
School Principal Leadership And Work Environment: Driving Teacher Motivation At The Tanbihul Ghofilin Al Mustofa Sidoraharjo Kedamean Foundation

M.Abdul Rosyid Musthofa¹, Didit Darmawan²,

¹²³ Universitas Sunan Giri Surabaya; shofiyyulloh1@gmail.com, dr.diditdarmawan@gmail.com

Abstract

This study analyses the effect of principal leadership and work environment on teachers' work motivation at Tanbihul Ghofilin Al Mustofa Sidoraharjo Kedamean Foundation. This study used a quantitative approach with a cross-sectional research design. Respondents in the study involved all teachers at Tanbihul Ghofilin Al Mustofa Sidoraharjo Kedamean Foundation so that sampling was carried out by census. The data collection instrument was a questionnaire that had been previously validated and rehabilitated. The analysis tool is multiple linear regression. Effective leadership, and conducive work environment together contribute to shaping work motivation. The results showed the positive role of leadership and work environment on teachers' work motivation. This research contributes to developing educational leadership and improving teaching quality

Keywords

Principal Leadership, Work Environment, Teacher Work Motivation, Education Quality.

Corresponding Author

First name Last name

Affiliation, Country; e-mail@e-mail.com

1. INTRODUCTION

Schools as educational organizations have a major role in achieving educational success. Teachers and education staff are the spearheads who are not only tasked with delivering learning material, but also creating a conducive learning environment and contributing to the development of student potential (Mardikaningsih & Darmawan, 2021; Masnawati et al., 2022). The success of education really depends on the active role and positive contribution of all parties in the school (Bavill, 2020; Putra & Darmawan, 2024).

Teacher motivation is a very important element in determining the success of education in schools and creating a conducive learning environment (Darmawan et al., 2021a). Motivated teachers have a positive impact on the quality of learning and student development. Teacher motivation creates extra drive to give their best in delivering learning, inspiring students, and contributing to a positive atmosphere at school. Darmawan (2007); Mardikaningsih and Hariani (2016) stated that motivated teachers tend to be more creative in designing interesting and effective teaching methods. They see challenges as opportunities to grow and improve the quality of



learning (Yulianto & Darmawan, 2024). This is in line with the opinion of Mardikaningsih (2014); Hammad et al. (2022) suggested that the motivation of teachers can also be observed through their capacity to comprehend the individual requirements of students and adapt constructively to alterations in curriculum or instructional approaches.

Educational success is measured by the transfer of academic knowledge and the formation of student character (Al Mursyidi & Darmawan, 2023; Masnawati & Masfufah, 2023; Dena & Darmawan, 2024). This confirms that the main goal of education is not only about mastering subject matter, but also about forming students with quality and integrity (Moje, 2007; Firmansyah & Darmawan, 2023). Motivated teachers have a positive influence in guiding students to develop values, ethics and social skills (Warren, 2021; Marnawati et al., 2022). Teacher motivation fosters a conducive learning atmosphere and inspires students to achieve their utmost capabilities (Purwanti et al., 2014; Irawan & Darmawan, 2023). However, to maintain teacher motivation, teachers need to pay attention to factors that can influence this motivation. Therefore, creating conditions that support and maintain teacher motivation is an important step in achieving educational success in schools (Thoonen et al., 2011; Fitriyah & Darmawan, 2024). Two factors that can determine teacher motivation are the principal's leadership and the work environment.

Leadership as the core of social dynamics is closely related to organizational processes which aim to form effective mechanisms (Masnawati & Darmawan, 2022). Its function is to coordinate various aspects, involve wise decision making, and provide inspiration, and directly influence collective welfare in a particular area in a society. In the field of educational institutions, leadership has a central role in creating a supportive and motivating environment, with a focus on creating a positive impact that can be felt collectively, especially by teachers (Nasrun, 2016). Successful leadership is measured by the extent to which it is able to mobilize and maintain teacher enthusiasm to achieve common goals (Jamaluddin et al., 2021). Effective educational leadership understands that teacher motivation comes from instructions or rules, and a sense of involvement, recognition, and support (Imanuddin & Darmawan, 2024). The importance of the relationship between leadership and teacher motivation lies in its impact on the quality of learning and the school environment as a whole (Ismaya et al., 2023). Motivated teachers tend to be more dedicated, innovative, and have high job satisfaction (Darmawan et al., 2021b). Thus, successful leadership in education is creating an efficient organizational structure and fostering positive relationships and empowering teachers (Cobanoglu, 2021). School leaders

must be able to provide influence that can cause teachers to be moved to carry out their duties effectively so that teacher performance becomes better (Pramudya & Mardikaningsih, 2022).

