JKPI: Jurnal Konseling Pendidikan Islam
P–ISSN: 2655-9692
E-ISSN: 2746-5977
Vol.6, No. 1, Januari 2025

THE INFLUENCE OF MANAGERIAL COMPETENCE AND PRINCIPAL MOTIVATION ON TEACHER PERFORMANCE AT SMA MUHAMMADIYAH 2 PALEMBANG

[*1]Taufik Hidayat, [2]Kasinyo Harto, [3]Hartatiana

[*1,2,3]Universitas Islam Negeri Raden Fatah Palembang
Email: [*1]taufikhidayat23431@gmail.com, [2]kasinyoharto_uin@radenfatah.ac.id ,
[3]hartatiana_uin@radenfatah.ac.id

Abstract
Teacher performance is a primary determinant of instructional quality, while principals shape school outcomes through managerial competence and motivational drive. This study examines the partial and joint effects of principal managerial competence and principal motivation on teacher performance and identifies the dominant predictor at SMA Muhammadiyah 2 Palembang. Using a quantitative correlational design with a census approach (N=30 teachers), data were collected via a closed-ended five-point Likert questionnaire. All items met validity criteria (item–total r > .444, α=.05, two-tailed) and showed acceptable reliability (α=.791–.887). Assumption checks indicated normal residuals (Kolmogorov–Smirnov p=.200), no multicollinearity (tolerance=.419; VIF=2.388), and homoskedasticity (random scatterplot). Multiple regression revealed significant positive effects of both predictors on teacher performance: managerial competence (β=.755; t=9.015; p<.001) and principal motivation (β=.250; t=2.982; p=.006). The model explained a large share of variance (R^2=.921; Adj. R^2=.915) and was jointly significant, F (2,27) =156.621; p<.001). Findings indicate managerial competence is the dominant predictor; therefore, strengthening data-driven planning, role clarity, decision protocols, and monitoring–evaluation cycles linked to academic supervision should be integrated with fair, inclusive motivational mechanisms. Limitations include the cross-sectional, single-site design, small sample, and self-report measures. Future research should adopt multi-site, longitudinal, and multi-source designs and test mediators (e.g., teacher motivation/school climate) and moderators (e.g., tenure/certification) to deepen and generalize these conclusions.
Keywords: Managerial Competence, Principal Motivation, Teacher Performance

Abstrak
Kinerja guru merupakan penentu utama mutu pembelajaran, sementara kepala sekolah memegang peran strategis melalui kompetensi manajerial dan dorongan motivasional. Penelitian ini bertujuan menguji pengaruh parsial dan simultan kompetensi manajerial kepala sekolah dan motivasi kepala sekolah terhadap kinerja guru, serta mengidentifikasi prediktor dominan di SMA Muhammadiyah 2 Palembang. Desain penelitian kuantitatif korelasional dengan pendekatan sensus melibatkan seluruh guru (N=30). Data dikumpulkan menggunakan angket tertutup skala Likert (1–5). Seluruh butir valid (r_hitung > 0,444; uji dua sisi, α=0,05) dan reliabel (α=0,791–0,887). Uji asumsi menunjukkan residual berdistribusi normal (Kolmogorov–Smirnov p=0,200), tidak ada

multikolinieritas (tolerance=0,419; VIF=2,388), dan tidak terdeteksi heteroskedastisitas (scatterplot acak). Regresi linier berganda menunjukkan kedua variabel berpengaruh positif signifikan terhadap kinerja guru: kompetensi manajerial (β=0,755; t=9,015; p<0,001) dan motivasi kepala sekolah (β=0,250; t=2,982; p=0,006). Model menjelaskan 92,1% variansi kinerja guru (R^2=0,921; Adj. R^2=0,915) dan signifikan secara simultan (F(2,27)=156,621; p<0,001). Disimpulkan bahwa kompetensi manajerial adalah prediktor dominan; karena itu, penguatan praktik manajerial berbasis data, kejelasan peran, protokol keputusan, serta siklus monitoring–evaluasi yang terhubung dengan supervisi akademik perlu dipadukan dengan mekanisme motivasional yang adil dan inklusif. Keterbatasan studi meliputi desain potong lintang, satu lokasi, ukuran sampel kecil, dan data berbasis persepsi; riset mendatang disarankan bersifat multi-situs, longitudinal, multi-sumber, serta menguji mediator (motivasi guru/iklim sekolah) dan moderator (masa kerja/sertifikasi).
***Kata kunci**: Kompetensi Manajerial, Motivasi Kepala Sekolah, Kinerja Guru*

