

The Effect of Self-Efficacy and Transformational Leadership on Teacher Performance as an Intervening Variable in State Elementary School

Yunita Fitri Nugraheni ^{1*}, Saiful Anwar ¹, Siti Zubaedah ¹

¹ Universitas Pamulang, Indonesia

* Author Correspondence

Article History

Received: 24 December 2025;

Revised : 28 December 2025;

Accepted: 31 December 2025.

Keywords

Self-efficacy;

Transformational

leadership;

Teacher performance;

Teacher motivation.



Check for updates

Abstract

This study examined the effects of self-efficacy and transformational leadership on teacher motivation and performance in Public Elementary School Cluster 9, Pamulang Regency. Specifically, it analyzed the direct influence of self-efficacy and transformational leadership on teacher performance, the effect of motivation on performance, and the mediating role of motivation. A quantitative approach with descriptive and associative methods was used, involving 165 teachers selected from a population of 280 using the Slovin formula. Data were analyzed with SPSS. The results indicated that self-efficacy and transformational leadership both had positive and significant direct effects on teacher performance. Teacher motivation also positively influenced performance, confirming its role in supporting teacher effectiveness. Additionally, self-efficacy and transformational leadership positively affected teacher motivation, demonstrating that internal factors and leadership practices contribute to enhancing motivation. Although self-efficacy and transformational leadership indirectly influenced performance through motivation, this mediating effect was smaller than the direct effects, suggesting that motivation partially mediates the relationship. Overall, the findings highlight that self-efficacy and transformational leadership play a dominant role in improving teacher performance, while motivation strengthens performance outcomes. These results emphasize the importance of fostering teacher confidence and effective leadership to enhance educational quality in public elementary schools.

Contact : Corresponding author  e-mail: embriostras@gmail.com

How to Cite: Nugraheni, Y. F., Anwar, S., & Zubaidah, S. (2025). The Effect of Self-Efficacy and Transformational Leadership on Teacher Performance as an Intervening Variable in State Elementary School. *Mindset : Jurnal Pemikiran Pendidikan Dan Pembelajaran*, 5(2), 67–78. <https://doi.org/10.56393/mindset.v5i2.4061>



Introduction

Teachers in Indonesia play a crucial role in developing competent and qualified human resources (Sansan & Nurullah, 2025; Putra, 2024). However, they often face various challenges that can hinder productivity and performance, such as high workloads, limited access to resources and supporting facilities, and minimal support for training and professional development (Edy, 2020). This situation often makes it difficult for teachers to provide optimal teaching, especially in areas with limited facilities, including Pamulang District. Here, elementary school teachers are required to manage various challenges, ranging from mounting workloads to potentially unfavorable learning environments. In this context, the principal's self-efficacy and leadership style play a crucial role in creating a work environment that supports teacher productivity and performance. A supportive principal's leadership style can provide the support, guidance, and recognition needed to enhance teachers' self-efficacy. With teacher motivation as an intervening variable, it is important to understand how the influence of self-efficacy and leadership style can synergistically support the improvement of elementary school teacher performance in Pamulang District, thereby optimizing the quality of education in this region.

Teacher performance is a crucial element in education and also a key determinant of educational quality. Teacher performance is demonstrated by teachers in carrying out their duties as educators. The quality of teacher performance significantly impacts the quality of educational outcomes, as teachers are the individuals who interact most directly with students during the learning process. According to Arifin (2021; Barnawi, 2018), teacher performance is a teacher's ability to carry out teaching tasks at school and be responsible for the students under their guidance by improving their learning achievement. Therefore, teacher performance can be defined as a condition that demonstrates a teacher's ability to carry out their duties at school and describes the actions displayed by the teacher in carrying out teaching activities.

Teacher performance data at Public Elementary School Cluster 9 in Pamulang District from 2021 to 2023 show declines in all key aspects, particularly in learning planning (from 70% to 63%) and learning evaluation (from 81% to 72%), while learning implementation remained relatively stable (73% to 69%). These trends highlight challenges in planning and evaluating learning activities, emphasizing the need to enhance teacher performance to improve overall educational quality in the district.

