

Analysis of The Influence of Autocratic Leadership, Responsibility and Work Motivation on Teacher Performance and Its Impact on The Achievement of Central Schools of Excellence at Pangkalanbaru 1 State Vocational High School, Bangka Tengah

¹Dedy Fardiansyah, ²Mohamad Makrus, ³Hamdan, ⁴Panca Tuah Tuha

^{1,2,3,4} Faculty of Economics and Business, Universitas Pertiba

*Corresponding Author:

dfardiansyah927@gmail.com

Abstract

This study aims to analyze the influence of automatic leadership, responsibility, and work motivation on teacher performance and their impact on school achievement at the Center of Excellence at SMK Negeri 1 Pangkalanbaru, Central Bangka. The research method used a quantitative approach using a survey technique through the distribution of questionnaires to teachers as respondents. Data were analyzed using multiple linear regression to test the direct effect of independent variables on teacher performance, and mediation regression to examine the role of teacher performance in mediating this influence on school achievement. The results indicate that automatic leadership, responsibility, and work motivation partially and simultaneously have a significant effect on teacher performance. Furthermore, teacher performance has been shown to contribute significantly to improving the achievement of the Center of Excellence schools. These findings emphasize the importance of an appropriate leadership style, an increased sense of responsibility, and strengthened work motivation in optimizing the quality of teacher performance and encouraging better school achievement.

Keywords: *automatic leadership, responsibility, work motivation, teacher performance, school achievement, Center of Excellence.*

1. INTRODUCTION

In the field of education, *OECD* widely known through programs such as *PISA* (*Program for International Student Assessment*) which assesses the education systems of various countries based on the academic achievements of students at the age of 15 years (Paramesti et al., 2024). Educational institutions in various countries are now competing to create adaptive and productive education systems to face global competition. Improving the quality of education cannot be separated from the teacher's role as a spearhead in the learning process, as well as the quality of the principal's leadership in managing and directing educational institutions (Ashlan et al., 2022).

At the national level, Indonesia is actively carrying out educational transformation through various strategic programs, one of which is the development of Vocational High Schools (SMK) as centers of excellence (SMK-PK). The Central School of Excellence program is implemented in various schools, including at State Vocational High School 1 Pangkalanbaru, Central Bangka based on the decision letter of the Director General of Vocational Education, Ministry of Education, Culture, Research and Technology of the Republic of Indonesia number: 74/D/0/2024 dated March 28 2024 concerning Determination of Vocational High Schools Implementing the Center of Excellence Vocational High School Program for Phase I New Regular Scheme 2024. This Central School of Excellence program requires a lot of responsibility from the teaching staff, in this case teachers, and also has the leadership style of a leader who is able to make performance improvements comfortable (Ambawani et al., 2024).

Table 1.1 Citation of Decision on the Establishment of Central Schools of Excellence
State Vocational School 1 Pangkalanbaru, Central Bangka, 2024.

NO	Province Name	City/Kab	NPSN	Majors	School Name
100.	North Kalimantan	Tarakan City	7000725 5	Creative Arts and Economy	SMKN 4 Tarakan
101.	Bangka Belitung Islands	District. South Bangka	1090184 1	Agribusiness and Agritechology	SMKN 1 Tukak Sadai
102.	Bangka Belitung Islands	District. Central Bangka	1090143 6	Business and Management	SMKN 1 Pangkalanbaru
103.	Riau Islands	District. Bintan	1100248 1	Tourism	SMKN 1 East Bintan

This program aims to create graduates who have high competence and are ready to compete in the world of work (Ainun et al., 2023) Teachers as teaching staff have a crucial role in determining the quality of learning processes and outcomes. Teacher performance is not only reflected in class attendance, but also in the quality of learning interactions, innovation in teaching, and contribution to school goals (Mulyono et al., 2023). Pangkalanbaru 1 State Vocational High School, Central Bangka, is important to evaluate how the leadership style applied by school principals and school managers influences employee work motivation and their ability to complete the challenges they carry out and the responsibilities given. A principal who exercises autocratic leadership tends to make decisions unilaterally, set rules strictly, supervise subordinates intensively, and demand full compliance from teachers and staff without involving them in the decision-making process.

