

The Influence of Work Motivation, Principal Leadership, Work Environment, Gender, and Technological Proficiency on Teacher Performance at Tiara School Jakarta: A Total Quality Management Orientation

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Abstract

This study aims to examine the influence of work motivation, principal leadership, work environment, gender, and technological proficiency on teacher performance at Tiara School Jakarta within the framework of Total Quality Management (TQM). Using a quantitative approach with a causal associative design, this research involved all 35 teachers as the total sample. Data were collected through a structured questionnaire and analyzed using multiple linear regression. The results reveal that work motivation and technological proficiency have a positive and significant effect on teacher performance, with technological proficiency emerging as the most dominant factor. Conversely, principal leadership and work environment show a positive yet insignificant influence, while gender does not contribute significantly to performance differences. These findings emphasize that strengthening intrinsic motivation and digital competency is essential for enhancing teacher performance, especially in a TQM-oriented school environment. The implication of this study highlights the importance of continuous professional development, digital training, and quality-centered leadership as strategic efforts to improve educational quality in modern schools.

INTRODUCTION

Education plays a crucial role in shaping the quality of human resources and the development of nation-states around the world. Teachers have a significant role in realizing quality education because they act as planners, implementers, and evaluators of learning within educational institutions (Sagala, 2009). A teacher is not only assessed based on teaching ability, but also on commitment, responsibility, and professionalism in carrying out educational tasks (Mulyasa, 2018). Improving teacher performance has become a central focus in educational management at every school, including Tiara School Jakarta. The factors influencing teacher performance may originate from internal characteristics of the individual as well as from the work environment. One internal factor is work motivation, which plays an important role in shaping a teacher's enthusiasm and drive to achieve optimal performance (Uno, 2016). Teachers with high motivation tend to have a strong sense of responsibility and strive to improve the quality of their teaching. On the other hand, external factors such as principal leadership also influence teacher performance. Visionary, communicative, and supportive leadership can create a positive work

atmosphere and enhance teacher productivity (Wahjosumidjo, 2017). Improving teacher performance at Tiara School is a strategic agenda aimed at maintaining and enhancing educational quality in a sustainable manner, making the application of Total Quality Management (TQM) relevant as a school management approach oriented toward continuous improvement and the involvement of all school components. As emphasized by Deming, organizational quality can only be achieved through collective commitment to improvement (Demin, 2018). The success of TQM implementation is strongly influenced by teacher motivation, as Robbins and Judge assert that motivation serves as a primary driver of work behavior that directly impacts individual performance outcomes (Robbins & Judge, 2017).

The role of principal leadership is a determining factor in internalizing quality values into teachers' work practices, as Mulyasa emphasizes that effective leadership is capable of fostering a work climate that supports the enhancement of teacher professionalism (Mulyasa, 2018). In addition, a conducive work environment contributes positively to teachers' comfort and productivity in carrying out their instructional responsibilities. Gender, as an individual characteristic, also influences teachers' perceptions and their ability to adapt to school quality policies. A safe, comfortable, and collaborative work environment further strengthens teacher performance (Sedarmayanti, 2017). Differences in gender as individual attributes have the potential to shape variations in work styles and adaptability to organizational changes (Dash et al., 2021; Tian et al., 2021). Furthermore, technological mastery has become a key competency for teachers in addressing the demands of 21st-century learning, as the integration of technology, pedagogy, and content directly affects the effectiveness of teacher performance (Hidayat et al., 2024).

In this discussion, Total Quality Management (TQM) is understood as a management approach that is oriented toward overall quality by involving all members of the organization to achieve customer satisfaction through continuous improvement of processes, products, and services (Alawag et al., 2023; Lim et al., 2022). In general, TQM emphasizes that quality is not the responsibility of a single unit or individual, but rather a shared responsibility among all members of the organization (Jasti et al., 2022; Teixeira-Quiros et al., 2022). The implementation of TQM in this study refers to how teacher performance is influenced by work motivation, principal leadership, work environment, gender, and technological mastery, and how these factors manifest within the operational context of Tiara School Jakarta.