According to Diana (2022), the influence of the work environment on teacher motivation is not something that can be ignored. A supportive and positive work environment can play an important role in shaping teacher motivation levels. Several elements in the work environment can be a catalyst that triggers and develops teacher motivation so that it has a positive impact on the quality of teaching and overall performance (Darmawan, 2015; Mardikaningsih, 2016). An atmosphere that promotes mutual respect, team support, and open communication can increase teachers' sense of belonging and identity towards their school (Ryan & Patrick, 2001; Lembong et al., 2015; Allen et al., 2018; Djazilan & Darmawan, 2022; Rafiuddin & Darmawan, 2023; Msonge & Lekule, 2024; A good physical environment can increase teacher motivation, thereby creating a better learning experience for students and creating a pleasant working atmosphere (Aprilianti et al., 2019). Additionally, findings by Skaalvik and Skaalvik (2011) and Akmal et al. (2015) emphasize that proficient school administration plays a pivotal role in establishing a conducive work environment conducive to nurturing teacher motivation. Effective managerial support includes providing constructive feedback, professional development opportunities, and recognition of teachers' contributions to achieving school goals (Putra et al., 2017, Darmawan, 2024). Teacher participation in decision making can create a greater sense of responsibility and increase their motivation to innovate and contribute significantly. Teachers who feel they have a role in designing and implementing school policies tend to be more motivated to achieve good results. Therefore, creating participatory mechanisms that involve teachers' views and contributions can increase their motivation to achieve mutual success (Novrianda et al., 2012). In addition, an emphasis on recognizing individual teacher achievements and contributions can also create a work environment that builds motivation (Haqiqi & Darmawan, 2023). When teachers feel recognized and appreciated for their efforts and achievements, this can increase their self-confidence and increase their motivation to continue making positive contributions (Darmawan, 2014; Zach et al., 2015; Mudzakkir & Darmawan, 2024). Paying attention to aspects such as school culture, effective management, teacher participation in decision making, and recognition of achievements can help create a work environment that motivates and supports teacher professional development (Firestone & Pannell, 1993; Mardikaningsih et al., 2022; Tran et al., 2022; Tran et al., 2023; Umroh & Darmawan, 2023).

The challenges and demands of the world of education are increasing, so understanding how school principal leadership and the work environment influence teacher work motivation is important for formulating effective strategies and policies. Initiatives aimed at enhancing teacher motivation not only yield positive effects on individual performance but also hold promise for enhancing the overall quality of education

2. METHOD

This research uses a quantitative approach to measure and analyze the influence of the main variables, namely the principal's leadership and work environment, and teacher work motivation. The research design used is a cross-sectional design, where data is collected in a certain time period to observe the relationship between the independent variable and the dependent variable.

The population of this study were all teachers at the Tanbihul Ghofilin Al Mustofa Sidoraharjo Kadamean Foundation. Sampling is carried out by census because it is easily accessible to all and to ensure a valid representation of the population. The total number of teachers at the Tanbihul Ghofilin Al Mustofa Sidoraharjo Kadamean Foundation is 45 people. The instrument used to collect data was a questionnaire developed based on the concepts of school principal leadership, work environment and work motivation. The validity and reliability of the questionnaire have been tested previously. The research variables involved are:

1. The leadership of the school principal (X1) stands out as a factor shaping the school's quality, exerting a notable impact on decision-making processes and motivating teachers to perform their duties more efficiently and effectively to enhance teacher performance (Syamsul, 2017). Damayani et al. (2020) delineate the leadership indicators of school principals, including their roles as educators, managerial demeanor, entrepreneurial spirit, supervisory skills, and social acumen.
2. The work environment (X2) encompasses the surroundings and circumstances in which teachers operate (Benevene et al., 2020). This environment serves as a robust foundation for refining and implementing strategies to enhance working conditions and teacher motivation. Robbins (2009) outlines various facets of its composition, including facilities and equipment to facilitate work, the physical state of the workplace encompassing factors like lighting and cleanliness, ensuring security measures to instill a sense of safety among employees, and fostering healthy social interactions.
3. Teacher work motivation (Y) stands as a significant variable influencing teacher performance in attaining educational objectives (Dewi, 2018). Key indicators of

teacher work motivation encompass the desire for achievement, avenues for professional growth, satisfaction derived from one's work, the need for acknowledgment, and the remuneration received (Ardiana, 2017).