Work motivation among teachers tends to fluctuate, potentially affecting the quality of educational services in these schools. This indicates that increased responsibility and motivation is needed among teachers as educational staff so that the Central School of Excellence Program can run optimally and achieve the expected goals, namely improving the

quality of education and school achievement (Faradilla, 2024).

The role of teachers as teaching staff can carry out their responsibilities and foster strong motivation with changes in progress brought about by the Central School of Excellence Program. Work motivation is an internal factor that encourages teachers to work more actively and achieve organizational goals. This affects how productive a teacher is in carrying out his duties.

From what has been stated above, the author is interested in conducting research to find out how the influence of autocratic leadership, responsibility and work motivation influences teacher performance in the environment Pangkalanbaru 1 State Vocational High School, Central Bangka as one of the Central Schools of Excellence

Based on the background of the problem, identification of the problem and limitations of the problem above, it can be concluded that the problem to be studied is as follows:

1. How does autocratic leadership influence teacher performance at the Central School of Excellence at Pangkalanbaru 1 State Vocational High School, Central Bangka?
2. How does autocratic leadership influence school achievement at the Central School of Excellence at Pangkalanbaru 1 State Vocational High School, Central Bangka?
3. How does responsibility affect teacher performance at the Center for Excellence School of State Vocational High School 1 Pangkalanbaru, Central Bangka?
4. How does responsibility affect school performance at the Central School of Excellence at State Vocational High School 1 Pangkalanbaru, Central Bangka?
5. How does motivation affect teacher performance at the Center for Excellence School of State Vocational High School 1 Pangkalanbaru, Central Bangka?
6. How does motivation influence school performance at the Central School of Excellence at Pangkalanbaru 1 State Vocational High School, Central Bangka?
7. How does teacher performance influence school performance at the Central School of Excellence at State Vocational High School 1 Pangkalanbaru, Central Bangka?
8. How does autocratic leadership influence school achievement through teacher performance at the Central School of Excellence at Pangkalanbaru 1 State Vocational High School, Central Bangka?
9. How does motivation influence school achievement through teacher performance at the Central School of Excellence at Pangkalanbaru 1 State Vocational High School, Central Bangka?
10. How does responsibility affect school performance through teacher performance at the Central School of Excellence at State Vocational High School 1 Pangkalanbaru, Central Bangka?

2. LIBRARY REVIEW

Management

According (Cen, 2023), management is the art and science of planning, organizing, compiling, directing and supervising the use of human resources to achieve certain goals.

According (Hantono et al., 2025) management is the planning, organization, leadership, and control of organizational efforts as well as the use of all other resources to achieve organizational goals.

According (S. Siagian, 2023), human resource management, often abbreviated as HRM, is a discipline that regulates the relationships and roles of human resources (workers) effectively and efficiently. According (Cahyadi et al., 2023), states that human resource management includes the withdrawal, selection, development, maintenance and utilization of human resources to achieve the goals of both individuals and organizations.

Autocracy Leadership

According (Haryani & Lubis, 2022) autocratic leadership is a leadership style in which a leader has complete control over the decisions and directions taken by an organization or group According to Kurt Lewin in 1939 in (Marhawati, 2021), which put forward the theory of leadership style, autocratic leadership is a leadership style in which the leader makes decisions without consultation with his subordinates, and sets strict rules and procedures. According to Max Weber (1947) in (Rifdan et al., 2024), autocratic leadership is a part of traditional power that relies on the full strength and control of the leader, where decision making rests entirely with the leader, without considering input or participation from team members According to Theodor Adorno's (1950) perspective in (Chumaidah, 2020), autocratic leadership is also associated with the concentration of power and nature *repressive*, which often curbs individual creativity and freedom

Teacher Responsibility

According (Audah, 2020) responsibility is the ability to complete the work charged as well as possible and on time and the courage to bear the risk of the decisions taken. According to Musmulyadi in (Chaerudin et al., 2020) responsibility is a person's belief and ability to carry out tasks and obligations imposed according to their abilities. According (Aris, 2021) responsibility is an important moral value in social life. Responsibility is the responsibility of one's own actions.

