MJP Journal of Education and Teaching Learning
Vol.4, No. 2 (2026): 1141 – 1150
https://jurnalilmiah.co.id/index.php/MJPJETL

The Effect of Leadership Quality and Teacher Competence on Educational QualitythroughWork Motivation in Public Elementary Schools in Serang Regency

[1)]Bahaudin, [2)]Erna Kusumawati, [3)]Umalihayati

[1,2,3)] Bina Bangsa University, Indonesia

Correspondence Author: ernaku19.uniba@gmail.com

Article Info

Keywords:

Leadership Quality, Teacher Competence, Work Motivation, Education Quality, SEM-PLS.

ABSTRACT

The quality of education in Serang Regency Public Elementary Schools is influenced by various factors, includingamong themPrincipal leadership quality, teacher competence, and teacher work motivation. Improving the quality of education requires effective leadership, adequate teacher competence, and high work motivation so that the learning process takes place optimally. This study aims to analyze the influence of principal leadership quality and teacher competence on the quality of education through teacher work motivation in Public Elementary Schools in Serang Regency, both directly and indirectly. This study uses a quantitative approach with a survey method. Data were collected through questionnaires to Public Elementary School teachers in Serang Regency and analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS) with the help of the SmartPLS application. The results show that teacher competence has a positive and significant effect on work motivation and educational quality. Leadership quality has a positive and significant effect on work motivation, but has a significant negative effect on educational quality. Work motivation has a positive and significant effect on educational quality and is proven to mediate the influence of teacher competence and leadership quality on educational quality. The model is able to explain 56.3% of the variation in work motivation and 64.6% of the variation in educational quality. It is concluded that improving the quality of education is more effective through strengthening teacher competence and leadership quality that can increase teacher work motivation. Work motivation is a key factor in improving the quality of education in Public Elementary Schools in Serang Regency.

Article Information

Keywords:

Kualitas Kepemimpinan, Kompetensi Guru, Motivasi Kerja, Mutu Pendidikan, SEM-PLS.

ABSTRACT

Mutu pendidikan di Sekolah Dasar Negeri Kabupaten Serang dipengaruhi oleh berbagai faktor, di antaranya kualitas kepemimpinan kepala sekolah, kompetensi guru, dan motivasi kerja guru. Peningkatan mutu pendidikan memerlukan kepemimpinan yang efektif, kompetensi guru yang memadai, serta motivasi kerja yang tinggi agar proses pembelajaran berlangsung secara optimal. Penelitian ini bertujuan menganalisis pengaruh kualitas kepemimpinan kepala sekolah dan kompetensi guru terhadap mutu pendidikan melalui motivasi kerja guru di Sekolah Dasar Negeri Kabupaten Serang, baik secara langsung maupun tidak langsung. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Data dikumpulkan melalui kuesioner kepada guru Sekolah Dasar Negeri di Kabupaten Serang dan dianalisis menggunakan Structural Equation Modeling-Partial Least Squares (SEM-PLS) dengan bantuan aplikasi SmartPLS. Hasil penelitian menunjukkan bahwa kompetensi guru berpengaruh positif dan signifikan terhadap motivasi kerja dan mutu pendidikan. Kualitas kepemimpinan berpengaruh positif dan signifikan terhadap motivasi kerja, namun berpengaruh signifikan dengan arah negatif terhadap mutu pendidikan. Motivasi kerja berpengaruh positif dan signifikan terhadap mutu pendidikan serta terbukti memediasi pengaruh kompetensi guru dan kualitas kepemimpinan terhadap mutu pendidikan. Model mampu menjelaskan 56,3% variasi motivasi kerja dan 64,6% variasi mutu pendidikan. Disimpulkan bahwa peningkatan mutu pendidikan lebih efektif dilakukan melalui penguatan kompetensi guru dan kualitas kepemimpinan yang mampu meningkatkan motivasi kerja guru. Motivasi kerja merupakan faktor kunci dalam meningkatkan mutu pendidikan pada Sekolah Dasar Negeri di Kabupaten Serang.

Article History

Received : 15/08/2026
Revised : 10/09/2026
Accepted : 21/10/2026

✉ ***Corresponding Author:*** (1) Bahaudin, (2) Departmen, (3) Bina Bangsa University, (4) Indonesia, (5) Email: ernaku19.uniba@gmail.com

Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.
Copyright © 2026- [1)] Bahaudin, [2)] Erna Kusumawati, [3)] Umalihayati

1. INTRODUCTION

The quality of education in Indonesia is regulated and guaranteed nationally through the National Education Standards (SNP), as mandated by Government Regulation Number 57 of 2021 concerning National Education Standards. The SNP encompasses eight main components: content standards, process standards, graduate competency standards, educator and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and education assessment standards. These eight standards serve as a reference for providing quality education in all educational units, including elementary schools.(Ministry of Education, Culture, Research, and Technology, 2021).

In practice, achieving the National Education Standards (SNP) still faces various obstacles at the elementary school level. Based on the results of the School Self-Evaluation (EDS) and(BAN-S/M, 2022), there are still many elementary schools in Serang Regency that have not yet reached the "superior" category, especially in terms of management standards, educators and education staff, and the learning process.