The data collection process in this research will be carried out through distributing questionnaires to respondents who are members of the research population. The questionnaire will be designed in such a way as to cover the variables that are the focus of the research, namely the principal's leadership, work environment and teacher work motivation. Before respondents fill out the questionnaire, they will be given an in-depth explanation of each variable involved in this research. This explanation involves a brief description of the concepts and dimensions of principal leadership, work environment conditions, and teacher work motivation. The purpose of this explanation is to ensure that respondents have a clear understanding of the questions in the questionnaire, so they can provide accurate and relevant answers. This process can also increase the level of participation and quality of responses from respondents.

The gathered data will undergo processing and analysis employing statistical techniques, specifically regression analysis, to assess the impact of principal leadership factors and the work environment on teacher work motivation. Regression analysis serves the purpose of gauging the degree to which principal leadership and work environment variables contribute to fluctuations in teacher work motivation. In addition, significance levels will be established in advance as a guideline for assessing the statistical significance of research findings. Determining this level of significance can ensure that the results of the statistical analysis obtained did not occur by chance, but rather have real meaningful value. Generally, the commonly used significance level is 0.05, which means that results that obtain a probability value of less than 0.05 are considered statistically significant.

3. HASIL DAN PEMBAHASAN

The distribution of questionnaires to all teachers at the Tanbihul Ghofilin Al Mustofa Sidoraharjo Kadamean Foundation received a good response. Of the total 45 questionnaires distributed, only one questionnaire was not responded to. This indicates a significant level of engagement from teachers in this study. A total of 44 teachers responded to the questionnaire, providing a strong representation of the foundation's teacher population. This high response rate can increase the validity of

research results, because the data collected reflects a broad range of views and perceptions from various experiences and perspectives of teachers at the Tanbihul Ghofilin Al Mustofa Sidoraharjo Kadamean Foundation.

In this study, the validity testing procedure included two independent variables: principal leadership and work environment, along with one dependent variable: teacher work motivation. The results of the validity test indicate that all statements in the questionnaire were accepted, with the total corrected item correlation value surpassing the threshold of 0.3. In other words, each item in the questionnaire has a significant relationship with the variable being measured. Next, reliability was measured using Cronbach's alpha values for the three research variables. The principal's leadership variable achieved a Cronbach's alpha coefficient of 0.967, while the work environment exhibited a value of 0.981, and teacher work motivation attained 0.976. All Cronbach's alpha coefficients significantly surpassed the threshold of 0.6, indicating a high level of reliability for each variable.

Table 1. Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	11.737	3.133		3.746	.001
X1	3.134	.482	.577	6.508	.000
X2	2.964	.612	.429	4.842	.000

From the results of this research, a regression model was formed which was realized in the equation $Y = 11.737 + 3.134X1 + 2.964X2$, where X1 describes the principal's leadership and X2 reflects the work environment. The conclusion that can be drawn from this model is that if both variables have a value of zero, the predicted value of teacher work motivation will be in the range of 11.737. This means that positive values in the two independent variables, namely the principal's leadership

and working environment conditions, will make a positive contribution to increasing teacher work motivation.

The results of the t test show a significance value smaller than 0.05, indicating that the two independent variables, namely the principal's leadership and work environment, significantly influence the dependent variable, namely teacher work motivation. Furthermore, based on Table 1, it can be observed that there is a very low level of significance for the principal's leadership (value 0.000) and the work environment of the Tanbihul Ghofilin Al Mustofa Sidoraharjo Foundation (value 0.000).

By reaching a significance level of less than 0.05, it can be explained that the two factors, namely the leadership of the school principal and the work environment, have a significant role in partially realizing the work motivation of teachers at the Tanbihul Ghofilin Al Mustofa Sidoraharjo Foundation. This confirms that the principal's leadership and working environment conditions can make a significant positive contribution to teacher work motivation at the Tanbihul Ghofilin Al Mustofa Sidoraharjo foundation.

Table 2. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1568.234	2	784.117	61.160	.000 ^b
	Residual	525.652	41	12.821		
	Total	2093.886	43			

The F test in regression analysis has a crucial role in evaluating the simultaneous significance of independent variables on the dependent variable. In the context of this research, the F-count value which reached 61.160 with a significance level of 0.000 clearly shows that the overall regression equation has very strong significance. A probability value smaller than 0.05 indicates that the chance of this result occurring by chance is very small, so it can reject the null hypothesis which states

that there is no simultaneous influence of these variables on teacher work motivation. This conclusion provides an indication that the principal's leadership and working environment conditions, when measured together, have a significant influence on teacher work motivation.