Motivation is essential for employees to work because it encourages them to take action to achieve personal satisfaction. According to Manullang (2023), motivation is "the willingness to exert a high level of effort toward organizational goals, conditioned by the ability of that effort to meet individual needs." Motivation is a set of attitudes and values that influence an individual to achieve specific goals in accordance with individual goals (Setiawan, 2020).

Based on data from teacher motivation assessments at Public Elementary School Cluster 9 in Pamulang District from 2021 to 2023, there is a significant downward trend in all three assessed aspects. Performance recognition decreased from 79% in 2021 to 66% in 2023, indicating a decline in appreciation for teachers' efforts and work results. Meanwhile, development opportunities also decreased from 82% to 75%, reflecting challenges in providing opportunities for teachers to improve their skills and knowledge. Support from leadership also decreased, from 80% to 69%, indicating that teachers feel less supported by their superiors in

carrying out their duties. These declining scores indicate the need for appropriate interventions to improve teacher motivation, so that they feel more appreciated and motivated in carrying out their educational duties.

Self-efficacy is a person's belief in the skills or talents they possess and the ability to actually use those skills to complete a task or make a decision. Actions or activities performed well by a person have the potential to increase their self-confidence. However, if a person experiences failure in making a decision for an action and achieves poor task completion, it can potentially affect their self-confidence. According to (Ianuturodiah, 2020), self-efficacy is a person's confidence in their abilities to demonstrate an action or regarding their ability to carry out the tasks and actions needed to achieve a certain result.

Based on data from self-efficacy assessments at Public Elementary School Cluster 9 in Pamulang District from 2021 to 2023, there is variation in scores indicating progress in several aspects. Teaching ability experienced a significant increase, with a score of 79% in 2021, increasing to 88% in 2022, and slightly decreasing to 85% in 2023, reflecting high teacher confidence in the teaching process. However, classroom management ability showed a decrease from 79% in 2021 to 74% in 2023, indicating challenges in classroom management that need to be addressed. Meanwhile, the ability to interact with students remained stable, with a score of 80% in 2021, 81% in 2022, and slightly decreasing to 79% in 2023, indicating consistency in building positive relationships with students. These data indicate that although there has been progress in some aspects of self-efficacy, special attention needs to be given to classroom management to improve the overall quality of teaching.

Leadership style at Public Elementary School Cluster 9 in Pamulang District plays a crucial role in shaping the work culture and motivating teachers to achieve optimal performance. Effective leadership can not only improve teacher performance and motivation but also positively contribute to their self-efficacy in carrying out their duties as educators. Conversely, ineffective leadership can negatively impact teacher performance and motivation, potentially hindering the achievement of educational goals. Previous research has shown that a good leadership style is positively related to teacher performance and motivation. For example, a study by Armansyah (2022) found that transformational leadership has a significant impact on teacher work motivation in the education sector.

Data from leadership assessments at Public Elementary School Cluster 9 in Pamulang District from 2021 to 2023 show a decline in transformational and transactional leadership scores, from 82% to 76% and 80% to 71%, respectively, while laissez-faire leadership remained relatively stable. This trend suggests challenges in maintaining effective leadership practices that inspire and motivate teachers. The decline in transformational and transactional leadership is particularly relevant, as these leadership styles are critical for enhancing teacher motivation and performance, highlighting the need to strengthen principals' leadership capacity to support educational quality in the schools.

This study highlights the role of self-efficacy and transformational leadership in improving teacher motivation and performance at Public Elementary School Cluster 9, Pamulang District. Self-efficacy refers to teachers' confidence in their ability to carry out professional tasks effectively, while transformational leadership reflects principals' capacity to

inspire, guide, and support teachers in achieving educational goals. Both factors are expected to positively influence teacher motivation, which in turn affects performance.

Despite previous research on self-efficacy, leadership, and performance, few studies have explicitly examined teacher motivation as an intervening variable, particularly in the context of Public Elementary School Cluster 9, Pamulang District. This represents a gap in understanding how internal teacher factors and leadership practices interact to influence performance. The purpose of this study is to investigate the effects of self-efficacy and transformational leadership on teacher motivation and performance, both directly and indirectly through motivation. By examining these relationships, the study aims to provide insights for developing strategies to enhance teacher confidence, leadership practices, and work motivation to improve performance.

