The Influence of Leadership and Work Motivation on the Performance of Teachers and Educational Personnel at UPTD State Junior High School 1 Gunungsitoli Idanoi

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Abstract

This study aims to analyze the influence of leadership and work motivation on the performance of teachers and educational personnel at UPTD State Junior High School 1 Gunungsitoli Idanoi. Leadership is an essential factor in directing, guiding, and coordinating school resources, while work motivation plays an important role in encouraging enthusiasm, responsibility, and productivity in carrying out professional duties. This study employs a quantitative approach using an associative research method. Data are collected through questionnaires distributed to teachers and educational personnel as respondents. The data analysis techniques include multiple linear regression analysis, partial testing (t-test), simultaneous testing (F-test), and the coefficient of determination (R^2). This study is expected to demonstrate that leadership and work motivation have positive and significant effects on the performance of teachers and educational personnel, both partially and simultaneously. The findings are expected to contribute to the development of educational management, particularly in improving school leadership effectiveness and strengthening employee motivation. The practical implications emphasize the importance of effective leadership practices and a supportive working environment in enhancing the quality, productivity, and overall performance of educational human resources.

***Keywords**: Leadership, Work Motivation, Teacher Performance, Educational Personnel.*

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Introduction

Education plays an important role in developing human resources who possess knowledge, skills, character, and competencies to face increasingly complex social and economic challenges. The quality of education is strongly influenced by the performance of teachers and educational personnel who are directly involved in the implementation of educational activities. Teachers are responsible for planning, implementing, and evaluating learning processes, while educational personnel support administrative services, school management, and the smooth operation of educational institutions. Therefore, improving the performance of teachers and educational personnel is an essential component of achieving effective and sustainable educational management. The success of a school is not only determined by the availability of facilities and infrastructure but also by the quality of human resource management, particularly leadership and work motivation.

Leadership is one of the fundamental factors influencing employee performance within educational organizations. Effective leadership involves the ability to provide direction, communicate organizational goals, make decisions, motivate employees, and create a conducive working environment. In a school context, the principal plays a strategic role in coordinating teachers and educational personnel to achieve institutional objectives. A principal who demonstrates effective leadership can encourage collaboration, strengthen work discipline, improve responsibility, and promote professional development. Conversely, ineffective leadership may create communication barriers, reduce employee commitment, and negatively affect organizational performance. Leadership, therefore, is not merely an administrative function but also a managerial process that influences individual and organizational effectiveness [1], [2].

Work motivation is another important factor that determines the performance of teachers and educational personnel. Motivation refers to the internal and external factors that encourage individuals to perform their duties and achieve specific objectives. Employees with strong work motivation generally demonstrate greater responsibility, discipline, commitment, initiative, and willingness to improve their performance. In educational institutions, work motivation can be influenced by leadership support, recognition, opportunities for professional development, a comfortable working environment, and a sense of responsibility. The relationship between motivation and performance is important because motivated employees tend to demonstrate greater effort and persistence in completing their assigned responsibilities [3], [4].

Furthermore, leadership and work motivation are interconnected in influencing employee performance. Effective leadership can strengthen work motivation through clear communication, appreciation, guidance, participation in decision-making, and the provision of opportunities for development. When teachers and educational personnel receive appropriate leadership support, they are more likely to develop a positive attitude toward their work and demonstrate higher levels of commitment. Similarly, work motivation can encourage employees to translate leadership direction into concrete actions and measurable achievements. Thus, leadership and work motivation should be considered complementary factors in improving the performance of human resources in educational institutions [5], [6].

Previous studies have provided empirical evidence regarding the relationship between leadership, work motivation, and teacher performance. Atiyyah et al. [7] found that principal leadership and work motivation significantly influenced teacher performance, both directly and through work motivation. Similarly, Erlangga et al. [8] demonstrated that school principal leadership positively influenced teacher work motivation, while work motivation contributed significantly to teacher performance. These findings indicate that leadership and motivation are important determinants of human resource performance in educational institutions.

