

## The Influence of Teacher Performance Reviewed from Pedagogical Competence, Infrastructure, Motivation, and Job Satisfaction

Nita Dwi Risnawati, Sudarwati, Istiatin

Master of Management Science Study Program Postgraduate Program

Islamic University of Batik Surakarta

nitarisnawati973@dinas.belajar.id

### ABSTRACT

*This study aims to test and analyze pedagogical competence variables, infrastructure, motivation, and job satisfaction on teacher performance at SMP Negeri 1 Grogol Sukoharjo. This research method uses a quantitative descriptive research design. The population is all teachers of SMP Negeri 1 Grogol which amounts to 55 people. The sampling technique in this study is census technique or saturated sample as many as 55 people. Data retrieval using questionnaires and data analysis using SPSS 24.00 for multiple linear regression analysis calculations, F tests, t-tests, and determination coefficients. The results showed that pedagogical competence, infrastructure, motivation, and job satisfaction affect teacher performance. Based on statistical tests obtained adjusted R square ( $R^2$ ) of 86.9% which showed that 13.1% changes in teacher performance variables were explained by variables of pedagogical competence, infrastructure, motivation, and job satisfaction, while the remaining 13.1% were influenced by other variables that were not studied, such as leadership, discipline, and school culture.*

**Keywords:** Teacher Performance, Pedagogical Competence, Infrastructure, Motivation, and Work Satisfaction,

### ABSTRAK

Penelitian ini bertujuan untuk menguji dan menganalisis variabel kompetensi pedagogis, infrastruktur, motivasi, dan kepuasan kerja terhadap kinerja guru di SMP Negeri 1 Grogol Sukoharjo. Metode penelitian ini menggunakan desain penelitian deskriptif kuantitatif. Jumlah penduduknya adalah semua guru SMP Negeri 1 Grogol yang berjumlah 55 orang. Teknik pengambilan sampel dalam penelitian ini adalah teknik sensus atau sampel jenuh sebanyak 55 orang. Pengambilan data menggunakan kuesioner dan analisis data menggunakan SPSS 24.00 untuk perhitungan analisis regresi linier ganda, uji F, uji-t, dan koefisien penentuan. Hasil penelitian menunjukkan bahwa kompetensi pedagogis, infrastruktur, motivasi, dan kepuasan kerja mempengaruhi kinerja guru. Berdasarkan uji statistik diperoleh R kuadrat yang disesuaikan ( $R^2$ ) sebesar 86,9% yang menunjukkan bahwa 13,1% perubahan variabel kinerja guru dijelaskan oleh variabel kompetensi pedagogis, infrastruktur, motivasi, dan kepuasan kerja, sedangkan sisanya 13,1% dipengaruhi oleh variabel lain yang tidak diteliti, seperti kepemimpinan, disiplin, dan budaya sekolah.

**Kata kunci:** Kinerja Guru, Kompetensi Pedagogis, Infrastruktur, Motivasi, dan Kepuasan Kerja,

## INTRODUCTION

The progress of a country is closely related to the role of its human resources. Quality and skilled human resources will certainly influence the implementation of national development in various fields optimally. Human resources are a very valuable asset, especially for organizations, companies, and institutions. Human resources and organizations are interrelated because both need each other. Therefore, systematic, planned, and orderly management is needed so that organizational goals can be achieved optimally. Without the existence of quality human resources, a nation will have difficulty in managing and developing its potential effectively for the welfare of its people. Susilawati (2021) argues that through education, quality human resources will be developed which are expected to contribute to advancing a nation. Thus, the quality of education must continue to be improved as a step towards achieving the success of a nation's development.

Improving and equalizing the quality of education is a major challenge in the development of education, especially in Indonesia. As stated in the Preamble to the 1945 Constitution in the fourth paragraph, which reads to educate the nation. In the world of education, the existence of the role and function of teachers is one of the most influential factors. Teachers are the most important part of the teaching and learning process in educational units. Quality education, especially in schools, is greatly influenced by the role and performance of quality teachers. Teachers play an important role in developing and producing quality and competent human resources; this will be seen from how good the quality of the school is, which in turn will increase public trust. Teachers are individuals who are directly tasked with educating, teaching, guiding, and directing. The public now trusts teachers as agents of change, so teachers are expected to have optimal performance. Therefore, schools should always pay attention to teacher welfare, because this will have a direct impact on their performance.

