



Transformational Leadership, Organizational Communication, and Work Motivation as Determinants of Teacher Performance

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ABSTRACT

Keywords:

Transformational Leadership; Teacher Performance; Work Motivation

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This study aims to examine the partial and simultaneous effects of transformational leadership, communication, and work motivation on teacher performance in primary education. A quantitative research approach using a survey design was applied, involving all 33 teachers as respondents. Data were analyzed using SPSS through validity and reliability testing, classical assumption testing, multiple linear regression analysis, and hypothesis testing with t-tests and F-tests. The findings show that transformational leadership has a positive and significant effect on teacher performance, highlighting the importance of effective leadership practices in supporting instructional quality and professional outcomes. In contrast, communication and work motivation do not demonstrate significant partial effects on teacher performance when examined independently. However, when tested simultaneously, transformational leadership, communication, and work motivation collectively exert a significant influence on teacher performance. These results suggest that transformational leadership is the most dominant factor in enhancing teacher performance. Therefore, school management should prioritize leadership development while strengthening communication systems and motivational strategies for performance improvement.

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INTRODUCTION

Teacher performance is widely recognized as a crucial determinant of educational quality, particularly at the primary school level where foundational knowledge, character formation, and learning habits are established (Dewi & Manshur, 2026; Hefniy & Alwahedi, 2025; Hikmah & Mudarris, 2026; Holidi, 2025). High-performing teachers contribute not only to academic achievement but also to students' social development and lifelong learning orientation. From

a societal perspective, improving teacher performance is essential because primary education serves as the cornerstone for human capital development and social sustainability (Khofsah & Rozi, 2025; Kusumawati, 2025; Syafiih, 2025). The quality of teaching directly influences students' readiness to progress to higher levels of education and to participate productively in society. Empirical evidence shows that countries and institutions that prioritize teacher quality tend to achieve better educational outcomes and stronger social cohesion. emphasizes that performance management is a strategic process that ensures individuals contribute optimally to organizational goals (Arifin, 2024; Ataman & Safitri, 2024; Susanti et al., 2025). Therefore, enhancing teacher performance is not merely an internal school concern but a broader societal necessity. In conclusion, research on teacher performance is important because it informs policies and management practices that support sustainable educational quality and social development.

Despite its critical importance, teacher performance remains a persistent challenge in many educational systems. Schools are increasingly required to meet higher standards of accountability, innovation, and responsiveness to societal changes, yet teachers often face heavy workloads, administrative demands, and rapidly evolving curricular expectations. These conditions can hinder consistent performance and reduce instructional effectiveness. At the societal level, uneven teacher performance contributes to disparities in learning quality, particularly between schools with different management capacities. The performance problems often arise not solely from individual limitations but from weaknesses in organizational systems and leadership practices (Maisuroh & Aisyah, 2024; Purwanto & Wafa, 2023). Without effective leadership, clear communication, and adequate motivation, teachers may struggle to perform optimally even when they possess sufficient competence. Consequently, the general problem underlying this research is how schools can systematically manage organizational factors to support sustainable teacher performance. Addressing this problem is essential to ensure equitable and high-quality primary education for all students.

In practice, variations in teacher performance are frequently observed even within well-resourced and high-performing schools. Primary schools that adopt advanced curricula, bilingual instruction, and character-based education often impose high professional standards on teachers. While many educators demonstrate strong commitment and professionalism, inconsistencies may still appear in areas such as punctuality, instructional consistency, and pedagogical innovation. Performance evaluation data, academic supervision reports, and parent feedback often reveal that overall performance is categorized as good, yet not evenly distributed across all indicators. This phenomenon indicates that teacher performance is influenced by more than individual competence alone.

Organizational dynamics, including leadership style, communication patterns, and motivational climate, play a significant role in shaping daily teaching practices. These field conditions highlight the need for empirical studies that examine how internal organizational factors interact to influence teacher performance in primary education settings.

Previous studies have extensively examined factors influencing teacher and employee performance, particularly transformational leadership, organizational communication, and work motivation. The transformational leadership enhances performance by inspiring individuals to exceed expectations through vision, motivation, and individualized support. Similarly, Pace and Faules (2013) emphasize that effective organizational communication facilitates coordination, reduces uncertainty, and supports task execution. Herzberg (2017) explains that work motivation, driven by intrinsic and extrinsic factors, plays a crucial role in encouraging individuals to perform optimally. Empirical findings generally indicate that these variables positively influence performance in educational and organizational contexts. However, many studies focus on secondary schools, public institutions, or general organizations, leaving primary education settings underrepresented. As a result, the applicability of existing findings to primary schools with distinct organizational characteristics remains limited.

