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The Influence of Principal Instructional Leadership and Teacher Work Motivation on Elementary School Teacher's Teaching Performance

Nurisnaeni*
Universitas Pendidikan Indonesia, Indonesia

Munir
Universitas Pendidikan Indonesia, Indonesia

Asep Suryana
Universitas Pendidikan Indonesia, Indonesia

***Corresponding Author:** munir@upi.edu

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Abstract
This study aims to analyze the influence of instructional leadership of school principals and teachers' work motivation for the teaching performance of elementary school teachers in Tegalwaru District, Purwakarta Regency. The approach used is quantitative with correlation and multiple regression methods. The study population included 237 teachers from 25 elementary schools, with a sample of 142 teachers determined through proportional random sampling techniques. Data was collected using a five-point Likert scale questionnaire that has been tested for validity and reliability. Data analysis was carried out with the help of SPSS 24 through descriptive statistics, prerequisite tests, correlation tests, determination coefficients, F tests and t tests, as well as the preparation of regression equations. The results showed that instructional leadership had a significant effect on teaching performance with a contribution of 43.6%, work motivation had a significant effect with a contribution of 30%, and simultaneously both explained 47.6% of teacher performance variations. Implication, strengthening instructional leadership and a system of increasing work motivation needs to be a priority for elementary school policies. It is recommended that school principals improve academic supervision, coaching, and professional support, while teachers develop pedagogic competencies and classroom management through continuous development programs. Follow-up research is recommended to include other factors outside the model, such as school culture, parental support, and learning facilities, to explain the remaining variation in performance and enrich the development of teacher performance management models at the primary education level.

INTRODUCTION

Teacher teaching performance is the main key to improving the quality of basic education in Indonesia (Werang et al., 2023). Normatively, the competency and performance standards of teachers have been affirmed through Law Number 14 of 2005 concerning Teachers and Lecturers, Permendiknas Number 16 of 2007 concerning the four core competencies—personality, professional, pedagogic, and social—and the Decree of the Director General of GTK Number 4242/B.B1/HK.03.01/2024 which emphasizes the achievement of individual performance indicators and performance targets agreed with school principals. Within the framework of these regulations, teachers are required to plan learning, choose the right method, carry out assessments, and guide students effectively so that the quality of the learning process and outcomes improve significantly (Lisnasari et al., 2023). These demands are increasingly relevant in the context of globalization and digital transformation, when quality education is positioned as a strategy to produce adaptive, competitive, and technologically literate human resources. Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System emphasizes the orientation of developing students' potential in a complete cognitive, affective, and psychomotor way, the implication of which is that teachers are not just transmitters of knowledge, but facilitators, guides, and character developers. Therefore, improving teaching performance cannot be reduced to administrative compliance, but

rather to become a core strategy for developing the quality of basic education (Prabandari et al., 2024).

Conceptually, teachers' teaching performance includes the effectiveness and efficiency of planning, implementation, classroom management, and learning outcome assessment (Janah & Susilo, 2023; Addin et al., 2020). The characteristics of superior performance are seen in mastery of materials, variety of methods, and productive educational communication (Mariatun & Septiana, 2024). Kejora (2019) emphasized three essential indicators related to teacher teaching performance including designing learning systematically, carrying out effective learning according to student characteristics, and conducting continuous evaluation and follow-up. While Kusumaningrum et al., 2020) highlight the importance of collaboration, flexibility of approach, and commitment to professional development.

Although it is believed that teaching performance is an essential factor in improving the quality of education and teaching, the gap between normative standards and practice in the field is still felt. Various recurring problems arise: unsystematic learning planning, monotonous and teacher-centered methods, weak time discipline, limited ICT integration, less robust evaluation mechanisms, minimal teacher-student interaction outside of class hours, low training participation, and suboptimal collaboration between teachers (Akhter, 2023; Sogen, 2023). This gap indicates that interventions to improve teaching performance must move simultaneously in the realm of individual teachers and school ecosystems, not solely relying on macro policies.

