

Accelerating Elementary School Teacher Performance in the Digital Era: The Contribution of Leadership, Collaboration, and Psychological Well-Being through Work Motivation

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Abstract

The rapid development of digital technology has transformed the educational landscape, requiring schools to adapt to increasingly complex demands for effectiveness, innovation, and competitiveness. This study aims to analyze the contribution of leadership, collaboration, and psychological well-being to teacher performance through work motivation among elementary school teachers at SD Negeri Tlogodalem in the digital era. The study employed a quantitative approach using an explanatory survey design involving all teachers as respondents through a census sampling technique. Data were collected using a structured questionnaire with a five-point Likert scale and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The results showed that leadership ($\beta = 0.341$; $p < 0.001$), collaboration ($\beta = 0.296$; $p = 0.001$), and psychological well-being ($\beta = 0.412$; $p < 0.001$) had significant positive effects on work motivation, explaining 72.4% of its variance ($R^2 = 0.724$). Furthermore, leadership ($\beta = 0.254$; $p = 0.001$), collaboration ($\beta = 0.213$; $p = 0.003$), psychological well-being ($\beta = 0.318$; $p < 0.001$), and work motivation ($\beta = 0.402$; $p < 0.001$) significantly influenced teacher performance, with the model explaining 78.1% of the variance in performance ($R^2 = 0.781$). Mediation analysis revealed that work motivation significantly mediated the relationships between leadership, collaboration, psychological well-being, and teacher performance. Among all predictors, psychological well-being emerged as the strongest factor affecting both work motivation and teacher performance. The findings suggest that enhancing teacher performance in the digital era requires an integrated strategy that strengthens effective leadership, promotes collaborative professional cultures, and supports teachers' psychological well-being to foster higher work motivation and sustainable educational excellence.

Keywords

Accelerating; Collaboration; Contribution Leadership; Digital Era; Elementary School Teacher Performance



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INTRODUCTION

The rapid development of digital technology has transformed the educational landscape, requiring schools to adapt to increasingly complex demands for effectiveness, innovation, and

competitiveness. In the digital era, elementary school teachers are expected not only to possess pedagogical competence but also to be capable of integrating technology into teaching and learning processes, managing digital resources, and responding to the changing needs of students and society. Teacher performance has become a critical determinant of educational quality because teachers directly influence students' learning outcomes, character development, and academic achievement (Saryanto et al., 2020). Consequently, improving teacher performance has emerged as a strategic priority for educational institutions, particularly in public elementary schools such as SD Negeri Tlogodalem. However, achieving optimal teacher performance is influenced by multiple organizational and individual factors that interact dynamically within the school environment. Previous studies have indicated that teacher performance is shaped not only by professional competence but also by leadership effectiveness, collaborative work culture, psychological well-being, and motivational factors that support teachers in fulfilling their responsibilities effectively (Darling-Hammond et al., 2020; Fullan, 2021).

Leadership plays a crucial role in shaping teachers' attitudes, behaviors, and commitment toward organizational goals. Effective school leaders create a vision, provide direction, facilitate professional development, and establish a supportive environment that encourages teachers to perform at their best. In the context of digital transformation, school principals are increasingly expected to demonstrate transformational and instructional leadership capable of guiding teachers through technological changes and educational innovations. Research has consistently shown that leadership contributes significantly to teacher effectiveness by fostering trust, professional learning, and organizational commitment. Principals who communicate clear expectations, empower teachers, and provide adequate support tend to cultivate higher levels of teacher engagement and productivity. Therefore, leadership remains a vital factor in accelerating teacher performance in schools adapting to digital-era challenges (Leithwood et al., 2020; Hallinger, 2022).

In addition to leadership, collaboration among teachers has become an essential component of successful educational practices. Collaborative cultures encourage knowledge sharing, collective problem-solving, peer learning, and continuous professional improvement. Through collaboration, teachers can exchange innovative teaching strategies, discuss student learning difficulties, and develop solutions to instructional challenges more effectively than working individually (Supriadi et al., 2021). Digital technologies have further expanded opportunities for collaboration through online communities, professional learning networks, and virtual teamwork. Research suggests that collaborative environments enhance teachers' professional competence, job satisfaction, and organizational effectiveness by promoting mutual support and collective efficacy. Schools that foster strong collaborative relationships among educators are more likely to achieve sustainable improvements in teacher performance and student outcomes (Hargreaves & O'Connor, 2018; Vangrieken et al., 2017).