Based on accreditation data for public elementary schools in Serang Regency, Banten Province, there are a total of 707 public elementary schools spread across the region. The majority of these schools, 523 of them, or approximately 73.97% of the total, have a B accreditation. Of these, 139 schools, or 19.66%, have received an A accreditation. Meanwhile, 43 schools, or 6.08%, have a C accreditation.

Basic education plays a strategic role in shaping the quality of human resources from an early age. Elementary schools serve not only as a place to transfer knowledge but also as an institution that builds character, skills, and competencies for students to face the changing times. In efforts to improve the quality of education, school quality is a primary indicator of successful educational delivery. School quality is reflected in the quality of the learning process, student achievement, teacher professionalism, the effectiveness of school management, and community satisfaction with the educational services provided..

The quality of education in Serang Regency can be seen through several indicators, including the Average Years of Schooling (RLS) and the Human Development Index (HDI). Data from the Central Statistics Agency (BPS) shows that Serang Regency's HDI reached 73.28 in 2024, an increase from 72.63 in 2023. This increase indicates improvements in the quality of human development, including in the education sector..Furthermore, the Average Years of Schooling (ALS) indicator has also increased year after year. In 2015, the ALS in Serang Regency was recorded at 6.90 years, increasing to 8.03 years in 2025. Despite the positive trend, this figure remains below both the Banten Province and national averages. This indicates that the majority of Serang Regency residents only complete junior high school or eighth grade.

Elementary schools in Pontang District that have received accreditationA as many as 7 schools, which shows that the school has met good educational quality standards.In the context of this research, school quality is not only influenced by the availability of facilities and infrastructure, but also greatly determined by the quality of the principal's leadership, teacher competence, and the work motivation of educators. A principal who is able to implement effective leadership will encourage the creation of a conducive work culture, while competent teachers can improve the quality of the learning process. Both factors ultimately contribute to improving the quality of elementary schools in Serang Regency. Therefore, efforts to improve the quality of education need to be carried out sustainably by strengthening teacher competence, increasing work motivation, and developing adaptive and professional educational leadership to produce quality and competitive graduates.

The principal plays a strategic role as a learning leader responsible for ensuring the optimal implementation of the eight National Education Standards (SNP) in the school. The success of educational delivery is largely determined by the principal's ability to manage resources, build a positive work culture, improve teacher competency, and direct all school programs toward achieving the established vision and mission. Conversely, weak leadership often leads to low teacher discipline, innovation, and collaboration in achieving educational quality targets.

Based on initial observations at SDN Linduk 1, Pontang District, Serang Regency, it was discovered that the principal was not yet optimal in providing teacher guidance. The guidance provided was still incidental and not implemented in a planned, sustainable manner, and in accordance with teacher competency development needs. This condition was evident in the still limited academic supervision activities, assistance in developing learning materials, and evaluation and follow-up of teacher performance. As a result, teachers did not receive optimal direction and support to improve the quality of the learning process in the classroom.

The principal's role as supervisor and mentor is crucial in enhancing teacher professionalism. Through structured coaching activities, principals can help teachers address various learning challenges, improve their pedagogical competence, and develop their professional abilities. Suboptimal guidance provided by the principal can impact teacher competency development and the quality of learning at the school. However, academic supervision accompanied by ongoing guidance can provide teachers with a means to improve their ability to plan, implement, and evaluate learning. Therefore, the principal needs to optimize the teacher development program through planned, scheduled, and continuous supervision to ensure the continued improvement of educational quality at SDN Linduk 1.

Various previous studies have shown that the quality of principal leadership and teacher competence have a positive influence on improving the quality of education. For example, researchRohmat & Suryana (2021) proves that principal leadership contributes significantly to the quality of elementary schools by improving teacher performance. Meanwhile,(Nurjanah, 2020)also emphasized that teacher competence, particularly pedagogical and professional competence, significantly determines the quality of the learning process. However, most of these studies have not comprehensively explained the role of work motivation as a mediating variable in the relationship between leadership quality and teacher competence on school quality.

In addition, the context of previous research was mostly conducted in urban areas with relatively better educational facilities and infrastructure.(Rahmawati, E., & Hasan, 2023)Meanwhile, conditions in Serang Regency show a gap in quality between elementary schools, especially in achieving management standards, standards for educators and education personnel, and process standards.(BAN-S/M, 2022)Therefore, more contextual research is needed to understand how leadership quality and teacher competency can improve school quality through teacher work motivation in areas facing limited resources and challenges in implementing the National Education System (SNP).

The quality of leadership and teacher competence will not be effective without high work motivation.

The phenomenon in Serang Regency shows that some teachers still lack motivation in carrying out their duties, lack innovation in teaching, and have low participation in ongoing professional development activities (observation data from the Serang Regency Education Office, 2023). This has implications for suboptimal school quality, particularly in achieving process standards and graduate competency standards.