Motivation

According (Maryadi & Asri, 2021) states that: Motivation is a psychological process that arouses and directs behavior towards achieving goals or *goal-directed behavior*. Motivation is often interpreted as a driving force that creates enthusiasm for someone's work, so that they are willing to work together, work effectively, and be integrated with all their efforts to achieve satisfaction (Hasibuan et al., 2023).

Performance

According (Umar & Norawati, 2022) performance is the result of teacher work seen from the aspects of quality, quantity, working time and cooperation to achieve the goals set by the organization. Meanwhile according (Wedanta, 2022) states that performance is basically what employees do or don't do in carrying out their work (Ayunasrah et al., 2022) states that performance is the result of work that can be achieved by a person or group of people in an organization in order to achieve organizational goals within a certain period of time. According to Bastian (2001:329) in (Zainuddin & Nasikhah, 2020) stated that performance is an illustration of the level of achievement in carrying out tasks in an

organization, in an effort to realize the organization's goals, goals, mission and vision.

Achievement

According (Fu'adah, 2022) achievement is the result of expertise in academic work which is assessed by teachers through tests, exams and tests carried out in one semester. Academic achievement is the result of learning obtained from cognitive learning activities at school and the extent to which students master the learning materials that have been provided and assessed by the teachers. (Yuanita, 2021) defining academic achievement is the results obtained in the form of impressions that result in changes within the individual as the final result of learning activities. According (Lestari & Permatasari, 2023) states that work performance is the result of work achieved by a person in carrying out tasks. The tasks assigned to him are based on skill, experience, and sincerity as well as time.

Next (A. H. Rahmawati, 2020) says that work performance is a function of motivation and ability.

