

THE INFLUENCE OF PRINCIPAL LEADERSHIP AND MOTIVATION ON TEACHER PROFESSIONALISM AT SENIOR HIGH SCHOOL 2 WAJO

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ABSTRACT

This study aims to determine whether the principal's leadership has a significant effect on the professionalism of State Senior High School 2 Wajo teachers. 2) The principal's leadership has a significant influence on the professionalism and motivation of State Senior High School 2 Wajo teachers. 3) Motivation has a significant effect on the professionalism of State Senior High School 2 Wajo teachers. This research was conducted at two public high schools in Wajo, which are in the Lompomajang sub-district, Majauleng sub-district, and Wajo district. The research method used is descriptive analysis (quantitative) by analyzing the influence of the principal's leadership and motivation on the professionalism of teachers at State Senior High School 2 Wajo, which amounted to 17 samples. The results showed that 1) the principal's leadership had a significant effect on the professionalism of State Senior High School 2 Wajo teachers by 88%, which was in the very good category. 2) The motivation of the principal had a significant effect on the professionalism of State Senior High School 2 Wajo teachers by 88.70%, which was in the very good category. 3) Teacher professionalism has a significant effect on the leadership motivation of the principal of State Senior High School 2, Wajo, by 91%.

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1. INTRODUCTION

The rapid development of science and technology has resulted in demands for the Indonesian people to always strive to improve the quality of human resources (HR). One of the ways to improve human resources is through education (Romlah & Latief, 2021). Education as a means for print generation in the quality nation expected can make a big contribution to development because education already gets attention from all parties, good government, and the public (Sudarmo et al., 2021).

The quality of education in Indonesia is considered by many to be low (Jones & Pratomo, 2016). This can be seen from several indicators because education is only focused on theory, so students are less innovative and creative. The low quality of

education in Indonesia is exacerbated by the rampant buying and selling of diplomas, which results in fake degrees and diplomas. What is even more ironic is that the buyers and sellers are carried out by people who are involved in the world of education. The title is obtained without going through the actual educational process.

Therefore, it is necessary to motivate professional teachers to build the nation's intelligence by improving the quality of education; the existence of teachers determines the success of education (Wlodkowski & Ginsberg, 2017). It also requires the leadership of the school principal in supervising and assessing teacher success, both in terms of process and results. In terms of the process, the teacher is said to be successful if he is able to actively involve most students, both physically, mentally, and socially, in the learning process.

Leadership in schools is a factor that cannot be released to develop teacher creativity (Crowther et al., 2009; Harris & Spillane, 2013). Creativity is one of the skills that must be mastered by the principal. In this case, the school principal is required to be able to create a culture and climate of creativity in the school environment that encourages all school members to develop a variety of skills in carrying out their duties and work. The principal must be able to show appreciation to every teacher who is considered professional in carrying out his work (Rostini et al., 2022).

Basic Concepts of Leadership

Leadership is a research object that has long been of interest to scientists (Hallinger et al., 2020). Some research results show that human consciousness behavior, as one of the subjects, has a role in carrying out the process to achieve a goal. The role is embodied and derived from logically acquired knowledge and experience. In this case, the leader's behavior can be said to be an actualization of one's attitude towards environmental situations to achieve the expected goals (Mumford & Fried, 2014)..

Leadership in education is the process of influencing, governing persuasively, and giving examples of guidance to others, such as teachers, counselors, and the educational profession, to achieve the goals set (Douglass, 2018). There are four main factors in leadership. 1) There is a subject that influences, 2) there is an object that is influenced, 3) there is a process of influencing, directing, and empowering, and 4) there is a goal that the leader wants to achieve.

Leadership behavior is the leader's actions influencing the perceptions and motivation of subordinates, and as subordinates, they feel satisfied with the leader's actions (James et al., 2018). Thus, achievement-oriented leadership behavior is a set of behavioral actions for school principals to take to motivate professional teachers.

Principal Leadership

School is a unit and complex educational place, requiring a distinctive leadership system. The principal is a leader in a school who has more functions and duties than just leading an ordinary organization (Hulpia et al., 2011). As much as possible, the principal must try to pay attention to good examples in providing encouragement and direction to teachers, other school staff, and students to continue to achieve progress in accordance with the goals set. The principal is a teacher who has additional duties as the principal.