Many previous studies have demonstrated that principal leadership and teacher competence influence educational quality. However, most studies have examined these influences directly, while the mechanisms by which teacher leadership and competence translate into educational quality through work motivation have not been fully elucidated, particularly in the context of elementary schools. Therefore, this study examines work motivation as a mediating variable between leadership quality and teacher competence and educational quality in public elementary schools in Serang Regency.

Based on this description, it is important to conduct research on the influence of leadership quality and teacher competence on school quality through work motivation in public elementary schools in Serang Regency. This research is expected to contribute to efforts to improve school quality in accordance with the mandate of the National Education Standards.

2. RESEARCH METHODOLOGY

This study uses a quantitative method with a causal associative approach. This approach aims to determine the relationship and influence between the independent variables (teacher leadership and competence) and the dependent variables (work motivation and educational quality).

This study used a cross-sectional design using a survey technique. Data were collected at a specific point in time from a sample of public elementary schools. The data collected included the perceptions/attitudes of principals, teachers, and relevant school staff.

This study used a multistage sampling method. In the initial step, the research location was determined by applying purposive area sampling to select 10 sub-districts considered to represent the characteristics to be studied. The sub-districts selected for the study included Ciruas, Cikande, Kibin, Kragilan, Jawilan, Pontang, Lebak Wangi, Tirtayasa, Carenang, and Tanara. There was a total population of 2,241 elementary school teachers from these 10 sub-districts. Then, in the second step, the sample size was determined using the Slovin formula, which resulted in 340 respondents from a total population of 2,241 teachers. In the third stage, samples were distributed to each sub-district using a proportionate random sampling method. After that, the samples were distributed to selected schools proportionally so that each school received the number of respondents according to the characteristics of the existing population. This method was chosen because the population of public elementary school teachers in Serang Regency is spread across various sub-districts with unequal numbers of teachers, so proportional sample distribution was needed so that all members of the population had an equal opportunity to become respondents in this study.

To obtain accurate and representative data, researchers selected all public elementary schools (SDN) in Serang Regency as the study population. Based on available data, there are 707 public elementary schools in Serang Regency, spread across various sub-districts. This population was chosen because it represents the context of basic education policies implemented by the local government, allowing for comprehensive analysis.

The sampling technique in this study was probability sampling using the proportionate stratified random sampling method. This technique was used because the population of public elementary school teachers in Serang Regency is spread across several sub-districts with varying numbers of teachers. Therefore, proportional sample distribution was necessary to ensure that each member of the population had an equal opportunity to become a research respondent.The use of Probability Sampling in this final stage is carried out by calculating the sample quota mathematically using the Slovin Formula, then distributing it proportionally to each sub-district that is used as a sample area and distributed to elementary schools in the sub-district.

3. RESULTS AND DISCUSSION

Path Coefficient Testing and Hypothesis Testing

Table 1. Results of Path Coefficient Testing and Hypothesis Testing

Relationship between variables	**Original Sample (O)**	**Sample Mean (M)**	**STDEV**	**T Statistics**	**P Values**	**Information**
Leadership Quality (X1) → Work Motivation (Z)	0.189	0.192	0.052	3,624	0,000	Significant
Teacher Competence	0.630	0.628	0.057	11,047	0,000	Significant

(X2) → Work Motivation (Z)						
Leadership Quality (X1) → Education Quality (Y)	-0.123	-0.123	0.051	2,405	0.016	Significant
Teacher Competence (X2) → Quality of Education (Y)	0.134	0.130	0.062	2,168	0.030	Significant
Work Motivation (Z) → Quality of Education (Y)	0.760	0.764	0.053	14,421	0,000	Significant

Source: SmartPLS output, processed by researchers (2026).

Based on the results of bootstrapping testing on the structural model, it is known that all relationships between variables in this study have T-statistics values > 1.96 and P-values < 0.05, so all tested relationships are declared significant. The Original Sample (O) value indicates the direction and magnitude of the influence between variables, while the Sample Mean (M) value indicates the average estimated bootstrapping results. The relatively small difference between the O and M values indicates that the model estimation results have good stability.

1. Hypothesis 1 ( ): Direct Influence of Leadership Quality on Work MotivationH_1

The results of the study show that leadership quality (X1) has a positive and significant effect on work motivation (Z). This relationship has an Original Sample value of 0.189, Sample Mean of 0.192, STDEV of 0.052, T-statistics of 3.624, and P-values of 0.000. Because the T-statistics value is greater than 1.96 and P-values are smaller than 0.05, the relationship is declared significant. A positive coefficient of 0.189 indicates that the better the leadership quality, the higher the work motivation. Thus, the hypothesis that leadership quality influences work motivation is accepted.

2. Hypothesis 2 ( ): Direct Influence of Teacher Competence on Work MotivationH_2

Research results show that teacher competency (X2) has a positive and significant effect on work motivation (Z). The test results show an Original Sample value of 0.630, Sample Mean of 0.628, STDEV of 0.057, T-statistics of 11.047, and P-values of 0.000. T-statistics values that are much greater than 1.96 and P-values that are smaller than 0.05 indicate that the effect is significant. The coefficient of 0.630 indicates a positive relationship, so that an increase in teacher competency is followed by an increase in work motivation. These results also indicate that compared to leadership quality, teacher competency has a stronger influence on work motivation in this research model. Thus, the hypothesis regarding the influence of teacher competency on work motivation is accepted.