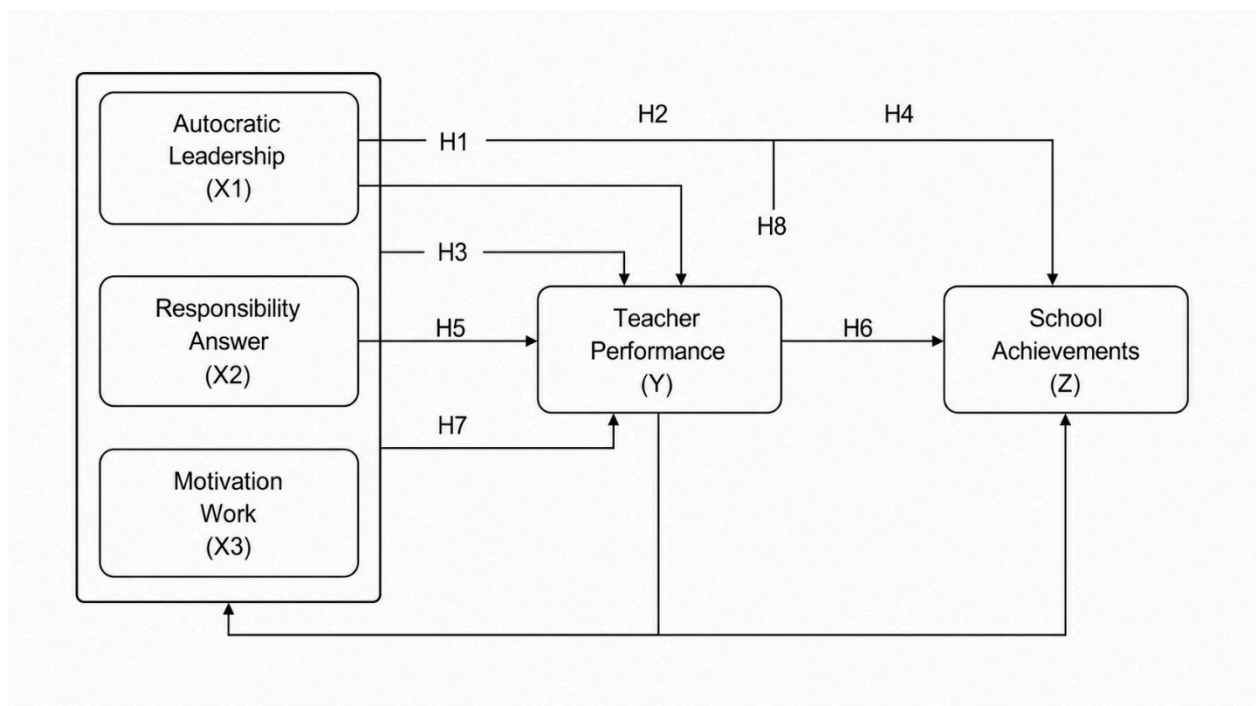


Figure 1. Research Framework of Thought

3. RESEARCH METHODS

This research aims to explain the influence of autocratic leadership, responsibility and work motivation on teacher performance at SMK Negeri 1 Pangkalanbaru, Central Bangka, by considering school achievement as an intermediate variable. Researchers chose a quantitative descriptive approach to systematically describe the relationships between variables based on objectively measurable data.

The quantitative approach was considered effective because it was able to map causal relationships between measured variables using statistical techniques. Creswell and Creswell (2018) in (Goddess & SH, 2025) states that quantitative research is oriented towards

theoretical testing, relying on objective measurement instruments, and producing conclusions based on numerical data. This approach also allows researchers to test specifically formulated hypotheses through inferential statistical analysis.

Data Analysis Techniques

In carrying out data analysis, researchers use two methods, namely quantitative descriptive analysis by utilizing analysis *Structural Equation Model* (SEM) via the application *Smart-PLS 4*. The SEM approach allows researchers to simultaneously investigate correlations between measurable variables and latent variables (evaluation of measurement theory) and between latent variables (analysis of structural theory) according to (Cahya, 2024). The SEM-PLS analysis process involves several steps, including: 1) Convergent Validity Testing; 2) Discriminant Validity Testing; 3) Reliability Testing; 4) Hypothesis Testing through *Bootstrapping Method* (Cahya, 2024).

Quantitative Descriptive Analysis

In this study, one of the analytical methods applied was descriptive quantitative analysis. This method was used to describe and explain the characteristics of respondents as well as the study variables. In the context of this study, descriptive analysis was used to evaluate independent and dependent variables, and to perform a classification based on the assessment of scores given by the respondents. In this analysis method, researchers use applications *Smart-PLS 4* to obtain *output* data to be used in this quantitative descriptive analysis.

Validity and Reliability Test

Before starting the research, checking the validity and reliability of the data to be used is a very important stage. The purpose of this test is to verify that the research data meet the required level of validity and reliability. After the research model was identified in *Smart-PLS*, the next step is to evaluate the most appropriate indicators (*outer loadings*) which can be used to test convergent validity and calculate values *Average Variance Extraction* (AVE). The discriminant validity can be measured using *Fornell-Larcker criterion* and *The Heterotrait-Monotrait Ratio of Correlations* (HTMT). Meanwhile, reliability will be assessed through value measurements *Cronbach's alpha* and *Composite reliability* (Kusumah, 2023).

Convergent Validity Test

Value selection *outer loading* on each indicator it is necessary to ensure appropriate convergent validity. Value *outer loading* it is available after *PLS Algorithm* finished. Values displayed in green or having a value greater than or equal to 0.7 (≥ 0.7) indicate that the value is acceptable, while if displayed in red, this indicates that the value *outer loading* does not meet the requirements (< 0.7) (Kusumah, 2023).

