managerial skills are able to build a positive work culture, foster achievement motivation, and create targeted

academic and non-academic policies, thereby improving school quality, which is reflected in achieving high accreditation.

2. Research Methods

This research falls into the associative research category using a quantitative approach. Associative research aims to determine the influence between two or more variables. This research will explain the relationship between the variables being studied, which influences and is influenced by them (Sugiyono, 2013). A quantitative approach is used to analyze the relationship between variables expressed numerically. This study describes the influence of principal leadership management and teamwork through achievement motivation on improving school quality in Batam City State Senior High Schools.

3. Results and Discussion

3.1. Respondent Description

This study used primary data, namely a questionnaire distributed to 240 respondents, including public high school teachers in Batam City. The purpose of this data distribution was to determine the characteristics of the respondents. The following are the respondent criteria:

1) Gender

Table Description of Respondents Based on Gender

No	Information	Amount	Presentation
1.	Man	89	37.1%
2.	Woman	151	62.9%
	Total	240	100%

Source: Processed Primary Data, 2026

Based on Table it can be concluded that in this study, the dominant respondents were women, amounting to 151 (62.9%) and men, amounting to 89 (37.1%). This indicates that the gender that most frequently filled in the data for Batam City State High School teachers was women.

2) Age

Table Description of Respondents Based on Age

No	Information	Amount	Percentage
1.	≤ 25 years	7	2.9%
2.	26 - 35 years old	88	36.7%

3.	36 - 45 years old	70	29.2%
4.	46 - 55 years old	63	26.2%
5.	≥ 56 years	12	5%
	Total	240	100%

Source: Primary data processed in 2026

Based on the characteristics data of respondents aged ≤ 25 years, there were 7 respondents or 2.9%, then at the age of 26-35 years there were 88 respondents or 36.7%, then at the age of 36-45 years there were 70 respondents or 29.2%, then at the age of 46-55 years there were 63 respondents or 26.2%, and finally the age ≥ 56 years there were 12 respondents or 5%. Based on the data above, it can be shown that this study can find out that the majority of teachers at State Senior High Schools in Kotabatom are from the age range of 26-35 years.

Based on this study, researchers obtained answers from 240 respondents to each question from the variables distributed through a questionnaire. These variables include: principal leadership management, teamwork, achievement motivation, and school quality improvement. Therefore, each variable was measured using a Likert scale to determine its weight from respondents' answers, using the categories strongly agree, agree, disagree, and strongly disagree. With the following formula:

$$\text{Index Value} = ((\%F1 \times 1) + (\%F2 \times 2) + (\%F3 \times 3) + (\%F4 \times 4) + (\%F5 \times 5)) / 5$$

Information :

F1 is the frequency of respondents who answered 1 F2 is the frequency of respondents who answered 2 F3 is the frequency of respondents who answered 3 F4 is the frequency of respondents who answered 4 F5 is the frequency of respondents who answered 5

The total index is 100, using the three-box method, dividing responses into three categories. Respondents' answers are scored from 1 to 5, resulting in the following perceptions:

$$\text{Lowest} : (\%F \times 1) / 5 = (100 \times 1) / 5 = 20 \quad \text{Highest} : (\%F \times 5) / 5 = (100 \times 5) / 5 = 100 \quad \text{Range} : 20 - 100 = 80$$

$$\text{Class Interval Length: } 80 : 3 = 26.7$$

So the index value obtained from the calculation above starts from 20-100 with a range of 26.7. With a class length of The interval is 100 divided into 3 parts, thus obtaining a range of 26.7 each which is used as an interpretation of the perception value below:

Category :

$$\text{Low} = 20 - 46.6$$

$$\text{Medium} = 46.7 - 73.3$$

Height 73.4 – 100

This hypothesis testing includes the R-Square output, parameter coefficients, and t-statistics. The aim is to determine whether the hypothesis can be accepted or rejected, therefore, attention must be paid to the significance values between constructs, t-statistics, and p-values. The hypothesis test used in this study was SmartPLS (Partial Least Squares) 4.0. Values can be obtained from bootstrapping results. The standard value used in this study is a significance level of 0.05%. Table 4.13 shows the results of the hypothesis testing:

Table Hypothesis Test Results

Construct	<i>Original Sample</i>	Sample Mean (M)	Standard Deviation	T Statistics	P Value	Information
X1 -> Y1	-0.023	-0.027	0.072	0.324	0.746	Rejected
X1 -> Y2	0.464	0.460	0.073	6,344	0,000	Accepted
X2 -> Y1	0.773	0.776	0.051	15,214	0,000	Accepted
X2 -> Y2	0.161	0.158	0.096	1,672	0.095	Rejected
Y1 -> Y2	0.289	0.295	0.109	2,666	0.008	Accepted

*Ha is accepted if the p value < 0.05

Source: data processed 2026

The results of testing using the PLS bootstrapping method analysis in this study are:

1) The influence of leadership management on achievement motivation shows an original sample value of -0.023 (negative) and a p-value of 0.746, which is greater than the significance level of 0.05 ($0.746 > 0.05$).

The test showed that leadership management had a negative but insignificant effect on achievement motivation. Therefore, the hypothesis stating a positive influence of leadership management on achievement motivation was not empirically proven in this study. Therefore, it can be concluded that principal leadership management does not have a significant impact on achievement motivation, thus rejecting the first hypothesis (H1).

2) The influence of principal leadership management on school quality shows an original sample value of 0.464 (positive) p-value of 0.000 which is smaller than the significance level of $0.000 < 0.05$. The test results indicate that principal leadership management has a positive and significant effect on school quality. Thus, the hypothesis stating that there is a positive influence of principal leadership management on school quality is empirically proven in this study. Therefore, it can be stated that principal leadership management has a significant impact on improving school quality, so that the second hypothesis (H2) is accepted.

3) The effect of teamwork on achievement motivation shows an original sample value of 0.773 (positive) and a p-value of 0.000, which is smaller than the 0.05 significance level (0.000

< 0.05). The test results indicate that teamwork has a positive and significant effect.

significant effect on achievement motivation. Thus, the hypothesis stating that there is a positive influence of teamwork on achievement motivation was empirically proven in this study. Therefore, it can be stated that teamwork has a significant impact on achievement motivation, so the third hypothesis (H3) is accepted.

4) The effect of teamwork on school quality shows an original sample value of 0.161 (positive) and a p-value of 0.095, which is greater than the 0.05 significance level ($0.095 > 0.05$). The test results indicate that teamwork has a negative but not significant effect on school quality. Thus, the hypothesis stating that there is a positive effect of teamwork on school quality is not empirically proven in this study. Therefore, it can be concluded that teamwork does not have a significant impact on school quality, so the fourth hypothesis (H4) is rejected.

5) The effect of achievement motivation on school quality shows an original sample value of 0.289 (positive) and a p-value of 0.008, which is smaller than the 0.05 significance level ($0.008 < 0.05$). The test results indicate that achievement motivation has a positive and significant effect on school quality. Thus, the hypothesis stating that there is a positive effect of achievement motivation on school quality is empirically proven in this study. Therefore, it can be stated that achievement motivation has a significant impact on improving school quality, so the fifth hypothesis (H5) is accepted).

The indirect effect of principal leadership management on school quality shows an original sample value of -0.007 (negative) and a p-value of 0.739, which is greater than the 0.05 significance level ($0.739 > 0.05$). The test results indicate that achievement motivation has a negative but non-mediating effect on school quality. Thus, the indirect effect stating a positive influence of principal leadership management on school quality through achievement motivation is not empirically proven in this study. Therefore, it can be stated that achievement motivation does not play a role as a mediating variable in the relationship between principal leadership management and school quality.

The indirect effect of teamwork on school quality through achievement motivation shows an original sample value of 0.223 (positive) and a p-value of 0.009 which is smaller than the significance level of 0.05 (0.009).

< 0.05). The test results indicate that achievement motivation has a positive and mediating effect on school quality. Thus, the indirect effect indicating a positive influence of teamwork on school quality through achievement motivation has been empirically proven in this study. Therefore, it can be stated that motivation Achievement acts as a mediating variable that strengthens the relationship between teamwork and improving school quality.