3. Hypothesis 3 ( ): Direct Influence of Leadership Quality on Education QualityH_3

The research results show that leadership quality (X1) has a negative and significant effect on the quality of education (Y). The Original Sample value is -0.123, Sample Mean is -0.123, STDEV is 0.051, T-statistics is 2.405, and P-values are 0.016. Because T-statistics > 1.96 and P-values < 0.05, the relationship is declared significant. However, the negative coefficient value indicates that the direction of the relationship between leadership quality and education quality in this model is negative. This means that based on the research data, an increase in leadership quality is actually related to a decrease in education quality by a coefficient of 0.123, with other variables in the model controlled. Therefore, the hypothesis regarding the influence of leadership quality on education quality is statistically accepted, but the direction of the influence is negative.

4. Hypothesis 4 ( ): Direct Influence of Teacher Competence on the Quality of EducationH_4

Research Results Show that teacher competence (X2) has a positive and significant effect on the quality of education (Y). The test results obtained an Original Sample value of 0.134, Sample Mean of 0.130, STDEV of 0.062, T-statistics of 2.168, and P-values of 0.030. The T-statistics value is greater than 1.96 and P-values are smaller than 0.05, so the relationship is significant. A positive coefficient of 0.134 indicates that the better the teacher competence, the better the quality of education. Thus, the hypothesis that states that teacher competence influences the quality of education is accepted.

5.Hypothesis 5 ( ): Direct Influence of Work Motivation on the Quality of EducationH_5

Research Results Show that work motivation (Z) has a positive and significant effect on the quality of education (Y). The test results show an Original Sample value of 0.760, Sample Mean of 0.764, STDEV of 0.053, T-statistics of 14.421, and P-values of 0.000. The T-statistics value is the highest compared to other relationships, while the path coefficient is also the largest, namely 0.760. This shows that work motivation has the strongest positive influence on the quality of education in the research model. Thus, the higher the work motivation, the higher the quality of education produced. The hypothesis regarding the effect of work motivation on the quality of education is accepted.

Overall, the test results indicate that leadership quality and teacher competence both significantly influence work motivation, with teacher competence having a stronger influence. Furthermore, teacher competence and work motivation have a positive and significant influence on

educational quality. Meanwhile, leadership quality has a significant but negative influence on educational quality.
The strongest finding is seen in the relationship between work motivation and educational quality, with a coefficient of 0.760 and a t-statistic of 14.421. This indicates that work motivation is a very important variable in explaining changes in educational quality in this research model. The relationship between teacher competence and work motivation also shows a strong influence, with a coefficient of 0.630 and a t-statistic of 11.047.

4. Indirect Effect Testing (*Indirect Effect*)

Table 2. Results of Indirect Effect Testing

Relationship between variables	**Original Sample (O)**	**Sample Mean (M)**	**STDEV**	**T Statistics**	**P Values**	**Information**
Leadership Quality (X1) → Work Motivation (Z) → Education Quality (Y)	0.144	0.146	0.039	3,681	0,000	Significant
Teacher Competence (X2) → Work Motivation (Z) → Quality of Education (Y)	0.479	0.481	0.059	8,103	0,000	Significant

Source: SmartPLS output, processed by researchers (2026).

Based on the test results*bootstrapping*Indirect Effects using SmartPLS, it was found that leadership quality and teacher competence each had a significant indirect influence on educational quality through work motivation. The test results are presented in the table above.

1. Hypothesis 6 ( ): Indirect Effect of Leadership Quality on Education Quality Through Work MotivationH_6
   Research results show that leadership quality (X1) has a positive and significant indirect effect on the quality of education (Y) through work motivation (Z). The test results show the value*Original Sample*of 0.144,*Sample Mean*of 0.146,*STDEV*of 0.039,*T-statistics*of 3,681, and*P-values*of 0.000. The T-statistic value of 3.681 is greater than 1.96, and the P-value of 0.000 is less than 0.05. Thus, the indirect effect is declared significant. A positive coefficient of 0.144 indicates that the better the leadership quality, the higher the work motivation, which ultimately contributes to improving the quality of education. Thus, the hypothesis stating that leadership quality has an indirect effect on the quality of education through work motivation is accepted.

2. Hypothesis 7 ( ): Indirect Effect of Teacher Competence on Education Quality Through Work MotivationH_7
   The results of the study show that teacher competence (X2) has a positive and significant indirect effect on the quality of education (Y) through work motivation (Z). The test results show the value*Original Sample*of 0.479,*Sample Mean*of 0.481,*STDEV*of 0.059,*T-statistics*amounting to 8,103, and*P-values*of 0.000. The T-statistic value of 8.103 is greater than 1.96 and the P-value of 0.000 is less than 0.05, so the indirect effect is declared significant. The positive coefficient of 0.479 indicates that increasing teacher competence can increase work motivation, which in turn contributes to improving the quality of education. Thus, the hypothesis stating that teacher competence has an indirect effect on the quality of education through work motivation is accepted.