Discriminant Validity Test

The discriminant validity can be assessed using two methods, namely *Fornell-Larcker Criterion* and *HTMT*. Validity *Fornell-Larcker Criterion* it is considered adequate if the square root value of AVE is higher than the value of the other variables

Reliability Test

Reliability testing aims to assess the extent to which questionnaires can be relied upon as a measurement tool of a particular variable or concept. Questionnaires are considered

reliable or consistent if an individual's answers to the statements in the questionnaire remain stable and reliable over time (Pakpahan et al., 2021).

Hypothesis Testing through Methods *Bootstrapping*

Structural Equation Modeling (SEM)-Partial Least Squares (PLS) is a statistical method that is non-parametric. This method does not require the data to have a normal distribution, in contrast to *Covariance Based (CB)-SEM* dependent on *Maximum Likelihood (ML)*. While it remains important to ensure that data are not too far from normality, highly abnormal data can make it difficult to evaluate hypotheses. Furthermore, SEM-PLS does not require assessment *Fit Model (Goodness of Fit)* for research models (Kusumah, 2023).

4. RESULTS AND DISCUSSION

Descriptive Analysis of Autocratic Leadership Influence Variables (X1)

Table 2 Average Value of the Variable Indicator for Autocratic Leadership Style

No	Indicators/Statements	Mean
1.	The principal makes decisions without involving the teacher	4,193
2.	The principal demands full obedience to orders	4,175
3.	The principal strictly controls all school activities	4,263
4.	Head teachers rarely provide opportunities for opinion	4,158
5.	The principal enforces discipline firmly and consistently	4,140
6.	The principal sets the rules without prior consultation	4,158
7.	The principal assesses the performance of teachers according to personal standards	4,140

Source: author processed data, 2025

Descriptive Analysis of Variables of Responsibility (X2)

Table 3. Average Value of the Variable Indicator of Liability

No	Indicators/Statements	Mean
1.	Teachers complete tasks according to target time	3,719
2.	Teachers are present on time in every school activity	3,860
3.	Teachers carry out their obligations without having to be supervised	3,807
4.	Teachers are responsible for the results of their performance	3,632

5.	Teachers maintain the mandate and trust of the leadership	3,772
6.	Teachers correct mistakes made at work	3,895
7.	Teachers obey the rules and regulations of the school	3,807

Source: author processed data, 2025

Descriptive Analysis of Motivational Variables (X3)

Table 4. Average Value of Motivational Variable Indicator

No	Indicators/Statements	Mean
1.	Teachers are enthusiastic about carrying out teaching tasks	3,807
2.	Teachers try to achieve the best work results	3,860
3.	Teachers are satisfied with the results of their work	3,825
4.	Teachers take the initiative to improve their abilities	4,000
5.	Teachers feel motivated by appreciation from the leadership	3,825
6.	Teachers show enthusiasm in school activities	3,930
7.	Teachers have a desire to continue to develop	3,825

Source: author processed data, 2025

Descriptive Analysis of Teacher Performance Variables (Y)

Table 5. Average Value of Variable Indicators of Teacher Performance

No	Indicators/Statements	Mean
1.	The teacher prepares the learning plan well	3,965
2.	Teachers use varied learning methods	3,860
3.	Teachers carry out learning according to schedule	4,105
4.	Teachers evaluate learning outcomes regularly	4,000
5.	Teachers show discipline and responsibility in tasks	4,000
6.	Teachers actively participate in school activities	3,930
7.	Teachers innovate in teaching and learning activities	4.123

Source: author processed data, 2025

Descriptive Analysis of School Achievement Variables (Z)

Table 6. School Achievement Variable Indicator Average Value

No	Indicators/Statements	Mean
1.	Improved school accreditation results	4,070
2.	Increase in the number of graduates absorbed in the world of work	4,175
3.	Increased industrial participation in learning	4,246
4.	Improvement of student achievement in academic/non-academic fields	4,263
5.	Increasing the competence of teachers and educational staff	4,140
6.	Application of teaching factory and link and match	3,877
7.	The reputation of schools is increasing at regional/national level	4,263

