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THE RELATIONSHIP BETWEEN PRINCIPAL MANAGERIAL COMPETENCE AND WORK MOTIVATION IMPROVED PERFORMANCE OF ELEMENTARY SCHOOL TEACHERS IN REMOTE AREAS

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ABSTRAK

This study aims to examine and analyze the principal's managerial competence and its impact on enhancing work motivation and teaching performance among elementary school teachers in the remote area of Dekai Subdistrict, Yahukimo Regency, Papua Pegunungan Province. A descriptive qualitative research approach was employed. Data were gathered through in-depth interviews, direct classroom and school observations, and documentary analysis involving 40 teachers and 4 principals across four public elementary schools (SDN Sokamu, SDN Tomon, SDN 2 Dekai, and SDN 4 Dekai). Data were analyzed using interactive qualitative data analysis, comprising data reduction, data display, and conclusion verification. The findings reveal that effective principal managerial competencies—demonstrated through structured operational planning, equitable task distribution, and continuous academic supervision—directly boost both intrinsic and extrinsic teacher motivation. The principal's physical presence and supportive leadership style serve as vital catalysts for improving teaching discipline, lesson planning, and professional commitment despite severe infrastructure limitations and geographical isolation.

ABSTRAK

Objektif: *Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis peran kompetensi manajerial kepala sekolah serta dampaknya terhadap motivasi kerja dan peningkatan kinerja mengajar guru sekolah dasar (SD) di kawasan terpencil Distrik Dekai, Kabupaten Yahukimo, Provinsi Papua Pegunungan. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Data dikumpulkan melalui wawancara mendalam, observasi lapangan, dan studi dokumentasi yang melibatkan 40 guru dan 4 kepala sekolah di empat SD Negeri (SDN Sokamu, SDN Tomon, SDN 2 Dekai, dan SDN 4 Dekai). Analisis data dilakukan secara interaktif melalui tahap reduksi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa kompetensi manajerial kepala sekolah—yang diwujudkan melalui pengorganisasian tugas yang adil, perencanaan program yang terarah, dan supervisi akademik berkala—berdampak positif secara langsung terhadap motivasi kerja intrinsik maupun ekstrinsik guru. Kehadiran fisik pimpinan serta kepemimpinan yang suportif menjadi faktor krusial dalam mendorong kedisiplinan mengajar, kelengkapan administrasi pembelajaran, dan komitmen mengajar guru di tengah keterbatasan sarana prasarana serta isolasi geografis.*

Kata kunci: *Daerah Terpencil, Kinerja Guru, Kompetensi Manajerial Kepala Sekolah, Motivasi Kerja Guru*

INTRODUCTION

Teacher performance is a key factor influencing the quality of education, particularly in Indonesia, where various national and international assessment programs, such as the Programme for International Student Assessment (PISA), consistently reveal persistent challenges in student learning outcomes (Sholikah & Pertiwi, 2021). Teachers' effectiveness is determined not only by their personal competencies but is also strongly influenced by the broader organizational context in which they work (Azainil et al., 2021). Factors such as leadership quality, school climate, communication patterns, and incentive structures are crucial in influencing teachers' effectiveness in performing their duties (Undiadi & Muhammad, 2025). In remote areas with limited resources, these challenges are exacerbated because educators often have to work under conditions characterized by limited access to professional development, heavy workloads, and isolation from support systems (Mallillin, 2024). Robbins and Judge (2015) define motivation as a process that explains the intensity, direction, and persistence of a person's goal-oriented efforts. In a school setting, teachers' work motivation determines the quality of their teaching practices, their level of professional commitment, and their ability to engage in pedagogical innovation. Skaalvik and Skaalvik (2018) show that teacher motivation is significantly associated with job tenacity and job satisfaction, while Watt and Richardson (2017), using the FIT Choice framework, establish that intrinsic professional values, prosocial benefits, and perceptions of career stability collectively shape the decision to remain engaged in the teaching profession. The Theory of Self-Determination (SDT) by Deci and Ryan (2017) distinguishes between intrinsic motivations that arise from genuine professional interest and the satisfaction inherent in the task itself, and extrinsic motivations, which depend on external reinforcements such as salary or formal recognition. Work motivation is an intrinsic drive to achieve. Teachers with high work motivation tend to be more responsible, disciplined, and enthusiastic in carrying out the tasks of teaching (Mangkang et al., 2026).

