

The Relationship Between Teacher Certification and Work Motivation on Teacher Performance

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ABSTRACT

To achieve the goals and objectives of education, namely educating the nation's life and developing a complete human being who believes and is devoted to God Almighty and virtuous, has knowledge and skills, physical and spiritual health, a steady and independent personality and a sense of community and national responsibility. This study aims to analyse (1) The effect of teacher certification on the performance of public junior high school teachers in Air Kumbang District, (2) The effect of teacher work motivation on teacher performance and (3) The effect of teacher certification and teacher work motivation on teacher performance. This study used quantitative descriptive methods and used questionnaires as research instruments. Data was collected from 33 teachers who had been certified by public junior high schools in Air Kumbang sub-district. The collected data is then analysed by multiple regression analysis methods with a Quantitative approach. It can be concluded that the significance value for the effect of teacher certification (X1) and work motivation (X2) on teacher performance (Y) is $0.019 < 0.05$ and $0.037 < 0.05$. Then $f_{hitung} >$ are $6.113 > 3.32$, and $4.775 > 3.32$. This proves that H_03 is rejected and H_a3 is accepted. This means that there is a significant effect of teacher certification (X1) and work motivation (X2) on teacher performance (Y).

Keywords: Teacher Certification; Motivation; Teacher Performance

INTRODUCTION

The quality of education is realized if the teaching and learning process in the classroom goes well. Realizing the need for supporting components, one of which is professional teacher performance, is necessary—the facts in this study concern global education in the junior high school environment in Air Kumbang District. The role of teachers in implementing formal education is crucial because special teacher educators who are directly involved in educating the nation's children can have vast opportunities to provide added value to achieve better education.

To achieve the goals and objectives of education, namely educating the nation's life and developing a complete human being, namely people who believe and are devoted to God Almighty and virtuous, have knowledge and skills, physical and spiritual health, a steady and independent personality, and a sense of community and national responsibility (Kristiawan, 2017).

They are testing teacher energy certification to assess the abilities that teachers must have in order to carry out tasks well. Its aim is to determine the feasibility of carrying out the task of being a learning agent and realizing national education goals, enhancing education quality, and improving teacher professionalism (Sarimaya, 2008, p. 37). Award prizes that have met qualification and competency standards are an effort to improve the quality of teacher energy (Istiarini & Sukanti, 2012).

High motivation will constantly develop innovative student learning programs, Purwanto (2021). There are four motivations for teacher work: goals, endurance, work goals, and job satisfaction. The teacher's work motivation is a movement or encouragement to influence individuals to carry out their duties and responsibilities in sync with what has been set. Motivation arises from teachers who are independent at work. Excel is highly dedicated, so the results are in sync with the goals to be achieved.

As one of the elements in PBM (Teaching and Learning Process), teachers have multiple roles, not limited to teachers who carry out the learning process but also as mentors who encourage potential, develop alternatives, and mobilize students in learning. This means that teachers have complex tasks and responsibilities towards achieving educational goals, where teachers are required not only to master the knowledge to be taught and have a set of technical knowledge and teaching skills but also to display individuals who can be role models for their students.

Being a teacher means having to equip yourself with various basic abilities, including compiling and mastering learning programs and managing these learning activities; a teacher is not allowed to have the view that teaching is not just delivering teaching materials to students but is a series of activities carried out to achieve the teaching and learning process (M. et al., 2023; Zubaidah et al., 2023). A teacher must also be able to model for students; every material taught by each teacher must be a reflection and realization for teachers and students. Teacher professionalism can be interpreted as the ability and authority of teachers to carry out the profession, which means teachers who are proficient in carrying out their duties are called competent and professional teachers.

Aiming to raise the standard of education involves enhancing the calibre of teachers via certification programs. The reasoning is as follows: if a teacher has good competence and a decent remuneration, then good performance is expected; if the teacher performs well, then the KBM performs well as well. A strong KBM should

promote high-quality instruction. A person is certified when they meet the requirements of the professional allowance institution for competence exams and exclusive educator unit services (Mulyasa, 2013, p. 42). That teacher certification is an increase in competence. Therefore, the allowance of the education profession is crucial in the effort to obtain synchronous recognition using established standards.