INTRODUCTION

National regulations anchored in Article 31 of the 1945 Constitution on the right of every citizen to education and the Ministry's standards for school principals (e.g., Ministerial Regulation No. 6/2018) stipulate that principals must demonstrate core competencies: personal, managerial, entrepreneurial, supervisory, and social. These competencies are not merely administrative requirements; they are prerequisites for instructional leadership capable of mobilizing school resources toward continuous improvement. Within this frame, teacher performance becomes a central indicator of school success, such that the principal's managerial capacity and motivational drive are likely to shape teachers' effectiveness in the classroom both directly and indirectly.

Teachers, as the pivotal actors in teaching–learning processes, are expected to act professionally in planning, delivering, and evaluating instruction. (Alfiyanto, 2022; Alfiyanto & Hidayati, 2022; Susanti et al., 2022). Classic formulations of professionalism emphasize two pillars: mastery of a disciplinary field beyond the average and a strong moral commitment codified in professional ethics. In faith-based settings, these expectations align with religious values as reflected, for example, in al-Mujādalah 58:11, which elevates the status of those endowed with faith and knowledge, thereby reinforcing the ethical and spiritual mandate of the teaching profession. Consequently, strengthening teacher performance entails not only pedagogical technique but also exemplary conduct and work ethos.

Conceptually, teacher performance is shaped by competence, attitudes, and actions (cf. Wirawan), expressed through the quality of planning, instructional enactment, assessment, professional development, discipline, and collaboration. Principals influence these dimensions through policy, resource management, and especially data-informed academic supervision that provides constructive feedback. Empirical studies consistently show that clear and consistent leadership enhances teacher commitment and motivation, which in turn improves instructional performance and student learning outcomes (A'yun,

2022; Imamuddin & Purnami, 2019; Octaviarnis et al., 2021; Suhendar & Wasliman, 2021).

Two leadership facets repeatedly linked to teacher performance are managerial competence and principal motivation. Managerial competence—spanning data-based planning, organizing, decision-making, communication, and monitoring–evaluation—correlates positively with teacher performance and supportive work climates. (Fatkurinah, 2020; Siregar, 2022). At the same time, the principal's motivation energizes organizational change, stimulates teacher participation and commitment, and is associated with higher performance. (Miyono & Taukhid, 2019; Nasrun, 2016; Rahayu & Sindar, 2022; Sudiarthi, 2022). The literature thus indicates a mutually reinforcing "dual effect" of managerial competence and motivation.

In faith-based private schools, leadership must integrate spiritual values with modern management. Transformational leadership that cultivates a religious school culture—for instance, through Qur'an memorization programs and character formation—has been associated with teacher motivation and professional growth (Alqudsi et al., 2024; Merdiana et al., 2022; Riandini et al., 2023; Sa'diah, 2019). Accordingly, the principal must function as both an instructional manager and a moral exemplar, building an inclusive, civil, and quality-oriented school ecosystem.

Against this backdrop, SMA Muhammadiyah 2 Palembang faces challenges that align with the foregoing framework. Observation on 14 November 2022 indicated that aspects of teacher performance were suboptimal: inconsistencies in developing instructional devices, tardiness to class, reliance on monotonous methods, and weak student discipline management. At the leadership level, supervisory support and motivational attention have not been evenly distributed particularly for honorary teachers—which affects work morale. Internal data also show a downward trend in student numbers and in admission to public universities over 2019–2022, alongside fluctuating competition results, signaling the need to strengthen both managerial and motivational roles of the principal to restore institutional competitiveness.

Responding to the gap between normative mandates and empirical realities, this study examines the influence of principal managerial competence and principal motivation on teacher performance at SMA Muhammadiyah 2 Palembang. Specifically, it analyzes (i) the partial effects of each variable on teacher performance, (ii) their simultaneous effects, and (iii) which variable more strongly explains performance variation. The expected outcomes will not only enrich educational management scholarship in faith-based school contexts but also offer actionable evidence for improving school leadership policies and practices.

In sum, the study's contribution lies in integrating the normative–regulatory frame with empirical evidence on managerial competence and principal motivation, while attending to the distinctive context of faith-based private schooling. Practically, the findings aim to ground recommendations for strengthening instructional leadership, instituting data-

driven academic supervision, and establishing fair and inclusive motivational mechanisms for all teachers. This framework is intended to elevate teacher performance and, ultimately, enhance student learning outcomes.