Although prior research confirms the relevance of leadership, communication, and motivation, empirical results remain inconsistent. Some studies report that transformational leadership is the most dominant predictor of performance, while others find that work motivation or communication has a stronger influence. Additionally, many studies examine these variables separately rather than simultaneously, making it difficult to understand their combined effects. This fragmentation creates a research gap, particularly in the context of private primary schools that integrate national and international educational approaches. Few studies comprehensively analyze how transformational leadership, organizational communication, and work motivation interact to influence teacher performance within a single empirical model. Therefore, there is a need for integrated research that addresses these inconsistencies and provides a more holistic understanding of teacher performance determinants.

The novelty of this study lies in its integrated examination of transformational leadership, organizational communication, and work motivation as simultaneous predictors of teacher performance in primary education. Unlike previous studies that focus on single variables or different educational levels, this research emphasizes the unique organizational context of private primary schools with high professional standards. By combining

leadership theory (Bass & Avolio, 2004), communication theory (Pace & Faules, 2013), and motivation theory (Herzberg, 2017), this study offers a comprehensive analytical framework. This approach represents a state-of-the-art contribution because it captures the complexity of organizational dynamics affecting teacher performance. Addressing this issue is important to develop evidence-based management strategies that are relevant to contemporary primary education environments.

Based on the identified problems, phenomena, and research gaps, this study investigates the influence of transformational leadership, organizational communication, and work motivation on teacher performance, both partially and simultaneously. The central research problem concerns how these organizational factors individually and collectively contribute to teacher performance in primary education. The study is grounded in the argument that teacher performance is a multidimensional outcome shaped by leadership practices, communication effectiveness, and motivational conditions. It is hypothesized that transformational leadership, organizational communication, and work motivation each have a positive influence on teacher performance, with transformational leadership expected to play a dominant role. The findings are expected to contribute theoretically by enriching performance management literature and practically by providing insights for school leaders in designing effective strategies to enhance teacher performance.

RESEACH METHOD

This study employed a quantitative research approach with an associative (explanatory) design to examine the influence of transformational leadership, organizational communication, and work motivation on teacher performance (Ghanad, 2023; Sardana et al., 2023). A quantitative approach was chosen because the research aims to test hypotheses and analyze relationships among variables using numerical data and statistical procedures. According to Mangkunegara (2015), quantitative methods are appropriate for performance studies that seek to measure variable relationships objectively and systematically. The associative design allows the researcher to identify both partial and simultaneous effects of independent variables on the dependent variable, thereby providing empirical evidence regarding the strength and direction of these relationships. This design is considered suitable for investigating organizational behavior phenomena within educational institutions.

The research was conducted at SD Sequoia Nasional Plus Bandung, a private National Plus primary school managed by the Sekoya Indonesia Foundation. This school was selected because it represents a dynamic educational institution that integrates the national curriculum with international

educational approaches and emphasizes high professional standards for teachers. In addition, the school has experienced continuous student growth, which requires consistent improvement in teacher performance and organizational management. These characteristics make the school a relevant research setting for examining the role of transformational leadership (Kılınc et al., 2024), organizational communication, and work motivation in shaping teacher performance.

Data were collected using a structured, closed-ended questionnaire developed based on established theoretical indicators. Transformational leadership was measured through the dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Organizational communication was measured using indicators of information clarity, openness, communication intensity, and work coordination (Pace & Faules, 2013). Work motivation was measured based on intrinsic and extrinsic motivational factors (Herzberg, 2017). Teacher performance was assessed using indicators of work quality, work quantity, punctuality, responsibility, and cooperation (Mangkunegara, 2015). All questionnaire items were rated on a five-point Likert scale. The population consisted of all 33 active teachers, and a saturated sampling technique (census sampling) was applied.

Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS). The primary analytical technique employed was multiple linear regression analysis to determine the influence of transformational leadership, organizational communication, and work motivation on teacher performance. Hypothesis testing was performed using t-tests to examine the partial effects of each independent variable and an F-test to analyze their simultaneous effect on the dependent variable. A significance level of 0.05 was applied, indicating that statistical results were considered significant when the p-value was less than 0.05. This analytical approach enables a comprehensive assessment of both individual and combined variable effects.

To ensure data accuracy and consistency, the research instrument underwent validity and reliability testing prior to hypothesis testing. Validity testing was conducted to confirm that each questionnaire item accurately measured the intended construct, while reliability testing ensured internal consistency across items. In addition, classical assumption tests including normality, multicollinearity, and heteroscedasticity tests were performed to verify that the regression model met statistical requirements. These procedures strengthen the credibility and trustworthiness of the research findings.