Table 3. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.865 ^a	.749	.737	3.58061

The coefficient of determination, or R Square, measures how much variation in a dependent variable can be explained by a regression model. In this research, the R Square value of 0.749 indicates that around 74.9% of the variation in teacher work motivation can be explained by the variables tested, namely the leadership of the school principal and the work environment at the Tanbihul Ghofilin Al Mustofa Sidoraharjo Foundation. The figure 0.749 shows that most of the variation in teacher work motivation can be attributed to the positive and significant influence of the principal's leadership and working environment conditions. Therefore, around 74.9% of the increase or decrease in teacher work motivation can be explained by changes in these variables. However, there is around 25.1% variability in teacher work motivation that cannot be explained by the principal's leadership and work environment conditions within the framework of this regression model. Other factors outside the variables studied also influence teacher work motivation.

The real role of a school principal's leadership in shaping teacher work motivation at the Tanbihul Ghofilin Al Mustofa Sidoraharjo Kadamean Foundation is very important, as found in various studies such as those mentioned by Jamaluddin et al. (2021); Hariani et al. (2016); Nasrun (2016). Effective principals understand how crucial it is to provide the support and resources teachers need. They realize that teacher motivation is the key to achieving the desired educational goals. In this instance,

employing suitable leadership approaches by a school principal can exert a noteworthy influence, affecting decision-making processes and motivating teachers to operate with greater efficiency and effectiveness to attain commendable performance (Mardikaningsih, 2013).

Effective leadership is not only related to the ability to make the right decisions, but also about providing clear direction to the entire team, including teachers in the school. Through offering clear guidance and fostering engagement and collaboration among staff, a school principal can cultivate a favorable and efficient work environment. A positive and pleasant school environment will help teachers feel valued and have a strong responsibility to carry out their duties with full dedication.

Principals capable of establishing a positive work atmosphere and offering robust motivation to teachers will foster conditions wherein educators are inspired to perform at their optimum level. Through appropriate guidance and providing the necessary inspiration and support, an effective school principal ensures the availability of educational resources that can spur teacher motivation. In this way, harmonious and productive working relationships can be created in schools, which in turn will contribute to better achieving educational goals.

In order to achieve the desired achievements and increase teacher work motivation, the role of the school principal becomes very important. By providing strong direction and providing the necessary support, school principals can create a positive work environment and stimulate teacher enthusiasm and motivation to excel. In this way, the overall dynamics in the school will run more harmoniously and productively, ensuring that each individual in it can contribute optimally to achieving the set educational goals.

Another finding in this research is that there is a real role of the work environment in forming teacher work motivation at the Tanbihul Ghofilin Al Mustofa Sidoraharjo Kadamean Foundation. This is in accordance with the findings of Jayaweera et al. (2015); Porter et al. (2015); Diana (2022); Latif and Darmawan (2024).

When teachers feel empowered, appreciated, and in conducive working conditions, this has a significant impact on their level of involvement and responsibility in carrying out educational tasks.

Being empowered, in a work environment, means that teachers are given the trust, autonomy, and support that allows them to take initiative in the teaching process. The sense of appreciation given creates intrinsic motivation, where teachers feel that their contributions and efforts are recognized and appreciated (Ummat & Retnowati, 2022). Conducive working conditions consist of aspects such as adequate facilities, support from leadership, and an overall positive work environment.

In an inspiring and motivating work environment, teachers feel more motivated and engaged in every aspect of educational tasks. They tend to have a high level of responsibility for student learning, encourage innovation, and are active in school development (Andayani & Darmawan, 2004; Saraswati et al., 2014). A comfortable work environment contributes to higher levels of job satisfaction for teachers, as well as creating a match between teacher values and organizational culture, which increases a sense of cohesion and identification with shared goals (Fachruddin et al., 2023).

Adequate facilities and support from leaders or colleagues also play an important role in teachers' well-being, which in turn motivates them to contribute optimally. A stable and predictable work environment helps reduce teachers' stress levels, so they can better focus on educational tasks.

By creating a comfortable working environment physically and psychologically, schools can have a positive impact on teacher motivation and performance, as well as creating harmonious working relationships in schools. Therefore, it is important for schools to understand and respond positively to teachers' perceptions of the work environment. This includes creating an enthusiastic working atmosphere and providing opportunities for teacher professional development. Thus, maintaining and increasing teachers' positive perceptions of the work environment will contribute to achieving the desired educational goals

4. SIMPULAN

The research findings are that there is a real role of the principal's leadership and work environment in the formation of teacher work motivation at the Tanbihul Ghofilin Al Mustofa Sidoraharjo Kadamean Foundation. The principal's leadership has the main role of shaping the direction and vision of the school, creating a positive work culture, and providing support and motivation to teaching staff. A conducive work environment has also proven to be an important factor in creating an atmosphere where teachers feel valued, supported and can develop professionally. Factors such as collaboration between teachers, adequate facilities, and effective communication in the work environment can increase teacher work satisfaction and motivation. These two variables are interrelated and reinforce each other. Good leadership can create a supportive and motivating work environment and is an important foundation for strengthening overall school performance. Therefore, developing and strengthening these two aspects is the key to increasing teacher work motivation, which will then have a positive impact on the overall quality of education. Based on the research results, there are several suggestions that can be given as follows:

1. Increasing the leadership of school principals. Principals need to improve their leadership skills, including the ability to motivate, provide direction, and provide support to teachers. Apart from that, it provides leadership training that is contextual and focuses on teacher needs. There are efforts to provide open and effective communication facilities between school principals and teachers, including constructive feedback mechanisms.
2. Fostering a positive work environment by reviewing and improving aspects of the work environment that influence work motivation, such as physical facilities, working conditions and environmental safety as well as ensuring fairness and openness in the management of school resources, recognition and performance assessment.

By taking these steps, it is hoped that schools can create a work environment and work motivation for teachers, improve the quality of teaching, and subsequently, improve the overall quality of education.

5. DAFTAR PUSTAKA

- Akmal, D., D. Darmawan., & A. Wardani. (2015). *Manajemen Pendidikan*. Inti Presindo Pustaka, Aksara, Bandung.
- Al Mursyidi, B. M. & D. Darmawan. (2023). *The Influence of Academic Success of*

- Islamic Religious Education and Social Media Involvement on Student Morality. *Al-Fikru: Jurnal Ilmiah*, 17(2), 321-331.
- Allen, K., M. L. Kern., D. Vella-Brodrick., J. Hattie., & L. Waters. (2018). What Schools Need to Know About Fostering School Belonging: A Meta-Analysis. *Educational Psychology Review*, 30, 1-34.
- Andayani, D. & D. Darmawan. (2004). *Pembelajaran dan Pengajaran*. IntiPresindo Pustaka, Bandung.
- Aprilianti, E. T., E. A. Sinambela., D. Darmawan., & A. R. Putra. (2019). Hubungan Pendidikan, Pengalaman, Kedisiplinan, Pelatihan Kerja dan Kinerja Guru. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 5(3), 187-194.
- Ardiana, T. E. (2017). Pengaruh Motivasi Kerja Guru Terhadap Kinerja Guru Akuntansi SMK di Kota Madiun. *Jurnal Akuntansi dan Pajak*, 17(2), 14-23.
- Benevene, P., S. De Stasio., & C. Fiorilli. (2020). Well-Being of School Teachers in Their Work Environment. *Frontiers in Psychology*, 11, 1239.
- Bovill, C. (2020). Co-Creation in Learning and Teaching: The Case for a Whole-Class Approach in Higher Education. *Higher Education*, 79(6), 1023-1037.
- Cobanoglu, N. (2021). The Relationship between Shared Leadership, Employee Empowerment and Innovativeness in Primary Schools: A Structural Equation Modeling. *European Journal of Educational Research*, 10(1), 327-339.
- Damayani, T., Y. Arafat., & S. Eddy. (2020). Pengaruh Kepemimpinan Kepala Sekolah dan Motivasi Kerja terhadap Kinerja. *Journal of Innovation in Teaching and Instructional Media*, 1(1), 46-57.
- Darmawan, D. (2007). *Strategi Belajar*. Metromedia, Surabaya.
- Darmawan, D. (2014). Pengaruh Kompetensi dan Semangat Kerja terhadap Prestasi Kerja Guru. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 1(1), 1-14.
- Darmawan, D. (2015). Peranan Motivasi Kerja, Kedisiplinan, dan Lingkungan Kerja terhadap Kinerja Guru SD di Kecamatan Gempol Kabupaten Pasuruan. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 1(3), 173-182.
- Darmawan, D., F. Issalillah., E. Retnowati., & D. R. Mataputun. (2021a). Peranan Lingkungan Sekolah dan Kemampuan Berkomunikasi Guru terhadap Motivasi Belajar Siswa. *Jurnal Simki Pedagogia*, 4(1), 11-23.
- Darmawan, D., R. Mardikaningsih., S. Arifin., E. A. Sinambela., & A. R. Putra. (2021b). Studi tentang Peranan Variabel Kompetensi, Penilaian Kinerja, dan Kondisi Kerja terhadap Perwujudan Kepuasan Kerja Guru. *Jurnal Pendidikan dan Kewirausahaan*, 9(2), 516-530.
- Darmawan, D. (2024). Distribution of Six Major Factors Enhancing Organizational