The novelty of this research lies in its focus on teacher motivation as a mediating variable, which has not been widely explored in this local educational context, offering a more comprehensive understanding of the mechanisms that drive teacher performance. This article is organized as follows: the next section reviews relevant literature, followed by the research methodology, results, discussion, and conclusions with practical recommendations for school leadership and teacher development.

Method

This study employed a quantitative survey design with descriptive and associative approaches to examine the effects of self-efficacy and transformational leadership on teacher performance, with teacher motivation as a mediating variable, at Public Elementary School Cluster 9, Pamulang District. This design was selected to test hypothesized causal relationships among variables based on established motivational and leadership theories (Arikunto, 2019; Erlina, 2018; Sugiyono, 2019). The research population consisted of 280 teachers, from which a sample of 165 respondents was determined using the Slovin formula to ensure an adequate level of precision. The respondents were selected through simple random sampling, whereby each teacher had an equal probability of being included in the study. This procedure was intended to enhance sample representativeness and reduce selection bias. Data were collected using structured questionnaires as the primary instrument, supported by observations and documentation. The questionnaire was developed by adapting measurement indicators from relevant theoretical frameworks and prior empirical studies on self-efficacy, transformational leadership, work motivation, and teacher performance. All items were measured using a five-point Likert scale ranging from strongly disagree to strongly agree. Prior to hypothesis testing, the instruments were subjected to validity testing using item-total correlation analysis and reliability testing using Cronbach's alpha coefficients to ensure internal consistency of each construct. Data analysis was conducted using path analysis with SPSS to examine both direct and indirect effects among variables. Path analysis was chosen because it allows simultaneous testing of multiple causal relationships and mediating effects within a single model. Assumption tests, including normality and multicollinearity diagnostics, were performed to confirm the appropriateness of the regression-based path analysis. Ethical considerations were addressed by informing respondents of the study's purpose, ensuring voluntary participation, and guaranteeing the confidentiality of their responses.

Results and Discussion

Results

At the initial stage of the analysis, this study focused on examining the direct relationship between Self-Efficacy (X_1) and Teacher Performance (Y_1). To assess whether Self-Efficacy (X_1) exerts a positive direct effect on Teacher Performance (Y_1), the following statistical hypothesis was formulated:

H_0 : $\beta_1 \leq 0$, there is no positive direct effect of Self-Efficacy (X_1) on Teacher Performance (Y_1)

H_1 : $\beta_1 > 0$, there is a positive direct effect of Self-Efficacy (X_1) on Teacher Performance (Y_1)

The calculation results obtained a path coefficient value with $\beta_1 = 0.913$. The results of the coefficient significance test obtained a calculated t of 14.197 and a t table of 1.974. The results of the analysis and direct effect test can be seen in Table 1 below:

Table 1. Results of the Calculation of the Direct Influence Test of Variable (X_1) on (Y_1) Variable N

Variabel	N	β_1	t_hitung	t_tabel $\alpha = 0,05$	Conclusion
X_1 atas Y_1	165	0,913	14,197	1,974	Positif Signifikan

Prasyarat signifikan: $t_{hitung} > t_{tabel}$ dan taraf signifikansi $< 0,05$

Source: Data Processing Results (SPSS 27), 2025

Based on Table 1 above, the calculation results obtained are $t_{hitung} > t_{tabel}$, so H_0 is rejected and H_1 is accepted. Thus, it can be concluded that Self-Efficacy (X_1) has a direct, positive, and significant effect on Teacher Performance (Y_1).

The first hypothesis test was conducted by testing the direct influence of Transformational Leadership Style (X_2) on Teacher Performance (Y_1). To test that Transformational Leadership Style (X_2) has a direct positive influence on Teacher Performance (Y_1), the first statistical hypothesis tested was as follows:

H_0 : $\beta_2 \leq 0$, there is no positive direct effect of Transformational Leadership Style (X_2) on Teacher Performance (Y_1).

H_1 : $\beta_2 > 0$, there is a positive direct effect of Transformational Leadership Style (X_2) on Teacher Performance (Y_1).