Another important factor influencing teacher performance is psychological well-being. The increasing demands of educational reforms, administrative responsibilities, technological adaptation, and classroom management often create significant stress for teachers. Psychological

well-being refers to an individual's positive mental state characterized by self-acceptance, personal growth, purpose in life, autonomy, and positive relationships with others. Teachers with high levels of psychological well-being tend to demonstrate greater resilience, creativity, job satisfaction, and commitment to their profession. Conversely, poor psychological well-being may lead to burnout, decreased motivation, and lower performance. In the digital era, maintaining teachers' psychological well-being has become increasingly important as educators face rapid technological changes and heightened expectations. Therefore, understanding how psychological well-being contributes to teacher performance is essential for creating sustainable educational improvement strategies (Ryff, 2018; Collie et al., 2020).

While leadership, collaboration, and psychological well-being are important predictors of teacher performance, their influence may operate through work motivation. Motivation represents the internal and external forces that stimulate individuals to achieve organizational and personal goals. Motivated teachers are more likely to demonstrate dedication, initiative, persistence, and commitment in carrying out instructional responsibilities. According to self-determination theory, supportive leadership, positive social relationships, and psychological well-being can strengthen intrinsic motivation, which subsequently enhances performance outcomes. In educational settings, motivated teachers are better positioned to embrace technological innovations, engage in professional development, and contribute positively to school improvement efforts. Therefore, work motivation may serve as a mediating mechanism linking organizational and psychological factors to teacher performance (Ryan & Deci, 2020; Gagné et al., 2015).

Despite extensive research on teacher performance, limited studies have simultaneously examined the contributions of leadership, collaboration, and psychological well-being through work motivation within the specific context of public elementary schools undergoing digital transformation. SD Negeri Tlogodalem provides an important setting for investigating these relationships because teachers are required to adapt to digital educational practices while maintaining high standards of instructional quality. Understanding how these variables interact can provide valuable insights for policymakers, school leaders, and educators seeking to enhance teacher performance in the digital era. Therefore, this study aims to analyze the contribution of leadership, collaboration, and psychological well-being to teacher performance through work motivation among teachers at SD Negeri Tlogodalem, thereby offering evidence-based recommendations for strengthening educational quality and organizational effectiveness in elementary schools. (Leithwood et al., 2020; Ryan & Deci, 2020; Fullan, 2021).

METHODS

This study employed a quantitative approach using an explanatory survey design to examine the relationships among leadership, collaboration, psychological well-being, work motivation, and teacher performance at SD Negeri Tlogodalem. The population consisted of all teachers at SD Negeri Tlogodalem, and the sampling technique used was a census method, in which all members of the population were involved as research respondents. Data were

collected through a structured questionnaire utilizing a five-point Likert scale ranging from strongly disagree to strongly agree. The research variables included leadership, collaboration, and psychological well-being as independent variables, work motivation as a mediating variable, and teacher performance as the dependent variable. Data analysis was conducted using Structural Equation Modeling (SEM) with the Partial Least Squares (PLS) approach to test both direct and indirect effects among variables. The analysis process included assessments of validity, reliability, convergent validity, discriminant validity, coefficient of determination (R^2), predictive relevance (Q^2), and hypothesis testing through bootstrapping procedures. This method was selected because it is suitable for examining complex causal relationships involving mediation effects and provides robust statistical analysis for educational and organizational research.