- Effectiveness. *Journal of Distribution Science*, 22(4), 47-58.
- Dena, S. & D. Darmawan. (2024). Character Development of Students in Public High School 4 Surabaya Through the Role of School Culture and Parenting Style. *EduInovasi: Journal of Basic Educational Studies*, 4(1), 417-428.
- Dewi, R. S. (2018). Kemampuan Profesional Guru dan Motivasi Kerja Terhadap Kinerja Mengajar Guru Sekolah Dasar. *Jurnal Administrasi Pendidikan*, 15(1), 150-159.
- Diana, M.R. (2022). Pengaruh Kondisi Lingkungan Kerja Terhadap Motivasi Kerja Guru MTs Negeri 2 Bandar Lampung. Skripsi. Fakultas Tarbiyah Dan Keguruan Universitas Islam Negeri Raden Intan Lampung.
- Djazilan, M.S. & D. Darmawan (2022). Pengaruh Kompetensi dan Lingkungan Kerja terhadap Kinerja Guru, *Jurnal Pendidikan, Penelitian dan Pengabdian Masyarakat*, 2(1), 17 – 26.
- Djazilan, M. S. & D. Darmawan. (2022). Komunikasi Kerja dan Gaya Kepemimpinan Kepala Sekolah untuk Mengembangkan Motivasi dan Kinerja Guru. *Journal on Teacher Education*, 4(2), 1065-1077.
- Fachruddin, A., D. Darmawan., & B. A. S. Eddine. (2023). Satisfaction of MI Darul Ulum Tambakrejo Waru Sidoarjo Teachers: The Role of Work Environment and School Compensation. *Jurnal Cahaya Mandalika*, 4(2), 1317-1323.
- Firestone, W. A. & J. R. Pennell. (1993). Teacher Commitment, Working Conditions, and Differential Incentive Policies. *Review of Educational Research*, 63(4), 489-525.
- Firmansyah, B. & D. Darmawan. (2023). The Importance of Islamic Education Teacher Competence and Parental Attention in Enhancing Students' Character Formation at Nur Al-Jadid Excellent Islamic High School. *Jurnal Cahaya Mandalika*, 4(2), 1353-1363.
- Fitriyah, E. I. & D. Darmawan. (2024). The Influence of Mental Health, Study Habits and Achievement Motivation on Students' Success at MTsN 4 Surabaya. *Educan: Jurnal Pendidikan Islam*, 8(1), 154-166.
- Hammad, S., T. Graham., C. Dimitriadis., & A. Taylor. (2022). Effects of a successful mathematics classroom framework on students' mathematics Self-Efficacy, Motivation, and Achievement: A Case Study with Freshmen Students at a University Foundation Programme in Kuwait. *International Journal of Mathematical Education in Science and Technology*, 53(6), 1502-1527.
- Hanafiah, N. & Suhana, C. (2009). *Konsep Strategi Pembelajaran*. Bandung: Refika Aditama.

- Hariani, M., D. Darmawan., & Y. Yuli. (2016). Motivasi Kerja dan Kepemimpinan Untuk Mengembangkan Kinerja Guru. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 3(2), 67-76.
- Haqiqi, M. F. & D. Darmawan. (2023). School Environment and Independence: Effects on Academic Achievement in MTs Nahdlatul Athfal Gersempal Omben Sampang Students. *Kabillah (Journal of Social Community)*, 8(2), 171-180.
- Imanuddin, F. & D. Darmawan. (2024). Enhancing Learning Effectiveness Strategy: Self-Directed Learning and Learning Facilities at SMK Teknik Pal Surabaya. *Jurnal Al-Qayyimah*, 6(1), 99-105.
- Irawan, A. I. & D. Darmawan. (2023). Examining How Family Environment and Learning Independence Affect Student Learning Motivation at MI Babussalam Krian Sidoarjo. *Jurnal Cahaya Mandalika*, 4(2), 1324-1333.
- Ismaya, B., S. Sutrisno, D. Darmawan, J. Jahroni, & N. Kholis. (2023). Strategy for Leadership: How Principals of Successful Schools Improve Education Quality. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 7(1), 247-259.
- Jamaluddin, J., D. N. Istofa., & B. Suremi. (2021). Pengaruh Kepemimpinan Kepala Sekolah terhadap Motivasi Kerja Guru di MA Swasta Nururroddiyah Kota Jambi. *JMiE: Journal of Management in Education*, 6(2), 91-99.
- Jayaweera, T. (2015). Impact of Work Environmental Factors on Job Performance, Mediating Role of Work Motivation: A Study of Hotel Sector in England. *International Journal of Business and Management*, 10(3), 271.
- Karina, A., R. Mardikaningsih., & E. Retnowati. (2015). Dampak Kepemimpinan Kepala Sekolah terhadap Kepuasan Kerja Guru. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 2(2), 69-84.
- Latif, A. & D. Darmawan. (2024). Examining How School Environment and Teacher Competence Affect Student Learning Motivation at MA Al Fatich Tambak Osowilangun Surabaya. *Teaching and Learning Journal of Mandalika (Teacher)*, 5(1), 69-75.
- Lembong, D., S. Hutomo., & D. Darmawan. (2015). *Komunikasi Pendidikan*. IntiPresindo Pustaka, Bandung.
- Mardikaningsih, R. (2013). Pengukuran Kinerja Dosen berdasarkan Penilaian Mahasiswa. *Jurnal Ilmu Sosial*, 6(1), 15-26.
- Mardikaningsih, R. (2014). Metode Pembelajaran dan Variasi Penerapannya. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 1(1), 43-54.
- Mardikaningsih, R. (2016). Variabel Kepemimpinan dan Lingkungan Kerja serta Pengaruhnya terhadap Kinerja Karyawan. *Management & Accounting*