A preliminary study related to the teaching performance of elementary school teachers in Tegalwaru District, Purwakarta Regency, shows a misalignment between achievement and practice. The Education Report card recorded a literacy of 73.08% "good", but the proportion of proficient was only 11.54% and the group below the minimum increased indications of differentiation and weak deep reading strategies. In numeracy, even though 100% reached the minimum (score of 72.41), the high-level reasoning (L3) dropped to 62.56 so that learning remained procedural and had not stimulated HOTS. The quality of learning (71) and classroom management (72.95) reflected order, but psychological support, feedback, and improvement cycles were still moderate. Instructional leadership increased (66.83) and teacher reflection was good (70.60), but curriculum management was low (60.67) so that the impact of literacy coaching was weak. Parent-student participation was high (83.59), but quality improvement spending was 19.43% with a teacher development allocation of 1.89% limiting training. Field data in Tegalwaru shows that some teachers are poorly motivated, which can be seen from loose discipline, low enthusiasm, high attendance, and lack of development initiatives, so that interventions focused on strengthening motivation are needed. Thus, there is a gap in the performance of elementary school teachers; As a result, the quality of learning and the achievement of high-level thinking competencies are hampered.

Teachers' teaching performance is influenced by internal and external factors. Internal factors such as motivation, competence, health, education, experience, and socioeconomic conditions (Heda, 2022). The external factors include facilities, curriculum, leadership, supervision, task structure, incentives, and work climate (Schott et al., 2020). Of these various factors, the two most influential "milestones" are the principal's instructional leadership (external) (A. Saleem, 2020; Z. Saleem et al., 2020) and the teacher's work motivation (internal) (Burnalis et al., 2019). Intrinsic and extrinsic motivation function to mobilize energy, direct efforts, and filter actions, and are related to the process of self-actualization (Pei, 2023) (Dopo & Ismaniati, 2016).

Within the framework of educational leadership, the principal plays a central role as an instructional leader who focuses on improving the quality of the teaching-learning process (Malinga et al., 2021). The classic indicators put forward by Hallinger & Murphy include defining missions, managing instructional programs, and promoting school climates, remaining relevant in the context of contemporary education (Fred & Singh, 2021; Hallinger & Murphy, 1985; Ismail et al., 2018). Studies have also shown that instructional leadership has a positive effect on teachers' work motivation and teaching performance. Research by Nelitawati & Ginanjar (2023) reveals that instructional leadership

of school principals can increase teachers' work motivation and efficiency, which has an impact on teaching quality. This is in line with Vadiappan et al (2021) who show that teachers' work motivation, both intrinsic and extrinsic, is greatly influenced by the leadership approach applied by school principals. In addition, a positive school climate and instructional leadership support from principals can encourage teachers to innovate and improve teaching methods, thereby creating a productive environment and supporting quality development (Rosmawaty et al., 2022); Sofo et al., 2012)

This research focuses on the influence of instructional leadership of school principals and teachers' work motivation on the teaching performance of elementary school teachers in Tegalwaru District. The main questions examined included the influence of instructional leadership and work motivation on teaching performance and the interaction between the two. The purpose of this study is to analyze the direct and simultaneous influence of instructional leadership and work motivation on teaching performance, as well as to develop a model of integration of both. His theoretical contributions enriched the concept of education management, while practically providing guidance for education policy and professional development at the primary school level.

METHODS

This study uses a quantitative approach with a correlative method to analyze the influence of principal's instructional leadership and teachers' work motivation on teachers' teaching performance in elementary schools. The research design used was correlational with multiple regression techniques to measure the influence of two independent variables on dependent variables (Sugiyono, 2016). Through this design, researchers can evaluate the direct and simultaneous influence of instructional leadership and work motivation on teacher performance. This method is expected to provide clear empirical evidence regarding the relationship between the variables studied.

The research was carried out in Tegalwaru District, Purwakarta Regency, West Java. The selection of the location was based on the diversity of instructional leadership practices and the level of teachers' work motivation that is believed to influence teaching performance. This sub-district consists of 25 elementary schools which are the main focus of the research, with the hope that the results of this research can provide a representative picture of the implementation of instructional leadership and teachers' work motivation in improving teaching performance. The population in this study is 237 teachers spread across 25 elementary schools in Tegalwaru District. Based on calculations with an error rate of 5%, the representative sample is 142 teachers (Creswell, 2014, 2015). The sampling technique used is proportional random sampling, where every teacher has the same opportunity to be selected (Bintang Kejora, 2021). The sample was selected randomly but with proportional distribution in mind in each school to ensure a representative outcome of the entire population.

