

The Influence of Leadership, Teacher Confidence, and Motivation on Teacher Performance and Student Achievement in an Educational Context

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Abstract: *This research aims to investigate the influence of leadership, teacher self-confidence, and teacher motivation on teacher performance and student achievement in the context of education. This study uses a quantitative approach, and data is collected through surveys and interviews. The research sample consists of teachers and students in various schools in a particular area. The data analysis results indicate that effective leadership has a positive impact on teacher motivation, teacher self-confidence, and teacher performance. Furthermore, teacher motivation also has a positive influence on teacher performance and student achievement. The findings of this research provide important recommendations for the development of leadership and teacher motivation to improve teacher performance and student achievement in the context of education.*

Keywords: *leadership, teacher self-confidence, teacher motivation, teacher performance, student achievement, education*

INTRODUCTION

In the context of workplace pressure, According to a study by Leithwood et, al (2004), effective peer pressure among school administrators has a positive impact on teacher performance and student performance. A principal who has the ability to provide guidance, support, a safe environment, adequate resources, and encourage teacher participation in formulating the school's mission has a significant impact on the quality of education Relevance (2009). According to Bandura's (1997) research, a teacher's self-awareness has a significant impact on teaching effectiveness and student performance. A teacher who understands self-limitation will be more adept at handling challenging situations, more imaginative in designing lessons, and more successful in resolving difficulties that arise during the teaching process. High levels of teacher confidence can also affect student confidence, thereby increasing student learning motivation (Schunk, 2000). There is an assumption that teacher motivation has a significant impact on the performance of both teachers and students, which is supported by several studies. According to a study conducted by Rana (2012), teachers with strong intrinsic motivation (motivation that comes from within them) are more likely to be effective in implementing their lesson plans and also improving student learning outcomes.

Furthermore, research conducted by Guay, Vallerand, and Blanchard (2000) also showed that high teacher motivation is associated with high teacher commitment to their work, high work productivity, and high teacher performance. The work titled "Notoadmojo" was created in 2010. Various factors related to the school environment, such as teaching and learning standards, school climate, and teacher-student relationships, can also affect teacher

job satisfaction and student performance. In a strict school environment, teachers consistently show higher motivation, and students also show higher motivation to learn. Robi'atin study from 2011 Student motivation is also a crucial factor that can affect their learning outcomes. Students who are highly motivated have a tendency to be more active in class and consistently achieve better learning outcomes. Student motivation can be influenced by internal factors, such as aptitude and interest, and external factors, such as praise and recognition. Rosyar's study in 2016 Environment also has an important role in improving students' academic performance. Adults who actively support their children's learning at home and consistently participate in their academic growth have children with better learning outcomes. Pristiwati and Sunarti (2011) Social and emotional support provided by adults can also help students in overcoming learning difficulties and increase their motivation.

In the context of education, there are various factors that may affect teacher effectiveness and student performance. Some factors worth considering are teacher confidence, teacher self-esteem, and motivation. Ongoing research provides insight into the impact of the factors mentioned above. One of the negative factors affecting teacher performance is the attitude of the principal. Research conducted by Kiswanto (2010) and Damayani et al. (2020) shows that the behavior of school principals has a positive impact on teacher performance. In line with research conducted by Nugroho (2017) and Rivai (2020), transformational leadership is also associated with improved overall employee performance. In addition, teacher confidence has an important role in improving student performance. Researchers Hartawati and Mariyanti (2014) found a negative correlation between teacher fatigue and teacher quality. In addition, self-development can also have a negative impact on community participation in development projects, as noted by Latif and Irwan (2019). Motivation is also an important factor in increasing teacher productivity. Research conducted by Setiyati (2014), Handayani, and Rasyid (2015) shows that there is a positive correlation between teachers' work motivation and work performance. High work motivation can increase the morale and dedication of teachers to their duties, which will have a positive impact on their performance.