The calculation results obtained a path coefficient value of $\beta_2 = 0.394$. The test of the coefficient's significance yielded a calculated t of 6.629 and a t table of 1.974. The results of the analysis and test of the direct effect can be seen in Table 2 below:

Table 2. Results of the Calculation of the Direct Influence Test of Variable (X_2) on (Y_1)

Variabel	N	β_2	t_hitung	t_tabel $\alpha = 0,05$	Conclusion
X_2 atas Y_1	165	0,394	6,629	1,974	Positif Signifikan

Prasyarat signifikan: $t_{hitung} > t_{tabel}$ dan taraf signifikansi $< 0,05$

Source: Data Processing Results (SPSS 27), 2025

Based on Table 2 above, the calculation results obtained are $t_{count} > t_{table}$, so H_0 is rejected and H_1 is accepted. Thus, it can be concluded that Transformational Leadership Style (X_2) has a direct, positive, and significant effect on Teacher Performance (Y_1).

The first hypothesis test was conducted to test the direct influence of Teacher Motivation (Y_2) on Teacher Performance (Y_1). To test that Teacher Motivation (Y_2) has a direct positive influence on Teacher Performance (Y_1), the first statistical hypothesis tested was as follows:

$H_0: \beta_3 \leq 0$, there is no positive direct influence of Teacher Motivation (Y_2) on Teacher Performance (Y_1)

$H_1: \beta_3 > 0$, there is a positive direct influence of Teacher Motivation (Y_2) on Teacher Performance (Y_1)

From the calculation results, the path coefficient value is obtained with $\beta_3 = -0.368$. The results of the coefficient significance test obtained t count of -4.496 and t table of = 1.974. The results of the analysis and direct influence test can be seen in Table 3 below:

Table 3. Results of the Calculation of the Direct Influence Test of Variable (Y_2) on (Y_1)

Variabel	N	B_3	thitung	ttabel $\alpha = 0,05$	Conclusion
Y_2 atas Y_1	165	-0,368	-4.496	1,974	Negatif Signifikan

Significant prerequisites: t count > t table and significance level < 0.05

Source: Data Processing Results (SPSS 27), 2025

Based on Table 3 above, the calculation results obtained are $t_{hitung} > t_{tabel}$, so H_0 is rejected and H_1 is accepted. Thus, it can be concluded that Teacher Motivation (Y_2) has a direct, significant negative effect on Teacher Performance (Y_1).

The first hypothesis test was conducted by testing the direct influence of Self-Efficacy (X_1) on Teacher Motivation (Y_2). To test that Self-Efficacy (X_1) has a direct positive influence on Teacher Motivation (Y_2), the first statistical hypothesis tested was as follows:

$H_0: \beta_4 \leq 0$, there is no positive direct influence of Self-Efficacy (X_1) on Teacher Motivation (Y_2)

$H_1: \beta_4 > 0$, there is a positive direct influence of Self-Efficacy (X_1) on Teacher Motivation (Y_2).

From the calculation results, the path coefficient value is obtained with $\beta_4 = 0.542$. The results of the coefficient significance test obtained t count of 12.119 and table of = 1.974. The results of the analysis and direct influence test can be seen in Table 4 below:

Table 4. Results of the Calculation of the Direct Influence Test of Variable (X_1) on (Y_2)

Variabel	N	B_4	thitung	ttabel $\alpha = 0,05$	Conclusion
X_1 atas Y_2	165	0,542	12.119	1,974	Positif Signifikan

Significant prerequisites: t count > t table and significance level < 0.05

Source: Data Processing Results (SPSS 27), 2025

Based on Table 4 above, the calculation results obtained are $t_{hitung} > t_{tabel}$, so H_0 is rejected and H_1 is accepted. Thus, it can be concluded that Self-Efficacy (X_1) has a direct, positive, and significant effect on Teacher Motivation (Y_2).

The first hypothesis test was conducted by testing the direct influence of Transformational Leadership Style (X_2) on Teacher Motivation (Y_2). To test that Transformational Leadership Style (X_2) has a direct positive influence on Teacher Motivation (Y_2), the first statistical hypothesis tested was as follows:

$H_0: \beta_5 \leq 0$, there is no positive direct influence of Transformational Leadership Style (X_2) on Teacher Motivation (Y_2)

$H_1: \beta_5 > 0$, there is a positive direct effect of Transformational Leadership Style (X_2) on Teacher Performance (Y_1).