Table Testing of Mediation Effects

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-Statistic (O/STDEV)	P-Value (Sig)	Information
X1 → Y1 → Y2	-0.007	0.008	0.021	0.333	0.739	No Mediating
X2 → Y1 → Y2	0.223	0.225	0.085	2,624	0.009	Mediating

Source: data processed 2026

3.2. Discussion of Research Results

1) The influence of principal leadership management on achievement motivation

Based on the results of this test, it is proven that the principal's leadership management has no influence on achievement motivation. This can be shown from the p-value of 0.746, which is greater than 0.05, so the relationship between the principal's leadership management and achievement motivation is declared insignificant. This condition indicates that various indicators in the principal's leadership management, such as the ability to direct, manage, foster, and coordinate teachers and education staff, have not been able to increase achievement motivation. With the existence of leadership practices such as providing work directions, supervising the implementation of tasks, and coaching efforts carried out by the principal, it is not necessarily able to encourage teachers to increase the spirit of achievement, both in improving the quality of learning, professional development, and improved performance. This suggests that teacher achievement motivation is not solely influenced by the principal's leadership management, but may also be influenced by other factors such as internal individual factors, the work environment, and the reward system they receive.

2) The influence of principal leadership management on school quality

The results of this test demonstrate that principal leadership positively impacts school quality. This is demonstrated by the p-value of 0.000, which is less than 0.05, indicating a significant relationship between principal leadership and school quality. This demonstrates that various indicators of principal leadership, such as the ability to plan school programs, organize school resources, and direct and supervise the implementation of educational activities, can improve school quality.

Effective leadership of the school principal in providing guidance to Teachers, creating a conducive work environment, and developing various programs to improve the quality of learning can have a positive impact on improving school quality. With good leadership management, the learning process can run more optimally so that it has an impact on improving the quality of education in schools.

3) The influence of teamwork on achievement motivation

The results of this test demonstrate that teamwork positively influences achievement

motivation. This is demonstrated by the p-value of 0.000, which is less than 0.05, indicating a significant relationship between teamwork and achievement motivation. This demonstrates that various indicators of teamwork, such as the ability to work together, good communication between team members, mutual assistance in completing tasks, and a sense of shared responsibility, can enhance achievement motivation.

Furthermore, harmonious working relationships, mutual support, and good coordination between teachers and educational staff can create a positive work environment, encouraging individuals to be more enthusiastic about achieving better work performance. Good teamwork also allows for the exchange of ideas, experiences, and solutions to various work challenges, thus increasing enthusiasm for achieving optimal results.

4) The Influence of Teamwork on School Quality

Based on the results of this test, it is proven that teamwork has no influence on school quality. This can be seen from the p-value. The value is 0.095 which is greater than 0.05, so the relationship between teamwork and school quality is declared insignificant.

This situation indicates that various indicators of teamwork, such as cooperation between teachers, communication within the work team, mutual assistance in completing tasks, and coordination between team members, have not been able to provide a tangible impact on improving school quality. Although cooperation between teachers and educational staff in carrying out various educational activities in the school environment has been established, this does not necessarily directly improve school quality. School quality is not only influenced by teamwork, but can also be influenced by other factors such as the principal's leadership management, the quality of the learning process, facilities and infrastructure, and educational policies implemented in the school.

5) The influence of achievement motivation on school quality

The test results demonstrate that achievement motivation positively impacts school quality. This is demonstrated by the p-value of 0.008, which is less than 0.05, indicating a significant relationship between achievement motivation and school quality. This demonstrates that various indicators of achievement motivation, such as the desire to achieve better work results, enthusiasm for improving performance, responsibility in carrying out tasks, and the drive to continuously develop abilities, can improve school quality. With high achievement motivation from teachers and educational staff, they will make more effort to improve quality learning process, developing more effective learning methods, and striving to achieve optimal work results. A drive to achieve also drives individuals to continuously improve and innovate in carrying out their duties, thereby positively contributing to improving school quality.

4. Conclusion

Principal leadership management does not significantly influence achievement motivation. The analysis results show an original sample value of -0.023 with a p-value of 0.746, which is

greater than the significance level of 0.05. This indicates that principal leadership management has not been able to directly increase teacher achievement motivation. Teacher achievement motivation is likely influenced by other factors such as individual factors, the work environment, and the reward system received by teachers. Principal leadership management has a positive and significant influence on school quality. The test results show an original sample value of 0.464 with a p-value of 0.000, which is smaller than 0.05. This indicates that the better the principal's leadership management in planning, organizing, directing, and supervising educational activities, the higher the school quality. Teamwork has a positive and significant influence on achievement motivation. The analysis results show an original sample value of 0.773 with a p-value of 0.000, which is smaller than 0.05. This shows that good teamwork, effective communication, and a mutually supportive attitude between teachers and educational staff can increase motivation to achieve in carrying out tasks and responsibilities at school.

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