RESULT AND DISCUSSION

The results indicate that teacher performance at SD Sequoia Nasional Plus Bandung is generally categorized as good, although variations remain across several performance indicators. These variations are primarily observed in punctuality, consistency of instructional practices, and instructional innovation. This finding suggests that teacher performance is not entirely uniform and therefore requires further analysis of organizational factors influencing performance differences.

Table 1. Results of the t-Test

Variable	Coefficient (B)	Std. Error	Beta	t-value	Sig.
Constant	8.782	6.170	-	1.423	0.165
Transformational Leadership (X1)	0.712	0.299	0.443	2.378	0.024
Communication (X2)	0.334	0.313	0.172	1.067	0.295
Work Motivation (X3)	0.392	0.367	0.204	1.067	0.295

Source: Processed primary data, 2025

The hypothesis testing results show that transformational leadership has a positive and significant effect on teacher performance. This finding confirms the first hypothesis, which states that stronger implementation of transformational leadership by the school principal leads to higher teacher performance. Empirically, teachers who perceive role modeling, inspirational motivation, individualized consideration, and support for professional development tend to demonstrate better performance. This result is consistent with Bass and Avolio's theory, which emphasizes that transformational leadership encourages individuals to transcend personal interests and focus on organizational goals. In the context of SD Sequoia Nasional Plus Bandung, transformational leadership practices implemented through collective reflection, lesson study, peer coaching, and coaching-based feedback have been shown to create a supportive and quality-oriented working environment.

In contrast, the results indicate that communication does not have a significant partial effect on teacher performance. This finding suggests that although communication within the school is conducted intensively through routine meetings, supervision, and professional learning communities, it does not serve as a distinguishing factor in improving teacher performance. This condition indicates that communication at SD Sequoia Nasional Plus Bandung has reached a relatively stable and adequate level, so variations in teacher performance are no longer directly influenced by communication quality. This finding supports the view that in organizations with established systems and standard operating procedures, communication functions as a basic prerequisite

rather than a primary driver of performance improvement.

Similarly, work motivation was found not to have a significant partial effect on teacher performance. This result indicates that work motivation has not yet become a dominant factor in explaining variations in teacher performance. Although most teachers demonstrate high motivation in participating in training and professional development activities, this motivation has not been fully translated into instructional innovation and consistent classroom practices. This finding reveals a gap between motivation for professional development and the practical application of acquired competencies in daily teaching activities.

Table 2. Results of the F-Test

Source of Variation	Sum of Squares	df	Mean Square	F-value	Sig.
Regression	817.979	3	272.660	10.283	0.000
Residual	768.930	29	26.515	–	–
Total	1,586.909	32	–	–	–

Source: Processed primary data, 2025

Despite communication and work motivation not having significant partial effects, the simultaneous test results indicate that transformational leadership, communication, and work motivation collectively have a significant effect on teacher performance. This finding confirms the fourth hypothesis, which states that the three independent variables simultaneously contribute to teacher performance. This result suggests that teacher performance is shaped by the interaction of multiple organizational factors, where transformational leadership acts as the primary driving force, reinforced by communication and work motivation as supporting factors.

Overall, the findings emphasize that transformational leadership is a key determinant in improving teacher performance at SD Sequoia Nasional Plus Bandung. Communication and work motivation function as complementary factors that need to be continuously strengthened to maximize their contribution to teacher performance improvement. These results highlight that teacher performance enhancement cannot be achieved through isolated interventions but requires an integrated and sustainable managerial approach.

The significant effect of transformational leadership on teacher performance supports the first research hypothesis and is consistent with transformational leadership theory proposed by Bass and Avolio, which emphasizes idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration as key mechanisms for aligning individual efforts with organizational goals (Bass & Avolio, 2004). This study demonstrates that transformational leadership has a positive and significant

effect on teacher performance at SD Sequoia Nasional Plus Bandung, while communication and work motivation do not show significant partial effects. In practice, transformational leadership implemented through role modeling, reflective dialogue, lesson study, peer coaching, and coaching-based feedback appears to create a supportive professional climate that enhances teacher performance. These findings are consistent with previous studies reporting transformational leadership as a critical determinant of teacher performance in educational organizations facing dynamic and complex demands (Fikri, 2025; Mannan & Shulhani, 2024).

This finding is consistent with prior research indicating that transformational leadership contributes significantly to teacher effectiveness, particularly in schools undergoing organizational development and innovation (Leithwood & Sun, 2024). These studies suggest that leadership practices emphasizing intellectual stimulation and individualized consideration foster professional growth and instructional improvement.