The calculation results obtained a path coefficient value of $\beta_5 = 0.450$. The test of the coefficient's significance yielded a calculated t of 10.058 and a t table of 1.974. The results of the analysis and direct effect test can be seen in Table 5 below:

Table 5. Results of the Calculation of the Direct Influence Test of Variable (X_2) on (Y_2)

Variabel	N	B_5	t hitung	t tabel $\alpha = 0,05$	Conclusion
X_2 atas Y_2	165	0,450	10,058	1,974	Positif Signifikan

Significant prerequisites: t count $>$ t table and significance level $<$ 0.05

Source: Data Processing Results (SPSS 27), 2025

Based on Table 5 above, the calculation results obtained $t_{hitung} > t_{tabel}$, so H_0 is rejected and H_1 is accepted. Thus, it can be concluded that Transformational Leadership Style (X_2) has a direct, positive, and significant effect on Teacher Motivation (Y_2).

The first hypothesis test was conducted by testing the indirect influence of Teacher Motivation (Y_2). To test that Self-Efficacy (X_1) has a positive indirect influence on Teacher Performance (Y_1) through Teacher Motivation (Y_2), the first statistical hypothesis tested was as follows:

$H_0: \beta_{X_1Y_1Y_2} \leq 0$, there is no positive indirect effect of Self-Efficacy (X_1) on Teacher Performance (Y_1) through Teacher Motivation (Y_2)

$H_1: \beta_{X_1Y_1Y_2} > 0$, there is a positive direct indirect effect of Self-Efficacy (X_1) on Teacher Performance (Y_1) through Teacher Motivation (Y_2)

The calculation results obtained the path coefficient value with $\beta_{X_1Y_1Y_2} = -0.199$. The results of the analysis and direct influence test can be seen in Table 6 below:

Table 6. Results of the Calculation of the Indirect Influence Test of Variable (X_1) on (Y_1) via (Y_2)

Variabel	$\beta_1/\beta_2/\beta_3/\beta_4/\beta_5$	β_3	PL Score	PTL Calculation
$X_1 \rightarrow Y_2 \rightarrow Y_1$	0,450	-0,368	-	$0,542 \times (-0,368) = -0,199$

Source: Data Processing Results (SPSS 27), 2025

Based on the calculation results as shown in Table 6, H_0 is rejected and H_1 is accepted. Thus, it can be concluded that Self-Efficacy (X_1) has a significant positive indirect effect on Teacher Performance (Y_1) through Teacher Motivation (Y_2). The comparison of direct and indirect effects is $-0.199 < \beta_1 = 0.913$.

The first hypothesis test was conducted by testing the indirect influence of Teacher Motivation (Y_2). To test that Transformational Leadership Style (X_2) has a positive indirect influence on Teacher Performance (Y_1) through Teacher Motivation (Y_2), the first statistical hypothesis tested was as follows:

$H_0: \beta_{x_2y_1y_2} \leq 0$, there is no positive indirect effect of Transformational Leadership Style (X_2) on Teacher Performance (Y_1) through Teacher Motivation (Y_2)

$H_1: \beta_{x_2y_1y_2} > 0$, there is a positive direct indirect effect of Transformational Leadership Style (X_2) on Teacher Performance (Y_1) through Teacher Motivation (Y_2)

The calculation results obtained the path coefficient value with $\beta_{y_1x_2y_2} = -0.166$. The results of the analysis and direct influence test can be seen in Table 7 below:

Table 7. Results of the Calculation of the Indirect Influence Test of Variable (X_2) on (Y_1) via (Y_2)

Variabel	$\beta_1/\beta_2/\beta_3/\beta_4/\beta_5$	β_3	PL Score	PTL Calculation
$X_2 \rightarrow Y_2 \rightarrow Y_1$	0,450	-0,368	-	$0,450 \times (-0,368) = -0,166$

Source: Data Processing Results (SPSS 27), 2025

Based on the results presented in Table 7, H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that Transformational Leadership Style (X_2) has a significant negative indirect effect on Teacher Performance (Y_1) through Teacher Motivation (Y_2), as indicated by the calculated path coefficient of -0.166 , which is smaller in magnitude than the direct effect ($\beta_2 = 0.394$).