Data were collected using a questionnaire instrument consisting of three main variables: principal's instructional leadership, teachers' work motivation, and teachers' teaching performance. Each variable is measured through specific dimensions and indicators. The questionnaire instrument uses a 5-point Likert scale to measure the level of approval or disapproval of respondents to the statements given. The validity and reliability of the instruments were tested through limited trials and assessments by educational experts. This Likert scale allows for both objective and quantitative measurements, supporting multiple regression analysis to identify relationships between variables.

To measure principal instructional leadership, the dimensions used include defining missions, managing instructional programs, and promoting school climates (Fred & Singh, 2021; Hallinger & Murphy, 1985; Ismail et al., 2018). Teachers' work motivation is measured through dimensions such as perseverance in facing tasks, tenacity in solving challenges, liking challenges, being independent in work, disliking routine tasks, being able to defend opinions, being firm in their beliefs, and problem solving (Palupi et al., 2014; Sardiman, 2016). Teachers' teaching performance is measured based on learning planning, learning implementation, and follow-up evaluation (Madjid, 2016; Daryanto &

Tasrial, 2015; Wahyudin & Bk, 2022). Each of these dimensions has clear indicators, such as consistency in tasks, creativity in teaching, and the ability to organize and carry out learning.

The collected data was analyzed using SPSS version 24. Descriptive analysis is used to describe the distribution of data, while normality, linearity, and multicollinearity tests are performed to ensure the data meets the requirements of the analysis. The hypothesis test uses the F test (ANOVA) to test the simultaneous influence of the two variables on teaching performance. Furthermore, multiple linear regression and correlation tests will be used to measure the relationships between variables and identify how much influence instructional leadership and work motivation have on teachers' teaching performance.

RESULTS AND DISCUSSION

Result

The Influence of Principal Instructional Leadership on Elementary School Teachers' Teaching Performance

This section examines the direct effect of principal instructional leadership on teaching performance through correlation analysis, coefficient of determination, and hypothesis testing. The analysis was conducted using SPSS 24 to ensure systematic and precise data processing, with findings presented through multiple statistical measures.

Table 1. Correlation Test X_1 - Y

Correlations		Instructional Leadership	Teaching Performance
Instructional Leadership	Pearson Correlation	1	.660**
	Sig. (2-tailed)		.000
	N	142	142
Teaching Performance	Pearson Correlation	.660**	1
	Sig. (2-tailed)	.000	
	N	142	142

Note: ** Correlation is significant at the 0.01 level (2-tailed)

The correlation analysis in Table 1 reveals a strong positive relationship between instructional leadership and teaching performance, with a Pearson correlation coefficient of $r = 0.660$ ($p < 0.01$). This coefficient indicates that as principal instructional leadership practices intensify, teacher teaching performance tends to improve proportionally. The significance level of 0.000 confirms that this relationship is statistically significant and not due to chance, providing robust evidence for the positive association between these variables.

Table 2. Determination Test X_1 - Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.660[a]	.436	.432	.19927

Note: [a] Predictors: (Constant), Instructional Leadership

Table 2 presents the coefficient of determination, showing that R Square = 0.436. This value indicates that 43.6% of the variance in teaching performance can be explained by instructional leadership practices. The adjusted R Square of 0.432 confirms the stability of this predictive power when accounting for sample size. The remaining 56.4% of variance is attributable to other factors not examined in this model, such as teacher competencies, school facilities, or policy contexts. The standard error of the estimate (0.19927) suggests relatively small prediction errors, reinforcing the model's reliability.

The ANOVA results in Table 3 demonstrate that F_calculated = 108.036, which substantially exceeds F_table = 3.06 at $\alpha = 0.05$, with a significance value of 0.000. These findings provide strong statistical evidence to reject the null hypothesis (H_{01}) and accept the alternative hypothesis (H_{a1}), confirming that instructional leadership has a positive and significant effect on elementary school

teachers' teaching performance. The high F-value indicates that the regression model effectively predicts teaching performance based on instructional leadership.

Table 3. Hypothesis and Significance Test X_1 - Y

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.290	1	4.290	108.036	.000[b]
	Residual	5.559	140	.040		
	Total	9.849	141			

Note: [a] Dependent Variable: Teaching Performance; [b] Predictors: (Constant), Instructional Leadership

Table 4. Regression Equation X_1 - Y

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.186	.262		4.535	.000
	Instructional Leadership	.693	.067	.660	10.394	.000

Note: [a] Dependent Variable: Teaching Performance

The regression coefficients presented in Table 4 yield the prediction equation: $Y = 1.186 + 0.693X_1$, where Y represents teaching performance and X_1 represents instructional leadership. This equation indicates that for every one-unit increase in instructional leadership score, teaching performance increases by 0.693 units, holding other factors constant. The constant value of 1.186 represents the baseline teaching performance when instructional leadership is at zero. Both the constant and the regression coefficient are statistically significant ($p = 0.000$), with t-values of 4.535 and 10.394 respectively, confirming the robustness of the predictive relationship.