Source: author processed data, 2025

Hypothesis testing in this research is carried out through analysis *inner models* or structural models, which include an evaluation of value *R-Square*, path coefficient (*path coefficient*), as well as t-statistical values. To determine whether a hypothesis is acceptable or otherwise, the analysis is carried out by paying attention to the significance of relationships between constructs, t-statistics, and *p-value* obtained from the process *bootstrapping*. This study uses general criteria (*rule of thumb*) namely the t-statistical value > 1.96 , *p-value* < 0.05 , as well as the path coefficient is positive. The results of testing this hypothesis were obtained from the SmartPLS software in figure 4.3:

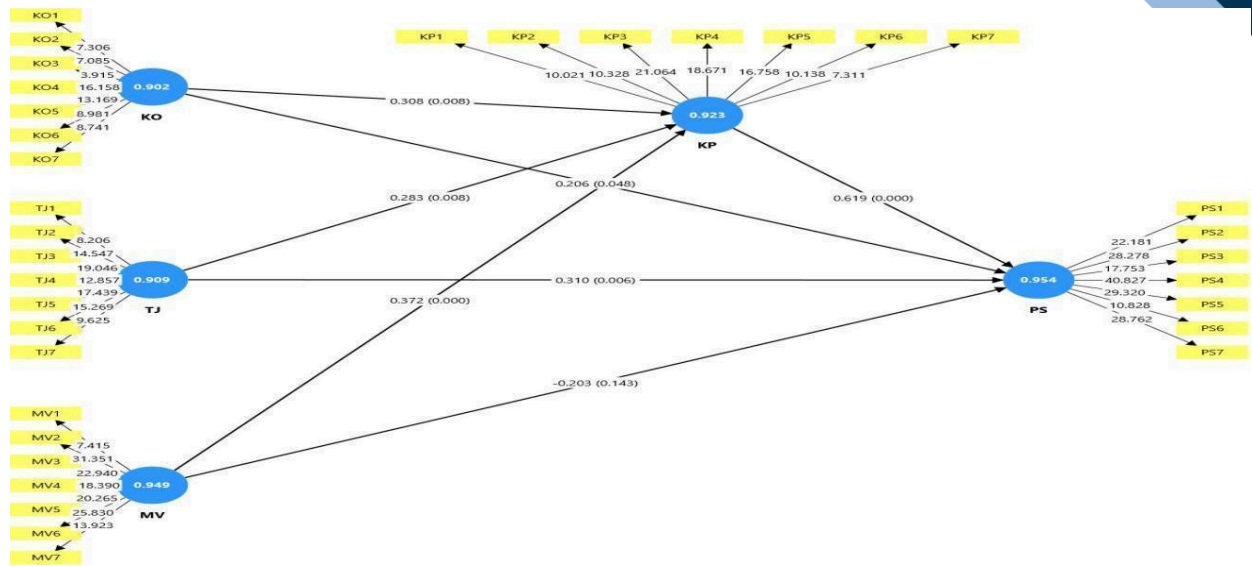


Figure 2. PLS-SEM results *Bootstrapping*

The Effect of Autocratic Leadership on Teacher Performance

The results showed that autocratic leadership had a positive and significant effect on teacher performance, with coefficient values of 0.308, t-statistics of 2.648, and p-value of 0.008. This shows that the more firm and consistent the school principal is in implementing an autocratic leadership style, the more teacher performance will also improve at SMKN 1 Pangkalanbaru.

This finding is in line with the theory put forward by Robbins and Judge (2024) which states that autocratic leadership can increase the efficiency and productivity of subordinates due to clarity of instructions, strict supervision, and full control of the leadership over the work process. In the school context, autocratic leadership encourages teachers to work according to procedures, be disciplined with time, and focus on achieving learning targets.

The results of this research are also strengthened by the Yuliani study (2023) which found that autocratic leadership styles that are carried out proportionally are able to improve teacher performance through strengthening discipline and compliance with school rules. Thus, the implementation of autocratic leadership by school principals at SMKN 1 Pangkalanbaru can create a directed and productive work environment, which ultimately has a positive impact on improving teacher performance.