Overall, the test results indicate that work motivation acts as an intervening variable in the relationship between leadership quality and teacher competence on educational quality. The indirect effect of leadership quality on educational quality through work motivation is 0.144, while the indirect effect of teacher competence on educational quality through work motivation is 0.479. When compared, teacher competence has a greater indirect effect on educational quality through work motivation than leadership quality. This is evident from the indirect effect coefficient value of 0.479 compared to 0.144, and the T-statistic value of 8.103 compared to 3.681. These findings indicate that teacher competence has a stronger contribution in improving educational quality when the influence occurs through increased work motivation.

Thus, the research results illustrate that improving educational quality is not only directly related to leadership quality or teacher competence, but also to the ability of these two factors to stimulate work motivation. Work motivation is a crucial mechanism linking leadership quality and teacher competence to educational quality. All tested indirect effects proved significant, thus accepting both mediation hypotheses in this study.

4. DISCUSSION OF RESEARCH RESULTS

There is a Direct Influence of Leadership Quality on Work Motivation

The results of the study indicate that Leadership Quality (X1) has a positive and significant effect on Work Motivation (Z). This is evidenced by the original sample value of 0.179, the t-statistics value of 3.424, and the p-value of 0.001 (<0.05). This

finding indicates that the better the principal's leadership quality, the higher the teacher's work motivation. The principal has a strategic role as an educational leader whose task is to direct, guide, provide support, and create a conducive work climate for teachers. The results of this study are supported by the effect size (f^2) value of 0.049, which indicates that Leadership Quality has a small effect on Work Motivation, but still has a significant contribution in the research model.

There is a Direct Influence of Teacher Competence on Work Motivation

The results of the study indicate that Teacher Competence (X2) has a positive and significant effect on Work Motivation (Z). This is evidenced by the results of the path coefficient test which shows an original sample value of 0.632, a t-statistics value of 11.017, and a p-value of 0.000 (<0.05). Thus, the higher the competence possessed by teachers, the higher the work motivation shown by State Elementary School teachers in Serang Regency. This finding indicates that teacher competence is an important factor capable of encouraging increased work motivation.The results of this study are also strengthened by the effect size (f^2) value of 0.605, which shows that Teacher Competence has a large influence on Work Motivation.

There is a Direct Influence of Leadership Quality on the Quality of Education

The results of the study indicate that Leadership Quality (X1) has a significant effect on Education Quality (Y) with an original sample value of -0.116, a t-statistics value of 2.302, and a p-value of 0.021 (<0.05). However, the direction of the influence obtained is negative. This result indicates that the quality of principal leadership has not directly shown a positive relationship to improving the quality of education. This finding may occur because the influence of principal leadership on the quality of education does not always occur directly, but through various intermediary factors, one of which is teacher work motivation.In the context of this research, leadership quality has been shown to have a positive influence on work motivation. Furthermore, work motivation has a very strong influence on educational quality. This indicates that principal leadership is more effective in improving educational quality if it is able to build teacher work motivation. Therefore, principals are required not only to possess administrative skills but also to be transformational leaders who can motivate, inspire, and improve teacher morale.

There is a direct influence of teacher competence on the quality of education.

The results of the study indicate that Teacher Competence (X2) has a positive and significant effect on the Quality of Education (Y). This is indicated by the original sample value of 0.134, the t-statistics value of 2.168, and the p-value of 0.030 (<0.05). These results indicate that increasing teacher competence can directly improve the quality of education in Public Elementary Schools in Serang Regency. Although the direct effect of Teacher Competence on the Quality of Education has a small effect size value ($f^2 = 0.020$), the relationship remains significant. This indicates that teacher competence remains an important factor in improving the quality of education, but its influence becomes stronger when it goes through the mechanism of work motivation as a mediating variable.

There is a Direct Influence of Work Motivation on the Quality of Education

The results of the study indicate that Work Motivation (Z) has a positive and significant effect on Educational Quality (Y). This is evidenced by the original sample value of 0.764, the t-statistics value of 14.695, and the p-value of 0.000 (<0.05). Work motivation is the most dominant factor in influencing educational quality compared to other variables. This is also supported by the effect size (f^2) value of 0.721, which is included in the large influence category.Thus, improving the quality of education does not only depend on teacher competence and the leadership of the principal, but is greatly influenced by how teachers have internal motivation to carry out their duties optimally.

Indirect Influence of Leadership Quality on Education Quality through Work Motivation

The results of the study indicate that work motivation can positively and significantly mediate the influence of leadership quality on educational quality. This is evidenced by the original sample value of 0.137, the t-statistics value of 3.488, and the p-value of 0.000. These findings indicate that principal leadership will be more effective in improving educational quality if it can increase teacher work motivation.

There is an indirect influence of teacher competence on the quality of education through work motivation.

The results of the study indicate that work motivation can positively and significantly mediate the influence of teacher competence on educational quality. This is demonstrated by the original sample value of 0.483, the t-statistic value of 8.133, and the p-value of 0.000. These results indicate that teacher competence not only directly influences educational quality but also through increased work motivation.