METHOD

This study employed a quantitative correlational design to examine the relationships between principal managerial competence and principal motivation (independent variables) and teacher performance (dependent variable). The research was conducted at SMA Muhammadiyah 2 Palembang from November 2022 to May 2023. The population comprised all teachers at the school (N = 30). Following the saturated (census) sampling principle for small populations, all 30 teachers were included as respondents.

Variables were operationalized as follows: teacher performance (Y) covered lesson planning, instructional delivery, and assessment; principal managerial competence (X1) encompassed planning, organizing, actuating/leading, and controlling; principal motivation (X2) reflected the needs for achievement, power, and affiliation. Data were gathered primarily through a closed-ended questionnaire using a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). Where relevant, secondary information from school documents was consulted to contextualize findings.

Data collection involved distributing, retrieving, and scoring questionnaires. Analyses were performed with SPSS. Instrument quality was established via item–total validity (items retained when r_calculated > r_table at $\alpha = .05$) and reliability using Cronbach's alpha (acceptable if > .60). Classical assumption tests included normality (Kolmogorov–Smirnov), multicollinearity (tolerance > 0.10 and VIF < 10), and heteroskedasticity (Glejser test and inspection of SRESID–ZPRED scatterplots). Hypotheses were tested using multiple linear regression.

RESULTS AND DISCUSSION

Testing Requirements Analysis

1. Instrument Validity Test

To test the validity, the researcher conducted a questionnaire test on 20 non-respondents using analysis with SPSS, following the results of the validity test. For the level of validity, a significant test was carried out by comparing the value of r calculated with the r table. For the degree of freedom (df) = n.20. In this case, n is the number of samples with an alpha of 0.05. Obtained r table 0.444. If r calculates > r table, then the question item is declared valid. The following are the results of the questionnaire validity test:

Table 1. Validity Test

ITEM	CORRECTED ITEM-TOTAL CORRELATION	R-TABLE (N=20)	INFORMATION
$X_{1.1}$	0.802	0,444	Valid
$X_{1.2}$	0.466	0,444	Valid
$X_{1.3}$	0.715	0,444	Valid
$X_{1.4}$	0.487	0,444	Valid
$X_{1.5}$	0.546	0,444	Valid
$X_{1.6}$	0.714	0,444	Valid
$X_{1.7}$	0.490	0,444	Valid
$X_{1.8}$	0.532	0,444	Valid
$X_{1.9}$	0.585	0,444	Valid
$X_{1.10}$	0.659	0,444	Valid
$X_{1.11}$	0.505	0,444	Valid

ITEM	Corrected Item-Total Correlation	r-table (N=20)	Information
$X_{2.1}$	0.793	0,444	Valid
$X_{2.2}$	0.712	0,444	Valid
$X_{2.3}$	0.806	0,444	Valid
$X_{2.4}$	0.524	0,444	Valid
$X_{2.5}$	0.485	0,444	Valid
$X_{2.6}$	0.640	0,444	Valid
$X_{2.7}$	0.582	0,444	Valid
$X_{2.8}$	0.534	0,444	Valid
$X_{2.9}$	0.669	0,444	Valid
$X_{2.10}$	0.829	0,444	Valid

ITEM	Corrected Item-Total Correlation	r-table (N=20)	Information
Y_1	0.535	0,444	Valid
Y_2	0.590	0,444	Valid
Y_3	0.827	0,444	Valid
Y_4	0.739	0,444	Valid
Y_5	0.535	0,444	Valid
Y_6	0.827	0,444	Valid
Y_7	0.656	0,444	Valid
Y_8	0.739	0,444	Valid
Y_9	0.535	0,444	Valid
Y_{10}	0.590	0,444	Valid
Y_{11}	0.570	0,444	Valid
Y_{12}	0.548	0,444	Valid
Y_{13}	0.503	0,444	Valid

Y_{14}	0.595	0,444	Valid

Based on the table above, the results of the analysis show that all items statement on the variable, the managerial competence of the principal X1, the motivation of the principal X2, the teacher's performance is valid at the real level of 5% because the value of the correlation coefficient or r calculation > r of the table (2-sided test with a significance of 0.05), This shows that all items are used as indicators of the variables of the managerial competence of the principal, The motivation of the principal, the teacher's performance has been valid.

