

THE INTERNATIONAL JOURNAL OF BUSINESS & MANAGEMENT

The Influence of Principal's Leadership Style and Work Motivation on Teacher Performance

Purba

Teacher, Department of Education and Culture, State Elementary School,
South Sumatera, Indonesia,

A.Hussein Fattah

Lecturer, Department of Education Administration/Education Management,
Universitas Muhammadiyah Palembang, Indonesia

Abstract:

This study aims to check the impact of the principal's leadership style and work motivation on the performance of teacher. Penukal District has been selected for this study. With the help of the quantitative research approach and this study has used a structured data collection tool. One hundred and sixty-one respondents have been selected for this study. The results indicate a single as well as joint influence of leadership style and work motivation on the performance of teacher.

Keywords: *Principal's leadership style, work motivation, teacher performance*

1. Introduction

Education which is formulated in Law Number 20 of 2003 concerning the National Education System Article 1. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

Performance is a result of work in a period as a result of a combination of worker productivity in carrying out their obligations at work (Susanto, 2013). Furthermore, Barnawi and Arifin (2014) explain that teacher performance is a measure of the success of teachers when carrying out their duties as educators who are guided by the standards set by the government to achieve the educational goals proclaimed.

Teacher performance is something very important in achieving school goals. Schools must direct and foster educators so that they have maximum performance in carrying out their obligations, especially in carrying out their main duties and functions as teachers (Andriani et al, 2018; Renata et al, 2018; Kristiawan and Rahmat, 2018; Hasanah and Kristiawan, 2019).

From the observations obtained from the Penukal Regional Coordinator, that in the Penukal District there are 21 schools, from these schools there are 6 schools led by the Acting Principal and there are several school principals who have not received Principal Strengthening Education. So, there are differences in leadership styles between schools in the Penukal district. Then another study was conducted by Wardana in 2013 with the title "Motivation of Achievement with Certified Teacher Performance" obtained the results that there was a positive and very significant relationship between achievement motivation and teacher performance. The effective contribution obtained is 87.7%, the remaining 12.3% is influenced by other variables.

Regulation of the Minister of Education and Culture Number 6 of 2018 Point 2 and 3 concerning the assignment of teachers as principals, that teachers can become prospective principals if they meet the requirements. What is meant by the principal is a teacher who is given the task of leading and managing educational units which include all educational units registered with the Ministry of Education and Culture. According to Danim (2012) there are several types of leadership: (1) autocratic leaders, (2) democratic leaders, (3) permissive leaders. A professional leader is an artist in leading. Art is the fruit of personal creation that may not be owned by others. Therefore, the art of leading is different for each person.

Information was also obtained from the principal of SD Negeri 6 Penukal through an interview on April 24, 2020 which informed that there were still many poor teacher performances, this was due to various problems, including basic problems, namely, time discipline, but also due to the lack of work motivation. of the teachers themselves. During the Covid-19 Pandemic, schools throughout Penukal District carried out lessons recommended by the Central Government through the Regional Government, namely with several learning patterns, including online, offline learning, and a combination of both. This learning pattern is very different from normal situations, because there is no face-to-face meeting between the principal and the teacher, the teacher and the students. From this problem, it is possible to influence the performance of teachers and the achievement of student learning outcomes in the Penukal district. According to

Hayati, Arafat, and Sari (2020) that teacher performance is the result of a teacher's work both in the terms of the quality and quantity. According to Hasanah and Kristiawan (2019), teacher performance shows the work performance of a teacher.

According to Juniarti, Ahyani, and Ardiansyah (2020) that leadership in the field of education has the understanding that leaders must have skills in influencing, encouraging, guiding, directing and mobilizing others who have to do with the implementation and development of education and teaching or training so that all activities can be carried out, going effectively and efficiently which in turn will achieve the educational and teaching goals that have been set. Meanwhile, Comalasari, Harapan, and Houtman (2020) argue that principal leadership is a way to move, guide and direct staff appropriately in supporting and achieving school organizational goals. From the above opinion about the leadership style, the researcher concludes that the leadership style is a specific ability used by leaders to influence the people they lead to achieve the goals and ideals of the organization to the fullest. According to Mulyasa in Kurniadin and Machali (2014) the right leadership style to be applied in the maturity level of subordinates and the right combination of task behavior and relationships include: (1) Telling style, which is the style applied if subordinates in maturity level is low and requires clear instructions and supervision. (2) Selling style, namely the style that is applied if the subordinates are in low to moderate levels. Leaders always provide a lot of guidance; high relationships are needed in order to maintain and increase willpower. (3) Participating style, which is a style that is applied if the subordinates have a moderate to high level of maturity. In this style, the child plays a role in making decisions. (4) The style of delegating (delegating) is a style that is applied if the subordinates are in a high level of maturity.