According to research conducted by Keizer and Pringgabayu (2017), teacher performance at SMK ICB Cinta Niaga in Bandung City is negatively influenced by the principal's leadership style, school spirit, and motivation. A study conducted by Taufik (2019) shows that the transformational leadership of school principals has an impact on teacher performance. Furthermore, a study conducted by Haq (2019) shows that teacher effectiveness and school leadership quality also have an impact on teacher performance. Ndapaloka et al. (2016) investigated the effect of peer pressure and academic supervision on teacher performance, using pretesting as a mediating factor related to teacher work in SMK Negeri Ende Regency. Research conducted by Manik and Siahaan (2021) shows that the teacher preparation and reward system has an impact on teacher performance, with teacher motivation as a mediating variable. In addition, Pratikayanti and Putra (2021) highlight the relationship between teacher effectiveness and discipline with teacher performance. In 2022, Fau et al. conducted a study on the influence of teacher leadership and work motivation on teacher performance at Charitas Education Foundation. Before its publication the following year, Umar conducted research on the impact of administrative skills and principals' behavior on pedagogical work. Another study, conducted by Sari et al. (2023), examined the effects of knowledge sharing, goal-path support, and the use of information technology on teacher performance with regard to self-efficacy. This research provides deeper insights into the factors that influence teacher productivity and student performance in an educational context. One of the factors that negatively affects teacher performance is the attitude of the principal. Research conducted by Wardani (2014) and Alhabsyi et al. (2022) shows that effective school leadership is essential to increase teacher productivity. An effective principal who is able to provide direction, support, and motivation to students can create a resilient work environment and

increase their productivity. In addition, their performance was significantly influenced by their mentor's beliefs. Research conducted by Heryana (2015) and Pairi (2022) shows that teachers with high self-esteem consistently show more motivation to improve themselves, create a positive learning environment, and improve student performance.

In addition, teachers' personal growth is linked to the social skills and efficacy of their students, which can also have a positive impact on their teaching careers. Motivation is a significant factor affecting the performance of students and teachers. Research conducted by Faizin (2021) and Santiari et al. (2020) shows that teacher motivation in working has a positive impact on their work life. A highly motivated teacher will focus more on carrying out his duties, finding new ways to improve student learning, and providing better support to his students. In the context of education, these exercises provide valuable support for the development of academic policies and practices that can improve teaching standards and help students achieve higher quality outcomes. By considering several factors such as the principal's leadership style, the teacher's personal approach, and motivation, we can create an educational environment that supports the development of teachers as qualified professionals and improves student performance to the maximum. In general, research findings show that teacher leadership, student motivation, and teacher quality have a significant impact on student performance in educational settings. Understanding these factors can help in developing effective education strategies and policies to improve education standards.

Hipotesis

H1: Leadership, teacher self-confidence, and motivation positively impact teacher performance as well as student achievement in an educational context.

H2 : Teacher self-efficacy, and teacher motivation positively impact teacher performance and student achievement in an educational context.

H3 : This hypothesis assumes that leadership, teacher self-confidence, and motivation positively impact teacher performance as well as student achievement in an educational context.

H4 : Student performance, and teacher motivation have a positive impact on teacher performance and student achievement in an educational context.

LITERATURE RIVIEW

There have been several studies conducted on the effects of peer pressure, students' perceptions of their teachers' credibility, and students' motivation towards their teachers' work and teaching in educational contexts. According to Setiyati's (2014) research, there are positive effects on teachers' employment from student leadership, workplace stress, and school culture. Ibda (2023) explains that teacher-professional practice development has a negative impact on teacher reputation and teacher-murlid relationships. According to the findings of Ratna Sari et al. (2022), there is a negative correlation between stress at work, work motivation, and work productivity. In addition, Waritsman (2020) identified a relationship between student learning motivation and mathematical ability. In the context of education, Wijaya and Agoestanto (2018) also identified effective factors that improve student learning outcomes. According to this study, student learning outcomes in an educational context can be significantly influenced by teacher effectiveness, student motivation, the relationship between superiors and subordinates, and work ethics. According to a study conducted by Nugroho (2017), transformational leadership and effective education have a positive impact on teacher organizational performance. According to research by Damayani et al. (2020), there is a negative correlation between employee motivation and teacher influence on teacher work.

Research Variables

1. Leadership

According to Setiyati's research (2014), the principal's performance has a significant effect on teacher performance in the classroom. This shows that effective and efficient teacher performance can increase teacher motivation and work performance. In addition, Ibda (2003) also stated in his study that professional teacher education can negatively impact students' self-esteem and teacher-murdu relationships. Professional and high-quality teacher education programs can enhance instructors' teaching competencies and skills, which in turn will strengthen their relationships with their students and assist them in their role as teachers. Further research by Ratna Sari et al. (2022) shows that factors such as stress at work, motivation at work, and work performance also have an impact on teacher work. Low stress or productivity at work, low work motivation, and low work output can have a negative impact on teachers' job performance.