Principal leadership is a key factor in determining teacher performance. Effective leadership can create a positive work environment, motivate teachers, provide individualized attention, and encourage innovation in teaching (Bria et al., 2025). The principal is the leader and the highest-ranking official in an educational institution, playing a strategic role in managing all aspects of school administration, including managerial duties, academic supervision, and leadership in creating an effective learning environment (Rahmani & Wibowo, 2023) The role of the school principal has evolved from that of a mere administrator to that of a strategic leader in the field of learning, whose influence extends to all aspects of the educational process (Susanti et al., 2025). Leadership in schools is the result of the relationship between the school principal, who is responsible for leading, and the groups consisting of teachers, administrative staff, parents, and students, who are the group being led (Collier et al., 2022). This management strategy empowers schools, particularly those in environments with limited resources, to overcome systemic barriers and continue to improve despite facing external challenges (Vidergor, 2023). Effective school principals demonstrate expertise in planning, organizing, implementing, and supervising all school activities to align resources with educational priorities. This includes setting clear performance goals, optimizing human and financial resources, and fostering a school culture focused on accountability and collaborative effectiveness (Yanti et al., 2025). Leithwood et al. (2020) argue that effective managerial leadership is not limited to administrative compliance but also includes the ability to foster a collaborative culture in schools and facilitate teachers' ongoing professional development. This concept positions the principal as both an

organizational manager and an architect of motivation. Principal effectiveness is a key factor, and there is a direct link between effective principal leadership and management and improvements in overall teacher performance (Denston et al., 2022).

Teacher performance refers to the level of achievement a teacher attains in carrying out their professional duties and responsibilities, which include planning, implementing instruction, evaluating student learning outcomes, and continuously developing their professional competencies. The concept of "teacher performance" refers to the level of performance (Merle et al., 2022). Teacher performance is evaluated not only based on the quantity of work but also on the quality of outcomes that can have a positive impact on the learning process and outcomes. The study by Prasetyo and Wulandari (2022) confirms that teacher performance has a significant impact on learning outcomes and improvements in educational quality; therefore, a comprehensive and ongoing evaluation system is needed to enhance teacher professionalism. In addition, supporting factors such as the principal's leadership, the availability of facilities, and work motivation also significantly influence teacher performance. According to Rahmawati (2019), managerial support and a conducive work environment can boost teachers' morale and improve the quality of their performance in elementary schools. Meanwhile, Nurhadi and Astuti (2023) add that teacher training and professional development are also important factors that are positively correlated with improved performance. Optimal teacher performance will directly contribute to the achievement of national educational goals and an overall improvement in the quality of learning (Fauziyah, 2021). Hasibuan (2017) classifies well-being as additional compensation, which encompasses material dimensions (salary, allowances, social security) and non-material dimensions (job security, professional recognition, a psychologically safe work environment). In addition to improving teachers' self-confidence and motivation, this can help them enhance their performance and participate more actively in the educational process (Bergman, 2017). The OECD framework developed by Viac and Fraser (2020) describes teacher well-being based on cognitive, subjective, physical, and social dimensions.

The purpose of this research is to examine the managerial competencies of school principals and the impact of motivation on elementary school teachers in remote areas, where access is extremely difficult to obtain. This issue has become increasingly urgent due to ongoing challenges, such as low academic qualifications, poor mastery of teaching methods, poor discipline, and inconsistent motivation (Hetharion et al., 2025). And also, these problems not only hinder the effectiveness of the learning process, but also weaken the relationship between teachers and students, disrupt school productivity, and ultimately contribute to a decline in the quality of education at the local level (Vebriani et al., 2022; Lamusu, 2023; Iskandar and Anriani, 2023). Several previous studies have also demonstrated that school principals' managerial abilities influence teacher competence; these include studies by Ariyanti (2020), Manik & Siahaan (2021), Susanti (2021), Elviliza, R., Yulita, P., Gistituati, N., Rusdinal, R., & Nellitawati, N. (2025), Sudiarthi (2022), and Hetharion, W. Y., Akollo, J. G., Pattiruhu, C. M., & Toisuta, M. E. (2025). The research questions for this study is: How can managerial competencies of school principals be measured and analyzed, and what is the impact of these competencies on teachers' job motivation at remote elementary schools in Dekai Subdistrict, Yahukimo Regency?