Good teacher performance is one of the important requirements for success and achievement in the teaching and learning process. Therefore, to achieve the set educational targets, teachers are expected to always be able to plan their competencies effectively. Teacher performance when teaching is related to the role of teachers as educators and class managers. Effective teacher performance is one of the prerequisites for the success and success of the teaching and learning process (Susilawati, 2021). Teacher performance is basically a performance carried out by teachers in carrying out their duties as educators. The quality of teacher performance will greatly determine the quality of education, because teachers are the parties who have the most direct contact with students in the learning process in educational units. Teachers are also one of the components in the national education system and have a major role in achieving national education goals. The results of Mustika's research (2021) show that pedagogical competence, work commitment, work motivation and job satisfaction together have a positive effect on the performance of elementary school teachers in the city of Banda Aceh. This means that a teacher's

performance is closely related to the competence and knowledge possessed by their students.

In line with the research results of Susilawati (2021) that pedagogical competence affects teacher performance. The higher the teacher's pedagogical competence, the higher the performance of the teacher concerned. Every teacher is required to have knowledge of pedagogical competence. Pedagogical competence is a competence that must be possessed by teachers. In every effort to improve the quality of education, it cannot be separated from various things related to the competence of the teacher itself. Competence is one of the main factors in teacher development as a professional position.

In Law Number 14 of 2005 concerning Teachers and Lecturers, it is stipulated that teachers are required to have pedagogical competence, personality competence, social competence, and professional competence obtained through professional education (Article 10 paragraph 1). In this context, teachers must have a good understanding of student characteristics, how to design and implement effective learning, and how to evaluate learning outcomes and develop student potential. This competence is very important because teachers have an important role in educating the nation's life, in accordance with the mandate of the 1945 Constitution.

Infrastructure is one of the factors that affect improving teacher performance. Facilities and infrastructure as a description of the progress of a school in fully supporting learning activities. Infrastructure means an indirect tool to achieve a goal. The use of infrastructure plays an important role in the progress of education. This is in line with the results of Sudiyanto et.al (2021) research that infrastructure facilities affect teacher performance. Optimal teacher performance cannot be separated from the influence of competency and infrastructure issues. This means that the more complete the school facilities and infrastructure, the better the performance of teachers and the impact will be to increase the quality of graduates, and vice versa. This is contrary to the results of Rahman's (2020) research that infrastructure facilities partially do not have a significant effect on teacher performance.

On the other hand, teachers are professionals who have different work motivations between teachers. Basically, motivation is very necessary for teachers in carrying out their duties so that they can increase the success of the learning process at school. Factors that affect performance include transformational leadership style, motivation, and job satisfaction (Wijayanto et.al, 2021). The results of Ratnani's (2021) research explain that motivation affects teacher performance. So it can be said that teachers who will not perform well, will feel bored because there is no motivating element. The goal of increasing the role of teachers in the teaching and learning process is going well by paying attention to the teacher's work motivation. High work motivation can increase job satisfaction.

Rahayu (2023) stated that teacher job satisfaction is a dominant factor that influences the quality of a teacher's work to achieve quality education. This attitude is reflected in work morale, discipline, and work performance. A teacher whose job satisfaction is fulfilled will feel enthusiastic about doing his job, this will indirectly

also have an impact on his performance. The higher the job satisfaction, the higher the performance of a teacher. Job satisfaction has a very important meaning for teachers and organizations. In order to create a positive atmosphere in the work environment. Teachers who are satisfied with their jobs are more likely to talk about positive things about their organization. Job satisfaction reflects a person's feelings about their work and this is evident in the behavior and attitudes of teachers in everyday life, usually shown in terms of positive responses to work. It should be realized that job satisfaction is a factor that encourages teachers to work harder and at the same time as motivation in working. The high and low levels of job satisfaction can have different impacts. The consequences of a teacher's job dissatisfaction will have an impact on his performance which is not optimal, this is feared to have an impact on students. The results of Mustika's (2021) research show that there is a positive influence between job satisfaction and teacher performance. Improving teacher performance can be done through pedagogical competence, work commitment, work motivation, and job satisfaction which will directly lead to better teacher performance.