In addition to leadership, the work environment also plays an important role in determining comfort and performance effectiveness. A conducive environment, both physically and socially, supports teachers in carrying out their duties (Sedarmayanti, 2017). The modernization of education further requires teachers to possess strong technological competencies. Teachers who

are able to utilize instructional technology can enhance the effectiveness of the teaching–learning process and improve student learning outcomes (Ardhita & Khanafi, 2024). Moreover, gender as a categorical variable may influence work style, instructional approaches, and overall teacher performance. Biological and psychological differences between men and women can lead to variations in work attitudes, communication patterns, and adaptability within the school environment (Riana et al., 2024). Nevertheless, these differences do not imply the superiority of one gender over the other; instead, they reflect a diversity of approaches in performing the teaching profession.

Tiara School Jakarta, as an educational institution, is committed to improving the quality of education through the professionalism of its teaching staff. However, based on preliminary observations, variations in teacher performance are still evident, particularly in terms of lesson preparation, the use of digital learning media, and involvement in school activities. These conditions indicate the need for an empirical study to analyze the factors that comprehensively influence teacher performance. As the founder of Tiara School Jakarta, there is also a strong interest in examining the extent to which the previously mentioned variables influence teacher performance, with the goal of improving the services and overall quality of the school's management.

Based on this background, this study aims to analyze the effect of work motivation, principal leadership, work environment, teaching level, and technological mastery on teacher performance at Tiara School Jakarta. The study is expected to provide practical contributions for school management in designing strategies to enhance teacher performance quality, as well as to enrich scientific discussions in the field of educational management.

METHODS

The study employed a quantitative approach with a causal associative research design. The research was conducted at Tiara School Jakarta with a total population of 35 teachers. Considering that the population is fewer than 100 individuals, the sampling technique used was total sampling, in which the entire population was included as the sample (Santoso, 2018). Data were collected using a questionnaire and analyzed through multiple linear regression.

RESULTS AND DISCUSSION

The following presents the results of the normality test in this study:

Table 1. Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	.099	35	.200*	.975	35	.608

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the Shapiro–Wilk normality test, the significance value obtained was $0.608 > 0.05$. This indicates that the data in this study are normally distributed and can be further analyzed. The following are the results of the heteroscedasticity test conducted in this study:

Table 2. Heteroscedasticity Test Results

Breusch-Pagan Test for Heteroskedasticity ^{a,b,c}		
Chi-Square	df	Sig.
.226	1	.634

a. Dependent variable: Teacher Performance

b. Tests the null hypothesis that the variance of the errors does not depend on the values of the independent variables.

c. Predicted values from design: Intercept + X1 + X2 + X3 + X4 + X5

Based on the results of the heteroscedasticity test using the Breusch–Pagan method, the significance value obtained was $0.634 > 0.05$. This indicates that the data in this study are free from heteroscedasticity issues and can be further analyzed. The following are the results of the multicollinearity test:

Table 3. Multicollinearity Test Results

Model	Coefficients ^a		
	Standardized Coefficients		Collinearity Statistics
	Beta	Tolerance	VIF
1 (Constant)			
Work Motivation	.418	.545	1.836
Principal Leadership	-.157	.568	1.762
Work Environment	.093	.640	1.564
Digital Competence	.543	.482	2.076
Gender	-.041	.933	1.071

a. Dependent Variable: Teacher Performance

Based on the table above, it is evident that the variables of work motivation, principal leadership, work environment, digital competence, and gender obtained VIF values ranging from 1.071 to 2.076, which are all below 10. This indicates that the data in this study are free from multicollinearity issues.