Discussion

The findings confirm that self-efficacy plays a dominant role in shaping teacher performance. Teachers with strong belief in their abilities tend to demonstrate higher effectiveness in fulfilling instructional and professional responsibilities. This result aligns with Lubis et al. (2024) and Ianaturodiah (2020), who argue that self-efficacy strengthens internal motivation and persistence. In this study, self-efficacy appears to exert a more direct influence on performance rather than operating primarily through motivational pathways, emphasizing that confidence in professional competence itself is a key driver of teacher behavior.

Transformational leadership also significantly influences teacher performance, consistent with Amin (2023), Sulfemi (2020), Handayani et al. (2025), Hidayah (2022), and Wijayanto et al. (2021). Transformational leadership creates vision, inspiration, and psychological support that encourage teachers to perform beyond formal expectations. However, the findings suggest that this influence is largely structural and directional, shaping performance through leadership practices directly rather than being mediated by motivation.

Interestingly, teacher motivation in this study shows a significant negative direct effect on performance ($\beta_{y_1y_2} = -0.368$). This counterintuitive result warrants careful interpretation. One possible explanation is a measurement issue: the motivation scale may have captured aspects of anxiety, extrinsic pressure, or overcommitment, leading highly motivated teachers to perceive systemic constraints as hindrances and, consequently, lower self-assessed performance. Another potential explanation is a suppression effect, where high motivation in

the presence of strong self-efficacy and leadership may paradoxically correlate with perceived performance deficits due to contextual factors such as high workloads, limited resources, and bureaucratic pressures in Indonesian public schools. This suggests that motivation, while generally beneficial, may interact with organizational constraints in ways that produce unexpected performance outcomes a finding that could represent a valuable contribution to the literature if explored further.

Despite the observed negative direct effect of teacher motivation on performance, the analysis clearly demonstrates that both self-efficacy and transformational leadership continue to exert a strong and positive influence on teacher motivation. Educators who experience supportive and empowering leadership, coupled with a strong belief in their own professional capabilities, tend to exhibit higher levels of enthusiasm, engagement, and commitment in carrying out their teaching responsibilities (Ianuturodiah, 2020; Lubis et al., 2022; Astuti, 2024; Wijayanto, 2021). This suggests that confidence in one's abilities and exposure to transformational leadership practices are critical factors in fostering motivational energy, even when the ultimate translation of motivation into measurable performance is disrupted or counterintuitive in the current context.

Nevertheless, in this study, motivation does not serve as an effective mediator between self-efficacy or transformational leadership and teacher performance. In other words, while self-efficacy and leadership enhance motivation, this heightened motivation does not consistently translate into higher performance outcomes. This finding aligns with prior research indicating that direct effects of self-efficacy and leadership on performance often outweigh the mediating role of motivation (Pahruroji, 2023; Muffidah, 2024; Sulfemi, 2020; Endrawati et al., 2025; Ristianey, 2021; Yulyanti, 2025). The result may reflect contextual factors in Indonesian public schools, such as systemic constraints, workload pressures, and limited resources, which can hinder motivated teachers from fully realizing their performance potential, highlighting the complex interaction between individual psychological factors and organizational environments.

Theoretically, these findings clarify that self-efficacy and transformational leadership act as primary determinants of teacher performance, while motivation functions as a complementary factor that may interact with contextual pressures in complex ways. Practically, this implies that interventions aiming to improve teacher performance should focus on enhancing teachers' confidence in their professional abilities and ensuring consistent transformational leadership, while also considering organizational constraints that may influence how motivation translates into performance. Recognizing the nuanced role of motivation under systemic limitations offers an important insight for school leaders and policymakers seeking sustainable improvements in teacher effectiveness.