In essence, certification is an effort by the government to improve the quality of Indonesian education by improving the quality of teachers and their welfare. One way to improve teachers with characteristics that are considered competent is through certification. All Indonesian teachers are expected to have a certification or teaching license. Of course, The following is an implementation of Law on Teachers and Lecturers Number 14 of 2009 concerning teachers and lecturers in Chapter IV, Article 8, which explains that teachers must have academic qualifications, competencies, and educator certificates, as well as be physically and mentally healthy and able to realize the goals of national education. These are the characteristics of teachers that are considered professionally competent.

The researcher observed a number of issues at the junior high school in the Air Beetle sub-district, including teachers who frequently arrived late to class, which interfered with students' ability to complete their assignments. Due to a lack of instructional resources and the prevalence of lecture-based teaching approaches, many educators still need to do classroom action research, which makes learning uninteresting and less varied. Teachers must effectively transmit pedagogical information. As a result, it is difficult for students to receive and comprehend the material in developing learning plans, which typically still use the same device from the previous year, change the month and year only, explain the material too quickly, leave teaching and assignment delivery unsupervised, and have teachers who are unwilling to use their professions. Teachers must therefore have a deeper understanding of the material learning process.

LITERATURE REVIEW

Previous Related Study

According to Haslina et al. (2020), Previous findings stated that teacher certification variables affect teacher performance, and work motivation variables affect teacher performance. At the same time, the variables of teacher certification and work motivation affect teacher performance. Ristianey et al. (2021) studied the origin of previous research findings, saying that teaching professional allowances affect teacher performance, work motivation affects teacher performance, and professional allowances and work motivation affect teacher performance. Syafaruddin (2008) Certification is formal proof of recognition and appreciation in the form of educator certificates for teachers and lecturers as professional energy. Because it has expertise, proficiency, and skills. Even the position of professional

teachers serves to improve the dignity and work of teachers as learning agents that improve the quality of national education.

Teacher Certification

As per the provisions of Article 1 Point 11 of Law Number 14 (2005) about Teachers and Lecturers, the procedure of getting educator credentials for teachers and lecturers is known as professional allowances. Certification is the acknowledgement of teaching energy that satisfies strict standards and employs the prerequisites for academic credentials, competence, physical and mental well-being, and the capacity to carry out national educational goals. (Haslina et al., 2020). Kutha (2016) explains that providing certificates for educators qualified as professional teachers is a certification program. Minimum academic qualification requirements are D4/S1 and competencies as learning agents such as teacher, pedagogic, professional, and social competition. Because the competence of teachers to be learning agents is formally proven using educator certificates (Melati, 2013). The explanation above shows that professional allowance means appreciation to educators who have fulfilled various exclusive requirements with proper welfare improvement.

Work Motivation

Work drive is the ability to move subordinates to work productively and realize the goals to be achieved (Maslow quoted from (M. S. P. Hasibuan, 2001), directing the power to achieve what will happen on target (Putra et al., 2013). Motivation is a movement that directs individuals to take action negatively and positively. While P. M. Hasibuan (2006) Defines motivation, The Latin word *Movere*, which means to encourage or carry out management, is shown to human resources, especially subordinates. Fakhurrrazi (2018) states that motivation is the spirit in the individual that creates a reaction to perform an exclusive goal. Work is a physical job activity (Pendit, 2013). Motivation is a condition in an individual that drives dreams to carry out activities to achieve his goals. Yustika Monika Martasari (2017). Mentioning that motivation is an expectation found in individuals to stimulate them to take action, then motivation means the willingness of individuals to strive for the direction of organizational goals conditioned by the individual's ability to meet needs. At the same time, work motivation means the potential strength in a person or individual that can be developed by himself to influence the consequences of his Performance positively or negatively, depending on the situation and conditions the individual will face (Wiedarti, 2018). What is meant by "work motivation" is anything that can inspire or motivate people to strive toward their goals individually or in groups. Motivation for teacher work is the state that enables educators to have the desire or necessity to apply an assignment to accomplish particular goals.