Recent research by Ganesha et al. [9] also confirmed that situational leadership and work motivation contributed significantly to teacher performance. Their findings emphasized the importance of combining leadership practices with motivational strategies to improve educational outcomes. Furthermore, Zamzami and Wahyudin [10] found that principal leadership had a significant positive effect on teacher performance and that work motivation partially mediated this relationship. These studies strengthen the argument that leadership and work motivation are essential elements in managing educational human resources effectively.

Despite these findings, several research gaps remain. Previous studies have predominantly focused on teacher performance in elementary schools, senior high schools, and non-formal educational institutions. Relatively limited attention has been given to examining the performance of teachers and educational personnel simultaneously within a single junior secondary school institution. Teachers and educational personnel have different responsibilities, competencies, and performance indicators. Teachers are primarily responsible for instructional activities and student development, whereas educational personnel support administrative operations, school services, and institutional management. Therefore, examining both groups provides a broader understanding of human resource performance in school organizations.

The scientific novelty of this study lies in the integration of leadership and work motivation as independent variables in examining the performance of two categories of educational human resources, namely teachers and educational personnel, at UPTD State Junior High School 1 Gunungsitoli Idanoi. Unlike previous studies that primarily concentrated on teacher performance, this research extends the analysis to include educational personnel as part of the school's organizational workforce. Furthermore, the study provides institution-specific empirical evidence that can support the development of human resource management practices in junior secondary education, particularly in strengthening leadership effectiveness, employee motivation, and organizational performance.

Based on the research background and identified research gaps, this study addresses three main research questions: (1) Does leadership have a significant effect on the performance of teachers and educational personnel at UPTD State Junior High School 1 Gunungsitoli Idanoi? (2) Does work motivation have a significant effect on the performance of teachers and educational personnel at UPTD State Junior High School 1 Gunungsitoli Idanoi? (3) Do leadership and work motivation simultaneously have a significant effect on the performance of teachers and educational personnel at the institution?

Accordingly, this study aims to analyze and determine the partial and simultaneous effects of leadership and work motivation on the performance of teachers and educational personnel at UPTD State Junior High School 1 Gunungsitoli Idanoi. The results are expected to provide theoretical contributions to educational management and practical recommendations for school leaders in developing effective leadership strategies, strengthening employee motivation, and improving the overall quality of educational services.

Literature Review

2.1. Leadership

Leadership is an essential element of organizational management that determines how effectively organizational goals can be achieved through the coordination and direction of human resources. Leadership refers to the ability of an individual to influence, guide, motivate, and direct others toward achieving shared objectives. In educational institutions, leadership is particularly important because school principals are responsible for establishing organizational direction, coordinating educational activities, developing teacher competencies, and creating a

supportive working environment. Effective leadership encourages employees to understand their responsibilities, maintain discipline, and contribute to institutional development [11].

In the context of school management, leadership involves not only administrative authority but also the ability to build relationships, communicate organizational expectations, resolve problems, and encourage collaboration among teachers and educational personnel. A school principal who applies effective leadership practices can establish a positive organizational climate, promote professional development, and improve employee commitment. Leadership also plays a role in facilitating innovation and adapting school management practices to changing educational demands [12].

Leadership can be measured through several indicators, including:

1. Decision-making ability: The ability of school leaders to make appropriate and responsible decisions.

2. Communication: The ability to deliver information, instructions, and organizational objectives clearly.

3. Responsibility: The ability to demonstrate accountability in managing school activities.

4. Supervision and guidance: The ability to monitor, direct, and support employees in completing their responsibilities.

5. Motivation and inspiration: The ability to encourage teachers and educational personnel to achieve optimal performance.

Therefore, leadership in this study is defined as the ability of the school principal to influence, direct, guide, and coordinate teachers and educational personnel to achieve the educational objectives of UPTD State Junior High School 1 Gunungsitoli Idanoi.

2.2. Work Motivation

Work motivation is a psychological process that encourages individuals to demonstrate effort, enthusiasm, and commitment in performing their assigned responsibilities. Motivation influences employees' willingness to work, their persistence in overcoming challenges, and their determination to achieve organizational objectives. In organizational management, motivation is considered an important factor because employees with high motivation generally demonstrate greater initiative, responsibility, and commitment to their work [13].