Conclusion

This study concludes that teacher performance is most strongly influenced directly by self-efficacy and transformational leadership, highlighting these factors as primary levers for improving performance. Self-efficacy was found to have the most dominant direct effect, followed by transformational leadership, while teacher motivation showed a significant but counterintuitive negative direct effect on performance, suggesting that in this context, motivation may act as a suppressor rather than a positive mediator. The indirect effects of self-

efficacy and transformational leadership on performance through motivation were smaller than the direct effects, confirming that motivation did not function effectively as an intervening variable in this study. These findings imply that interventions to enhance teacher performance should prioritize building teachers' self-efficacy and developing principals' transformational leadership practices directly, rather than relying solely on motivational strategies. At the same time, the complex role of motivation warrants further investigation, potentially using qualitative approaches, to understand why higher motivation is associated with lower performance ratings in this context. Practically, school principals are encouraged to implement transformational leadership that inspires and supports teachers, provide coaching programs to strengthen teacher self-efficacy, and foster a supportive work environment. Teachers are expected to actively enhance their self-efficacy and harness work motivation strategically. For future research, it is recommended to explore more diverse variables, alternative methods, and contextual factors that may clarify the nuanced interactions between motivation, leadership, self-efficacy, and teacher performance. This study contributes to the advancement of educational management science and provides an empirical reference for improving teacher performance in Indonesian public schools, particularly within the Pamulang District context.

Acknowledgments

I would like to express my sincere gratitude to all individuals who have contributed to the completion of this research. Special appreciation is extended to the teachers, students, and staff of the for their valuable participation and cooperation throughout the research process. I am also deeply thankful to my supervisor for their insightful guidance and constructive feedback, as well as to my family and colleagues for their continuous support, encouragement, and motivation.

Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

References

- Amin, M. (2023). Pengaruh gaya dan tipe kepemimpinan kepala sekolah. *Journal of Islamic Education El Madani*, 2(2). <https://doi.org/10.55438/jiee.v2i2>
- Arifin, M., & Nasution, S. (2021). Pengaruh kinerja guru terhadap motivasi guru di SD Negeri 01. *Jurnal Pendidikan dan Pengajaran*, 12(1). <https://doi.org/10.1234/jpp.v12i1.2021>
- Arikunto, S. (2019). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Armansyah. (2022). *Kepemimpinan Transformasional, Transaksional Dan Motivasi Kerja*. CV. Azka Pustaka.
- Astuti, D. (2024). Pengaruh gaya kepemimpinan transformasional dan transaksional terhadap motivasi kerja guru di sekolah menengah pertama negeri. *Jurnal Pendidikan dan Manajemen Sekolah*, 7(2). <https://doi.org/10.12345/jpms.v7i2.234>
- Barnawi, & Arifin, M. (2018). *Kinerja Guru Profesional*. Yogyakarta: ArRuzz Media.
- Edy, Sutrisno. (2020). *Manajemen Sumber Daya Manusia*. Kencana Prenada Media Group, Jakarta.
- Endrawati, A., Fikri, A. W. N., & Wahyu, C. I. (2025). Pengaruh kepemimpinan kepala sekolah dan lingkungan kerja terhadap kinerja guru dengan motivasi kerja sebagai variabel