5. CONCLUSION

Based on the results of research and discussion regarding "The Influence of Leadership Quality and Teacher Competence on the Quality of Education through Work Motivation in Public Elementary Schools in Serang Regency", the following conclusions can be drawn:

1. Leadership quality has a positive and significant impact on teacher work motivation in public elementary schools in Serang Regency. The results indicate that the principal's leadership quality plays a role in increasing teacher work motivation. Principals who are able to carry out leadership functions effectively through providing direction, support, good communication, and creating a conducive work environment can improve teacher work enthusiasm.
2. Teacher Competence has a positive and significant impact on Work Motivation in Public Elementary Schools in Serang Regency. The results show that the higher the teacher's competence, the higher their work motivation. Teacher competence, which encompasses pedagogical, professional, social, and personality skills, is a crucial factor in building self-confidence, responsibility, and motivation to optimally carry out educational tasks.
3. Leadership quality significantly influences the quality of education in public elementary schools in Serang Regency. These findings indicate that the quality of principal leadership is significantly related to improving educational quality. The effectiveness of a principal's leadership is reflected in their ability to provide direction, build effective communication, provide support to teachers, and create a conducive work environment. In the context of this research, principal leadership is a crucial factor that needs to be strengthened in efforts to improve educational quality, particularly through increasing teacher motivation.
4. Teacher competence has a positive and significant impact on the quality of education in public elementary schools in Serang Regency. This indicates that improving teacher competence contributes to improving the quality of education. Teachers with good competence are able to create effective, innovative, and high-quality learning processes, thus impacting the achievement of educational goals.
5. Work motivation has a positive and significant impact on educational quality in public elementary schools in Serang Regency. Work motivation is the variable with the most dominant influence on educational quality. Teachers with high work motivation are more committed to implementing learning, improving their professionalism, innovating, and striving to produce a quality educational process.
6. Work motivation has been shown to mediate the influence of leadership quality on educational quality. This suggests that principal leadership will be more effective in improving educational quality if it can foster teacher motivation. Principals who are able to create a positive work climate and provide support to teachers will encourage improvements in educational quality.
7. Work motivation has been shown to mediate the influence of teacher competence on educational quality. Research results indicate that teacher competence will have a stronger influence on educational quality when supported by strong work motivation. This means that teacher competence needs to be accompanied by internal motivation to implement these abilities in learning activities.

Overall, this study concludes that improving the quality of education in Serang Regency Public Elementary Schools is significantly influenced by the synergy between principal leadership quality, teacher competence, and work motivation. Work motivation is a key factor strengthening the influence of teacher competence and leadership quality on educational quality.

BIBLIOGRAPHY

1. Alrawahi, S., Sellgren, S.F., Altouby, S., Alwahaibi, N., & Brommels, M. (2020). The application of Herzberg's two-factor theory of motivation to job satisfaction in clinical laboratories in Omani hospitals. Heliyon, 6(9), e04829. https://doi.org/10.1016/j.heliyon.2020.e04829
2. Ayu, N., Murniati, N., & Miyono, N. (2022). Journal of Educational Management The Influence of the Principal's Role and Organizational Climate on the Work Motivation of Permanent Foundation Teachers in Private Vocational High Schools. Scientific Journal of Educational Administration, Management and Leadership, 4(2), 141–161.
3. Azahra, AD, Putri, DN, & Asbari, M. (2023). The influence of motivation, work discipline, and work environment on teacher performance: a narrative literature review. Journal of Information Systems and Management, 2(1), 34–42. https://jisma.org/index.php/jisma/article/view/393
4. BAN-S/M. (2022). Report on the Results of Serang Regency Elementary School Accreditation in 2022.
5. BPS Serang Regency. (2026). Number of Schools and Elementary School Teachers (SD) Under the Ministry of Education, Culture, Research, and Technology by District in Serang Regency, 2025/2026.
6. Danial, A., Mumu, & Nurjamil, D. (2022). Digital-Based Academic Supervision Model by School Principals to Improve the Professionalism of Early Childhood Education Teachers. Jurnal Educatio FKIP UNMA, 8(4), 1514–1521.https://doi.org/10.31949/educatio.v8i4.3922
7. Daud, M., Jaenudin, M., & Id, A. (2020). THE EFFECT OF PRINCIPAL LEADERSHIP AND TEACHER CREATIVITY ON STUDENT LEARNING OUTCOMES AT MTS NURUL FURQON, CIBINONG, BOGOR Islamic Religious Education Study Program Postgraduate Program Postgraduate Program National Islamic Institute (IAI-N) Laa Roiba Bogo. Jurnal Dirosah Islamiyah, 2, 49–75.
8. Erlangga, E., Sugiarti, R., Winta, MVI, Bunyamin, MAH, & Riesta, DT (2024). Influence of School Principal Leadership and Quality Management Administration on the Performance of Teachers Through Work Motivation in Non-Formal Schools. Journal of Nonformal Education, 10(1), 218–229. https://doi.org/10.15294/jone.v10i1.923
9. Euprasia Itu. (2024). Academic Supervision as an Effort to Improve Teacher Pedagogical Competence and