- Research Journal, 1(1), 55-62.
- Mardikaningsih, R. & M. Hariani. (2016). Peningkatan Hasil Belajar Siswa dengan Kontribusi dari Kompetensi Kepribadian Guru serta Kreativitas Siswa. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 3(1), 1-12.
- Mardikaningsih, R. & D. Darmawan. (2021). Peran Kompetensi Pedagogik Guru dan Lingkungan Belajar untuk Meningkatkan Minat Belajar Siswa. *Jurnal Ilmiah Manajemen dan Pendidikan Indonesia*, 8(1), 33-39.
- Mardikaningsih, R., E. A. Sinambela., & V. Mendrika. (2022). Peran Motivasi Kerja, Kompetensi, dan Profesionalisme Terhadap Kinerja Guru. *Ekonomi, Keuangan, Investasi dan Syariah (EKUITAS)*, 4 (1), 250-255.
- Marwanti, E., I. Megawati., D. Anggreini., I. A. Nugroho., F. M. Fantoro., & A. Rohayati. (2022). Peran Guru dalam Meningkatkan Motivasi Belajar dan Keterampilan Sosial Siswa Sekolah Dasar Pasca Pandemi. *Taman Cendekia: Jurnal Pendidikan Ke-SD-an*, 6(2), 49-58.
- Masnawati, E., N. D. Aliyah, M. S. Djazilan, D. Darmawan & Y. Kurniawan. (2022). Dynamics of Intellectual and Creative Development in Elementary School Children: The Roles of Environment, Parents, Teachers, and Learning Media, *International Journal of Service Science, Management, Engineering, and Technology*, 1(1), 33-37.
- Masnawati, E. & D. Darmawan. (2022). School Organization Effectiveness: Educational Leadership Strategies in Resource Management and Teacher Performance Evaluation, *International Journal of Service Science, Management, Engineering, and Technology*, 2(1), 43-51.
- Masnawati, E. & M. Masfufah. (2023). The Role of Parents in Shaping Children's Character, *International Journal of Service Science, Management, Engineering, and Technology*, 4(2), 1-9.
- Moje, E. B. (2007). Chapter 1 Developing Socially Just Subject-Matter Instruction: A Review of the Literature on Disciplinary Literacy Teaching. *Review of Research in Education*, 31(1), 1-44.
- Msonge, E. & C. S. Lekule. (2024). Fostering Teacher Teamwork: Strategies and Challenges for School Heads a Study of Community Secondary Schools in Nyamagana-Mwanza, Tanzania. *Asian Journal of Education and Social Studies*, 50(4), 212-226.
- Mudzakkir, M. & D. Darmawan. (2024). The Influence of Teacher Teaching Styles and Learning Motivation on The Learning Achievement. *Edu-Riligia: Jurnal Kajian Pendidikan Islam dan Keagamaan*, 8(1), 79-91.