In addition, Setiyati (2014) examined the influence of teacher leadership, work motivation, and school culture on teacher work. Handayani and Rasyid (2015) explained that organizational culture, principal support, and teacher motivation negatively affect the work of teachers at Negri High School, Wonosobo Regency. In addition, research conducted by Nurhikmah et al. (2022) shows that the effectiveness of teachers in civil servants of Cibungbulang Sub-District Public Elementary Schools is negatively affected. The relationship between self-awareness and speech at the public school level at SMPN 16 Jambi City, Mustika et al. (2023). Ibda (2023) examines the impact of professional teacher education on self-awareness and teacher-murlid relationships. In Qoriah's (2022) study, teacher strategies to improve the average student-teacher ratio during the COVID-19 pandemic were reported. Verawati's research (2022) examines the effectiveness of the OCB (organizational community boss) training program at Al-Huda Bojong Gintung Islamic Boarding School. In Sutiono (2022), the use of project-based learning that integrates STEM education is essential to improve students' creative thinking and self-improvement skills. Afifah and Nasution (2023) discuss the role of a guidance teacher and counselor in developing self-awareness and self-control in students.

Kahar et al. (2023) examined the impact of self-efficiency on the work of a guide and counselor. Overall, literature analysis shows that teacher leadership style, student motivation, and teacher quality are important factors influencing student performance in educational contexts. These studies provide a deeper understanding of the factors affecting teacher productivity and student work habits, as well as more effective teaching methods and policy development.

2. Teacher self efficacy

Teachers' effectiveness depends on their ability to quickly provide unconditional support to students and facilitate their learning and growth in a positive way. This affects teachers' credibility in their instructional strategies, the effectiveness of classroom management teams, and the ability to inspire and develop students' self-esteem. In this context, teacher effectiveness is discussed in relation to several factors that can increase or decrease teacher effectiveness. The first recommendation was made by Setiyati (2014) on the impact of teacher leadership, student motivation, and school culture on teacher work. This suggests that when school administrators provide positive and uplifting guidance, create a work environment that inspires motivation, and foster a positive school culture, then teacher effectiveness will increase and, as a result, student performance will also improve. The second part of Ibda (2023) examines the impact of professional teacher education on students' self-awareness and teacher-murlid relationships. Even if it is not always easy to determine a teacher's effectiveness, a teacher's inner strength and capacity to build constructive relationships with their students can be seen as components of their effectiveness. The fourth part, written by Ratna Sari et al. (2022), explores the impact of work stress, work motivation, and work ethic on teachers' work. This

research shows that although job stress negatively affects teacher effectiveness, work motivation and job performance have a positive impact. Therefore, when teachers experience low motivation, low tenacity, and low stress threshold, their ability to be effective in their work will inevitably decrease. Finally, a study conducted by Zahara (2019) highlights the importance of teacher motivation and school leadership in relation to teacher work. Even if it is not explicitly stated, it can be concluded that a positive school climate and employee motivation have an impact on improving teacher effectiveness and subsequent work outcomes. In general, the study highlights important factors such as school leadership, employee motivation, work environment, and professional development in improving teacher effectiveness. The importance of improving teacher effectiveness cannot be overstated, as it has been shown to positively impact student learning outcomes and teaching effectiveness. Teachers, with a high degree of personal effectiveness, consistently set and meet learning objectives, model effective communication skills, and reinforce their instructional efforts to meet the various needs of students.

3. Motivation

Motivation is the drive, or inspiration, that drives a person to achieve a certain goal or achievement (Wasni, et al., 2024). In the context of education, learning motivation refers to internal and external factors that affect student motivation, focus, and effort in learning. According to Waritsman's research (2020), there is a relationship between student learning motivation and mathematical ability. This research shows that consistently high levels of learning motivation have a positive impact on student performance in math classes. A study conducted by Zahara (2019) examined the impact of teacher leadership and employee motivation on teaching quality at SMK Muhammadiyah 2 Bandar Lampung. Research findings suggest that strong leadership at the school level and high work motivation can improve teacher effectiveness. A study conducted by Sumaryono (2020) explains the impact of teacher motivation and democratic leadership on student performance in SMA/SMK Muhammadiyah Pati Regency. This study shows that teachers' trust in democracy and teachers' work motivation have a positive impact on teachers' work. Research by De Keizer and Pringgabayu (2018) examines the impact of teacher leadership, school spirit, and motivation on teacher performance at SMK ICB Cinta Niaga Kota Bandung. Research findings show that positive school culture, motivation, and teacher leadership positively impact teacher performance. A study by Damayani, Arafat, and Eddy (2020) examined the impact of work motivation and the influence of school principals on teacher performance. The study's findings suggest that strong leadership at the school level and high work motivation can improve student performance. Overall, it can be concluded from these various studies that motivation plays an important role in the educational context. High motivation can improve student learning outcomes and teacher productivity (Ismayanti, et al., 2020). In addition, effective leadership in schools can also affect teacher motivation and performance.