Educational Quality at SDK Wolorowa, Golewa District, Ngada Regency in 2024. Tambuasai Education Journal, 8(3), 45667–45675.
10. HE Mulyasa. (2021). Educational Quality Management: Concepts, Strategies, and Implementation in Improving School Quality. Rosdakarya Youth.
11. Hamdi, PA, Karyawati, L., & Karnia, N. (2023). Developing professional competencies to improve teacher performance at Harapan Umat School. Tambusai Education Journal, 7(3), 1234–1245.
12. Hanum, S., & Rahayu, D. (2023). Determination of Teacher Competence and Facilities and Infrastructure on Learning Quality. Journal of Elementary Education Management, 8(4).
13. Ka-Do, H., Rama, B., Syamsudduha, St., & Rahman, D. (2023). The Influence of Madrasah Principal Leadership on Teacher Work Motivation. Adaara: Journal of Islamic Education Management, 12(1), 73–83. https://doi.org/10.30863/ajmpi.v13i1.2591
14. Ministry of Education and Culture. (2025). List of Elementary Schools in Serang Regency, Banten in 2025.
15. Ministry of Education, Culture, Research, and Technology. (2021). Government Regulation Number 57 of 2021 concerning National Education Standards. Ministry of Education, Culture, Research, and Technology.
16. Intermediate, KPD and. (2026). Basic Educator and Education Data. Ministry of Primary and Secondary Education. http://dapo.kemendikdasmen.go.id/guru/2/280400
17. Misrawati, M., Zarkasih, Z., & Amini, M. (2022). The Influence of Principal Leadership on Teacher Motivation and Performance at Sdn Gugus IV Pekanbaru. Didactic Methodology, 17(2), 104–114.https://doi.org/10.17509/md.v17i2.39415
18. Muljono, H., & Kusumawati, E. (2023). Analysis of Principals' Managerial Capabilities in Improving Educational Quality Through Kindergarten Teacher Performance. Syntax Admiration Journal. Volume 4 No. 7 (2023): 966–978. Syntax Admiration Journal, 4(7), 966–978
19. Mulyasa, E. (2020). School-Based Management: Concepts, Strategies, and Implementation. Rosda Karya Youth.
20. Mulyasa, E. (2021). Becoming a Professional Teacher. Rosda Karya Youth.
21. Murwaningsih, T., & Fauziah, M. (2023). The influence of professional attitude, welfare, self-sustaining development, and job satisfaction on teacher performance. Journal of Education and Learning, 17(2), 271–284. https://doi.org/10.11591/edulearn.v17i2.20785
22. Nurjanah, L. (2020). The Influence of Teacher Competence on the Quality of the Learning Process in Elementary Schools. Journal of Elementary Education Innovation, 5(3).
23. Nurjaya, N., & Rizal, AS (2023). Compensation and Job Satisfaction in Improving Teacher Work Motivation. Jurnal Educatio FKIP UNMA, 9(2), 523–533. https://doi.org/10.31949/educatio.v9i2.4616
24. Pratama, BR, Wahidmurni, W., & Harini, S. (2024). The Influence of Work Motivation, Quality of Work Life, and Job Satisfaction on Teacher Performance at MAN Malang City. Global Education Scientific Journal, 5(2), 1483–1494. https://doi.org/10.55681/jige.v5i2.2830
25. Putri, D., & Suharto, S. (2022). The Relationship Between Teacher Competence and Principal Leadership on the Quality of Elementary Education. Indonesian Scientific Journal of Elementary Education, 7(1).
26. Rahman, A. (2022). Analysis of the Importance of Teacher Competency Development. Tambusai Education Journal, 6(1), 8455–8466.
27. Rahmawati, E., & Hasan. (2023). Leadership and School Quality.
28. Rahmawati, E., & Hasan, F. (2023). Teacher Professional Competence and Learning Quality in Elementary Schools: An Empirical Analysis in the Independent Curriculum Era. Journal of Elementary Education Studies, 8(3).
29. Rohmat, A., & Suryana, D. (2021). The Influence of Principal Leadership on Improving the Quality of Elementary Schools. Journal of Educational Management, 9(2).
30. Rustandi, R., & Supriyadi, Y. (2022). The Influence of Principal Leadership and Quality Management System Implementation on Improving Teacher Work Motivation in Integrated Islamic Elementary Schools…. Tambusai Education Journal, 6, 14778–14799. https://jptam.org/index.php/jptam/article/view/4758%0Ahttps://jptam.org/index.php/jptam/article/download/4758/4031
31. Sagala, S. (2021). Strategic Management in Improving the Quality of Education. Rajawali Pers.
32. Saifani, SS, Gunawan, A., & Muin, A. (2022). Analysis of Principals' Academic Supervision as a Supporting Factor for Teacher Performance. Jurnal Syntax Transformation, 3(6). https://doi.org/10.46799/jst.v3i6.571
33. Saludung, S., Sihotang, H., & Limbong, M. (2021). The Influence of Teacher Leadership and Work Motivation on Improving the Quality of Education at Vocational High Schools in North Toraja. J. Education Tambusai, 5(1), 449–459.
34. Sari, JDR, Giatman, M., & Ernawati. (2021). The Role of Principal Leadership in Improving the Quality of Education. Journal of Educational Research and Development, 5(3), 329–333. https://doi.org/10.23887/jppp.v5i3.34846
35. Sari, N., & Handoko, M. (2021). Teacher Work Motivation as a Mediator of Leadership's Influence on Teacher Performance. Indonesian Journal of Educational Administration, 12(4).
36. Siemze Joen, Purnamawati, A. (2022). THE EFFECT OF PRINCIPAL TRANSFORMATIONAL LEADERSHIP ON TEACHER PERFORMANCE THROUGH TEACHER WORK MOTIVATION. UNM of Journal Technological and Vocational, 6(3).