The phenomenon at SMP Negeri 1 Grogol shows the results of priority recommendations in the 2024 Education Report of SMP Negeri 1 Grogol, Sukoharjo Regency, in terms of learning achievement quality, it is moderate (59.82) and has decreased from the previous year (63.19) which is 3.37 with a range of 0-100. This requires improvement, one of which is teacher performance regarding pedagogical competence. School facilities and infrastructure are inadequate, which affects teacher performance. Teacher motivation in terms of responsibility is still low. According to the principal of the curriculum section, in making teacher administration, there are still some that do not comply with the specified time. The reality is that teachers' awareness to carry out tasks and responsibilities exists when ordered not from themselves. The large number of teachers who have retired has caused schools to hire non-permanent teachers whose welfare is different from that of ASN teachers. This certainly affects teacher performance. Based on the existing problems and the existence of relevant research results, this study tests and analyzes the influence of pedagogical competence, facilities and infrastructure, motivation, and job satisfaction on teacher performance at SMP Negeri 1 Grogol.

## **RESEARCH METHODS**

The type of research used in this study is quantitative research, which is a process of finding knowledge that uses data in the form of numbers as a tool to analyze information about what you want to know (Istiatin, 2019: 7). Data collection using quantitative or statistical data analysis research instruments aims to test the established hypothesis. In this case, the researcher uses a descriptive research design.

This research was conducted at SMP Negeri 1 Grogol which is one of the schools under the auspices of the Education and Culture Office of Sukoharjo Regency. This research was conducted in December 2024 - March 2025 because at that time

the teacher performance assessment process was carried out in semester 2 of the 2024 period and teacher performance planning in 2025.

The population in this study was all junior high school teachers Negeri 1 Grogol totaling 55 teachers. The sample used was all 55 teachers. The sampling technique that will be used in this study is the census technique or saturated sample.

The variables used in this study are dependent variables and independent variables. The independent variables used in this study are professional competence, facilities and infrastructure, motivation, and work discipline.

Multiple linear regression analysis is used to analyze the influence of more than one independent variable on the dependent variable. The multiple linear regression formula according to Ghozali (2021: 146) is as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$$

Information:

Y = Teacher Performance

a = Constant

X1 = Pedagogical Competence

X2 = Infrastructure

X3 = Motivation

X4 = job satisfaction

e = Error

b = Regression coefficient

## RESULTS AND DISCUSSION

**Table 1. Multiple Linear Regression Results**

<b>Variables</b>	<b>Regression coefficient</b>	<b>t statistics</b>	<b>Sig. T</b>
Constants	2,921		
Pedagogical Competence	0.285	3,823	0,000
Infrastructure	0.234	-3,507	0.001
Motivation	0.168	2,462	0.017
Job satisfaction	0.657	8,049	0,000
R square	0.879		
F statistics	90,395		
Sig. F	0,000		

Source: Processed primary data, 2024

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

$$Y = 2.921 + 0.285 X_1 + (-0.234)$$

Based on the linear regression equation above, the following conclusions can be drawn:

- 1)  $a = 2.921$ , the constant of 2.921 states that if the variables of pedagogical competence, facilities and infrastructure, motivation and job satisfaction considered constant then teacher performance is 2.921.
- 2)  $b_1 = 0,285$ , the regression coefficient of pedagogical competence ( $X_1$ ) is 0.285, which means if infrastructure variables ( $X_2$ ), motivation ( $X_3$ ) and job satisfaction ( $X_4$ ) is constant, then with the increase in pedagogical competence, teacher performance will increase by 0.285.
- 3)  $b_2 = -0.234$ , the regression coefficient for infrastructure ( $X_2$ ) is -0.234, which means if the variable pedagogical competence ( $X_1$ ), motivation ( $X_3$ ) and job satisfaction variables ( $X_4$ ) constant, then with the decline in infrastructure, teacher performance will decline by -0.234.
- 4)  $b_3 = 0.168$ , the motivation regression coefficient ( $X_3$ ) is 0.168 which means if the variable pedagogical competence ( $X_1$ ), facilities and infrastructure ( $X_2$ ) and job satisfaction ( $X_4$ ) constant, So with the increase in motivation, teacher performance will increase by 0.168.
- 5)  $b_4 = 0.657$ , coefficient job satisfaction regression ( $X_4$ ) is positive 0.657, meaning the variable pedagogical competence ( $X_1$ ), infrastructure ( $X_2$ ), and motivation variables ( $X_3$ ) are constant, So, with the increase in job satisfaction, teacher performance will increase by 0.657.