In contrast, communication was found not to have a significant partial effect on teacher performance. This finding differs from several studies that identify communication as a strong predictor of performance but aligns with research suggesting that in organizations with well-established systems and routines, communication functions more as a foundational requirement than as a performance differentiator. At SD Sequoia Nasional Plus Bandung, communication is conducted intensively and systematically through regular meetings, supervision, and professional learning communities. As a result, communication quality may already be relatively homogeneous among teachers, reducing its statistical contribution to performance variation. This finding suggests that effective communication alone is insufficient to directly enhance performance unless accompanied by strong leadership and clear performance-oriented mechanisms.

Although organizational communication is often identified as a determinant of employee performance, several studies suggest that its effect may diminish in organizations where communication systems are already well-established and standardized (Fachri & Putri, 2023; Qodriyah & Asfiah, 2025; Wahid & Busthami, 2023). This may explain why communication did not emerge as a significant predictor of teacher performance in this study.

Similarly, work motivation did not show a significant partial effect on teacher performance. This result partially contradicts motivation theories that posit motivation as a direct driver of performance but supports findings from previous studies indicating that motivation does not always translate into

observable performance outcomes. In this study, teachers demonstrated high motivation for professional development activities, yet this motivation was not consistently reflected in instructional innovation and classroom practice. This gap indicates that motivation must be supported by structural and managerial factors, such as leadership guidance and performance monitoring, to effectively influence teacher performance.

Motivation theories generally posit that intrinsic and extrinsic motivation contribute to performance improvement (Herzberg, 2017; Robbins & Judge, 2024). However, empirical studies indicate that high motivation does not always translate directly into performance outcomes, particularly when motivational energy is not supported by effective leadership and organizational structures (Abas & Kholidah, 2025; Nuriyah et al., 2024; Rahmatillah & Andayani, 2025)

The simultaneous effect of transformational leadership, communication, and work motivation on teacher performance highlights the interactive nature of organizational factors. This finding confirms that teacher performance is not determined by a single factor but by the combined influence of leadership, communication systems, and motivational conditions. Transformational leadership appears to function as the primary driving force, while communication and motivation serve as reinforcing elements that enhance leadership effectiveness. This result contributes to organizational behavior and educational management literature by emphasizing the importance of integrated managerial approaches rather than isolated interventions.

The significant simultaneous effect of transformational leadership, communication, and work motivation confirms that teacher performance is influenced by the interaction of multiple organizational factors rather than by isolated variables. This finding aligns with organizational behavior literature emphasizing the integrative role of leadership, communication, and motivation in shaping employee performance (Al-Kasasbeh, 2024; Eduzor, 2024; Venugopal et al., 2024).

From a practical perspective, these findings suggest that school leaders should prioritize strengthening transformational leadership practices to improve teacher performance. Leadership strategies that focus on coaching, reflective practice, and professional empowerment are likely to produce more sustainable performance improvements. While communication and motivation may not independently predict performance, maintaining effective communication structures and supportive motivational systems remains essential to sustaining a stable and productive work environment.

Despite its contributions, this study has several limitations. First, the research was conducted in a single National Plus primary school with a relatively small population, which may limit the generalizability of the findings to other educational contexts. Second, data were collected using self-reported questionnaires, which may be subject to response bias. Third, the study focused on three organizational variables, whereas other factors such as organizational culture, job satisfaction, or teacher competence may also influence teacher performance.

Future research is recommended to expand the scope of analysis by including additional variables and employing mixed-method or longitudinal approaches to capture deeper insights into teacher performance dynamics. Studies involving multiple schools or comparative designs may also enhance the generalizability of findings and contribute to a more comprehensive understanding of teacher performance in diverse educational settings.

CONCLUSION

The most important finding of this study is that transformational leadership plays a decisive role in enhancing teacher performance in primary education. The results demonstrate that leadership practices emphasizing role modeling, inspirational motivation, intellectual stimulation, and individualized support create a conducive environment for teachers to perform consistently and effectively. Although communication and work motivation do not independently exert a significant influence, their combined interaction with transformational leadership contributes meaningfully to overall teacher performance. This finding provides an important lesson that teacher performance improvement cannot rely on isolated organizational factors but requires an integrated leadership-driven approach that aligns communication systems and motivational conditions within the school environment.

From a scholarly perspective, this study contributes to educational management literature by strengthening empirical evidence on transformational leadership as the dominant driver of teacher performance in primary education. The research offers a more comprehensive understanding of how leadership, communication, and motivation interact within a single analytical model. However, this study is limited by its focus on a single institution, reliance on self-reported data, and the limited range of variables examined. Future research is recommended to involve multiple schools, incorporate additional organizational and individual variables, and apply mixed-method or longitudinal designs to enhance the depth, validity, and generalizability of findings.

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