4. Teacher Performance

In the list above, there are several studies that discuss variables that affect the performance of teachers or supervisors. According to the study, factors identified included teacher influence, work-related motivation, school spirit, discipline within the institution, emotional intelligence, teacher participation in academic forums, student self-efficacy, self-reflection, professional expertise, community, and desire to be a teacher. For example, research by Damayani et al. (2020) shows that teacher leadership and motivation in the workplace have a positive impact on teacher work. Let's start with research by Setiyati (2014), which indicates that teacher leadership, work motivation, and school culture have a positive impact on teacher performance. Furthermore, research by Herawaty (2016) shows that emotional intelligence,

teacher participation in academic forums, self-efficacy, and work motivation have a positive impact on mathematics teacher performance. Conversely, research by Tanjung et al. (2020) shows that self-evaluation and self-efficacy have a negative impact on job performance, which in turn affects teacher performance. In addition, research conducted by Wahyuni and Setiyani (2017) shows that the desire to become a teacher is influenced by the philosophy of the teacher profession, group environment, and self-efficiency.

5. Student Performance

Some of the studies mentioned above provide insight into the factors that influence teachers' ability to teach and the effectiveness of schools in improving educational standards. Some of the factors mentioned in this study include the effectiveness of the principal, the effectiveness of the learning environment, school spirituality, professional ethics, employee motivation, teacher discipline, teacher participation in academic forums, self-efficacy, and teacher attitudes. Mariana (2021) argues that the effectiveness of school drivers in improving the quality of education affects the leadership of school principals. The study highlights the important role principals play in creating a positive learning environment. In accordance with Kusumaningrum et al. (2020), professional ethics, school culture, spiritual leadership, change leadership, and learning leadership have a positive effect on teacher teaching performance. This indicates that the factors mentioned above have a role to play in improving the standard of teacher education. As stated in Setiyati (2014), teacher performance is negatively influenced by the principal's leadership style, teacher work motivation, and school culture. The study highlights the importance of strong school leadership, positive school culture, and motivation in increasing teacher productivity. Herawaty (2016) examined the factors that influence the work of math teachers and concluded that positive effects on teaching can be attributed to emotional intelligence, teacher participation in academic forums, self-efficacy, and work motivation. Tanjung et al. (2020) investigated the impact of teacher efficacy and self-evaluation on student performance in the classroom and its implications for teacher work. This research shows that self-evaluation and self-efficacy have a positive impact on teacher-student performance and relationships. Professional perceptions of teachers, family, and self-efficacy affect interest in becoming teachers, by Wahyuni and Setiyani (2017). This study highlights the importance of these factors in increasing one's desire to become a teacher, in summary, the above list of factors indicates that there are various factors that influence the effectiveness of teachers and the ability of schools to improve the quality of education. These factors include principal performance, school performance in teaching, curriculum changes, spiritual education, school day, professional ethics, employee motivation, teacher discipline, teacher participation in academic forums, teacher self-efficacy, and teacher training. Therefore, it is imperative for those involved in education to recognize and utilize these factors to improve the standard of teaching and teacher training.

RESEARCH METHODS

Research methods

The research methodology used in this study is a survey method through data collection using questionnaires. Researchers will collect data on sample teachers in educational contexts in various schools and conduct analyses relating to the following variables: teacher motivation, teacher performance, leadership, and student achievement. Ulfah et al. (2022) have proven through previous research that educational leadership has an important role in overcoming periods of disruption in education. In addition, Mulyasa's (2022) research also shows that teacher leadership and management practices can have a negative impact on student performance. Furthermore, Sunarso (2023) explained that peer influence theory can be applied in the context of education to increase teacher productivity. In addition, Damayanti & Asbari

(2024) stated that highly motivated teachers can make a significant contribution to educational progress. Finally, Prayuda (2022) highlighted the importance of digital literacy for school leaders in the digital era. Therefore, this study will examine the influence of peer pressure, teacher confidence, and student performance in the context of Education. The research method used in this study is SEM PLS (*Structural Equation Modeling Partial Least Squares*). This method is used to test and analyze causal relationships between independent and dependent variables. To collect data, questionnaires were distributed and collected through Google Form to 387 respondents. The collected data is then analyzed using several statistical methods. First, data reliability is measured

using Cronbach alpha. Descriptive statistics such as mean and standard deviation are used to analyze the variables studied. The Pearson product-moment correlation coefficient is used to evaluate relationships between variables. The t-test is used to test for differences in moderation variables. In addition, PLS-SEM (*Partial Least Squares Structural Equation Modeling*) is used to analyze significantly influential factors. In determining the sample size, researchers use the G Power App to analyze the required sample strength.