Self-Determination Theory explains that individual motivation is closely related to the fulfillment of three basic psychological needs: autonomy, competence, and relatedness. Autonomy refers to the freedom to make decisions regarding work activities, competence relates to the ability to perform tasks effectively, and relatedness concerns positive relationships with others. In educational institutions, these factors can strengthen teachers' and educational personnel's willingness to perform their duties professionally [14].

Work motivation can be influenced by both intrinsic and extrinsic factors. Intrinsic motivation originates from within individuals, such as personal satisfaction, responsibility, professional commitment, and the desire to develop competencies. Extrinsic motivation is associated with external conditions, including financial rewards, recognition, leadership support, career opportunities, and a conducive working environment.

The indicators of work motivation in this study include:

1. Achievement motivation: The desire to accomplish work targets and achieve the best possible results.

2. Responsibility: The willingness to perform assigned duties conscientiously.
3. Recognition and appreciation: The desire to receive acknowledgment for contributions and achievements.
4. Opportunities for development: The willingness to improve knowledge, skills, and professional competencies.
5. Working conditions: The availability of a supportive and comfortable working environment.

Based on these concepts, work motivation is defined as the internal and external encouragement that stimulates teachers and educational personnel to perform their responsibilities effectively, maintain discipline, and contribute to achieving school objectives.

2.3. Teacher and Educational Personnel Performance

Performance refers to the level of achievement demonstrated by individuals in carrying out their assigned responsibilities in accordance with organizational standards and objectives. Employee performance reflects the quality and quantity of work completed, the effectiveness of task execution, and the ability to fulfill professional responsibilities. In educational institutions, performance is an important indicator of organizational effectiveness because teachers and educational personnel contribute directly and indirectly to the quality of educational services [15].

Teacher performance is associated with the ability to plan learning activities, implement teaching processes, evaluate student learning outcomes, and develop professional competencies. Teachers are expected to demonstrate professional responsibility, discipline, creativity, and commitment to improving the quality of learning. Meanwhile, educational personnel performance relates to the implementation of administrative, technical, operational, and support services required to ensure the effective functioning of school activities.

The assessment of teacher and educational personnel performance should consider the different responsibilities of each occupational group. Although their duties differ, both groups are expected to demonstrate accountability, discipline, productivity, service quality, and the ability to complete assigned tasks effectively.

The performance indicators in this study include:

1. Work quality: The ability to complete assigned tasks accurately and in accordance with established standards.
2. Work quantity: The amount of work completed within a specified period.
3. Timeliness: The ability to complete responsibilities according to the established schedule.
4. Responsibility: The willingness to fulfill duties and accept accountability for work results.
5. Work discipline: Compliance with institutional regulations, working hours, and established procedures.

Based on these concepts, teacher and educational personnel performance is defined as the level of achievement demonstrated by teachers and educational personnel in carrying out their respective duties effectively, responsibly, and professionally to support the achievement of school objectives.

2.4. The Relationship Between Leadership and Work Motivation and Employee Performance

Leadership and work motivation are two important organizational factors that can influence employee performance. Effective leadership provides direction, guidance, supervision, and support that enable employees to understand their responsibilities and achieve organizational targets. In schools, principals who demonstrate effective leadership can create a positive working environment, strengthen communication, encourage collaboration, and

develop employee commitment. These conditions can contribute to improved teacher and educational personnel performance [11], [12].

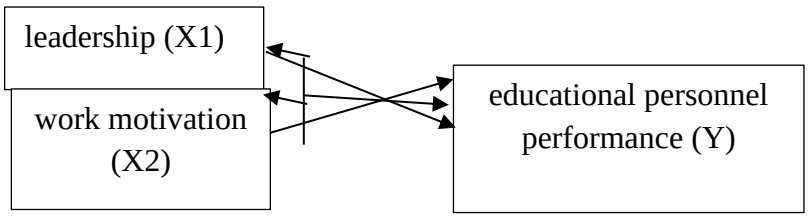
Work motivation also plays a significant role in determining employee performance. Employees who possess strong motivation tend to demonstrate greater enthusiasm, persistence, discipline, and responsibility in completing their duties. According to Self-Determination Theory, the fulfillment of psychological needs for autonomy, competence, and relatedness can promote autonomous motivation and high-quality performance in the workplace [13], [14]. In educational institutions, these motivational factors encourage teachers and educational personnel to improve their professional capabilities and fulfill their organizational responsibilities.