The Effect of Responsibility on Teacher Performance

Research shows that responsibility has a positive and significant influence on teacher performance, with coefficient values of 0.283, t-statistics of 2.641, and p-value of 0.008. This means that the higher the level of responsibility of teachers for the performance of their professional duties and obligations, the better the performance shown.

These results support the opinion of Mangkunegara (2021) who explains that a sense of responsibility encourages individuals to work optimally and be results-oriented. Teachers who have high responsibility will prepare learning carefully, carry out the teaching and

learning process according to schedule, and evaluate learning outcomes consistently.

In line with Sulastri and Hidayat's (2022) research, responsibility contributes significantly to improving the quality of teacher work because it reflects integrity, commitment and professional work ethic. Thus, at SMKN 1 Pangkalanbaru, a strong sense of responsibility is the main foundation for teachers in increasing the effectiveness and efficiency of their performance.

The Effect of Motivation on Teacher Performance

The results of the analysis showed that motivation had a positive and significant influence on teacher performance with a coefficient value of 0.372, t-statistics of 3.771, and p-value of 0.000. This indicates that work motivation is the dominant factor driving the improvement of teacher performance.

This finding is in line with Herzberg's Two Factor Theory (Luthans et al., 2021) which states that intrinsic motivation such as appreciation, recognition and opportunities for self-development play a big role in improving employee performance. Teachers who have high motivation will be more enthusiastic in teaching, innovative in learning methods, and oriented towards student learning outcomes.

Bahrumsyah's research (2023) also shows that strong work motivation can strengthen discipline, responsibility and enthusiasm in completing high quality work. Thus, increasing teacher motivation at SMKN 1 Pangkalanbaru can be used as the main strategy in improving teacher performance sustainably.

The Influence of Autocratic Leadership on School Achievement

The results showed that autocratic leadership had a positive and significant effect on school achievement with a coefficient of 0.206, t-statistics of 1.974, and p-value of 0.048. These findings explain that the principal's firmness in decision making and supervision can encourage the achievement of optimal school achievement.

According to Siagian (2020), autocratic leadership that is implemented effectively can create order, obedience and discipline in the organization. In the context of SMKN 1 Pangkalanbaru as a Central School of Excellence, this leadership style helps ensure that all teachers and educational staff carry out their duties in accordance with educational quality standards, thereby supporting increased accreditation, student achievement and school reputation.

The Effect of Responsibility on School Achievement

Responsibility significantly influences school achievement with a coefficient of 0.310, t-statistics of 2.764, and p-value of 0.006. This shows that teacher responsibility not only affects individual performance, but also impacts overall school achievement.

This result supports Hasibuan's opinion (2022) which states that the employee's sense of responsibility towards tasks and organizations creates collective synergy that drives the success of the institution. Responsible teachers will be committed to achieving the school's vision, maintaining the quality of learning, and actively participating in activities to improve the quality of education. Thus, teacher responsibility is a strategic factor in building superior and competitive school achievement.

The Influence of Motivation on School Achievement

The results showed that work motivation did not have a direct significant effect on school achievement with a coefficient value of -0.203, t-statistics 1.466, and p-value 0.143. This indicates that the motivation for teachers' work has not been able to directly promote the achievement of school achievement.

This condition can be explained through the statement of Gibson et al. (2021) which states that motivation is an internal drive that requires external support in order to have a real impact on organizational performance. Thus, even though teachers have high motivation, without adequate facilities, fair rewards, and a conducive work climate, the influence of motivation on school performance will not be optimal.

Nevertheless, motivation continues to be indirectly important through improving teacher performance, as evidenced in the analysis of mediation effects.

The Effect of Teacher Performance on School Achievement

Teacher performance has a positive and significant influence on school achievement with a coefficient of 0.619, t-statistics of 4.591, and p-value of 0.000. These findings strengthen that the success of SMKN 1 Pangkalanbaru as a Central School of Excellence really depends on the quality and productivity of teachers.