METHODOLOGY

This research uses a descriptive qualitative approach to examine how teachers describe the managerial competencies of school principals and how the principals' management practices are perceived in relation to teachers' work motivation and performance in elementary schools in Dekai, Yahukimo Regency, Papua Pegunungan, Indonesia. A qualitative design was deemed appropriate because this study aims to understand the participants' experiences, perceptions, and explanations within the context of their schools, instead of testing statistical relationships or estimating causal effects.

Table 1. The list of school names

No.	School	Number of teachers
1	SDN Sokamu	6
2	SDN Tomon	18
3	SDN 2 Dekai Yahukimo	6
4	SDN 4 Dekai Yahukimo	10
	Total	**40**

This study involved 40 teachers from four public elementary schools. The distribution of participants presented in this draft is shown in Table 1. The number of teachers at each school reflects the reported allocation of participating teachers; it remains to be confirmed whether all listed teachers participated in the interviews, whether these figures represent the entire teaching staff, or whether they represent the final sample.

Data Collection

Data were gathered using multiple qualitative methods to ensure source triangulation and comprehensive insight:

1. **Semi-Structured Interviews:** In-depth interviews were conducted with 40 teachers and 4 school principals. The interview protocol focused on principals' managerial skills (planning, organizing, executing, and supervising), structural and psychological support, teacher work motivation (intrinsic and extrinsic factors), and self-reported pedagogical performance.
2. **Direct Observation:** Non-participant field observations were carried out to capture real-time school climate, teacher attendance, classroom instruction quality, physical facility limitations, and principal-teacher daily interactions.
3. **Documentation:** Relevant administrative documents, including principal supervision reports, teacher lesson plans (RPP/Modul Ajar), teacher attendance records, and school development plans, were reviewed to corroborate interview and observation data.

Data Analysis

Data were analyzed using the thematic content analysis framework proposed by Miles, Huberman, and Saldana (2014), which comprises three concurrent flows of activity:

1. **Data Reduction:** Transcribing raw interview recordings, field notes, and document summaries, followed by open coding to identify key concepts related to principal competency, teacher motivation, and teaching outcomes.
2. **Data Display:** Organizing coded data into thematic matrices and narrative summaries to draw cross-case patterns among the four remote schools.

3. **Conclusion Drawing and Verification:** Synthesizing thematic insights to answer the research questions, validating findings through member-checking with key informants and triangulation across multiple data sources.

RESULTS AND DISCUSSION

Results

This research maps the perceptions and experiences of 40 elementary school teachers in Dekai District, Yahukimo Regency, regarding the impact of school principals' managerial competencies on their motivation and teaching performance in remote areas. The research findings are grouped into three main themes:

1. Managerial Competencies of School Principals in Remote Areas

The results of interviews and documentation indicate that the managerial competencies of school principals at the four vocational schools vary, but they face similar structural challenges:

- Planning and Organization: The principals at SDN 2 Dekai and SDN 4 Dekai routinely develop school activity plans and clearly assign teaching duties. However, at SDN Sokamu and SDN Tomon, operational planning is often hampered by limited communication facilities and transportation access.
- Implementation and Oversight (Academic Supervision): Academic supervision has not yet been implemented consistently across all schools. School principals who are actively present and provide direct guidance tend to foster a more orderly and disciplined work environment.