The Influence of Teachers' Work Motivation on Elementary School Teachers' Teaching Performance

This section investigates the direct relationship between teachers' work motivation and their teaching performance. Similar analytical procedures were employed to ensure consistency and comparability with the previous analysis.

Table 5. Correlation Test X_2 - Y

Correlations		Work Motivation	Teaching Performance
Work Motivation	Pearson Correlation	1	.549**
	Sig. (2-tailed)		.001
	N	142	142
Teaching Performance	Pearson Correlation	.549**	1
	Sig. (2-tailed)	.001	
	N	142	142

Note: ** Correlation is significant at the 0.01 level (2-tailed)

Table 5 reveals a moderate to strong positive correlation between work motivation and teaching performance, with $r = 0.549$ ($p = 0.001$). While this correlation is slightly lower than that observed for instructional leadership, it remains statistically significant and substantial. This finding suggests that teachers with higher work motivation demonstrate better teaching performance, though the relationship is somewhat less pronounced compared to the influence of instructional leadership.

Table 6. Determination Test X_2 - Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.549[a]	.301	.296	.26492

Note: [a] Predictors: (Constant), Work Motivation

The coefficient of determination in Table 6 shows R Square = 0.301, indicating that work motivation explains 30.1% of the variance in teaching performance. The adjusted R Square of 0.296 confirms model stability. Notably, this explanatory power is lower than that of instructional leadership

(43.6%), suggesting that while work motivation is an important factor, external leadership factors may play a more dominant role in determining teaching performance. The standard error of 0.26492 is slightly higher than in the previous model, indicating somewhat greater variability in predictions.

Table 7. Hypothesis and Significance Test X_2 - Y

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.965	1	2.965	42.276	.000[b]
	Residual	9.826	140	.070		
	Total	12.791	141			

Note: [a] Dependent Variable: Teaching Performance; [b] Predictors: (Constant), Motivasi

Table 7 presents the ANOVA results with F_calculated = 42.276, which significantly exceeds F_table = 3.06 (p = 0.000). These results confirm that the null hypothesis (H_{02}) is rejected and the alternative hypothesis (H_{a2}) is accepted, demonstrating that work motivation has a positive and statistically significant effect on teaching performance. Although the F-value is lower than that for instructional leadership, it remains highly significant, underscoring the importance of motivation in teaching effectiveness.

Table 8. Regression Equation X_2 - Y

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.148	.334		6.431	.000
	Work Motivation	.612	.094	.549	6.502	.000

Note: [a] Dependent Variable: Teaching Performance

The regression analysis in Table 8 produces the equation: $Y = 2.148 + 0.612X_2$, where X_2 represents work motivation. This equation indicates that each one-unit increase in work motivation score results in a 0.612-unit increase in teaching performance. The higher constant value (2.148) compared to the instructional leadership model suggests a higher baseline performance level when examining motivation alone. Both coefficients are statistically significant (p = 0.000), with t-values of 6.431 and 6.502, confirming the validity of this predictive relationship.

The Simultaneous Influence of Principal's Instructional Leadership and Teachers' Work Motivation on Teaching Performance

This section examines the combined effect of both independent variables on teaching performance through multiple regression analysis, providing insights into their collective and interactive influence.

Table 9. Simultaneous Correlation and Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.690[a]	.476	.468	.19270

Note: [a] Predictors: (Constant), Work Motivation, Instructional Leadership

Table 9 demonstrates that when both variables are included simultaneously, the multiple correlation coefficient R = 0.690, indicating a strong positive relationship. The R Square value of 0.476 reveals that together, instructional leadership and work motivation explain 47.6% of the variance in teaching performance. This represents a substantial improvement over either variable alone (43.6% for instructional leadership and 30.1% for motivation), suggesting complementary effects. The adjusted R Square of 0.468 confirms model stability, while the reduced standard error (0.19270) indicates improved prediction accuracy compared to the single-variable models.