High teacher performance is reflected through good learning planning, the use of innovative methods, and systematic evaluation of learning outcomes. In line with the opinion of Armstrong and Taylor (2023), optimal employee performance is the main determinant of organizational success in achieving strategic targets. Thus, improving teacher performance directly strengthens the school's reputation, accreditation and achievement.

Indirect Influence through Teacher Performance Mediation Variables

1. Autocratic Leadership of School Achievement through Teacher Performance

The results of the analysis showed values of coefficients 0.191, t-statistics 2.316, and p-value 0.021, which is significant. This means that autocratic leadership influences school achievement indirectly through improving teacher performance. Principals who apply firmness and effective supervision are able to form teacher work discipline which leads to increased school performance.

2. Responsibility for School Achievement through Teacher Performance

With a coefficient value of 0.175, a t-statistic of 2.380, and a p-value of 0.017, responsibility has been shown to have a significant indirect effect on school achievement through teacher performance. Teachers who have a high sense of responsibility demonstrate professionalism and work consistency which results in superior performance, and ultimately supports school achievement.

3. Motivation for School Achievement through Teacher Performance

Results showed coefficient values of 0.230, t-statistics 2.689, and p-value 0.007, indicating a significant indirect influence. Work motivation increases the teacher's enthusiasm and creativity at work, which has an impact on better performance and achieving higher school performance.

These findings are in line with Herzberg (in Luthans et al., 2021) and research by Hassani & Al Halbusi (2024), which states that work motivation is the main driver in increasing productivity and achieving organizational results.

5. CONCLUSION

Referring to the results of data analysis and previous discussions, it can be concluded that the majority of hypotheses in this research are empirically proven, which indicates a significant relationship between the variables studied:

1. There is an influence of Autocratic Leadership on Teacher Performance at SMK Negeri 1 Pangkalanbaru. This is evident from the values of the coefficients 0.308, t-statistics 2.648, and p-value 0.008, which show that autocratic leadership contributes positively to improving teacher performance.
2. There is an influence of Autocratic Leadership on the Achievement of Central Schools of Excellence at SMK Negeri 1 Pangkalanbaru. With a coefficient of 0.206, t-statistics of 1.974, and p-value of 0.048, autocratic leadership plays a role in improving school achievement, both from the academic and managerial sides.
3. There is an influence of responsibility on teacher performance at SMK Negeri 1 Pangkalanbaru. The values of the coefficients 0.283, t-statistics 2.641, and p-value 0.008 indicate that the higher the teachers' sense of responsibility, the more their performance.
4. There is an influence of Responsibility on School Achievement. The values of the coefficients 0.310, t-statistic 2.764, and p-value 0.006 indicate that the individual responsibility of teachers contributes significantly to the school achievement of centers of excellence.
5. There is an influence of work motivation on teacher performance at SMK Negeri 1 Pangkalanbaru. With a coefficient of 0.372, a t-statistic of 3.771, and a p-value of 0.000, work motivation proved to be the dominant factor improving teacher performance.
6. Work Motivation does not have a direct effect on the Achievement of Central Schools of Excellence. This is indicated by the coefficient value -0.203, t-statistics 1.466, and p-value 0.143 which means it is not significant..
7. There is an influence of Teacher Performance on the Achievement of Central Schools of Excellence. The coefficient of 0.619, t-statistics of 4.591, and p-value of 0.000 indicate that teacher performance is a factor that greatly determines the success of school achievement.
8. There is an influence of Autocratic Leadership on School Achievement through Teacher Performance. Although the direct influence of autocratic leadership is significant, teacher performance strengthens the relationship and thus has a greater impact on the school's achievement of centers of excellence.
9. There is an influence of Responsibility on School Achievement through Teacher Performance. Responsibility improves teacher performance, and ultimately contributes significantly to the achievement of school achievement.
10. Work Motivation influences School Achievement through Teacher Performance. Although the direct influence of motivation on school achievement is not significant, it plays an important role in improving teacher performance, which then has a significant impact on school achievement.

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