To measure the strength of the analysis in this study, G Power was used to determine a sufficient sample size. The total sample collected was 387 respondents, and with an analysis strength of 0.78 from a population of 5,000. The data has been analyzed using the SEM-PLS (*Partial Least Squares Structural Equation Modeling*) method using Smart PLS software version 3.29 according to a predetermined procedure. At the first stage, tests are carried out on the measurement model to verify the validity and reliability of the structures used. The second step involves testing structural models, which test direct relationships between exogenous variables. (independent variable) and endogenous (dependent variable) (Hair, Hollingsworth, Randolph, & Chong, 2017)

Table 1. G Power Analysis Results to determine total sample

Input		Output	
Tail(s)	One	Lower critical R ²	0.0285281
Effect size f ²	0.05	Upper critical R ²	0.0285281
α err prob	0.05	Df	300
Power (1-β err prob)	0.95	Total sample size	387
Number of predictors	5	Actual power	0.9504517

Population and Sample

Populasi

The population is defined as the maximum possible number, either in a quantitative or qualitative sense, as well as the characteristics associated with the set of relevant objects that are clear and comprehensive enough to be understood as a whole. In addition, population can also be defined as the number of individuals or citizens of a country who have the same way of life. Alternatively, a population can also be defined as a group of individuals who share the same culture and live harmoniously in the same space at any given time. The definition of population is related to the element, which is the unit of analysis. These elements can be individuals, groups, schools, homes, social groups, organizations, and so on. In other words, population is the sum of many elements (Lesmana, 2021). Conversely, an academic states that a population is a whole population, a group of people, a case study, or an object to be extrapolated the results of his research (Swarjana, 2022). Understanding the population is crucial in research since representative samples will be drawn from it. It may be inferred from

this graph that the population is a group of individuals with similar values and a way of life that values shared space at any given time. The population in the study was estimated to be around 2,357 people living across the country of Malawi.

Sample

A sample is a part of a population that is less than or equal to a population that is determined using sampling techniques in a particular analysis, or it can also be defined as a part of a population that is slightly off or equal to a determined population using several procedures with the aim of identifying or studying specific traits of its parent population (Swarjana, 2022). In contrast, based on the findings of previous studies, the sample size is equal to the number and characteristics possessed by the target population. Samples taken from large populations were used, but researchers were unable to study everything that existed in these populations due to factors including time, money, and labor shortages. For this reason, researchers may use samples taken from populations for research. (Ahmad & Jaya, 2021). In this study, G Power was used to determine the minimum sample size required and was useful for refining the research analysis. Based on this, the study showed that about 387 samples were needed for this study, with a precision of 0.78. Instead, the method used for data analysis is the SEM-PLS approach method in Smart PLS version 4.

Data Collection Instruments

The first step in making a survey instrument for this study is to collect and analyze survey data. The inventory includes information from 300 survey responses along with demographic data. Windle (2011), Williams et al. (2021), and Webster & Watson (2002). The definition and principles of the previous research framework from the literature review help the careful and impartial selection and application of research tools. Mohammad (2013) and Zohrabi (2013) are important references in the instrument development process. The instruments used in this study are designed to fit the purpose of the study. Productivity in the workplace is based on the research of Ghasemy, Mohajer, Cepeda-Carrión, & Roldán (2020) which uses 54 statements. In addition, there are 69 statements about motivation from According to Vannucci & McCauley Ohannessian (2018), 42 statements about the impact of peer pressure from Otoo (2019), 54 statements about innovation adopted from research (Han & Qian, 2020), and 36 statements from Gagné et al. (2015). This instrument uses the Likert scale with five points, ranging from 1 (unsure) to 5 (definitely), based on the findings of Dawes (2008) and Drumm et al. (2022). To ensure language accuracy, the instrument was translated from English to Indonesian by two skilled translators.