The ANOVA results in Table 10 show F_calculated = 63.125, substantially exceeding F_table = 3.06 with significance at 0.000. This provides strong evidence to reject the null hypothesis (H_{03}) and accept the alternative hypothesis (H_{a3}), confirming that instructional leadership and work motivation

simultaneously exert a positive and significant influence on teaching performance. The high F-value indicates that the combined model significantly improves prediction compared to chance, validating the synergistic effect of both variables.

Table 10. Simultaneous Hypothesis and Significance Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.688	2	2.344	63.125	.000[b]
	Residual	5.161	139	.037		
	Total	9.849	141			

Note: [a] Dependent Variable: Teaching Performance; [b] Predictors: (Constant), Work Motivation, Instructional Leadership

Table 11 presents the multiple regression equation: $Y = 1.558 + 0.774X_1 - 0.192X_2$. This equation reveals an unexpected finding: while instructional leadership maintains a strong positive effect ($\beta = 0.774$, $t = 11.208$, $p = 0.000$), work motivation shows a negative coefficient ($\beta = -0.192$, $t = -3.274$, $p = 0.001$) in the simultaneous model. The standardized coefficients indicate that instructional leadership (Beta = .737) has a substantially stronger influence than work motivation (Beta = -.215).

Table 11. Simultaneous Influence Regression Equation

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.558	.277		5.619	.000
	Instructional Leadership	.774	.069	.737	11.208	.000
	Work Motivation	-.192	.059	-.215	-3.274	.001

Note: [a] Dependent Variable: Teaching Performance

This counterintuitive negative coefficient for motivation warrants careful interpretation. It suggests a suppressor effect, where in the presence of strong instructional leadership, the independent contribution of work motivation may be masked or redirected. This phenomenon could indicate that: (1) instructional leadership mediates or moderates the effect of motivation on performance; (2) there exists multicollinearity between the predictors that influences coefficient interpretation; or (3) highly motivated teachers without adequate leadership support may experience frustration or misdirected efforts, reducing performance gains. Despite this negative coefficient, the overall model shows that both variables together significantly predict teaching performance, with their combined effect (47.6%) exceeding either variable alone.

The unexpected negative relationship between work motivation and teaching performance in the multiple regression model, despite its positive bivariate correlation, represents a suppressor variable phenomenon that enriches our understanding of the complex dynamics between leadership, motivation, and performance. This finding suggests that the pathway from motivation to performance is not direct but rather contingent upon the quality of instructional leadership, highlighting the critical mediating role of external support structures in translating teacher motivation into effective teaching practices.

Discussion

The instructional leadership of the principal is understood to play an important role in helping teachers improve their teaching performance. Various studies show that instructional leadership makes a meaningful contribution to the quality of teachers' work, and some studies even report the magnitude of this influence as consistent findings in various educational contexts (Wulandari et al., 2025; Nelitawati & Ginanjar, 2023; Andriadi & Sulistiyo, 2024). These findings are in line with previous research showing that instructional leadership contributes significantly to teacher performance by 78.4% (Werdiningsih & M, 2022) and 36.6% (Siahaan et al., 2025). Leadership

practices such as formulating school visions, managing learning programs, and creating a conducive learning climate have been proven to be able to increase teacher efficacy and trust among school residents (Ma & Marion, 2021). This shows that the quality of instructional leadership plays an important role in creating an environment that encourages teachers to work optimally.

This instructional leadership includes activities such as managing the curriculum, supervising the learning process, conducting assessments, and building a learning community at school. All of these aspects are interconnected and able to create a more supportive learning situation for teachers In a number of findings, it can be seen that when principals implement instructional leadership consistently, teachers tend to experience increased motivation and feel more satisfied with their work (Andriadi & Sulistiyo, 2024).

This supportive work environment is typically formed through a variety of professional development efforts, such as training, mentoring, and periodic evaluations designed to help teachers improve their teaching practices. In addition, a strong and positive work culture built through instructional leadership is also mentioned to strengthen teachers' work behavior, so that it has a direct impact on improving performance.