Furthermore, leadership and work motivation may operate simultaneously in influencing employee performance. Leadership establishes the organizational conditions that encourage employees to work effectively, while motivation provides the psychological energy necessary to perform tasks and achieve expected results. A principal who provides clear direction, recognition, professional support, and opportunities for development can strengthen employee motivation. When effective leadership is accompanied by strong work motivation, teachers and educational personnel are more likely to demonstrate optimal performance.

Therefore, this study proposes that leadership and work motivation have positive effects on the performance of teachers and educational personnel at UPTD State Junior High School 1 Gunungsitoli Idanoi, both partially and simultaneously.

2.5. Conceptual Framework

The conceptual framework illustrates the relationship between the independent variables, namely leadership (X1) and work motivation (X2), and the dependent variable, namely teacher and educational personnel performance (Y).



2.5. Research Hypotheses

Based on the theoretical framework and the relationships among the research variables, the hypotheses of this study are formulated as follows:

H1: Leadership has a positive and significant effect on the performance of teachers and educational personnel at UPTD State Junior High School 1 Gunungsitoli Idanoi.

H2: Work motivation has a positive and significant effect on the performance of teachers and educational personnel at UPTD State Junior High School 1 Gunungsitoli Idanoi.

H3: Leadership and work motivation simultaneously have a positive and significant effect on the performance of teachers and educational personnel at UPTD State Junior High School 1 Gunungsitoli Idanoi.

Research Methodology

3.1. Research Design

This study employs a quantitative research approach using an associative research design. The quantitative approach is used to examine the relationship between leadership (X1), work motivation (X2), and the performance of teachers and educational personnel (Y) at UPTD State Junior High School 1 Gunungsitoli Idanoi. The associative research design aims to determine the influence of independent variables on the dependent variable through statistical analysis. This approach enables the researcher to measure the relationships among variables objectively and test the proposed research hypotheses.

3.2. Research Location and Period

The research was conducted at UPTD State Junior High School 1 Gunungsitoli Idanoi, located in Gunungsitoli Idanoi, North Sumatra, Indonesia. The research location was selected because the institution provides a relevant setting for examining leadership practices, work motivation, and employee performance in a public junior secondary school. The research activities include preliminary observations, questionnaire distribution, data collection, data processing, and analysis.

3.3. Population and Sample

The population of this study consists of all teachers and educational personnel working at UPTD State Junior High School 1 Gunungsitoli Idanoi. The research sample is determined using the total sampling technique, in which all members of the population are included as research respondents, provided that the population is relatively small and accessible. This technique allows the researcher to obtain comprehensive information regarding the influence of leadership and work motivation on employee performance within the institution.

3.4. Research Variables and Operational Definitions

This study consists of two independent variables and one dependent variable. The operational definitions are established to ensure that each variable can be measured through specific indicators.

Variable	Operational definition	Indicators
Leadership (X1)	The ability of school leaders to direct, guide, influence, and coordinate employees.	Decision-making, communication, responsibility, supervision, motivation and inspiration.
Work Motivation (X2)	Internal and external encouragement that stimulates employees to perform their duties effectively.	Achievement, responsibility, recognition, development opportunities, working conditions.
Employee Performance (Y)	The level of achievement demonstrated by teachers and educational personnel in completing their respective responsibilities.	Work quality, work quantity, timeliness, responsibility, work discipline.

3.5. Research Instruments and Data Collection

The primary instrument used in this study is a structured questionnaire distributed to teachers and educational personnel. The questionnaire is developed based on the operational indicators of each research variable. Respondents are asked to provide answers according to their perceptions and experiences concerning leadership, work motivation, and performance within the school.

The questionnaire uses a five-point Likert scale to measure respondents' perceptions. The measurement categories are as follows:

Score	Response
5	Strongly Agree
4	Agree

3	Neutral
2	Disagree
1	Strongly Disagree

In addition to questionnaires, preliminary observations and institutional documentation are used to obtain supporting information regarding school management, employee responsibilities, and institutional conditions.