2. Reliability Test

Reliability tests are carried out on valid statements, this is to find out the extent to which the measurement results remain consistent when carried out on the same group and the same measuring instrument. The analysis techniques used for the test with Cronbach's alpha, using SPSS.

Table 2. Teacher Managerial Competency Instrument Reliability Test (X1)

RELIABILITY STATISTICS	
CRONBACH'S ALPHA	N of Items
0.791	11

Based on the results of the realism test in the table data above, both from the results of the independent variable reality test, namely the managerial competency variable of the principal X1, Cronbach's alpha is 0.791 > 0.60.

Table 3. Motivational Instrument Reality Test (X2)

RELIABILITY STATISTICS	
CRONBACH'S ALPHA	N of Items
0.845	10

Based on the results of the realism test in the table data above, both from the results of the independent variable reality test, namely the motivation variable of the principal X2, Cronbach's alpha is 0.845 > 0.60.

Table 4. Teacher Performance Instrument Reality Test (Y)

RELIABILITY STATISTICS	
CRONBACH'S ALPHA	N of Items
0.887	14

Based on the results of the realism test in the table data above, both from the results of the reality test of the bound variable, namely the performance of the teacher Y Cronbach's alpha 0.887 > 0.60, all of them show that the value of Cronbach's Alpha coefficient as a whole is above the r table, so it can be said that all the measurement concepts of each variable from the questionnaire tested are reliable.

3. Classic Assumption Test

a. Data Normality Test

The data normality test is used to test whether the residual value resulting from the regression is distributed normally or not. A good regression model has a normally distributed residual value as seen in the following table:

Table 5. Data Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.24688483
Most Extreme Differences	Absolute	.102
	Positive	.102
	Negative	-.063
Test Statistic		.102
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Based on the table above with significant values of 0.200 > 0.05, it can be concluded that the variables are normally distributed.

b. Multicollinearity Test

The multicollinearity test aims to test whether in the regression equation there is a correlation between the variables and VIF. It is known that the value of dependent tolerance is known. A good regression model should not have correlations between independent variables. Multicollinearity testing was carried out by looking at the size of the tolerance value and VIF. It is known that the tolerance value > 0.10 from the VIF value < 10, so there is no multicollinearity in the regression model.

Table 6. Multicollinearity Test

COEFFICIENTS[A]

MODEL		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	0.976	3.541		0.276	0.785		
	Managerial Competence	0.925	0.103	0.755	9.015	0	0.419	2.388
	Principal's Motivation	0.34	0.114	0.25	2.982	0.006	0.419	2.388

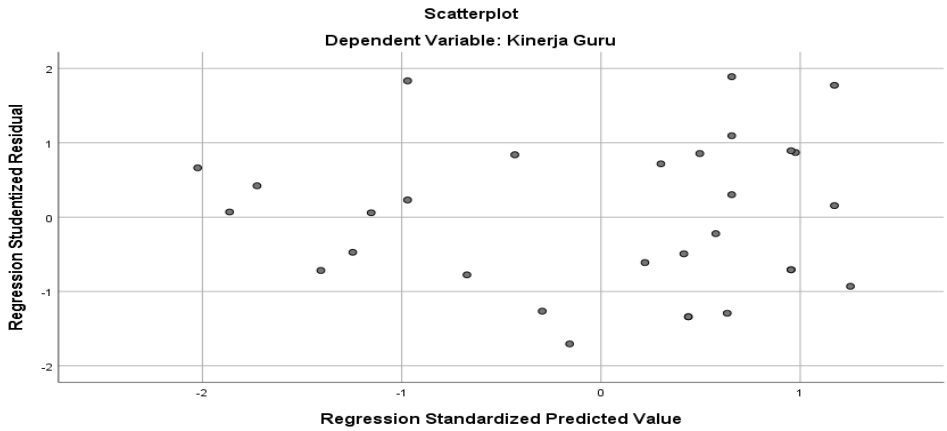
A. DEPENDENT VARIABLE: TEACHER PERFORMANCE

Based on the table above, the tolerance value of each variable > 0.10 while the value of each VIF < 10, it can be concluded that there is no problem of multicollinearity between independent variables in this study.