Teacher Performance

Haslina et al. (2020). They defined behavior or response that shows results that refer to their actions in carrying out tasks. Performance aspects, namely the main task of the teacher, namely planning, implementing, and analyzing learning, the teacher's Performance will be focused on the teaching and learning process. The capacity of educators to carry out learning tasks as effectively as feasible in terms of organizing, pursuing, carrying out, and assessing learning outcomes (Barnawi & Mohammad, 2014). Professional professors must, however, use every effort to uphold the standards of their profession because, as educators at a school, their performance must be measured against these criteria. Being educators, trainers, and educators with the ability to influence students is the job of instructors. (Supeno et al., 2017; Zainal Abidin, 2021). Therefore, teachers must continue to improve their achievements, which are the capital of educational success. Based on the literature, Performance or Performance achievement is the success of teachers in carrying out teaching and learning activities. The main task of teachers is to teach and educate in daily life at school.

METHOD

Design and Samples

This study used quantitative research methods. Quantitative research can examine specific populations or samples with statistical data analysis, which aims to test hypotheses that have been determined (Arikunto, 2021). This type of research is included in *the ex-post facto*. Sudjana (2005) concluded that *ex-post facto* research is research whose occurrence has occurred before the research was carried out and only reveals symptoms that exist and have occurred before so that it does not require treatment of variables in the study. This research was conducted in several schools: 1) SMP 1 Air Kumbang District. 2) SMP 2 Air Kumbang District, 3) SMP 4 Air Kumbang District. Meanwhile, this research was carried out in the odd semester of the 2021/2022 academic year, from December to January 2022.

Instrument and Procedure

Documentation, observation, and questionnaires were used to gather data for this investigation. The questionnaire used in this study has a number of statements or questions that might provide details regarding Y (teacher performance), X1 (teacher certification), and X2 (work motivation) at junior high schools in the Air Kumbang District. A list of qualified teachers, the number of teachers, an attendance record, and the management of the teaching and learning process are among the documents included in this study. Syllabi, lesson plans, and learning outcomes (a list of test results, assignment grades, tangible or administrative proof of teaching and learning/practice procedures, and class progress records) are all documents pertaining to professional competence that are created concurrently.

The observation referred to in this study is an observation used to find preliminary data on the problems teachers face, which will hamper the teacher's task. The observations intended in the study are observations that will examine the professional competence of teachers in the teaching and learning process as teachers teach in the classroom and learning assessments.

Data Analysis

In the data analysis of this study using the Homogeneity Test, Linearity Test, Heteroscedasticity Test then continued with the Normality Test, Multicollinearity Test, Simple Regression Analysis, and Correlation Coefficient.

RESULT AND DISCUSSION

In this study, multiple analysis methods were used. Multiple regression analysis was performed to predict the value of the dependent variable, namely Performance (Y), by taking into account the independent variables consisting of Teacher Certification (X₁) and Motivation (X₂). According to Agustin et al. (2023). In general, the multiple regression equation can be formulated as follows:

Table 1. Coefficients Double regression coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	67,16	18,096		3,712	,001
	TEACHER	8	,213	,022	,096	,924
	CERTIFICATION (X1)	,021	,227	,289	,289	,212
	WORK MOTIVATION (X2)	,289				

- a. Dependent Variable: Teacher Performance (Y)
 - When the teacher certification factors (x1) and work motivation (x2) have no effect on the teacher performance variables, the state or circumstance has a value of 67,168. The teacher performance variable won't change if the independent variable doesn't exist.
 - The regression coefficient value (x1) of 0.021 indicates that, under the assumption that other variables are not examined in this study, the teacher certification variable positively influences teacher performance. This means that for every unit increase in the certification variable, teacher performance will be impacted by 0.021.
 - Given that other factors are not examined in this study, the regression coefficient value (X2) of 0.289, which shows that work motivation

positively effects teacher performance, indicates that any rise in the unity of work motivation variables will affect teacher performance by 0.289.

Correlation Coefficient Analysis

By searching for correlations between independent and dependent variables, correlation coefficient analysis is used to ascertain the link between the variables under study. Teacher Certification and motivation are the study's independent variables. Performance is the dependent variable at the same time.