Table 4. Data Analysis

Coefficients ^a	T-statistic	Significance	F-statistic	Significance	R	R Square
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(Constant)	0.310						
Work Motivation	0.444	3.011	0.005				
Principal Leadership	-0.128	-1.157	0.257				
Work Environment	0.081	0.724	0.475	13.213	0.000	0.834	0.695
Digital Competence	0.514	3.674	0.001				
Gender	-0.028	-0.390	0.699				

The results of the data analysis above are as follows:

1. Work Motivation on Teacher Performance

The findings show that work motivation has a positive and significant effect on teacher performance, as indicated by a coefficient value of 0.444, a t-statistic of 3.011, and a significance value of 0.005. These results indicate that the higher the level of motivation teachers have in carrying out their duties, the better their performance tends to be. The significance value below 0.05 confirms that this relationship is statistically significant, demonstrating that work motivation is an important factor in improving teacher performance.

2. Principal Leadership on Teacher Performance

The variable of principal leadership shows a negative and insignificant effect on teacher performance, with a coefficient value of -0.128 , a t-statistic of -1.157 , and a significance value of 0.257. The significance value greater than 0.05 indicates that principal leadership does not make a meaningful contribution to improving teacher performance. The negative coefficient also suggests that teachers' perceptions of the principal's leadership style may not align with their expectations or may not effectively encourage an optimal level of performance.

3. Work Environment on Teacher Performance

The work environment has a positive but insignificant effect on teacher performance, as indicated by a coefficient value of 0.081, a t-statistic of 0.724, and a significance value of 0.475. Although the direction of the effect is positive, the significance value far above 0.05 shows that the work environment is not yet a strong factor influencing teacher performance. This may suggest that the physical, social, and overall work atmosphere at the school is adequate, but still not sufficient to produce a significant impact on teachers' productivity.

4. Digital Competence on Teacher Performance

Digital competence has been proven to have a highly significant positive effect on teacher performance, with a coefficient value of 0.514, a t-statistic of 3.674, and a significance value of 0.001. The largest coefficient among all variables indicates that teachers' ability to utilize technology is the most dominant factor influencing their performance. This finding is highly relevant in the context of modern education, where the integration and use of technology play a critical role in determining the effectiveness of the teaching–learning process. Thus, the higher the level of digital competence possessed by teachers, the better their performance tends to be.

5. Gender on Teacher Performance

The gender variable does not have a significant effect on teacher performance, as indicated by a coefficient value of -0.028 , a t-statistic of -0.390 , and a significance value of 0.699 . These results indicate that gender differences do not play a role in determining the level of teacher performance. Thus, both male and female teachers have equal opportunities to achieve optimal performance, and gender is not a distinguishing factor in their productivity or work quality.

Through the simultaneous test, all independent variables collectively were found to have a significant effect on teacher performance, as shown by the F-statistic value of 13.213 and a significance value of 0.000 . This demonstrates that the regression model used is valid and capable of explaining the relationships among the variables studied. The R value of 0.834 and the R Square value of 0.695 indicate that 69.5% of the variation in teacher performance can be explained by work motivation, principal leadership, work environment, digital competence, and gender, while the remaining 30.5% is influenced by other factors outside the scope of this study.

DISCUSSION

1. Work Motivation on Teacher Performance

The results of the study show that work motivation has a positive and significant effect on teacher performance at Tiara School Jakarta. This finding indicates that the higher the level of motivation teachers possess, both intrinsic and extrinsic, the more optimal their performance in carrying out professional duties. Factors such as the need for achievement, the desire for growth, and recognition of work accomplishments have been proven to enhance the quality of instruction delivered by teachers. This condition aligns with Herzberg's theory, which states that motivators such as achievement, recognition, and professional development serve as key drivers of improved performance.

Furthermore, strong work motivation has a direct impact on the quality of lesson planning, teaching implementation, and evaluation conducted by teachers. Motivated teachers tend to demonstrate high initiative, creativity in managing the classroom, and a strong commitment to achieving learning objectives. They are also better equipped to handle challenges in the teaching-learning process, such as varying student abilities or classroom dynamics, due to their internal drive to give their best. This finding is consistent with previous studies which highlight that motivation is one of the main determinants of educator productivity and performance quality (Amini et al., 2022; Zaki et al., 2019).