c. Heterogeneity Test

The heteroscedasticity test was used to test whether there was a variance in the residual from one observation to another in the regression model. A good regression model exhibits homoscedasticity; to assess whether heteroscedasticity occurs can be used the Glejser test and the scatterplot test. The Glejser test is carried out by regressing the absolute value of the residual to the independent variable through the regression equation. In addition, the test used is a scatterplot drawn by looking at the predicted values of dependent variables, ZPREDs, and plots between SRESID resids. The presence of heteroscedasticity can be detected by looking at whether there is a pattern in the scatterplot between SRESID and ZPRED, following the results of the Heteroscedasticity Test:

Figure 1. Heteroscedasticity Test



The detection of the presence or absence of heteroscedasticity is carried out by looking at the scatterplot diagram. If there is a certain pattern, such as dots that form a certain pattern and are regular (wavy widens and then narrows), then heteroscedasity occurs; if there is no clear pattern, and the dots spread, then heteroscedasity does not occur. Based on the

scatterplot diagram above, it can be seen that the data does not form a certain pattern (scattered irregularly). This means that the research model is free from heteroscedasticity problems.

4. Hypothesis Test

a. Multiple Linear Regression Analysis

This study aims to see the influence of managerial competence and motivation of school principals on teacher performance at SMA Muhammadiyah 2 Palembang.

Table 7. Multiple Linear Regression Analysis Test

COEFFICIENTS[A]

MODEL		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.976	3.541		0.276	0.785
	Managerial Competence	0.925	0.103	0.755	9.015	0.000
	Principal's Motivation	0.34	0.114	0.25	2.982	0.006

A. DEPENDENT VARIABLE: TEACHER PERFORMANCE

Based on the table above, the results of multiple linear regression were examined on the variables of managerial competence and principal's motivation for teacher performance. From the calculation of multiple linear regression using the SPSS for Windows program, the following results were obtained:

$Y = 0{,}976 + 0{,}925\ X_1 + 0{,}34\ X_2 + e.$

From the equation mentioned above, it can be explained:

1 The constant value of 0.976 with a positive parameter value shows that there is a significant influence on influence of managerial competence and motivation of the principal on the performance of teachers at SMA Muhammadiyah 2 Palembang.

2 H1 states that the managerial competency variable (X1) affects teacher performance. Based on the analysis of H1 test data, the t-count value shows that the t-value is 9,015, the probability of error is 0.00 < 0.05, thus the t-count is in the H0 area, and Ha is accepted. The figure shows a significant value, which means that there is an influence of managerial competence on teacher performance at SMA Muhammadiyah 2 Palembang.

3 H2 states that the principal motivation variable (X2) affects teacher performance. Based on the analysis of H2 test data, the t-value is calculated as 2,982, the probability of error is 0.006 < 0.05, thus the t-count is in the H0 area is rejected and

Ha is accepted, then the figure shows a significant value, which means that there is an influence between the motivation of the principal and the performance of teachers at SMA Muhammadiyah 2 Palembang.

b. Cohesion Determination Test

In this study, the SPSS output coefficient of determination is located in the summary and written model table R Square (R2), which has been adjusted to the number of independent variables. The value of R Square (R2) > 0.5. The following is a table of the determination coefficients.

Table 8. Coefficient Determination Test

MODEL SUMMARY

MODEL	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.960[a]	0.921	0.915	1.292

A. PREDICTORS: (CONSTANT), PRINCIPAL'S MOTIVATION, MANAGERIAL COMPETENCE

B. DEPENDENT VARIABLE: TEACHER PERFORMANCE

The results of statistical processing assisted by the SPSS for windows program showed that the correlation coefficient (R2) test between the variables X1, X2 (managerial competence, principal's motivation) and the variable Y (teacher performance) was obtained at 0.915 which means that the independent variable was able to explain the dependent variable 91.5% while the remaining 8.5% was explained by other variables that were not included in this study.

c. Partial Hypothesis Test (t-test)

Hypothesis testing was conducted with each independent variable, the managerial competence of the principal (X1), and the motivation of the principal (X2) was carried out to test the acceptance or rejection of the hypothesis that had been proposed. The following is a table of test results.