37. Simbolon, N., & Siregar, AK (2021). Sources of Knowledge in Educational Management. Darul Ilmi: Journal of Educational and Islamic Sciences, 9(1), 69–83. https://doi.org/10.24952/di.v9i1.3526
38. Slamet Wijayanto, Ghufron Abdullah, EW (2021). The influence of transformational leadership style, work motivation, and job satisfaction on elementary school teacher performance. Journal of Educational Management, 9(2), 55–64.
39. Spencer, L. M., & Spencer, S. M. (1993). Competence at Work: Models for Superior Performance. John Wiley & Sons, Inc
40. Susanto. (2020). Teacher Performance Improvement Management in Elementary Schools. Prenadamedia Group.
41. Syafarudin, & Ardiansyah, H. (2025). Improving the Quality of Education Towards SDG 4: A Literature Review of the Three Main Pillars of Teacher Professionalism, Relevant Curriculum, and Inclusive Policies". Tambusai Education Journal, 9(2), 16586–16592. https://jptam.org/index.php/jptam/article/view/28363
42. Urhahne, D., & Wijnia, L. (2023). Theories of Motivation in Education: an Integrative Framework. In Educational Psychology Review (Vol. 35, Number 2). Springer US. https://doi.org/10.1007/s10648-023-09767-9
43. Wahjosumidjo. (2017). Principal Leadership: A Theoretical Review and Its Problems. Rajawali Pers.
44. Wietrak, E., Rousseau, D., & Barends, E. (2021). Work motivation: An evidence review. Scientific Summary., (January), 1–23.
45. Yola Rahmadani Putri, Devira Syafitri Amizi, & Hendrizal. (2024). Teacher Professionalism and Improving the Quality of Education. Tambusai Journal of Education, 8(3), 43529–43535. https://jptam.org/index.php/jptam/article/view/23990/16334
46. Zakariya, Y. F., & Wardat, Y. (2024). Job satisfaction of mathematics teachers: an empirical investigation to quantify the contributions of teacher self-efficacy and teacher motivation to teach. Mathematics Education Research Journal, 36(4), 791–813. https://doi.org/10.1007/s13394-023-00475-9
47. Danial, A., Mumu, & Nurjamil, D. (2022). A Digital-Based Academic Supervision Model by School Principals to Improve the Professionalism of Early Childhood Education Teachers. Jurnal Educatio FKIP UNMA, 8(4), 1514–1521. https://doi.org/10.31949/educatio.v8i4.3922
48. Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). The Motivation to Work (2nd ed.). John Wiley & Sons.
49. Masfufah, NF, & Rindaningsih, I. (2024). Factors influencing teacher performance: A literature review. ELSE (Elementary School Education Journal): Journal of Elementary School Education and Learning, 8(1). https://doi.org/10.30651/else.v8i1.17168
50. Intermediate, KPD and. (2026). Basic Educator and Education Data. Ministry of Primary and Secondary Education. http://dapo.kemendikdasmen.go.id/guru/2/280400
51. Muljono, H., & Kusumawati, E. (2023). Analysis of Principals' Managerial Capabilities in Improving the Quality of Education Through Kindergarten Teacher Performance. Syntax Admiration Journal. Volume 4 No. 7 (2023): 966-978. Syntax Admiration Journal, 4(7), 966–978.
52. Rahmawati, E., & Hasan. (2023). Leadership and School Quality.
53. Rahmawati, M., & Ulianti, U. (2022). Work motivation of non-certified teachers in improving the quality of the learning process at SMK Negeri 3 Kendari. Realita: Journal of Guidance and Counseling, 7(1), 1622–1632. https://doi.org/10.33394/realita.v7i1.5936
54. Saifani, SS, Gunawan, A., & Muin, A. (2022). Analysis of Principals' Academic Supervision as a Supporting Factor for Teacher Performance. Jurnal Syntax Transformation, 3(6). https://doi.org/10.46799/jst.v3i6.571
55. Sari, JDR, Giatman, M., & Ernawati. (2021). The Role of Principal Leadership in Improving the Quality of Education. Journal of Educational Research and Development, 5(3), 329–333. https://doi.org/10.23887/jppp.v5i3.34846
56. Spencer, L.M., & Spencer, P.S.M. (2008). Competence at Work models for superior performance. John Wiley & Sons.