The effectiveness of instructional leadership can be seen from the way the principal guides teachers through classroom observation, providing constructive feedback, and setting clear work standards (Istiqomah et al., 2024). Practices like this are believed to encourage teachers to continue to improve the quality of learning, which ultimately has an influence on student learning outcomes (Sucitra et al., 2024). In addition, the supportive work atmosphere and positive school climate built by the principal also affect the teacher's commitment to their duties. The interaction between instructional leadership, organizational commitment, and teachers' working conditions can contribute to determining how teachers work in different school environments

In addition, the principal's instructional leadership has an important role in shaping the school organizational climate as well as improving teacher job satisfaction (Guo et al., 2025). A positive school climate, leadership support, and effective communication allow teachers to feel valued, motivated, and more committed to carrying out their teaching duties. This commitment then has an impact on improving the quality of learning and student learning outcomes, as explained by research that found that instructional leadership affects teacher organizational commitment and has implications for students' academic achievement (Wang et al., 2025). Thus, instructional leadership can be considered as one of the strategic factors in strengthening teacher professionalism.

Instructional leadership not only has a direct effect on teacher performance, but also plays a role in improving the quality of the learning process through strengthening teachers' academic optimism. This academic optimism is reflected in the teacher's ability to activate students' thinking processes (cognitive activation), provide adequate learning support, and manage classes effectively. In addition, a collaborative culture between teachers is often a factor that strengthens the relationship between instructional leadership and improved student learning outcomes. When the principal carries out instructional leadership consistently and in a directed manner, the school atmosphere becomes more conducive to improving teacher competence. The impact is not only felt on improving the quality of teaching, but also on improving the quality of education as a whole.

The empirical findings in this study which show the contribution of instructional leadership of 43.6% to teacher teaching performance further affirm the importance of the role of educational leaders at the elementary school level. This figure shows a strong influence and is in line with various previous studies that stated that instructional leadership is one of the determining factors in efforts to increase teacher effectiveness. Thus, instructional leadership can be placed as a key pillar in improving the quality of learning, especially since this approach emphasizes coaching, supervision, and support of teachers on an ongoing basis. Efforts to strengthen instructional leadership are very important to ensure that learning practices take place optimally and are able to produce better student learning outcomes.

Furthermore, work motivation also contributes to the quality of teachers' teaching performance. In the context of basic education in Tegalwaru District, the findings are very relevant to Maslow's Hierarchy *of Needs motivational theory*, which explains that individuals will work optimally when their basic needs and psychological needs are met (Magfirah et al., 2025). Teachers who receive support in the form of a decent salary, a safe work environment, and positive social relationships will be better able to show dedication in teaching. This condition is strengthened by the findings of Yamin (2023) who states that teachers with comfortable and structured working conditions tend to provide more effective learning. Thus, work motivation needs to be seen as a fundamental aspect that directly affects the teacher's readiness to carry out the learning process.

Motivated teachers not only carry out teaching tasks technically, but also show emotional commitment to their profession. The support of school principals, such as giving appreciation, effective communication, and transparent policies, has been proven to increase teacher motivation and create a positive school culture (Gusli, 2024). Critically, it emphasizes that work motivation cannot be separated from the role of school leadership that is responsive to the needs of teachers. Therefore, the strategy to improve teacher performance must be accompanied by an improvement of internal and external motivation systems.

Within the framework of intrinsic and extrinsic motivations, teachers who have internal drives, such as love for the profession and personal satisfaction when students succeed generally exhibit higher teaching quality (Park & Min, 2025). However, extrinsic motivations such as financial incentives, professional development opportunities, and formal rewards also play an important role in maintaining performance consistency. Koh et al (2024) emphasized that the combination of these two types of motivation can result in more sustainable teacher performance improvements. Therefore, educational institutions need to develop a managerial approach that touches both sides of motivation in a balanced manner.

The results of this study as a whole confirm that work motivation is an important element in improving the quality of teaching performance of elementary school teachers. The 30% contribution provides empirical evidence that motivation is not just a complementary factor in education management, but a variable that has a direct and measurable impact on learning effectiveness. Critically, this shows the need for school policies that focus on strengthening motivational factors, both through improving teacher welfare, providing a supportive work environment, and inspiring leadership. Planned and structured efforts to strengthen work motivation are believed to bring about a real improvement in the quality of learning in primary schools.

From the perspective of instructional leadership, three main indicators, namely: defining the mission, managing instructional programs, and building a positive school climate have interrelated and mutually reinforcing roles. Defining mission is not only interpreted as the preparation of vision and mission documents, but also as the process of instilling an understanding of educational goals in teachers consistently. Principals who are able to communicate the mission clearly will create a strong organizational direction, so that teachers have guidance in designing and implementing learning (Basthomi et al., 2023). This increases teachers' sense of involvement with school goals, which ultimately strengthens their work motivation.