The word head can be interpreted as a chairman or leader in an organization or institution, while a school is defined as an institution where students receive and give lessons. According to the decree of the Minister of Education and Culture No. 0296 of 1996, school principals are teachers who have additional assignments to lead the administration of education and efforts to improve school quality.

So, the principal is the leader of the school or institution where acceptance and teaching are given. While the head of the school a functional teacher was given the task of leading a school where the teaching-learning process was held or interactions between teachers giving lessons to students took place. The principal is a teacher (functional position) who is appointed to occupy the structural position of the principal in the school (Agustina et al., 2021).

Definition of Motivation

The word motivation is defined as an effort that encourages someone to do something; it can be said to be a driving force from within the subject to carry out certain activities in order to achieve a goal. Motivation is an impulse that arises in a person, consciously or unconsciously, to perform an action with a specific purpose (Seven, 2020). It is the leader's duty to implement motivation for all employees and subordinates so that it can form an achievement goal through the mobilization of human resources. With that motivation, the teacher is directed to carry out his role optimally. Motivation is a method by which a teacher in a school can be handled appropriately to achieve goals (Mulang, 2021). Motivation is a change in energy within a person that is marked by the appearance of "feeling" and is preceded by a response to a goal. In addition, motivation is a person's desire to increase efforts to achieve a target.

Definition of Teacher Professionalism

Professionalism comes from the word profession, which means a field of work that someone wants to pursue. A profession is also defined as a certain position or job that requires special knowledge and skills obtained from academic education (Abbott et al., 2020). So a profession is a job or position that requires certain skills. This means that a job or position called a profession cannot be held by just anyone but requires preparation through special education and training. A profession is a job or activity carried out by a person that becomes a source of income for life that requires expertise, skills, or skills that meet quality standards and requires professional education.

Professional teachers will be reflected in the implementation of service tasks, which are characterized by expertise in both material and methods (Melnyk et al., 2021). Professional teachers should be able to assume and carry out their responsibilities as teachers to their students, parents, community, nation, state, and religion. A professional teacher is a teacher who knows about himself, namely himself as a person who is called upon to accompany students in learning. Teacher professionalism has an important meaning, namely: (1) professionalism guarantees protection for the welfare of the community; (2) teacher professionalism is a way to improve the education profession, which so far some people consider to be low; and (3) teacher professionalism provides

the possibility of being able to provide the best possible service and maximize competence.

Teacher professional certification is a process to provide certificates to teachers who have met qualification and competency standards (Alfath & Huliatusunisa, 2021). Certification is carried out by tertiary institutions that provide educational staff that is accredited and stipulated by the government. Teacher certification activities include upgrading qualifications and taking competency tests. Competency testing through written tests to test pedagogic and professional competence and performance assessment to test social and personality competencies Teacher certification is an effort to improve the quality of learning (Rusilowati & Wahyudi, 2020). The form of increasing teacher welfare is in the form of a professional allowance equal to one time the basic salary for teachers who have educator certification.

2. METHOD AND DISCUSSION

This research method is field observation research in the form of conducting or providing questionnaire data directly and distributing questionnaires to respondents who will be examined (Creswell & Creswell, 2017). Study qualitative puts the researcher as the instrument key, technique data collection is carried out in a manner of triangulation or combination, data analysis is inductive, and the study emphasizes meaning rather than generalizations. Use qualitatively relevant studies with the direction of the study author, because studies This is intended to disclose a condition related to the influence of school leadership on motivation in improving teacher professionalism. Study This is carried out at State Senior High School 2 Wajo with teachers who have been certified in the form of giving questionnaires to respondents; this is called primary data. While secondary data is the result of direct observation by collecting information and documents related to several statements that are distributed to teachers who are considered professionals or teachers who have been certified,

In this study, 17 respondents were teachers who were certified at State Senior High School 2 Wajo. The data source is One component is made as source information so that it can describe results from research. While the determination sample is a deep data source study, This is determined with the technique of purposive sampling, that is, taking sample data sources into consideration. The number of samples taken from the entire population is 17 respondents. Consideration has certain meanings; for example, a person is considered to know the most about something that is expected by researchers. Based on Based on the assumptions of these figures, it is clear that the sample is a number of individuals or objects taken from the sub-populations that are used as research targets. Seeing the total population of 17 people, the authors use the sampling method.