#### **F Test (Model Feasibility Test)**

The results of the data analysis that have been obtained, it can be seen that the F count value is 90.395, because  $F_{\text{count}} > F_{\text{table}}$  ( $90.395 > 2.790$ ) and the significance is  $0.000 < 0.05$  then  $H_0$  is rejected. It can be concluded that  $H_a$  is accepted, meaning that there is an influence between pedagogical competence, facilities and infrastructure, motivation and job satisfaction simultaneously and significantly on teacher performance.

#### **t-test (Hypothesis Test)**

1. Testing the influence of pedagogical competence on teacher performance.  
The value of  $t_{\text{table}} < t_{\text{count}}$  ( $2.008 < 3.823$ ) and the significance value of  $0.000 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there is a positive and significant influence between pedagogical competence and teacher performance.
2. Testing the influence of infrastructure on teacher performance.  
The value of  $t_{\text{table}} > t_{\text{count}}$  ( $-2.008 > -3.507$ ) and the significance value of  $0.001 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. It can be

concluded that there is a significant influence between facilities and infrastructure on teacher performance.

3. Motivational test on teacher performance.

The value of  $t_{table} < t_{count}$  ( $2.008 < 2.262$ ) and the significance value of  $0.017 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there is a positive and significant influence between motivation and teacher performance.

4. Job satisfaction test on teacher performance.

The value of  $t_{table} < t_{count}$  ( $2.008 < 8.049$ ) and the significance value of  $0.000 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there is a positive and significant influence between job satisfaction and teacher performance.

### R2 Test (Coefficient of Determination)

Based on the calculation results, the adjusted R square value was obtained as 0.869. This means that the variable pedagogical competence, Facilities and infrastructure, motivation and job satisfaction contribute to teacher performance by 86.9%, while the remaining 13.1% is explained by other variables not presented in this study, such as leadership, commitment, work discipline experience and work environment.

### Discussion

High performance produced by teachers will help a school in achieving its goals. performance process objectives. A teacher's performance can be influenced by various factors. Some factors that can influence teacher performance are pedagogical competence factors, facilities and infrastructure, motivation, and teacher job satisfaction.

1. The Influence of Pedagogical Competence on Teacher Performance

Based on the calculation results of table IV.9,  $t_{count} < t_{table}$  ( $3.823 > 2.008$ ) and significance  $0.000 < 0.05$ . This means that pedagogical competence has a positive and significant effect on teacher performance. This research is in line with previous research conducted by Mustika (2021) that Teacher pedagogical competence has a positive and significant influence on teacher performance in Public Elementary Schools in Banda Aceh City. Susilawati's research (2021), the influence of pedagogical competence on teacher performance found that pedagogical competence had a significant effect both simultaneously and partially. The findings from this study are that pedagogical competence has a significant influence on the performance of teachers at SMP Negeri 1 Grogol. This shows that pedagogical competence increasingly significant so that it remains a consideration for the school for further improvement.

2. The Influence of Facilities and Infrastructure on Teacher Performance

Based on the calculation results of table IV.9,  $t_{count} < t_{table}$  ( $-3.507 < -2.008$ ) and significance  $0.001 < 0.05$ . This means that the competence of

facilities and infrastructure has an influence and is significant on teacher performance. This research is in line with previous research conducted by Ratnani (2021) stated that facilities and infrastructure affect teacher performance at SMP Batik Surakarta. Sudyanto's research (2022), the influence of facilities and infrastructure on teacher performance found that facilities and infrastructure had a significant effect both simultaneously and partially. The findings from this research are that infrastructure has a significant effect on the performance of teachers at SMP Negeri 1 Grogol. This can be seen in the principle of achieving goals, efficiency and responsibility for the existence of infrastructure facilities that will improve teacher performance. Negative values on the regression coefficient of the variable infrastructure suggestions shows that the decreasing infrastructure will affect the performance of teachers at SMP Negeri 1 Grogol. This shows that infrastructure increasingly significant so that it remains a consideration for the school for further improvement.