3.6. Validity and Reliability Tests

Validity testing is conducted to determine whether the questionnaire items accurately measure the intended research variables. The validity test uses the Pearson Product Moment correlation coefficient. An instrument item is considered valid when its calculated correlation coefficient (r-count) is greater than the critical r-table value at a significance level of 5%.

Reliability testing is conducted to assess the consistency of the research instrument. The reliability test uses Cronbach's Alpha coefficient. A questionnaire is generally considered reliable when the Cronbach's Alpha value is greater than 0.70, indicating acceptable internal consistency among the questionnaire items.

3.7. Data Analysis Techniques

The collected data are analyzed using statistical techniques with the assistance of Statistical Package for the Social Sciences (SPSS). The analysis procedures consist of the following stages:

1. Descriptive Statistical Analysis

Descriptive statistics are used to describe respondents' characteristics and provide an overview of the responses concerning leadership, work motivation, and employee performance.

2. Classical Assumption Tests

Before conducting multiple linear regression analysis, the data are examined through classical assumption tests, consisting of:

a. Normality test to determine whether the regression residuals are normally distributed.

b. Multicollinearity test to identify correlations among independent variables, using tolerance and Variance Inflation Factor (VIF) values.

c. Heteroscedasticity test to determine whether the variance of regression residuals is constant.

3. Multiple Linear Regression Analysis

Multiple linear regression analysis is used to examine the partial and simultaneous effects of leadership and work motivation on employee performance. The regression equation is formulated as follows:

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

Where:

Y = Performance of teachers and educational personnel
a = Constant
b1 = Regression coefficient of leadership
b2 = Regression coefficient of work motivation
X1 = Leadership
X2 = Work motivation
e = Error term

4. Hypothesis Testing

Hypothesis testing is conducted through the following statistical procedures:

a. Partial Test (t-test): Determines whether leadership and work motivation individually have significant effects on employee performance.

b. Simultaneous Test (F-test): Determines whether leadership and work motivation jointly influence employee performance.

c. Coefficient of Determination (R^2): Measures the proportion of variation in employee performance explained by leadership and work motivation.

The statistical significance level is set at 5% ($\alpha = 0.05$). A hypothesis is considered statistically significant when the probability value (p-value) is less than 0.05.

3.8. Research Procedure

The research procedure consists of several systematic stages, beginning with the identification of research problems, theoretical review, development of research instruments, data collection, instrument testing, statistical analysis, hypothesis testing, and interpretation of research findings. These procedures are intended to ensure that the research is conducted systematically and that the conclusions are supported by empirical evidence.

Important methodological notes:

1. The exact number of teachers and educational personnel should be inserted in Section 3.3 after confirming the school's employee data.
2. If the population is small, total sampling is appropriate.
3. The questionnaire should distinguish between teacher performance indicators and educational personnel performance indicators while maintaining the same overall dependent variable.
4. Since this is a quantitative study, the results section should report actual SPSS findings rather than expected results.

Results

4.1. Description of Research Respondents

The respondents in this study consisted of teachers and educational personnel at UPTD State Junior High School 1 Gunungsitoli Idanoi. The respondents were selected using the total sampling technique, involving all members of the research population. The characteristics of respondents were analyzed based on gender, age, educational background, and employment status to provide an overview of the human resources involved in school activities.

The distribution of respondents is presented in Table 1.

Table 1. Characteristics of Research Respondents

No.	Characteristics	Category	Frequency	Percentage (%)
1	Gender	Male	...	...
		Female	...	...
2	Age	20–30 years	...	...
		31–40 years	...	...
		41–50 years	...	...
		Above 50 years	...	...
3	Education	Diploma	...	...
		Bachelor's degree	...	...

		Master's degree	...	...
4	Employment status	Civil servant	...	...
		PPPK	...	...
		Non-civil servant	...	...
	Total		N	100

The respondent characteristics provide an overview of the demographic and professional composition of teachers and educational personnel. These characteristics are important because differences in age, educational qualifications, and employment status may influence employees' perceptions of leadership, work motivation, and performance.