FINDINGS AND DISCUSSION

Leadership, Collaboration, and Psychological Well-Being Influence Work Motivation Among Elementary School Teachers in the Digital Era at SD Negeri Tlogodalem

The first research question seeks to examine the extent to which leadership, collaboration, and psychological well-being contribute to teachers' work motivation in the digital era. Based on the analysis using Partial Least Squares Structural Equation Modeling (PLS-SEM), the results indicate that all three independent variables significantly influence work motivation among teachers at SD Negeri Tlogodalem. The coefficient of determination (R^2) for work motivation was found to be 0.724, indicating that leadership, collaboration, and psychological well-being collectively explain 72.4% of the variance in teachers' work motivation, while the remaining 27.6% is influenced by other variables outside the research model. This result demonstrates a substantial explanatory power, suggesting that organizational and psychological factors play an important role in shaping teachers' motivation to perform effectively in a rapidly changing educational environment. According to Hair et al. (2022), an R^2 value above 0.67 is categorized as substantial, indicating that the proposed model has strong predictive relevance in explaining work motivation.

The findings reveal that leadership has a positive and significant effect on work motivation, with a path coefficient (β) of 0.341, a t-statistic of 4.287, and a p-value of 0.000. This result suggests that effective leadership practices implemented by school principals significantly increase teachers' motivation to perform their duties. In the context of SD Negeri Tlogodalem, teachers perceived that the principal provided clear direction, encouraged innovation, facilitated professional development, and supported the integration of digital technology into classroom instruction. Such leadership behaviors create a conducive working environment that enhances teachers' confidence and willingness to engage in school improvement efforts. These findings support the transformational leadership theory proposed by Bass and Riggio (2018), which emphasizes that leaders inspire followers by articulating a compelling vision, providing intellectual stimulation, and offering individualized support. When teachers perceive their

leaders as supportive and visionary, they are more likely to develop stronger intrinsic motivation and organizational commitment. Furthermore, instructional leadership practices that focus on teaching quality and continuous learning have been shown to foster teacher engagement and professional enthusiasm, particularly in schools experiencing technological transformation (Hallinger & Wang, 2021).

The statistical analysis further indicates that collaboration has a positive and significant effect on work motivation, with a path coefficient (β) of 0.296, a t-statistic of 3.874, and a p-value of 0.001. This finding demonstrates that collaborative relationships among teachers contribute meaningfully to increasing motivation in the workplace. Teachers at SD Negeri Tlogodalem reported that opportunities for teamwork, sharing instructional strategies, discussing student learning challenges, and participating in collective decision-making enhanced their enthusiasm for work. Collaborative environments reduce professional isolation and create a sense of belonging that encourages teachers to contribute actively to organizational goals. Social learning theory suggests that individuals learn and gain motivation through interaction, observation, and mutual support within social groups. Through collaboration, teachers acquire new knowledge, develop confidence, and strengthen their professional identity, all of which positively affect work motivation. The results are consistent with previous studies indicating that collaborative cultures promote collective efficacy, professional growth, and increased work engagement among educators (Vangrieken et al., 2017; Hargreaves & O'Connor, 2018). In the digital era, collaboration has become even more important because teachers are required to adapt to new technologies and instructional methods that often necessitate collective learning and knowledge exchange.

Among the three predictors, psychological well-being emerged as the strongest determinant of work motivation, with a path coefficient (β) of 0.412, a t-statistic of 5.126, and a p-value of 0.000. This result suggests that teachers who experience higher levels of psychological well-being tend to exhibit stronger motivation in carrying out their professional responsibilities. Psychological well-being encompasses positive emotions, self-acceptance, autonomy, personal growth, purpose in life, and positive relationships with others. Teachers who maintain good mental health and emotional stability are more capable of coping with occupational challenges, adapting to technological changes, and sustaining enthusiasm for teaching activities. The findings support the theoretical framework developed by Ryff (2018), which emphasizes that psychological well-being contributes significantly to individual functioning and productivity. Teachers who experience satisfaction, optimism, and meaningfulness in their work are more likely to invest effort and energy in achieving educational objectives. Moreover, the Job Demands-Resources Theory explains that psychological well-being functions as a personal resource that enables individuals to maintain motivation despite increasing job demands and workplace pressures (Bakker & Demerouti, 2018).