Table 2. An Overview of the Categories of School Principals' Managerial Competence Performance According to Teachers' Perceptions

No.	Managerial Competency Indicators	Implementation Category	Field Notes / Challenges
1	School Program Planning	Currently	Hindered by limited data and geographical constraints.
2	Resource Organization	Good	Teaching assignments are distributed according to teachers' qualifications.
3	Implementation & Leadership	Moderate	Highly dependent on the principal's physical presence on site.
4	Academic Supervision & Evaluation	Adequate	Teacher guidance remains sporadic and informal.

Teachers' Work Motivation in Remote Areas

Teacher motivation factors in Dekai are divided into intrinsic and extrinsic motivations:

- Intrinsic Motivation: Most teachers have a strong moral commitment and a deep sense of social responsibility to educate children in the remote areas of Yahukimo. Their calling as educators serves as the primary driving force behind their continued teaching.
- Extrinsic Motivation: Depends on the principal's attention, the provision of fair incentives or allowances, and a sense of security in the workplace. A lack of logistical support and appreciation from leadership has been shown to significantly reduce teachers' motivation.

Teacher Performance

Teacher performance is reflected in teaching discipline, the completeness of instructional records, and innovation in presenting material in the classroom:

- Teachers who receive constructive supervision and motivational support from their principals demonstrate a high level of discipline and more thorough lesson preparation.
- Conversely, geographic isolation and a lack of ongoing supervision risk leading to indiscipline (teacher absences) and stagnation in teaching methods.

DISCUSSION

The purpose of this study is to analyze the managerial competencies of school principals and their impact on the work motivation and performance of elementary school teachers in remote areas of Dekai District, Yahukimo Regency.

Research findings confirm that school principals' leadership and managerial skills serve as the primary foundation supporting educators' effectiveness in isolated areas. As noted by Leithwood et al. (2020), effective school principals not only carry out formal administrative functions but also act as architects of motivation and facilitators of a collaborative culture. In remote areas such as Dekai, the physical presence and direct guidance of the principal provide significant psychological support to teachers working with limited resources.

The impact of managerial competence on teachers' work motivation is consistent with Deci and Ryan's (2017) Self-Determination Theory and the FIT Choice framework (Watt & Richardson, 2017). When school principals are able to meet teachers' needs for autonomy, competence, and relatedness through supportive leadership, teachers' intrinsic motivation to persevere and innovate in remote areas will increase. Conversely, weak management leads to a decline in work motivation and teaching discipline (Hetharion et al., 2025; Vebriani & Utomo, 2022).

Furthermore, the increase in motivation driven by managerial competence has a direct impact on the quality of teachers' performance, encompassing lesson planning, classroom interactions, and learning assessment (Prasetyo & Wulandari, 2022; Undiadi & Muhammad, 2025). These findings also support previous research by Manik & Siahaan (2021) and Sudiarthi (2022), which indicated that work motivation mediates the relationship between a principal's managerial competence and teacher performance. In the context of remote schools in Papua, transformational leadership support and the provision of opportunities for professional development have proven capable of compensating for limitations in the schools' physical infrastructure (Firmansyah et al., 2022; Bria et al., 2025).

CONCLUSION

Based on the results of the analysis and discussion, this study concludes that:

1. The managerial competencies of elementary school principals in Dekai District, Yahukimo Regency, play a strategic role in organizing the school environment and guiding teaching effectiveness in remote areas.
2. The managerial skills of school leaders—as demonstrated through clear planning, fair organization, and supportive academic supervision—have a direct positive impact on improving teachers' work motivation (both intrinsic and extrinsic) and discipline.
3. Strong teacher motivation is directly proportional to improved teaching performance, better classroom interactions, and teachers' professional commitment to continuing to teach in areas with limited facilities.

Implications and Recommendations:

The Yahukimo Regency Government and the Education Office are encouraged to provide specialized managerial competency training for school principals in remote areas. In addition, periodic supervisory mentoring programs, as well as the provision of adequate incentives and working facilities, need to be continuously improved to support the motivation and performance quality of elementary school teachers in the Papua Pegunungan region. Future research is recommended to expand the geographical scope and incorporate quantitative approaches to statistically measure the magnitude of the relationships between variables.

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