4.2. Descriptive Analysis of Research Variables

Descriptive analysis was conducted to identify respondents' perceptions of leadership, work motivation, and employee performance. Each variable was measured using questionnaire indicators based on a five-point Likert scale.

Table 2. Descriptive Statistics of Research Variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Leadership (X1)	...	...	...	...	...
Work Motivation (X2)	...	...	...	...	...
Employee Performance (Y)	...	...	...	...	...

The descriptive results are intended to explain the general condition of each research variable. The mean score indicates the average respondent assessment, while the standard deviation reflects the variation in responses. A higher mean score indicates a more positive assessment of the corresponding variable.

4.3. Validity and Reliability Test Results

4.3.1. Validity Test

The validity test was conducted to determine whether each questionnaire statement accurately measures its respective research variable. The Pearson Product Moment correlation technique was applied by comparing the calculated correlation coefficient with the critical r-table value.

An instrument item is declared valid if its r-count is greater than the r-table value and its correlation is statistically significant at the 5% level. Valid questionnaire items can therefore be used in subsequent statistical analysis.

4.3.2. Reliability Test

The reliability test was performed using Cronbach's Alpha to evaluate the internal consistency of the questionnaire items.

A variable is considered reliable when its Cronbach's Alpha coefficient exceeds 0.70. This indicates that the questionnaire items have acceptable internal consistency and can be used for further analysis.

4.4. Classical Assumption Test Results

4.4.1. Normality Test

The normality test was conducted to determine whether the regression residuals follow a normal distribution. The Kolmogorov-Smirnov or Shapiro-Wilk test can be used, depending on the sample size.

A significance value greater than 0.05 indicates that the residuals do not significantly deviate from a normal distribution.

4.4.2. Multicollinearity Test

The multicollinearity test was conducted to determine whether there is a high correlation between leadership and work motivation as independent variables.

The regression model is considered free from multicollinearity when the tolerance value is greater than 0.10 and the VIF value is less than 10.

4.4.3. Heteroscedasticity Test

The heteroscedasticity test was performed to determine whether the regression model experiences unequal residual variance. The Glejser test can be applied by examining the significance values of the independent variables.

If the significance values are greater than 0.05, there is no statistically significant evidence of heteroscedasticity.

4.5. Multiple Linear Regression Analysis

Multiple linear regression analysis was conducted to determine the influence of leadership and work motivation on the performance of teachers and educational personnel.

The regression equation is expressed as follows:

\[Y = a+b_1X_1+b_2X_2+e \]

The regression coefficients indicate the direction and magnitude of the relationship between the independent variables and employee performance. A positive regression coefficient indicates that an increase in the corresponding independent variable is associated with an increase in employee performance, assuming other variables remain constant.

4.6. Hypothesis Testing

4.6.1. Partial Test (t-test)

The t-test was used to examine the individual influence of leadership and work motivation on the performance of teachers and educational personnel.

The decision criteria are:

a. If the significance value is less than 0.05, the independent variable has a statistically significant partial effect.
b. If the significance value is greater than 0.05, the partial effect is not statistically significant.

The first hypothesis examines whether leadership has a significant effect on employee performance. The second hypothesis examines whether work motivation significantly influences employee performance.

4.6.2. Simultaneous Test (F-test)

The F-test was conducted to determine whether leadership and work motivation simultaneously influence the performance of teachers and educational personnel.

If the significance value is less than 0.05, leadership and work motivation simultaneously have a statistically significant effect on employee performance.

4.6.3. Coefficient of Determination (R^2)

The coefficient of determination was used to determine how much variation in employee performance can be explained by leadership and work motivation.

The R Square value represents the proportion of variation in employee performance explained by the two independent variables. The remaining proportion is associated with other factors outside the research model.

4.7. Discussion

4.7.1. The Influence of Leadership on the Performance of Teachers and Educational Personnel

Leadership is an important determinant of organizational effectiveness, particularly in educational institutions. School principals have strategic responsibilities in directing, supervising, coordinating, and developing the competencies of teachers and educational personnel. Effective leadership can create a positive working environment, improve communication, and strengthen employees' commitment to fulfilling their responsibilities.