In addition, the results of this study imply that schools need to continuously develop strategies to strengthen teacher motivation, such as implementing reward systems, providing continuous training, offering career development opportunities, and creating a supportive work environment. By enhancing motivation, schools can not only improve individual teacher performance but also the overall quality of education within the framework of Total Quality Management (TQM) (Istiqomah et al., 2024). High motivation encourages teachers to contribute more actively to the process of continuous quality improvement, ultimately supporting the school's vision and mission in a sustainable manner.

2. Principal Leadership on Teacher Performance

The results of the study indicate that principal leadership has a negative and insignificant effect on teacher performance at Tiara School Jakarta. This finding suggests that the leadership style applied by the principal is not a determining factor in increasing or decreasing teacher performance. Such insignificance may occur when teachers rely more on internal motivation,

personal professionalism, or established work systems, making variations in the principal's leadership style less impactful on their performance.

Furthermore, the negative influence observed may reflect a mismatch between the principal's leadership style and the expectations or needs of the teachers. For example, the principal may adopt a leadership approach that is overly instructional or insufficiently participative, thereby limiting opportunities for teachers to be creative, engage in discussions, or make decisions in the learning process. This condition may lead to the perception that leadership does not provide meaningful support for improving performance. These findings align with several previous studies that note that leadership that is not adaptive to organizational context often fails to influence performance outcomes (Jumarpati & Dewi, 2024; Wulandari et al., 2023).

This finding carries important implications for the school, particularly in improving management practices based on Total Quality Management (TQM). Although the effect is not significant, principal leadership still plays a strategic role in creating a conducive environment, fostering a collaborative work culture, and establishing policies that support teachers' professional development (Sutono et al., 2024). Therefore, an evaluation of the leadership style implemented is necessary, such as by improving communication skills, increasing teacher involvement in decision-making, and adopting a more transformative leadership approach. Through these improvements, principal leadership is expected to exert a stronger positive influence on teacher performance in the future (Mukaromah et al., 2024).

3. Work Environment on Teacher Performance

The results of the study indicate that the work environment has a positive but insignificant effect on teacher performance at Tiara School Jakarta. This means that although a supportive work environment tends to facilitate teachers' activities, it is not a sufficiently strong factor to make a statistically significant contribution to performance improvement. A comfortable, safe, and well-organized work environment may already be present, but it does not serve as a primary determinant that drives teachers to enhance their productivity or instructional quality. This situation may occur when teachers rely more heavily on internal factors such as work motivation, personal competence, or technological support, which are more dominant in this study.

The positive yet insignificant influence may also suggest that the work environment at the school is already at a standard level, such that variations in teachers' perceptions of their working conditions do not significantly affect their performance. When the work environment is perceived as adequate and stable, teachers no longer view it as a differentiating factor in achieving performance targets. In other words, the work environment does not pose a major issue or barrier in the teaching process, but it also has not become a strong driver for improving teacher performance. This finding is consistent with several other studies indicating that the physical or non-physical work environment often has no significant effect when internal teacher factors are more dominant (Soepardi et al., 2025; Zaen et al., 2024).

In the context of Total Quality Management (TQM), this result provides insight that strengthening the work environment is still necessary, but it must be complemented by other management strategies that have a greater influence (Subekhan & Suryapermana, 2024). Even though its effect is not significant, the work environment remains an essential element of quality that must be maintained, such as harmonious communication, a collaborative work culture, and facilities that support instructional innovation. Therefore, the school may focus on enhancing aspects of the work environment that directly support teachers' professional activities, such as

providing comfortable discussion spaces, improving access to technology, or ensuring more efficient administrative systems (Istiqomah et al., 2024). With these improvements, the work environment has the potential to exert a stronger and more significant impact on teacher performance in the future.