The management of instructional programs is also an important foundation in creating an effective learning experience. Principals who actively carry out their role as academic supervisors will provide support in the form of learning facilities, professional training, and constructive supervision. When teachers feel they receive adequate help and coaching, they become better prepared to face learning challenges and show a higher level of perseverance in completing tasks (Rahayu et al., 2023). This kind of instructional support has been shown to increase teachers' intrinsic motivation as they feel valued and given room to grow.

The final indicator of instructional leadership, which is to build a positive school climate, makes a great contribution to the psychological comfort of teachers. A conducive, respectful, and collaborative school climate creates a work environment that supports teaching innovation. Wulandari

et al (2025) found that teachers who work in a positive environment show higher confidence, including in defending opinions and acting on their professional beliefs. In addition, a conducive atmosphere also encourages problem-solving skills, which is one of the key elements of work motivation. Thus, the school climate serves as an "emotional amplifier" that strengthens the relationship between instructional leadership and teacher performance.

Meanwhile, teachers' work motivation is measured through eight indicators ranging from perseverance, tenacity, courage to take challenges, to problem-solving skills are internal factors that greatly determine the quality of learning implementation. Teachers who have high motivation are more likely to prepare a careful teaching plan, implement varied learning methods, and conduct more thorough evaluation and follow-up. This motivation, when sustained by good instructional leadership, results in a significant improvement in the quality of teaching. In line with the findings of Omweri (2024), teachers who feel supported through strong leadership will show better performance in the learning process.

When instructional leadership and work motivation work simultaneously, they form a strong synergistic relationship. Principals who consistently apply instructional leadership strategies are able to foster more stable motivation in teachers. Thus, instructional leadership not only has a direct influence on teaching performance, but also an indirect influence through strengthening work motivation. Awaliyah & Purwanto (2025) emphasized that teacher involvement created from clear and directed leadership will result in a significant improvement in the quality of learning. This synergy creates ideal conditions for the achievement of optimal teacher performance in the classroom.

Teaching performance measured through three aspects of planning, implementation, and evaluation of learning is also strongly influenced by the interaction between instructional leadership and work motivation. Teachers who understand the school's mission and receive instructional support tend to be more thorough in developing lesson plans. At the implementation stage, motivated teachers are more courageous to try new pedagogic strategies and are better able to maintain class dynamics. The evaluation process becomes more reflective because highly motivated teachers are able to evaluate shortcomings and make continuous improvements. Thus, teaching performance is a reflection of the quality of leadership and the condition of the teacher's internal motivation at the same time.

The simultaneous contribution of 47.6% shows that instructional leadership and teacher work motivation are important factors that need to be prioritized in improving teacher performance. Although there are still 52.4% of other factors such as teaching experience, facilities, and education policies, these two key variables remain a strong foundation for performance improvement. These findings confirm that the quality of education is highly dependent on effective school leadership and sustainable teacher work motivation. Therefore, strengthening both must be the focus of elementary school development.

CONCLUSION

The instructional leadership of the principal has a significant influence on the teacher's teaching performance with a contribution of 43.6%, showing that the role of the principal in providing direction, supervision, and learning support has a great impact on the quality of the teaching process. Furthermore, work motivation also has a significant effect on teacher performance with a contribution of 30%, which confirms that the internal and external motivation of teachers affects their effectiveness in carrying out teaching tasks. Simultaneously, the two variables instructional leadership and work motivation had an influence of 47.6% on teacher teaching performance, showing that the two complemented each other in improving the professional quality of elementary school teachers. The implication of these findings is that it is important for school principals to implement an instructional leadership style that is consistent, supportive, and oriented towards improving the learning process, as this has been proven to have a direct impact on the quality of teacher performance. In addition, schools need to create an environment that is able to foster teachers' work

motivation, both through awards, career development, continuous training, and a conducive work atmosphere. Based on these results, it is recommended that school principals increase the intensity of academic supervision, provide constructive feedback, and build strong professional communication with teachers. Teachers are also advised to continue to develop pedagogic competencies and maintain internal motivation through self-reflection and stress management. Furthermore, the school or education office needs to design a more systematic coaching program so that instructional leadership and work motivation can develop optimally in supporting the improvement of learning quality.

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