- Nasrun. (2016). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Motivasi Kerja dan Kinerja Guru. *Jurnal Ilmu Pendidikan*, 1(2), 63-70.
- Novrianda, D., T. Agustin., & D. Darmawan. (2012). Kontribusi Norma Subjektif dan Lingkungan Kerja untuk Mengembangkan Profesionalisme. *Jurnal Ekonomi, Bisnis dan Manajemen*, 2(1), 47-58.
- Pramudya, G. & R. Mardikaningsih. (2022). Peningkatan Kinerja Guru melalui Motivasi Diri, Konsep Diri dan Efikasi Diri (Studi Pada SMAN 1 Gondang Kabupaten Mojokerto). *Jurnal Pendidikan, Penelitian, dan Pengabdian Masyarakat*, 2(1), 1-12.
- Purwanti, S., T. Palambeta., D. Darmawan., & S. Arifin. (2014). Hubungan Metode Pembelajaran dan Motivasi Belajar Siswa. *Jurnal Ilmu Pendidikan*, 8(1), 37-46.
- Putra, A.R., D. Darmawan., & R. Mardikaningsih. (2017). Peningkatan Kemampuan Siswa dengan Profesionalisme dan Kompetensi Guru. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 3(3), 139-150.
- Putra, F. P. & D. Darmawan. (2024). Pengaruh Metode Pembelajaran dan Gaya Belajar terhadap Hasil Belajar Siswa MI Roudlotul Mustashlihin Masangan Kulon Sukodono Sidoarjo. *Journal on Education*, 6(3), 16847-16856.
- Porter, T. H., K. D. Riesenmy., & D. Fields. (2016). Work Environment and Employee Motivation to Lead: Moderating Effects of Personal Characteristics. *American Journal of Business*, 31(2), 66-84.
- Rahmawati, D. & D. Darmawan. (2024). The Relationship Between Assignment Methods and Social Interaction with the Level of Student Learning Activeness at Madrasah Ibtidaiyah Darul Ulum Tandes. *International Journal of Islamic Thought and Humanities*, 3(1), 49-58.
- Rafiuddin, A. & D. Darmawan. (2023). The Dynamics of Student Social Interaction with Teachers and Peers: Its Influence on Academic Achievement at MA Miftahut Thullab Sampang. *Kabilah: Journal of Social Community*, 8(2), 161-170.
- Robbins, P. S. (2009). *Manajemen*, Jilid 1. Edisi Kesepuluh. Penerbit Erlangga. Jakarta.
- Ryan, A. M. & H. Patrick. (2001). The Classroom Social Environment and Changes in Adolescents' Motivation and Engagement During Middle School. *American Educational Research Journal*, 38(2), 437-460.
- Saraswati, R. Mardikaningsih, & T. Baskoro. (2014). *Strategi dan Inovasi Pendidikan Tingkat Dasar*. Bumi Aksara. Jakarta.
- Skaalvik, E. M. & S. Skaalvik. (2011). Teacher Job Satisfaction and Motivation to Leave the Teaching Profession: Relations with School Context, Feeling of Belonging,

- and Emotional Exhaustion. *Teaching and Teacher Education*, 27(6), 1029-1038.
- Sinambela, E. A., R. Mardikaningsih., & D. Darmawan. (2014). *Inovasi Pendidikan dan Profesionalisme Guru*. IntiPresindo Pustaka, Bandung.
- Syamsul, H. (2017). Penerapan Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru pada Jenjang Sekolah Menengah Pertama (SMP). *Idaarah: Jurnal Manajemen Pendidikan*, 1(2), 275-289.
- Thoonen, E. E., P. J. Slegers, F. J. Oort, T. T. Peetsma, & F. P. Geijssel. (2011). How to Improve Teaching Practices: The Role of Teacher Motivation, Organizational Factors, and Leadership Practices. *Educational Administration Quarterly*, 47(3), 496-536.
- Tran, H. N., C. D. Nguyen., G. V. Nguyen., T. N. Ho., Q. T. T. Bui., & N. H. Hoang. (2022). Workplace Conditions Created by Principals for Their Teachers' Professional Development in Vietnam. *International Journal of Leadership in Education*, 25(2), 238-257.
- Ummat, L.S. & E. Retnowati. (2022). The Influence of Social Capital, Intrinsic Motivation, Self-Esteem on Student Learning Outcomes, *Bulletin of Science, Technology and Society*, 1(3), 25-30.
- Umroh, U. & D. Darmawan. (2024). The Dynamics of School Environment and the Impact of Parental Attention on the Academic Achievement of Students at SMA Negeri 1 Ketapang Sampang. *Fondatia*, 8(1), 77-87.
- Yanti, Y. & D. Darmawan. (2016). Pengaruh Kompetensi Guru dan Lingkungan Belajar terhadap Hasil Belajar melalui Motivasi Belajar Sebagai Variabel Intervening. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 2(4), 269-286.
- Yulianto, A. & D. Darmawan. (2024). Effective Implementation of Teaching Skills and Religious Activities to Enhance the Quality of Learning in Islamic Religious Education at MTsN 2 Surabaya. *Educan: Jurnal Pendidikan Islam*, 8(1), 68-85.
- Warren, L. L. (2021). The Importance of Teacher Leadership Skills in the Classroom. *Education Journal*, 10(1), 8-15.
- Zach, S., H. Stein, T. Sivan, I. Harari, & N. Nabel-Heller. (2015). Success as a Springboard for Novice Physical Education Teachers in Their Efforts to Develop a Professional Career. *Journal of Teaching in Physical Education*, 34(2), 278-296.