In the context of UPTD State Junior High School 1 Gunungsitoli Idanoi, leadership is expected to contribute to the improvement of employee performance through appropriate decision-making, effective communication, supervision, and the provision of professional guidance. When school leaders provide clear instructions and consistent support, teachers and educational personnel can better understand their responsibilities and work toward achieving institutional objectives.

This argument is consistent with the findings of Leithwood et al. [2], who emphasized the important role of school leadership in influencing educational processes and outcomes. Bush [1] also explained that effective educational leadership contributes to organizational direction, coordination, and institutional improvement.

Therefore, the influence of leadership on employee performance should be understood not only through the authority of the school principal but also through the ability to establish supportive relationships, encourage collaboration, and develop a professional school environment.

4.7.2. The Influence of Work Motivation on the Performance of Teachers and Educational Personnel

Work motivation represents the internal and external encouragement that stimulates employees to perform their responsibilities effectively. Teachers with strong work motivation are more likely to prepare learning activities, implement teaching processes, evaluate student achievement, and develop their professional competencies. Similarly, motivated educational personnel are more likely to provide accurate administrative services, maintain discipline, and support school operations.

Work motivation can be strengthened through recognition, appreciation, professional development opportunities, responsibility, and supportive working conditions. When employees feel that their contributions are valued, they tend to demonstrate stronger commitment and willingness to achieve organizational objectives.

This discussion is supported by Deci et al. [13], who explained that motivation in work organizations is closely associated with psychological needs and employee engagement. Kotera et al. [4] also highlighted the importance of intrinsic and extrinsic motivation in understanding workplace behavior.

Consequently, improving work motivation should become an important component of school human resource management. School management needs to create conditions that encourage employees to work with enthusiasm, responsibility, and professional commitment.

4.7.3. The Simultaneous Influence of Leadership and Work Motivation on Employee Performance

Leadership and work motivation are complementary factors in determining employee performance. Leadership provides organizational direction, guidance, and support, whereas work motivation provides the internal and external encouragement necessary for employees to perform their duties.

In educational institutions, effective leadership can strengthen employee motivation through clear communication, recognition, constructive supervision, and opportunities for professional development. At the same time, motivated teachers and educational personnel are more likely to respond positively to leadership direction and demonstrate commitment to school objectives.

The relationship between these variables suggests that improving employee performance requires an integrated human resource management strategy. School principals should not focus exclusively on administrative supervision but also consider employee motivation, professional development, and organizational relationships.

This perspective is consistent with the research of Hyseni Duraku and Hoxha [6], which emphasizes the importance of leadership attributes in relation to teachers' work motivation. It also supports the organizational perspective presented by Gagné and Deci [3] concerning the relationship between motivation and work behavior.

Thus, leadership and work motivation should be managed together to support sustainable improvements in the performance of teachers and educational personnel at UPTD State Junior High School 1 Gunungsitoli Idanoi.

4.8. Proposed Solutions and Managerial Implications

Based on the theoretical relationships examined in this study, several managerial strategies can be proposed to improve the performance of teachers and educational personnel.

1. Strengthening School Leadership

The school principal should implement participative and supportive leadership by involving teachers and educational personnel in relevant decision-making processes, providing clear work directions, and conducting regular supervision.

2. Improving Work Motivation

The school should develop appropriate recognition and appreciation systems, provide opportunities for professional development, and encourage employees to demonstrate initiative and responsibility.

3. Developing Performance Evaluation Systems

Performance evaluation should be conducted regularly using measurable indicators appropriate to each occupational group. Teacher evaluations should emphasize instructional quality and professional responsibilities, while educational personnel evaluations should focus on administrative accuracy, service quality, and operational effectiveness.

4. Building a Collaborative Working Environment

The school should strengthen communication and cooperation among teachers, administrative personnel, and school management. A collaborative working environment can reduce coordination problems and support the achievement of institutional objectives.

5. Integrating Leadership, Motivation, and Performance Development

School management should integrate leadership development, employee motivation, and performance evaluation into a continuous improvement strategy. This approach can help ensure that human resource management activities contribute directly to better educational services.

The proposed solutions provide practical insights for strengthening school management and improving the quality of human resources in junior secondary education.

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