According to Kesumawati and Aridanu (2017), the Correlation coefficient determines the relationship between variables. The value of the correlation coefficient can be seen in the table as follows:

Table 2 Correlation Coefficient Correlations

		TEACHER CERTIFICATION (X1)	TEACHER PERFORMANCE (Y)
TEACHER CERTIFICATION (X1)	Pearson Correlations Sig. (2-tailed) N	1 33	,208 ,245 33
TEACHER PERFORMANCE (Y)	Pearson Correlations Sig. (2-tailed) N	,208 ,245 33	1 33

Based on Table 2, the correlation value of teacher certification is 0.208 based on the correlation value is in the range of '0.200-0.399," which means that the level of relationship between teacher certification and teacher performance is included in the low level of relationship.

Coefficient of Determination Analysis (R²)

According to Marisya et al. (2023), The percentage of the dependent variable's (y) total variance that the independent variable (x) describes inside the regression line is shown by the coefficient of determination (R²). This coefficient of determination's (R²) value ranges from 0 to 1, or in percentages from 0% to 100%. A low (R²) value indicates that the dependent variable can only be somewhat described by the independent variables. Nearly all the information required to forecast the dependent variable is provided by the independent variables if the value is near to 100% or one.

This coefficient of determination determines whether the independent variable influences the dependent variable. The value of the coefficient of determination for the independent variable is used *in R Square* as follows:

Table 3 Results of Coefficient Determination of Variables Teacher certification, Motivation for Performance Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,304 ^a	,092	,032	17,05863

Based on Table 4.19, the *R Square coefficient value* of 0.092 is influenced, so it can be concluded that the magnitude of the influence of teacher certification variables on teacher performance is 0.092.

Regression Analysis

Simultaneous testing with F-test

According to Hidayad et al. (2023), The F test is used to determine whether gratis (X1 and X2) simultaneously affect the dependent variable (Y). The hypotheses in the tests used are:

Table 3 Simultaneous test results with F Test Variables Teacher certification Motivation to Performance ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1293,620	1	1293,620	6,113	,019 ^b
	Residual	6559,895	31	211,610		
	Total	7853,515	32			

Dependent Variable: Teacher Performance (Y)
PREDICTORS: (Constant), Teacher Certification (X1)

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1048,307	1	1048,307	4,775	,037 ^b
	Residual	6805,208	31	219,523		
	Total	7853,515	32			

Dependent Variable: Teacher Performance (Y)
PREDICTORS: (Constant), Work Motivation (X2)

The significance values for the impact of work motivation (X2) and teacher certification (X1) on teacher performance (Y) are $0.019 < 0.05$ and $0.037 < 0.05$, respectively, according to the above table. Then, $6,113 > 3.32$ and $4,775 > 3.32$ are count>. This demonstrates that while Ha3 is acceptable, Ho3 is refused. This

indicates that two factors that significantly impact teacher effectiveness are job motivation (X2) and teacher certification (X1) and (Y) f_{table} .

Partial testing with t-tests

According to Umroatin et al. (2023), The t-test is used to determine whether the independent variable (X) partially affects the dependent variable (Y).

Table 4 t-Test (Partial) of Teacher Certification (X1) to Performance (Y)

Model		Understand Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	69,095	10,469		6,600	,000
	Teacher Certification (X1)	,278	,112	,406	2,472	,019

By Table 4.22, namely, the test results (partial) show that the significance value of teacher certification (X1) to teacher performance (Y) is $0.019 < 0.05$ and the value $t_{hitung} (2.472) > (2.052)$, then H_0 is rejected and H_a is accepted. This means that teacher certification certification has a sier performancetable five t-Test (Partial) of Work Motivation (X2) on Performance (Y)

Model		Understand Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	69,896	11,422		6,119	,000
	Work Motivation (X2)	,265	,121	,365	2,185	,037

According to Table 4.22, which displays the partial test findings, H_0 is rejected and H_a is acceptable when the value of the significance of work motivation (X2) to teacher performance (Y) is $0.037 < 0.05$ and the value of count $(2.185) > (2.052)$. This indicates that teacher effectiveness is significantly impacted by work motivation.

$$t_{table}$$

The same certification variable that instructors use to show their appreciation for their professional job as well as the professionalism of teachers toward State Junior High School teachers in the Air Kumbang District are the subject of the research that has been done. The phases or research procedures have been adequately carried out, and the research has passed the requirements known as scientific research. Given that this research method is quantitative descriptive, the study adheres to the quantitative descriptive research procedure. The conceptualization of this research problem is addressed by quantitative descriptive research methods. As a result, numerical data was the main source of information used in this investigation. Several data collection strategies are used to gather information or data about the variables that are the subject of this investigation. Utilizing surveys, observation, recordkeeping, and literature review are the methods used for gathering data.