RESULTS AND DISCUSSION

Research Results

Table 2 Demographic Profile of participants

Variable	Demographics	Frequency (N-1719)	Percentage	Mean
Gender	Law Law	118	39	
	Woman	182	61	
Education	SMA/SMK	191	64	
	S1	109	35	

Table 2 displays descriptive statistical results illustrating the demographics of respondents in this study. Based on demographic data, it can be seen that respondents are

divided by gender, with 118 people (39%) being men and 182 people (61%) being women. Furthermore, they are also divided based on education, with 191 people (64%) being SMS/SMK students and 109 people (35%) being S1 students.

Data Analysis

PLS-SEM was chosen for use in this study because of its powerful ability to make accurate predictions. In addition, Smart PLS software was selected to analyze the data and test the hypotheses proposed (Hair *et al.*, 2017). This study used the PLS-SEM technique to develop a model that explains the relationship between variables that affect academic fatigue and student achievement. To ensure a robust research design, the instruments used in the study were validated using Smart PLS to accurately measure what should have been measured (Hair, Matthews, Matthews, & Sarstedt, 2017). The instrument validation process in this study involves convergence validity methods and discriminant validity with the help of Smart PLS 4. The first step involves importing raw data in CSV format into Excel software. Once the raw data is entered, the data analysis stage can be carried out according to the prescribed procedure.

Table 3 Statistical Description of Questionnaire, loading factor, VIF, AVE, Composite reliability and Cronbach's (Hair et al., 2020)

Construct	Question	Mean	Loading	BRI GHT	BIR D	Reliability	Cronbach's
Leadership	School leaders have a high capacity for power over each member of the school	4.670	1.000	1.000	0.734	1.000	1.000
	Leaders are not serious about facilitating every learning to students	4.627	0,604	1,800			
	Each student is involved in the decision-making process if problems occur in class	4.690	0.857	2.484			
	School leaders do not take actions that lead to the achievement of learning objectives	4.653	0.748				
	Each student takes part in encouraging his study group to complete the assignment	4.653	1.000	1.000			
Teacher Self-Efficacy	I feel that I have enough expertise in teaching the learning material that I teach	3.813	0.742	1.739	0.672	0.911	0.878
	I am confident that I can arouse students' interest and motivation to learn	3.843	0.857	2.474			
	I feel I have the ability to overcome challenges and	3.750	0.816	1.972			

	obstacles in the learning process						
	I feel I have effective communication skills in interacting with students, co-workers, and other related parties	3.810	0.825	2.158			
	I feel that I have the ability to provide accurate and useful assessments and feedback to students	3.740	0.853	2.359			
Motivation	Teachers often provide motivation for the rest	3.913	0.831	2.321	0.699	0.921	0.892
	Students experience increased skills and creativity as motivation from teachers	3.783	0.839	2.319			
	Teachers provide interesting motivation in learning	3.983	0.857	2.485			
	The response of the students is very good when listening to the teacher provides learning motivation	3.873	0.818	2.143			
	The teacher's motivation made it easier for me to understand my interests and interests	3.990	0.818	2.209			
<i>Teacher Performance</i>	I discussed with the teachers to determine the appropriate learning method	3.770	0.818	1.755	0.664	0.908	0.873
	Teachers organize classes to provide equal learning opportunities to all students	3.833	0.841	2.319			
	Teachers pay attention to the responses of students who do not understand the learning material to improve the next lesson plan	3.940	0.800	1.957			
	The teacher gives opportunity to all students to ask questions and refute	3.953	0.801	1.911			

	when learning takes place						
	The teacher gives an evaluation at the end of each chapter or material	3.883	0.861	2.477			
<i>Student Performance</i>	I read the handbook before learning started	3.707	0.744	1.640	0.563	0.863	0.801
	I am embarrassed to ask the teacher, if there is any material that I do not understand	3.387	0.542	1.238			
	Good test scores can help motivate me in my learning activities	4.030	0.767	1.709			
	The tasks that the teacher gave me were done on time	3.893	0.812	1.901			
	I received the value that the teacher gave me from my learning results	4.027	0.849	2.114			

Based on the table above, it is clear that based on the mean score, the **Leadership** variable has the highest mean value of 4.6. While **the Student Performance** variable has the lowest mean value of 3.3.