4. Digital Competence on Teacher Performance

The results of the study show that digital competence has a highly significant and positive effect on teacher performance at Tiara School Jakarta, indicating that teachers' ability to utilize technology plays a major role in improving the quality of learning. In the era of modern education, digital competence is not merely a supporting skill but has become an essential component of the teaching process, especially with the increasing use of online learning platforms, interactive media, and educational administration applications. Teachers with strong digital skills are able to deliver material more effectively, interactively, and in ways that are relevant to the needs of students who now live in a digital environment (Novianty et al., 2024).

This significant influence also indicates that digital competence strengthens the application of Total Quality Management (TQM) within the school environment. In TQM, teachers are required to continuously carry out improvement (continuous improvement) and innovate in the learning process. Technology provides broad opportunities for innovation, such as the use of Learning Management Systems (LMS), video-based learning methods, digital simulations, and app-based assessments. Therefore, teachers who master technology are better able to adapt, increase work efficiency, and produce higher-quality learning outcomes that align with the school's quality standards (Armawati et al., 2021).

Moreover, this significant result reflects the shifting demands of contemporary education, where digital competence is no longer an additional skill but a core requirement for professional teachers. Teachers who lack technological proficiency tend to fall behind in providing engaging and effective learning experiences for students. Conversely, teachers with strong digital competence can create learning environments that are more dynamic, personalized, and aligned with the learning styles of digital-native students. Therefore, schools must continue to strengthen technology training, provide adequate digital facilities, and foster a culture of technology-based innovation to ensure sustainable improvement in teacher performance (Li et al., 2022).

5. Gender on Teacher Performance

The results of the study show that gender does not have a significant effect on teacher performance at Tiara School Jakarta, meaning that differences in gender whether male or female do not determine the level of performance achieved. This finding indicates that teacher performance is more strongly influenced by factors such as professional competence, work motivation, pedagogical ability, and digital competence rather than biological attributes or gender differences. Thus, the productivity and quality of teachers' work at this school can be considered equitable, with no tendency or advantage in performance based on gender (Ehrich et al., 2020; Gan et al., 2025).

This finding is also consistent with the principles of Total Quality Management (TQM), which emphasize the importance of equity in the process of quality improvement. In TQM, individuals are evaluated based on the quality of their contributions, capabilities, and commitment to continuous improvement, rather than inherent attributes such as gender. Therefore, the absence of a significant gender effect suggests that the work culture at Tiara School Jakarta is already conducive and equitable, where opportunities to demonstrate optimal performance are distributed fairly to all teachers without gender bias. This reflects a professional and objective

school management system (Feng, 2023).

Furthermore, the results show that teacher performance is shaped more strongly by other internal and external factors, such as work motivation, work environment, and particularly digital competence, which was found to have a significant influence in this study. The insignificance of gender also reinforces that both men and women have equal potential in carrying out pedagogical tasks, managing classrooms, and delivering instructional content. Therefore, the school can focus more on strategies for competency development, training, and strengthening a high-performance work culture without considering gender-based differences (Contreras, 2024; Ogden et al., 2023). These findings further support the school's efforts to build an inclusive and quality-oriented professional environment.

CONCLUSION

Based on the results of the study, it can be concluded that work motivation and digital competence have a positive and significant effect on teacher performance at Tiara School Jakarta, with digital competence being the most dominant variable in improving productivity and instructional quality in accordance with the demands of technology-based education. Meanwhile, principal leadership and the work environment show positive but insignificant effects, indicating that these factors have not yet become key determinants of teacher performance. Gender also has no significant effect, suggesting that teacher productivity is not influenced by differences in sex. Simultaneously, all variables in this study explain 69.5% of the variation in teacher performance, demonstrating that the regression model used is statistically reliable. This study has several limitations, including a small sample size (35 teachers), which restricts the generalizability of the findings. The use of questionnaires may also introduce subjective bias, and the research variables do not cover other factors such as organizational culture, job satisfaction, pedagogical competence, and workload, all of which could influence teacher performance. Therefore, future research is recommended to use a larger sample, adopt a mixed-methods approach, and include additional variables to provide a more comprehensive understanding of the factors affecting teacher performance.

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