3. RESULTS AND DISCUSSION

The result from the data analysis was presented in the tables below:

3.1 Descriptive analysis of the characteristics of the respondents

This section will explain the descriptive data obtained from the respondents. The research descriptive data is presented so that the profile of the researcher's data and the relationship between the variables that will be used in the study can be seen. Descriptive data that describes the general description of the situation or condition of the respondents as additional information to understand the research results. The descriptive characteristic of the respondent is to describe or provide an overview of the identity of the respondent in this study, so that the identity of the respondent in this study can be identified. Because by describing the characteristics of the respondents who became the sample in this study, the identities of the respondents in this study could be identified.

In the implementation of this research, 17 respondents were determined where from the questionnaires distributed to the respondents after that they had been returned and all of them could be processed further. The sampling technique of this research is to use the *total sampling method*. Teacher certification/professionalism for State Senior High School 2 Wajo teachers has various characteristics which are a description of the research object that provides an interpretation of the identity of the respondent or the teacher's character. The differences shown by the research results were not distinguished on purpose, but were taken based on the data of certified teacher schools.

3.2 Analysis of each research variable

Each questionnaire distributed to respondents regarding the influence of the principal's leadership and motivation on teacher professionalism uses a weighted liked scale.

Description of the influence of the principal's leadership at State Senior High School 2 Wajo

To measure the influence of the principal's leadership, 15 questions were used in the form of a questionnaire. This questionnaire was distributed to teachers (respondents). Each question is given a score of 1 to 5, namely if the answer strongly agrees (SS) gets a score of 5, the answer agrees (S) gets a score of 4, the answer is uncertain/neutral (TP/N) gets a score of 3, the answer does not agree (TS) gets a score of 2, the answer strongly disagrees (STS) gets a score of 1. In determining the quality of the leadership influence of the principal of State Senior High School 2 Wajo, it can be seen in the process of completing the following categorization.

Table 1. Description of the influence of school principal leadership (X.1) 2022

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
63	66	65	65	71	67	68	68	65	68	65	66	58	60	72	68	68	1123

The sum of the criterion scores (if each item gets the highest score) = $5 \times 15 \times 17 = 1275$. For the score of each item = 5, the number of items = 5, and the respondents = 17. The total results of data collection = 1123. Thus the influence of the principal's leadership Negeri 2 Wajo according to the 17 respondents $1123:1275 = 88\%$ of the criteria set, it shows that the leadership of the principal of State Senior High School 2 Wajo is very good. This is in accordance with the results of proving the SPSS V.20 process with the descriptive statistics below.

Table 2. Statistical Descriptive Analysis

Descriptive Statistics						
	N	Minimum	Maximum	Means	std. Deviation	Variance
Leadership	17	58.00	72.00	66.0588	3.49053	12,184
Valid N (listwise)	17					

After the researchers analyzed the leadership of school principals at State Senior High School 2 Wajo, namely 88%, basically principals were not bound by one leadership model used in leading schools. The 12% that has not been optimally achieved is most likely influenced by the human resources themselves which are owned by a professional teacher, therefore the principal's human resources still need to be improved so that organizational goals can be achieved jointly. Human resource management is part of the science of management, which means it is an attempt to direct and manage human resources within an organization so that they are able to think and act as expected by the organization. An advanced organization is certainly produced by personnel/employees who can manage the organization well.

Description of the motivational influence of State Senior High School 2 Wajo

To measure the effect of motivation used 15 questions in the form of a questionnaire. This questionnaire was distributed to teachers (respondents). Each question is given a score of 1 to 5, namely if the answer strongly agrees (SS) gets a score of 5, the answer agrees (S) gets a score of 4, the answer is uncertain/neutral (TP/N) gets a score of 3, the answer does not agree (TS) gets a score of 2, the answer strongly disagrees (STS) gets a score of 1. In determining the motivational influence of the principal of State Senior High School 2 Wajo, it can be seen in the process of completing the following categorization.