3. The Influence of Motivation on Teacher Performance

Based on the calculation results of table IV.9,  $t_{count} < t_{table}$  ( $2.462 > 2.008$ ) and significance  $0.017 < 0.05$ . This means that motivation has a positive and significant effect on teacher performance. This research is in line with previous research conducted by Anisatuzzuhriah (2023) stated that motivation influences teacher performance in State Senior High School (SMAN) of Muaro Jambi Regency. Study Fakoubun (2022), the influence of motivation on teacher performance found that motivation had a significant influence both simultaneously and partially. The findings from this research are that motivation has a significant effect on the performance of teachers at SMP Negeri 1 Grogol. Positive value on the regression coefficient of the variable motivation shows that the more increase motivation owned by teachers, so that it will have an impact on improving the performance of teachers at SMP Negeri 1 Grogol. This shows that motivation increasingly significant so that it remains a consideration for the school for further improvement.

4. The Influence of Job Satisfaction on Teacher Performance

Based on the calculation results of table IV.9,  $t_{count} > t_{table}$  ( $8.049 > 2.008$ ) and significance  $0.000 < 0.05$ . This means that job satisfaction has a positive and significant effect on teacher performance. This research is in line with previous research conducted by Hamonangan (2021) stated that job satisfaction has an effect on the performance of school teachers. Saint Joseph, Mandau District, Bengkalis Regency. Wijayanto's research (2021) stated that the influence of job satisfaction on teacher performance at SD Negeri 02 Klegen, Comal District, found that job satisfaction had a significant effect both simultaneously and partially. The findings from this research are that job satisfaction has a significant effect on the performance of teachers at SMP Negeri 1 Grogol. Positive value on the regression coefficient of the variable job

satisfaction shows that the more increased job satisfaction teachers, so that it will have an impact on improving the performance of teachers at SMP Negeri 1 Grogol. This shows that job satisfaction increasingly significant so that it remains a consideration for the school for further improvement.

## CONCLUSION AND SUGGESTIONS

Based on the results of the hypothesis testing and discussion that has been carried out, it can be concluded that: Pedagogical competence affects teacher performance at SMP Negeri 1 Grogol, Sukoharjo Regency, facilities and infrastructure affect teacher performance at SMP Negeri 1 Grogol, Sukoharjo Regency, motivation affects teacher performance at SMP Negeri 1 Grogol, Sukoharjo Regency, and job satisfaction affects teacher performance at SMP Negeri 1 Grogol, Sukoharjo Regency. Based on the research and discussion conducted, the Adjusted R Square (R<sup>2</sup>) value was obtained as 0.869, or 86.9 percent. This shows that the variables of Pedagogical Competence, Facilities and Infrastructure, Motivation, and Job Satisfaction contribute 86.9 percent to teacher performance at SMP Negeri 1 Grogol, Sukoharjo Regency. Other variables not proposed in this study include leadership, commitment, work experience, and leadership.

It is expected that teachers will make improvements and increase their pedagogical competence, facilities and infrastructure, motivation and job satisfaction. The high pedagogical competence, facilities and infrastructure, motivation and job satisfaction will make the performance of lecturers also increase and become better than before. In an effort to further improve the pedagogical competence, facilities and infrastructure, motivation and job satisfaction of teachers, it is better to have support from the school such as the availability of budgeting for training.

## REFERENCES

- Anisatuzzuhriah. (2023). The influence of competence and infrastructure on work motivation and its impact on teacher performance at State Senior High Schools (SMAN) in Muaro Jambi Regency. *Scientific Journal of Batanghari Jambi University*, 23(2), 2513–2518.
- Arif, M., et al. (2021). The influence of professional competence, facilities and infrastructure and achievement motivation on lecturer performance. *Journal of Tourism, Hospitality, Travel, and Business Event*, 3(1).
- Barnawi, & Arifin, M. (2014). *School facilities and infrastructure management*. Ar-Ruzz.
- Directorate General of Teachers and Education Personnel, Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. (2023). *Operational guidelines for teacher competency model*.