The strong influence of psychological well-being on work motivation is particularly relevant in the context of digital transformation. The implementation of digital learning

technologies requires teachers to continuously update their skills, adapt to new instructional approaches, and manage additional responsibilities associated with online and blended learning environments. These challenges can create stress and emotional exhaustion if not supported by adequate psychological resources. Teachers with high levels of well-being are better equipped to embrace change, remain resilient in the face of difficulties, and maintain a positive attitude toward professional development. Consequently, schools seeking to enhance teacher motivation should pay greater attention to strategies that support mental health, work-life balance, and emotional well-being. Such initiatives may include counseling services, peer-support programs, stress management training, and policies that foster a supportive organizational climate.

The comparative analysis of the three predictors indicates that psychological well-being exerts the strongest influence on work motivation, followed by leadership and collaboration. Although leadership and collaboration remain important determinants, the results suggest that internal psychological conditions play a more dominant role in sustaining teachers' motivation. This finding aligns with Self-Determination Theory, which posits that motivation is strengthened when individuals experience autonomy, competence, and relatedness within their environment (Ryan & Deci, 2020). Effective leadership contributes to the fulfillment of competence needs by providing guidance and support, while collaboration satisfies the need for relatedness through meaningful social interactions. Psychological well-being, however, encompasses broader dimensions that integrate emotional, cognitive, and social functioning, thereby exerting a more comprehensive influence on motivational processes.

The findings also indicate that leadership, collaboration, and psychological well-being are mutually reinforcing factors rather than independent determinants. Effective leadership can facilitate collaboration among teachers and create conditions that enhance psychological well-being. Similarly, collaborative cultures can strengthen emotional support networks that contribute to teachers' mental health and resilience. These interconnections suggest that improving teacher motivation requires a holistic approach rather than isolated interventions. School leaders should focus on developing participatory leadership practices, fostering collaborative professional learning communities, and implementing policies that promote psychological well-being simultaneously. Such integrated efforts are likely to produce stronger motivational outcomes and contribute to sustainable educational improvement.

Overall, the analysis demonstrates that leadership, collaboration, and psychological well-being significantly influence teachers' work motivation at SD Negeri Tlogodalem, with psychological well-being emerging as the most influential predictor. The substantial explanatory power of the model ($R^2 = 0.724$) indicates that these variables collectively play a critical role in shaping teachers' motivational levels in the digital era. The findings highlight the importance of creating supportive leadership structures, collaborative professional cultures, and psychologically healthy work environments to ensure that teachers remain motivated, adaptive, and committed to delivering high-quality education. These results reinforce contemporary educational theories emphasizing that organizational effectiveness

and teacher performance are strongly dependent on the interaction between leadership, social relationships, and psychological resources within the school environment (Ryan & Deci, 2020; Bakker & Demerouti, 2018; Hallinger & Wang, 2021).

Leadership, Collaboration, and Psychological Well-Being Contribute To Teacher Performance Through Work Motivation Among Elementary School Teachers at SD Negeri Tlogodalem

The second research question aims to examine the direct and indirect contributions of leadership, collaboration, and psychological well-being to teacher performance through work motivation among elementary school teachers at SD Negeri Tlogodalem. The analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM), which enables the assessment of both direct and mediating effects among variables. The findings indicate that the structural model possesses strong explanatory power, with the coefficient of determination (R^2) for teacher performance reaching 0.781. This value suggests that 78.1% of the variance in teacher performance can be explained by leadership, collaboration, psychological well-being, and work motivation, while the remaining 21.9% is influenced by factors not included in the research model. According to Sarstedt et al. (2022), an R^2 value exceeding 0.75 demonstrates substantial explanatory capability, indicating that the proposed model effectively captures the factors influencing teacher performance in educational organizations. The result highlights the importance of both organizational and psychological determinants in enhancing teacher effectiveness in the digital era.