Evaluasi Model Pengukuran Confirmatory Composite Analysis (CCA)

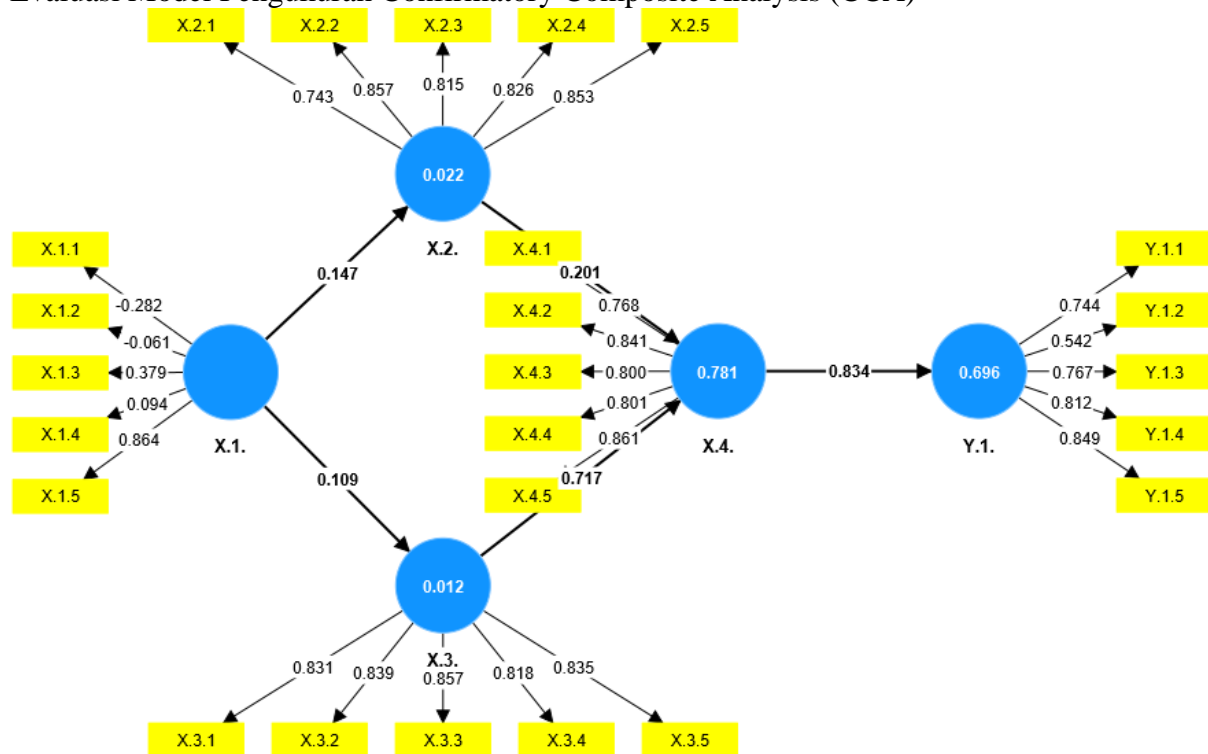


Figure 1 : PLS Algorithm processing results

Correlation

	X.1.	X.2.	X.3.	X.4.	Y.1.
X.1.	1.000	0.169	0.145	0.137	0.156
X.2.	0.169	1.000	0.783	0.763	0.796
X.3.	0.145	0.783	1.000	0.875	0.839
X.4.	0.137	0.763	0.875	1.000	0.832
Y.1.	0.156	0.796	0.839	0.832	1.000

Cronbach's alpha

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
X.1.	0.787	0.658	0.784	0.734
X.2.	0.880	0.887	0.912	0.676
X.3.	0.892	0.893	0.921	0.699
X.4.	0.873	0.874	0.908	0.664
Y.1.	0.801	0.824	0.864	0.563

Cronbach Alpha values range between 0 and 1, a value close to 1 indicating that these indicators have a high degree of consistency and can reliably measure the same construct. As a rule of thumb, values from 0.5 are considered acceptable. (X.1 : 0.734, X.2:0.676, X.3:0.699 , X.4: 0.664, Y.1: 0.563) Also considered good.

Test validity

An indicator is considered valid if it has an R-squared value of less than 0.05 in relation to the target construction. The R-squared value ranges from 0 to 1. Higher values indicate that the model can account for most of the major variations in the dependent variable. For example, an R-square of 0.07 indicates that 70% of the variance in a variable depends on how the model interprets it, while the rest can be explained by the model. On the other hand, other independent model factors can clarify the situation. An R-Square value of 0.776 indicates that the model can account for about 77.6% of the variables in the dependent variable, or model result. In other words, 77.6% of variable data variation depends on the independent variables or predictors present in the model. This number shows the accuracy and usefulness of the model in describing the relationship between the variables in question.