- Fakoubun, H. (2022). The influence of teacher competence, teacher work motivation and teacher work environment at the Secondary Fisheries Business School (SPUM). *Hipotesa Journal*, 16(2), 75–90.
- Ghozali, I. (2021). *Multivariate analysis application with IBM SPSS 26 program*. Diponegoro University Publishing Agency.
- Halim, M. S. (2022). *Boosting teacher competence (Analysis of determinant factors affecting teacher competence)*. Pascal Book.
- Hasibuan, M. (2016). *Organization and basic motivation for increasing productivity*. PT Bumi Aksara.
- Hasibuan, M. (2023). *Human resource management*. PT Bumi Aksara.
- Indonesia. (2003). *Law on the National Education System*. Law Number 20 of 2003. State Gazette Number 78. Supplement to the State Gazette Number 4301.
- Indonesia. (2005). *Law on Teachers and Lecturers*. Law Number 14 of 2005. State Gazette Number 157. State Institution Supplement Number 4586.
- Indonesia. (2014). *Law of the Republic of Indonesia on State Civil Apparatus*. Number 5 of 2014.
- Indrasari, M. (2017). *Job satisfaction and employee performance*. Indomedia Pustaka.
- Istiatin, B., Mursito, B., & Sudarwati. (2019). *Research methodology module*. Faculty of Economics, Batik Islamic University, Surakarta.
- Mangkunegara, A. P. (2016). *Corporate human resource management*. Rosda Karya.
- Mardhiah. (2021). The influence of professional responsibility, teaching commitment, motivation, and job satisfaction on the influence of teacher performance. *Idaarah Journal*, 13(1).
- Maulana, I. (2023). The relationship between job satisfaction and teacher performance at Al-Amin Cicurug Middle School. *Idaarah Journal*. <http://etheses.uin-malang.ac.id/38671/1/19711009.pdf>
- Ministry of Education, Culture, Research, and Technology. (2022). *Regulation of the Directorate General of Teachers and Education Personnel concerning the literacy and numeracy competency framework for teachers in elementary schools*. Perdirjen Number 0340/B/HK.01.03/2022.
- Ministry of Education, Culture, Research, and Technology. (2023). *Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 22 of 2023 concerning standards of facilities and infrastructure in early childhood education, elementary education level, and secondary education level*.
- Mustafa, P. S. (2024). *Teaching profession for education and teacher training students*. CV Pustaka Mandiri.

- Mustika, Z. (2021). The influence of pedagogical competence, work commitment, on public elementary schools in Banda Aceh City. *Journal of Social Science Education*, 3(1).
- National Professional Certification Agency. (2014). *Regulation of the National Professional Certification Agency Number 2/BNSP/III/2014*.
- Raco, J. R. (2010). *Metode penelitian kualitatif*. Grasindo.
- Ratnani, A. D. (2021). Teacher performance reviewed from professional competencies, infrastructure facilities, motivation, and work discipline. *International Journal*, 5(3).
- Regulation of the Director General of Teachers and Education Personnel of the Ministry of Education, Culture, Research, and Technology. (2023). *Number 2626/B/Hk.04.01/2023 concerning the teacher competency model*.
- Sudiyanto, A. (2022). The influence of teacher competence and facilities and infrastructure on teacher performance at State Junior High School 12 Krui, Pesisir Barat Regency. *Journal of Economic Dynamics, Management, and Business*, 1(1).
- Sugiyono. (2023). *Quantitative, qualitative, and R&D research methods*. Alfabeta.
- Supardi. (2014). *Teacher performance*. PT Raja Grafindo Persada.
- Susanto, A. (2016). *Teacher performance improvement management: Concept, strategy, and implementation*. Prenadamedia Group.
- Susilawati. (2021). The influence of pedagogical competence on teacher performance at SDN Sirnagalih, Cicalengka District, Bandung Regency. *Journal of Civilization Management*, 5(1).
- Uno, H. B. (2015). *Motivation theory and its measurement*. Bumi Aksara.
- Wibowo. (2016). *Performance management*. Rajawali Press.
- Wijayanto, S., et al. (2021). The influence of transformational leadership style, work motivation and job satisfaction on elementary school teacher performance. *Journal of Educational Management Accountability*, 9(1).