The analysis reveals that leadership has a significant positive direct effect on teacher performance, with a path coefficient (β) of 0.254, a t-statistic of 3.521, and a p-value of 0.001. This finding indicates that teachers working under effective school leadership tend to demonstrate higher levels of performance. School leaders who provide strategic direction, facilitate professional development opportunities, encourage innovation, and support the implementation of educational technologies create an environment that promotes teacher effectiveness. In the context of SD Negeri Tlogodalem, teachers perceived that supportive leadership enabled them to adapt more confidently to digital learning requirements and instructional changes. This finding aligns with the transformational leadership perspective, which argues that leaders influence employee performance by inspiring commitment, fostering trust, and encouraging continuous improvement. Transformational leaders stimulate followers to exceed expectations by aligning individual goals with organizational objectives and creating a shared vision for success (Northouse, 2022). Consequently, leadership serves as a critical organizational mechanism for improving teacher productivity and instructional quality.

Collaboration also demonstrates a significant positive direct effect on teacher performance, with a path coefficient (β) of 0.213, a t-statistic of 2.984, and a p-value of 0.003. This result suggests that teachers who actively participate in collaborative activities are more likely to achieve higher levels of professional performance. Collaboration enables educators to

share instructional experiences, exchange pedagogical knowledge, solve classroom challenges collectively, and support one another in implementing innovative teaching practices. The collaborative culture within SD Negeri Tlogodalem appears to contribute to a more cohesive and productive professional environment, where teachers can learn from their colleagues and improve their instructional competence. These findings support the concept of professional learning communities, which emphasize collective responsibility, shared practice, and continuous learning as key drivers of educational improvement. Research indicates that collaborative environments strengthen professional capacity and contribute significantly to teacher effectiveness by fostering mutual learning and collective efficacy (Stoll & Kools, 2017). In the digital era, collaborative practices become even more important as teachers must continuously adapt to emerging technologies and rapidly evolving educational demands.

Psychological well-being emerges as the strongest direct predictor of teacher performance, with a path coefficient (β) of 0.318, a t-statistic of 4.876, and a p-value of 0.000. This finding suggests that teachers who experience greater psychological well-being are more likely to demonstrate superior job performance. Psychological well-being encompasses positive emotions, personal growth, self-efficacy, life satisfaction, and resilience, all of which contribute to productive work behavior. Teachers with higher levels of psychological well-being tend to exhibit greater enthusiasm, persistence, creativity, and adaptability when performing instructional tasks. They are also better equipped to manage workplace stress, technological changes, and the increasing demands associated with contemporary education. According to Positive Psychology Theory, individuals who experience positive psychological functioning are more capable of achieving optimal performance because they possess stronger cognitive, emotional, and social resources (Seligman, 2018). Therefore, psychological well-being represents a crucial personal resource that directly enhances teacher effectiveness and professional accomplishment.

Beyond the direct effects, the analysis demonstrates that work motivation significantly influences teacher performance, with a path coefficient (β) of 0.402, a t-statistic of 5.714, and a p-value of 0.000. This result indicates that motivated teachers are more likely to demonstrate higher levels of performance than those with lower motivational levels. Work motivation encourages teachers to invest greater effort, maintain persistence in achieving educational goals, and actively engage in professional responsibilities. Motivated teachers tend to display higher levels of commitment, innovation, and dedication to student learning outcomes. The findings are consistent with Expectancy Theory, which suggests that employees exert greater effort when they believe that their performance will lead to valued outcomes and rewards (Vroom, 1964). In educational settings, motivated teachers are more willing to adopt innovative teaching methods, participate in professional development activities, and contribute positively to organizational improvement initiatives. Thus, work motivation functions as a critical mechanism linking organizational and psychological resources to enhanced performance outcomes.

The mediation analysis provides additional insights into how leadership, collaboration, and psychological well-being influence teacher performance indirectly through work motivation. The indirect effect of leadership on teacher performance through work motivation was found to be significant, with an indirect coefficient of 0.137 ($\beta = 0.341 \times 0.402$), a t-statistic of 3.112, and a p-value of 0.002. This result indicates that leadership not only affects teacher performance directly but also enhances performance by increasing teachers' motivation. Effective leaders inspire teachers, provide professional support, and create conditions that foster greater enthusiasm for work, which subsequently translates into improved performance outcomes. This finding supports the proposition that motivation serves as an important psychological mechanism through which leadership exerts its influence on employee behavior and productivity (Yukl, 2020).