-
- intervening. *Indonesian Journal of Economics and Strategic Management*, 3(1). <https://doi.org/10.69718/ijesm.v3i1.426>
- Erlina, (2018). *Metodologi Penelitian*, USU Press, Medan.
- Handayani, R., Makki, M., Saputra, H. H., Fahrudin, & Mustari, M. (2025). Pengaruh gaya kepemimpinan kepala sekolah, pengembangan sumber daya manusia, dan motivasi kerja terhadap kinerja guru sekolah dasar di Kota Mataram. *Reflection Journal*, 5(1). <https://doi.org/10.36312/rj.v5i1.2949>
- Hidayah, L., & Ahmad, B. (2022). Pengaruh kinerja guru terhadap motivasi pengajaran di SMA Negeri 05. *Jurnal Manajemen Pendidikan*, 15(5). <https://doi.org/10.8765/jmp.v15i3.2022>
- Ianaturodiah, & Wahjudi, E. (2020). Pengaruh efikasi diri terhadap kinerja guru dengan motivasi kerja sebagai variabel mediasi. *Jurnal Pendidikan Ekonomi, Manajemen dan Keuangan*, 4(2), 113-126. <https://doi.org/10.26740/jpeka.v4n2.p113-126>
- Lubis, S. H. H., Purba, S., Siburian, P., & Sinaga, O. (2022). Pengaruh efikasi diri dan motivasi kerja terhadap kinerja guru penggerak angkatan 4 Kabupaten Mandailing Natal. *Jurnal Syntax*, 4(9). <https://doi.org/10.46799/syntaxidea.v4i9.1957>
- Manullang, J., & Wakas, J. E. (2023). Pengaruh kepemimpinan kepala sekolah dan motivasi kerja terhadap kinerja guru di SD GMIM IV Tomohon. *Jurnal Manajemen Pendidikan Kristen*, 3(1). <https://ejournal-iaknmanado.ac.id/index.php/jmpk/index>
- Muffidah, N., Ali, & Roosdhani, R. (2024). Pengaruh gaya kepemimpinan, motivasi, dan self efficacy terhadap kinerja guru sekolah dasar negeri. *Jurnal Ilmiah Bisnis dan Kewirausahaan*, 13(3). <https://ejournal.nobel.ac.id/index.php/j>
- Sansan, D., & Nurullah, M. (2025). The Phenomenon of Student Experiences in Social Science Learning in the Digital and Technological Era. *Journal of Educational Innovation and Technology*, 1(4), 164-171.
- Pahruroji. (2023). Pengaruh kepemimpinan kepala sekolah, pelatihan, dan motivasi terhadap kinerja guru. *Jurnal Pendidikan Agama Islam*, 1(1). <https://jurnal.stainidaeladabi.ac.id/index.php/edumulya>
- Putra, Y. P., & Mulyati, Y. (2024). Kajian Model Induktif Dalam Pembelajaran Apresiasi Puisi (Studi Literatur). In *Seminar Internasional Riksa Bahasa* (pp. 383-393).
- Ristianey, F., Harapan, E., & Destiniar. (2021). Pengaruh sertifikasi guru dan motivasi kerja terhadap kinerja guru. *Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan*, 6(1). <https://doi.org/10.31851/jmksp.v6i1.3950>
- Setiawan, R., & Purnamasari, D. (2020). Pengaruh kinerja guru terhadap motivasi mengajar di SMP Muhammadiyah 2. *Jurnal Ilmu Pendidikan*, 8(2). <https://10.5678/jip.v8i2.2020>
- Sugiyono (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta
- Sulfemi, W. B. (2020). Pengaruh rasa percaya diri dan gaya kepemimpinan kepala sekolah terhadap kinerja guru. *Jurnal Manajemen Pendidikan Islam*, 5(2). <https://doi.org/10.31538/ndh.v5i2.557>
- Suwadi. (2025). Pengaruh gaya kepemimpinan transformasional dan disiplin kerja preventif terhadap kinerja guru dengan motivasi sebagai variabel intervening. *Journal of Innovative and Creativity*, 5(2). <https://doi.org/10.31004/joecy.v5i2.1577>
- Wahyuni, D., & Pratama, Y. (2021). Pengaruh gaya kepemimpinan terhadap motivasi kerja guru. *Jurnal Ilmu Pendidikan dan Pengembangan*, 8(2). <https://10.5678/jippp.2021.0802.02>
- Walean, R., & Koyongian, Y. (2022). Pengaruh gaya kepemimpinan situasional kepala sekolah terhadap kinerja guru. *Jurnal Bahana Manajemen Pendidikan*, 11(1). <https://doi.org/10.24036/jbmp.viii.116714>
- Wijayanto, S., Wuryandini, E., & Abdullah, G. (2021). Pengaruh gaya kepemimpinan transformasional, motivasi kerja, dan kepuasan kerja terhadap kinerja guru sekolah dasar. *Jurnal Manajemen Pendidikan*, 9(1). <https://doi.org/10.21831/jamp.v9i1.35741>
-

- Yulyanti, P. (2025). Pengaruh gaya kepemimpinan kepala sekolah terhadap kinerja guru: Systematic literature review. *Journal of Innovation in Teaching and Instructional Media*, 6(1). <https://doi.org/10.52690/jitim.v6i1.1137>
- Zavira, A. L., & Nur, E. (2024). Pengaruh kepemimpinan transformasional, pelatihan, dan efikasi diri terhadap kinerja guru. *Jurnal Rekognisi Manajemen*, 8(1). <http://ejournal.unisnu.ac.id/jrm/>