Table 9. Partial Hypothesis Test (t-test)

COEFFICIENTS[A]

MODEL		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.976	3.541		0.276	0.785
	Managerial Competence	0.925	0.103	0.755	9.015	0.000

	Principal's Motivation	0.34	0.114	0.25	2.982	0.006

A. DEPENDENT VARIABLE: TEACHER PERFORMANCE

Based on Table 9, it can show the value t of the table with a real level of α.=5 % or 0.05 df = n k – 1 = (30 – 3 – 1) = 26 of 1.705. Based on Table 12, the results of the analysis of the t-test are calculated 9,015 > from t table 1.697, which means influential and a significant value of 0.000 < 0.05. So it can be concluded that Ha1 is accepted, Ho1 is rejected, which means that the managerial competence of the principal has a significant effect on teacher performance. Based on Table 12, the results of the t-test analysis are calculated as 2,982 > from t table 1.697, which means influential and a significant value of 0.006 < 0.05. So it can be concluded that Ha1 accepted Ho1 was rejected, which means that the motivation of the principal has a significant effect on teacher performance.

d. Simultaneous Hypothesis Test (F Test)

The results of the hypothesis test in the F test of this study are as follows:

Table 10. Simultaneous Hypothesis Test (F Test)

ANOVA[A]

MODEL		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	523.08	2	261.54	156.621	.0.000[b]
	Residual	45.087	27	1.67		
	Total	568.167	29			

A. DEPENDENT VARIABLE: TEACHER PERFORMANCE
B. PREDICTORS: (CONSTANT), PRINCIPAL'S MOTIVATION, MANAGERIAL COMPETENCE

Based on table 10, it can be explained that the value of F is calculated as 156.621, while F of the table for the real level (α) is 5 % and df = n – k – 1 = (30 – 3 – 1) = 26 is 2.59, then F calculates 156.621 To test the correctness of the influence between independent variables and dependent variables contained in the multiple regression model, the F test is 156.621 > 2.59 or significant F calculation of 0.000 < 0.05 means that Ha1 is accepted,

Ho1 is rejected. So it can be concluded that the variables of managerial competence and the motivation of the principal have a significant effect on the performance of teachers at SMA Muhammadiyah 2 Palembang.

DISCUSSION

The measurement and model diagnostics indicate sound conditions for inference. All items across the three constructs—principal managerial competence (X1), principal motivation (X2), and teacher performance (Y)—met the validity criterion (all corrected item–total correlations > r-table = 0.444, N = 20) and demonstrated acceptable to strong internal consistency (αX1 = .791; αX2 = .845; αY = .887). Assumption checks supported model adequacy: residuals were normally distributed (K–S p = .200), multicollinearity was not a concern (tolerance = .419; VIF = 2.388 for both predictors), and scatterplot inspection suggested homoskedasticity. Taken together, these results reduce threats from measurement error and major OLS violations, lending credibility to the subsequent hypothesis tests.

Substantively, both predictors were positively and significantly associated with teacher performance, with managerial competence emerging as the dominant driver. In the multiple regression, managerial competence showed a large standardized effect (β = .755, t = 9.015, p < .001), while principal motivation also contributed meaningfully (β = .250, t = 2.982, p = .006). The model explained a substantial proportion of variance in teacher performance (R = .960, R^2 = .921, Adj. R^2 = .915) and fit was robust (F(2,27) = 156.621, p < .001). The pattern suggests that, although motivation matters, improvements in data-based planning, organizing, decision-making, communication, and monitoring–evaluation—core elements of managerial competence—are likely to yield the largest performance gains for teachers at SMA Muhammadiyah 2 Palembang.

These findings align with and extend prior evidence on the centrality of principal leadership in shaping teacher outcomes. Consistent with studies showing strong links between managerial competence and teacher performance (Fatkurinah, 2020; Siregar, 2022)The large β for X1 in this study reinforces the view that effective management practices create enabling conditions for teachers to plan, teach, and assess more productively. At the same time, the significant effect of principal motivation echoes research that connects leadership drive to heightened teacher motivation and performance. (Miyono & Taukhid, 2019; Nasrun, 2016; Rahayu & Sindar, 2022; Sudiarthi, 2022). The role of policy clarity, supportive supervision, and constructive feedback is highlighted in related work (A'yun, 2022; Imamuddin & Purnami, 2019; Octaviarnis et al., 2021; Rositoh, 2023; Suhendar & Wasliman, 2021; Wibowo et al., 2020) Offers plausible mechanisms for the effects observed here.

The school's faith-based context provides additional explanatory texture. Literature on private religious schools underscores how transformational leadership that integrates spiritual values with managerial acumen can strengthen teacher motivation, professional growth, and school culture. (Merdiana et al., 2022; Riandini et al., 2023; Sa'diah, 2019).

Within such settings, principals act as instructional managers and moral exemplars; when their managerial routines are strong and their motivation visible, teachers are more likely to feel supported, valued, and accountable—conditions that translate into higher performance. Your evidence of both effects, with managerial competence being more pronounced, is therefore coherent with a model in which day-to-day management systems amplify the motivational climate cultivated by the principal.