Similarly, collaboration demonstrates a significant indirect effect on teacher performance through work motivation, with an indirect coefficient of 0.119 ($\beta = 0.296 \times 0.402$), a t-statistic of 2.864, and a p-value of 0.004. The result suggests that collaborative relationships enhance teacher motivation, which in turn contributes to improved performance. Teachers who experience strong collegial support and opportunities for professional interaction tend to feel more engaged and motivated in their work. Increased motivation subsequently encourages greater effort and commitment, leading to better performance outcomes. This finding reinforces social exchange theory, which posits that positive workplace relationships generate reciprocal attitudes and behaviors that benefit organizational performance (Cropanzano et al., 2017).

The strongest indirect effect is observed in the relationship between psychological well-being and teacher performance through work motivation, with an indirect coefficient of 0.166 ($\beta = 0.412 \times 0.402$), a t-statistic of 4.253, and a p-value of 0.000. This result demonstrates that psychological well-being not only directly enhances teacher performance but also strengthens motivation, which further contributes to performance improvement. Teachers who experience positive mental health and emotional satisfaction are more likely to feel energized, committed, and enthusiastic about their work. Such motivational states subsequently promote higher levels of effectiveness in planning lessons, managing classrooms, utilizing digital technologies, and supporting student learning. The finding aligns with the Job Demands-Resources (JD-R) Model, which emphasizes that personal resources such as psychological well-being enhance motivation and work engagement, ultimately leading to superior job performance (Schaufeli, 2017).

Overall, the findings demonstrate that work motivation partially mediates the relationships between leadership, collaboration, psychological well-being, and teacher performance. The presence of both significant direct and indirect effects suggests that leadership, collaboration, and psychological well-being influence teacher performance through multiple pathways. Among the three predictors, psychological well-being exerts the strongest total effect, followed by leadership and collaboration. These results indicate that improving teacher performance in the digital era requires a comprehensive strategy that

addresses organizational, social, and psychological dimensions simultaneously. School leaders should foster supportive leadership practices, strengthen collaborative professional cultures, and prioritize teacher well-being initiatives to sustain motivation and enhance performance. Such integrated interventions are particularly important in digital learning environments where teachers face increasing demands for adaptability, innovation, and continuous professional growth.

In conclusion, the analysis confirms that leadership, collaboration, and psychological well-being significantly contribute to teacher performance both directly and indirectly through work motivation. The substantial R^2 value of 0.781 demonstrates the robustness of the model in explaining teacher performance at SD Negeri Tlogodalem. Furthermore, the significant mediating role of work motivation highlights its importance as a strategic mechanism through which organizational and psychological resources are translated into effective teaching performance. These findings support contemporary educational and organizational theories emphasizing that sustainable teacher performance depends not only on structural and managerial factors but also on the motivational and psychological conditions that empower teachers to perform optimally in the digital era (Schaufeli, 2017; Northouse, 2022; Sarstedt et al., 2022).

CONCLUSION

The findings of this study demonstrate that leadership, collaboration, and psychological well-being significantly contribute to enhancing work motivation and teacher performance among elementary school teachers at SD Negeri Tlogodalem in the digital era. The first research question revealed that leadership, collaboration, and psychological well-being collectively explained 72.4% of the variance in work motivation, with psychological well-being emerging as the strongest predictor, followed by leadership and collaboration. These results indicate that supportive leadership practices, collaborative professional cultures, and positive psychological conditions are essential in fostering teachers' motivation to adapt to technological changes and perform their educational responsibilities effectively. The second research question showed that leadership, collaboration, psychological well-being, and work motivation collectively explained 78.1% of the variance in teacher performance. In addition to their direct effects, leadership, collaboration, and psychological well-being also significantly influenced teacher performance indirectly through work motivation, confirming the mediating role of motivation in strengthening performance outcomes. Overall, the study concludes that improving teacher performance in the digital era requires an integrated approach that combines effective leadership, strong collaboration, and the promotion of teachers' psychological well-being to enhance work motivation and ultimately achieve higher levels of professional performance and educational quality at SD Negeri Tlogodalem.

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