The use of these techniques is based on the needs of this study. The questionnaire was used to obtain information on teacher certification allowances, teacher work motivation, and teacher Performance, which was the object of this study. Observations are carried out to obtain an accurate picture of the research location and information that is felt to reinforce the study results. Documentation is used to obtain data recorded in archives or reports at the research location, and literature studies are intended to strengthen theories and add reading material in the context of conducting research and reporting. According to the study's findings, each alternative hypothesis in each hypothesis test is deemed acceptable or defined as demonstrating that the independent variable significantly and favorably affects the dependent variable. In this manner, the statistical hypothesis—or not—in each test is deemed rejected, and the proof is executed when the findings are detailed in the study's sub-results.

Additionally, it is mentioned that the influence and independent factors have a high value on the dependent variable. The study's findings support earlier researchers' investigations, including those conducted by (Dacholfany et al., 2024), which state that teacher certification and motivation together significantly influence the Performance of teachers who teach. Other research conducted by (Nuswantoro et al., 2023) also states that teacher certification and motivation positively and significantly influence teacher performance.

Therefore, this study confirms the results of previous research on different objects and periods. That way, it is clear that certification allowances and work motivation positively impact teacher performance; until now, empirically, this has been proven from studies that have been conducted.

Further similar research was also conducted by Safe (2016). His research focused on the impact and provision of certification allowances on teacher performance. The results provided a difference from previous research; it was stated that the certification allowances given to teachers did not influence the Performance of the results obtained from the tests they had done. Therefore, this study provides another perspective regarding teacher certification allowances. Previous studies have their strengths, especially in large enough sampling, but in this study, the sample used could have been more extensive, namely only to teachers who were certified in three junior high schools in Kertapati District. This will give results that may differ when done on a more significant sample number.

In principle, the research results support some of the previous research targets, which stated that certification allowances and motivation influence teacher performance. According to the theory of motivation, there are two main factors, namely internal and external factors; providing certification allowances to teachers is one form of motivating external factors. Therefore, the variables of this study also reinforce each other. That way, it is believed that someone who has high motivation will give all his power and efforts to obtain the best work results (Agustin & Purwanto, 2023; Auliana et al., 2022; Bonar Siagian & M Bambang

Purwanto, 2023). If this is true, it is clearly stated that the Performance will also be good.

Therefore, this research becomes a supporting study to convince every stakeholder to motivate teachers to obtain optimal Performance. It is imperative to acknowledge that the research findings produced by researchers undoubtedly contain flaws and shortcomings. This is due to a variety of factors, such as time constraints, budgetary constraints, and the researchers' own limited capacity for conducting research. (Hanadya et al., 2023). However, the findings of this study can still be consulted by educators and policymakers to help them choose the best strategies to raise the performance of teachers.

CONCLUSION

The conclusion and application of this research draw numerous key conclusions from the study's findings and the discussion presented in the preceding chapter. These are the following points: 1) The acceptance of alternative hypotheses in this study (H, 1), which states that there is a positive and significant effect of teacher certification on the cinerea of State Junior High School teachers in Air Kumbang District, indicates that the government's provision of certification allowances for teachers who are declared professionals is appropriate to improve teacher performance. 2) Every teacher needs to be motivated at work in order to perform better; The second alternative hypothesis (2) is accepted based on the research findings, indicating that motivation has a positive and significant impact on the performance of state junior high school teachers in the Air Kumbang District. 3) The two independent variables—teacher certification and job motivation—have a favorable impact either alone or jointly. They have a big impact on how well the junior high school public teachers in the Air Kumbang subdistrict perform. Accepting the third alternative hypothesis serves as proof for this. (H,3).

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