Practically, the results recommend a two-track improvement agenda. First, prioritize managerial capacity building for principals—strengthening data-driven school planning, role clarity and task design, decision protocols, and monitoring–evaluation cycles linked to instructional coaching and feedback. Second, institutionalize motivational levers that principals can deploy equitably (recognition systems, participatory goal-setting, supportive professional development) to sustain teacher effort and innovation. At the same time, several limitations temper generalization: the cross-sectional, single-site design (N = 30) precludes causal claims; common-method variance is possible given single-source Likert data; and unmodeled factors (e.g., school climate, workload, student composition) may account for the residual variance (≈8–9%). Future studies should use multi-site samples, multi-informant measures (e.g., supervisor ratings, classroom observations, student outcomes), and models that test mediators such as teacher motivation or school climate and moderators such as teacher tenure or certification.

CONCLUSION

This study demonstrates that principal managerial competence and principal motivation both have significant, positive effects on teacher performance at SMA Muhammadiyah 2 Palembang. Instrument validity and reliability were satisfactory (all items valid; α=.791–.887), model assumptions were met (normality p=.200; no multicollinearity; homoskedasticity), and the multiple regression explained a large share of variance in teacher performance (R^2=.921; Adj. R^2=.915; F(2,27)=156.621, p<.001). Managerial competence emerged as the dominant predictor (β=.755, t=9.015, p<.001), while principal motivation also contributed meaningfully (β=.250, t=2.982, p=.006). These results answer all research questions affirmatively: each predictor matters on its own, they matter jointly, and managerial competence exerts the stronger influence.

Practically, the findings call for a two-track leadership agenda: (1) strengthen principals' managerial routines, data-driven planning, clear role design, transparent decision protocols, and systematic monitoring and evaluation linked to instructional coaching, and (2) institutionalize motivational levers fair recognition, participatory goal-setting, and supportive professional development, to sustain teacher effort and innovation. Given the cross-sectional, single-site design with a small census sample (N=30) and self-report measures, causal claims are limited, and unobserved factors may remain. Future research should employ multi-site, longitudinal designs with multiple data sources (e.g., observations, supervisor ratings, student outcomes) and test mediating mechanisms (e.g.,

teacher motivation, school climate) and potential moderators (e.g., tenure, certification) to deepen and generalize these conclusions.

REFERENCES

Alfiyanto, A. (2022). Manajemen Rekrutmen Tenaga Pendidik Baru di SMA Nurul Palembang. *Adaara: Jurnal Manajemen Pendidikan Islam*, *12*(1). https://doi.org/10.30863/ajmpi.v12i1.1741

Alfiyanto, A., & Hidayati, F. (2022). Tenaga Pendidik dan Literasi Digital: Tantangan Pembelajaran Di Era Industri 4.0. *Ikhtisar: Jurnal Pengetahuan Islam*, *2*(1). https://doi.org/10.55062/ijpi.v2i1.45

Alqudsi, Z., Anif, S., Fathoni, A., Muhibbin, A., & Haryanto, S. (2024). Transformational Leadership of Pesantren Tahfizd Darul Quran Surakarta Leaders in Strengthening the Religious Character of Santriwati. *Aqlam Journal of Islam and Plurality*, *8*(2). https://doi.org/10.30984/ajip.v8i2.2859

A'yun, N. Q. (2022). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Di Sekolah. *Journal of Islamic Education and Innovation*, 86–96. https://doi.org/10.26555/jiei.v3i2.6607

Fatkurinah, W. (2020). Kompetensi Manajerial Kepala Sekolah, Motivasi Kerja, Dan Lingkungan Kerja: Pengaruhnya Terhadap Kinerja Guru. *Jurnal Penelitian Dan Pendidikan Ips*, *14*(2), 90–93. https://doi.org/10.21067/jppi.v14i2.4861

Imamuddin, I., & Purnami, A. S. (2019). Kontribusi Kepemimpinan Kepala Sekolah, Komunikasi Intepersonal Dan Komitmen Organisasi Terhadap Kinerja Guru. *Media Manajemen Pendidikan*, *2*(1), 155. https://doi.org/10.30738/mmp.v2i1.3422