	R-square	R-square adjusted
Y.1.	0.776	0.773

Source : Smart Pls 4

The R-Square and R-Square Adjusted describe the extent to which the model can account for variations in data. The higher the value of both, the better the model can predict or explain variations in the data. The higher the value of both, the better the model can predict or explain variability in observed outcomes.

Inner Model

	BRIGHT
X.1. -> Y.1.	2.433
X.2. -> Y.1.	2.138
X.3. -> Y.1.	2.096
X.4. -> Y.1.	2.101

Source : Smart Pls 4

This model concerns path coefficients that show the strength and direction of relationships between variables, loading factors that measure the quality of indicators against latent variables, and variance or R-Squared that shows how well latent variables are explained by indicators. The validity and reliability of structural models can be assessed through parameter estimation in the inner model, including the significance of path coefficients and loading factors

Discussion

The influence of leadership, teacher self-confidence, and motivation on teacher performance as well as student achievement in contextual education is a topic that has been studied extensively in the educational literature. Serin (2023) states that teacher motivation and self-control can negatively impact students' efforts to improve their learning outcomes. Furthermore, according to Wati et al. (2023), the subject and object of educational evaluation in schools and madrasahs are rooted in the Industrial Revolution 5.0. More specifically, De Keizer and Pringgabayu (2018) stated that teacher effectiveness, school spirit, and student motivation have a significant impact on teacher work in the classroom.

Furthermore, Ndapaloka et al. (2016) stated that teacher supervision in elementary schools and principals' leadership has the potential to have a negative impact on students' motivation to work as teachers in underprivileged communities. As per Jaliah et al. (2020), administrator and teacher performance can be negatively influenced by leadership and management styles. Zaneta and Sulistiowati (2023) acknowledge that spiritual leadership also plays a role in improving teacher-student relationships. This shows that student behavior is an important factor that affects teacher and student performance. In Madrasah Tsanawiyah Negeri Kabupaten Lampung Selatan, madrasah leadership style, work ethic, work motivation, and pedagogic competence are significant influences with respect to teacher work. This shows that student motivation and work ethic have a significant impact on teacher performance in the madrasah environment.

In addition, research by Pairi (2022) shows that student-teacher interpersonal skills and student-teacher efficacy have a significant impact on student motivation as a connecting factor in their work. This point shows that in addition to internal factors, there are external factors that also affect teacher performance, such as student motivation. According to Darmadi (2020), school principals have significant advantages in terms of increasing student performance and teacher effectiveness. This highlights the important role played by peer pressure in creating an environment that supports teacher work and student performance. Herawaty (2016) self-efficacy, work motivation on mathematics teacher performance, teacher participation in academic forums, and the influence of emotional intelligence.

All studies show that teacher attitudes have a significant impact on students' ability to learn in the classroom. Siallagan (2020) also stated that teacher leadership, motivation, and school culture have a significant effect on teacher work. This underscores how important these factors are in helping students achieve their performance goals through increased teacher hours. According to PANDIE (2014), work attachment to teachers has a positive influence on self-

confidence and meditative awareness. This indicates that a teacher's high standards of personal hygiene can negatively affect the quality of student work. Furthermore, according to Widoyoko (2009), teaching staff has a significant impact on student learning motivation. Effective teaching can have a positive impact on student learning motivation. This indicates that student learning motivation is also influenced by the quality of teacher work. According to the study, Muspawi (2021) also indicated that strategies to increase teacher productivity have an important role in improving education standards. Teacher quality can have a direct impact on student performance, so teacher quality is one of the most important factors in achieving optimal student performance.

As a more detailed example, De Keizer & Pringgabayu (2018) stated that teacher leadership, motivation, and school culture have a significant impact on teacher performance. This indicates that the organizational and interpersonal environment in schools can affect teacher motivation and performance. According to Nastiti & Lantip (2019), there is a significant influence on student learning outcomes from teacher motivation, teacher discipline, and student discipline. This shows that teacher motivation and work discipline negatively affect student learning outcomes. According to Sulastri Eli.A, Nur.a, and Misriani M (2020), there is a significant difference between academic competence and teacher work motivation in terms of teacher work performance. This shows that the quality of teachers' work is influenced by their level of competence and academic motivation. All this shows that teacher quality, motivation, and influence have a significant impact on student work performance in the classroom and teacher office.

CONCLUSION

Based on the analysis of reliability and consistency of data using indicators such as Cronbach's Alpha, AVE, Rho can be concluded from the CCA model based on the variables that in the model show good reliability and sufficient consistency, all values are within the accepted range, thus the data can be said to be good.

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