Table 3. Description of motivation for SMA Negeri 2 Wajo (X.2) 2022

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
65	64	67	68	70	69	65	62	67	66	69	72	72	55	67	64	69	1131

The sum of the criterion scores (if each item gets the highest score) = $5 \times 15 \times 17 = 1275$. For the score of each item = 5, the number of items = 5, and the respondents = 17. The total data collection results = 1131. Thus the influence of public high school

motivation 2 wajo according to the 17 respondents $1131:1275 = 88.70\%$ of the criteria set, it shows that the principal's leadership and motivation for State Senior High School 2 Wajo are very good. This is in accordance with the results of proving the SPSS V.20 process with the descriptive statistics below.

Table 4. Statistical Descriptive Analysis

Descriptive Statistics						
	N	Minimum	Maximum	Means	std. Deviation	Variances
MOTIVATION	17	55.00	72.00	66.5294	4.06383	16,515
Valid N (listwise)	17					

After the researchers analyzed the motivation of State Senior High School 2 Wajo, namely 88%. while those who have not reached the target of 12% which have not been achieved optimally are most likely influenced by the human resources themselves which are owned by a professional teacher, therefore the principal's motivator still needs to be improved so that organizational goals can be achieved together. Human resource management is part of the science of management, which means it is an attempt to direct and manage human resources within an organization so that they are able to think and act as expected by the organization. An advanced organization is certainly produced by personnel/employees who can manage the organization well.

Description of State Senior High School 2 Wajo Teacher Professionalism

To measure motivation, 10 questions were used in the form of a questionnaire. This questionnaire was distributed to teachers (respondents). Each question is given a weight value of 1 to 5, namely if the answer strongly agrees (SS) gets a score of 5, the answer agrees (S) gets a score of 4, the answer is uncertain/neutral (TP/N) gets a score of 3, the answer does not agree (TS) got a score of 2, the answer strongly disagreed (STS) got a score of 1. In determining the influence of the leadership of the principal of State Senior High School 2 Wajo. can be seen in the process of completing the following categorization.

Table 5. Description of Teacher Professionalism (Y)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
41	46	48	43	49	49	47	50	49	47	47	46	35	43	47	43	47	777

The sum of the criterion scores (if each item gets the highest score) = $5 \times 10 \times 17 = 850$. For the score for each item = 5, the number of items = 5, and the respondents = 17. The total data collection results = 777. Thus the Professionalism of State Senior

High School 2 Wajo Teachers according to the 17 respondents 777: 850 = 91% of the criteria set, the professionalism of Wajo 2 Public High School Teachers is said to be good. This is in accordance with the results of proving the SPSS V.20 process with the descriptive statistics below.

Table 6. Descriptive Statistics

	N	Minimu m	Maximu m	Means	std. Deviation	Variances
PROFESSIONALIS M	17	35.00	50.00	45.7059	3.73773	13,971
Valid N (listwise)	17					

After the researchers analyzed teacher professionalism, the results obtained included very good criteria, namely 91%, because subject teachers who teach are in accordance with their educational background obtained in tertiary institutions at State Senior High School 2 Wajo, if the teacher has not had enough teaching hours as a certification teacher, then he is given the burden to such as holding functional positions such as deputy chief of secretary, computer lab, librarian, and BK teacher.

9% which has not been achieved, therefore it is still necessary to improve teacher functional development. The maximum development of functional staff is basically an effort to foster and improve the implementation of work carried out by teachers in order to form better attitudes and skills. The development of teacher functional staff is always aimed at each teacher to improve their skills and knowledge, the increased application of knowledge and skills will directly affect teacher professionalism as expected by the principal.

Thus the potential of each teacher is not passive, but dynamic. Furthermore Nawawi (1990: 176) defines employee development as follows: efforts to provide opportunities for each teacher personnel as educators to realize their potential to the fullest through activities related to the volume of workload that is their responsibility in realizing national education goals.

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Table 7. Statistical Descriptive Analysis

Descriptive Statistics						
	N	Minimum	Maximum	Means	std. Deviation	Variances
Leadership	17	58.00	72.00	66.0588	3.49053	12,184
Motivation	17	55.00	72.00	66.5294	4.06383	16,515
Professionalism	17	35.00	50.00	45.7059	3.73773	13,971
Valid N (listwise)	17					

Table 8. Model Summary

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	,735 ^a	,541	,475	2.70788

The correlation coefficient (R) of 735 indicates a relationship between the independent variables (X.1 and X.2) and the dependent variable (Y) and the results of the multiple correlation coefficient analysis show that the closeness of the principal's leadership and motivation to teacher professionalism is positive. R Square/coefficient is 541 meaning that the variation in motivation explained in the research variable is positive.