Merdiana, O., Dacholfany, I., Andayani, S., & Harjoko, H. (2022). Pengaruh Peran Kepemimpinan Kepala Sekolah Dan Motivasi Kerja Guru Terhadap Kinerja Guru. *Poace Jurnal Program Studi Adminitrasi Pendidikan*, *2*(2). https://doi.org/10.24127/poace.v2i2.2682

Miyono, N., & Taukhid, H. (2019). Pengaruh Keterampilan Manajerial Kepala Sekolah Dan Motivasi Kerja Terhadap Kinerja Guru Sekolah Dasar Di Kecamatan Bonang Kabupaten Demak. *Media Penelitian Pendidikan Jurnal Penelitian Dalam Bidang Pendidikan Dan Pengajaran*, *13*(1), 87. https://doi.org/10.26877/mpp.v13i2.1787

Nasrun, N. (2016). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Motivasi Kerja Dan Kinerja Guru. *Ilmu Pendidikan Jurnal Kajian Teori Dan Praktik Kependidikan*, *1*(2), 63–70. https://doi.org/10.17977/um025v1i22016p063

Octaviarnis, I., Maisyaroh, M., & Sumarsono, R. B. (2021). Hubungan Kepemimpinan Transformasional Kepala Sekolah, Komunikasi Organisasi, Komitmen Organisasi Dengan Kinerja Guru SMK Negeri Di Kota Malang. *Jurnal Pendidikan Teori Penelitian Dan Pengembangan*, *6*(4), 609. https://doi.org/10.17977/jptpp.v6i4.14724

Rahayu, S., & Sindar, A. (2022). Sistem Pendukung Keputusan Penilaian Kinerja Guru Menggunakan Metode Simple Additive Weighting. *Jurnal Ilmu Komputer Dan Informatika*, *2*(2), 103–112. https://doi.org/10.54082/jiki.28

Riandini, T., Sari, S. F., & Saputra, A. A. (2023). Kepala Sekolah Dalam Mengembangkan Tahfidz Al-Qur'an Di Madrasah Aliyah Al-Fatah Palembang. *Wahana Karya Ilmiah Pendidikan*, *7*(01), 31–41. https://doi.org/10.35706/wkip.v7i01.9227

Rositoh, S. (2023). Penerapan Supervisi Klinis Kepala Sekolah Sebagai Upaya Peningkatan Kinerja Guru Melaksanakan Kegiatan Pembelajaran Di Sd Negeri Cipaot Kecamatan Cilegon Kota Cilegon. *J-Kip (Jurnal Keguruan Dan Ilmu Pendidikan)*, *4*(1), 234. https://doi.org/10.25157/j-kip.v4i1.10188

Sa'diah, M. (2019). Menggagas Model Implementasi Kompetensi Leadership Guru Pai Dalam Mengembangkan Budaya Religius Sekolah. *Tawazun Jurnal Pendidikan Islam*, *12*(2). https://doi.org/10.32832/tawazun.v12i2.2682

Siregar, R. B. (2022). Pengaruh Kompetensi Manajerial Kepala Sekolah Dan Iklim Kerja Terhadap Kinerja Guru Pada Masa Pandemi Covid 19. *Biblio Couns Jurnal Kajian Konseling Dan Pendidikan*, *5*(1). https://doi.org/10.30596/bibliocouns.v5i1.9887

Sudiarthi, T. (2022). Meningkatkan Motivasi Kinerja Guru Melalui Kompetensi Manajerial Kepala Sekolah. *Edukasiana Jurnal Inovasi Pendidikan*, *1*(2), 74–79. https://doi.org/10.56916/ejip.v1i2.21

Suhendar, W. Q., & Wasliman, I. (2021). Analisis Langkah Kepala Sekolah SMK DTBS Dalam Memformulasikan Kebijakan Meningkatkan Kinerja Guru. *Jurnal Handayani*, *12*(1), 173. https://doi.org/10.24114/jh.v12i1.27725

Susanti, Y., Guntur, M., Jaya, R., Rais, R., Alfiyanto, A., & Hidayati, F. (2022). Pengorganisasian Kelas dalam Pembelajaran Daring Masa Pandemi di MI. *At-Tafkir*, *15*(1), 82–97. https://doi.org/10.32505/at.v15i1.4352

Wibowo, D. B., Qosim, A., & Hidayat, T. (2020). Peranan Supervisi Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di SMP Tawakkal Denpasar Tahun Pelajaran 2019-2020. *Widya Balina*, *5*(1), 137–146. https://doi.org/10.53958/wb.v5i1.107