Table 9. ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	120,873	2	60,437	8,242	,004 ^b
residual	102,656	14	7,333		
Total	223,529	16			

Table 10. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	Q	Sig.
		B	std. Error	Betas		
1	(Constant)	2,410	15,812		,152	,881
	Leadership	,796	,196	,743	4,055	,001
	Motivation	-,139	,169	-,151	-,826	,423

Based on the results of the analysis, it was found that the principal leadership regression (X.1) and motivation (X.2) influenced teacher professionalism (Y) at State Senior High School 2 Wajo as follows:

$$Y = A + b_1X_1 + b_2X_2$$

$$Y = 2.410 + 796X_1 + 139X_2$$

From the results of the analysis, the regression coefficient values can be explained as follows:

From the regression equation above, a constant value of 2.410 is obtained which indicates that if there is no leadership influence, motivation reaches 139. While the regression coefficient is 15.812, then there is an increase in motivation by 169. These results are strengthened by taking into account a significant value of 001 because it is significant 423, it is significant to positive teacher professionalism motivation.

To test the hypothesis of the independent variable, namely the influence of the principal's leadership (X.1) and motivation (X.2) on teacher professionalism (Y), it can be formulated as follows:

a. H_0 hypothesis

$H_0: b_1 = 0$, the magnitude of b_1 does not differ from zero, so the effect of the independent variable on the dependent variable is zero or does not exist. This shows that the independent variable has a significant effect on the dependent variable

b. Alternative hypothesis H_a

$H_a: b_1 \neq 0$, the magnitude of b_1 is not equal to zero, so the effect of the independent variable on the dependent variable is zero or not zero. This shows that the independent variable has a significant effect on the dependent variable.

c. Determining t count based on the output above obtained t count of 4.005 and .826

d. Determine t table searched at $\alpha = 5\% : 2 = 2.5\%$ two-tailed test

e. Comparing t arithmetic with t table

The value of t count $>$ t table ($4.005 > 0.025$) then H_0 is accepted

Table 11. correlations

Control Variables		Leadership	Motivation
Professionalism	Correlation	1,000	,259
	Significance (2-tailed)	.	,333
	Df	0	14
	Correlation	,259	1,000
	Significance (2-tailed)	,333	.
	Df	14	0

Interpretation:

Because the value of t count $>$ t table is accepted, then H_0 is accepted, meaning that the principal's leadership and motivation have a significant effect on teacher professionalism. The t count value is positive, meaning that the influence that occurs is positive, meaning that the higher or better the principal's leadership and motivation have a positive effect on teacher professionalism. Ideally, according to the researcher if what is received is H_0 then this is better. The reason the author states is better is because ideally even though there are no principals leading in schools, the problem of professionalism of teachers who have professional positions must still be increased because the salary is sufficient.

4. CONCLUSION

In this study it can be concluded as follows:

1. The principal's leadership has a significant effect on teacher professionalism at State Senior High School 2 Wajo by 88% in the very good category.
2. The principal's motivation has a significant effect on the Professionalism of State Senior High School 2 Wajo Teachers at 88.70% in the very good category
3. Teacher professionalism has a significant effect on the leadership motivation of the principal of State Senior High School 2 Wajo by 91% which is in the good category.

4. 12% which has not been achieved from the expected standard on the influence of the principal's leadership at State Senior High School 2 Wajo, the researcher suggests that the quality of human resources possessed by a school principal needs to be improved. Improvements can be made with school principal training programs and education for school principals to a higher level.
5. 11.30% which has not been achieved from the expected standard on the influence of the principal's motivation at State Senior High School 2 Wajo, the researcher suggests that the quality of human resources possessed by a school principal needs to be improved. Improvements can be made with school principal training programs and education improvements for school principals to a higher level
6. 9% has not met the expected standard of teacher professionalism on the leadership motivation of the principal of State Senior High School 2 Wajo, the researchers suggest that the teacher needs special seriousness according to the background of the educational disciplines studied in tertiary institutions
7. It is suggested to school principals and teaching staff to continue to work well with each other in order to improve the quality of education in Indonesia in general and State Senior High School 2 Wajo in particular.

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