According to Danim (2012) the characteristics of people who have high work motivation are as follows; (1) likes the work he does, namely the teacher is always proud of his profession, not because of coercion; (2) want feedback, namely teachers who have work motivation want feedback on the results of their work. The feedback obtained is used as information to improve its performance; (3) dare to take risks, namely teachers must dare to take risks in every activity carried out in carrying out their duties; and (4) has a calculation for success, namely a teacher with high work motivation will be satisfied with the intrinsic aspects of his work rather than material rewards. Then the teacher accepts the assignment given as part of his life. The researcher concludes from the opinions of several experts above that work motivation is a strong spirit that comes from oneself that is able to encourage a person to carry out activities to achieve and meet the demands in his own life and in his group.

2. Research Method

The method used in this study is a survey method with a quantitative research approach to see the partial effect between the existing variables (Sugiyono, 2013). The purpose of this survey research is to show the relationship between variables. Sugiyono (2013) defines survey research is research conducted on large and small populations, but the data studied are data from samples taken from the population, so that relative events, distributions, and relationships are found. relationship between sociological and psychological variables. In this case, the population of this research is all teachers of State Elementary Schools in Penukal District. Determination of the sample of this study using the slovin method (Prasetyo and Jannah, 2011) with an error of 10%. With a total sample of 161 teachers, and spread throughout the Penukal District Public Elementary Schools. In this study, the documentation used is a record of teacher information in the Penukal district obtained from the Penukal Regional Coordinator in the form of a record of the number of teachers and teacher status.

Before the research instrument is used, the research instrument is tested, namely by using the validity test and reliability test. The test aims to determine how much the validity of the instrument itself. The experiment of the research instrument was carried out on the teachers of SD Negeri 7 Penukal and SD Negeri 12 Penukal with a total of 30 teachers. After testing the validity and reliability, it was found that there were 25 items of leadership style variable statements, 24 items of work motivation statements and 27 items of teacher performance statements that were valid and reliable for use in research.

Descriptive data analysis technique is a presentation of data from research results that are described in general so that they can be understood easily and comfortably. The data can be analyzed after all data from the respondents are obtained (Sugiyono, 2014). Prerequisite testing is carried out before hypothesis testing, prerequisite testing is carried out on data obtained from respondents. In this case, each analysis prerequisite test and final analysis (hypothesis testing) will use SPSS version 25 software. Prerequisite testing is carried out before performing multiple regression analysis. The prerequisite tests carried out include the normality test of the data. This normality test is carried out to find out how much the data obtained is normal. linearity test, according to Sugiyono (2010) that this linearity test is used to determine whether two variables have a linear relationship or not significantly. The multicollinearity test was conducted to determine whether or not there was a linear relationship between the independent variables in the regression model. The prerequisite that must be met in the regression model is the absence of multicollinearity.

3. Results and Discussion

3.1. Hypothesis Testing of the Influence of the Principal's Leadership Style (X1) on Teacher Performance (Y)

The relationship between the variables X1 to Y can be seen from the table below:

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	35.045	1.354		25.891	.000
	Principal's Leadership Style	.781	.022	.944	36.161	.000

a. Dependent Variable: Teacher Performance

Table 1: t-test Variable X1- Y

From the table, it can be seen that the significance value of the leadership style variable on teacher performance is 0.000, and t_{count} is 36,161 > 1,655 (t_{table}). These results indicate that H_{a1} is accepted because its significance value is <0.05 and the value of $t_{count} > t_{table}$, meaning that the principal's leadership style variable has a significant influence on teacher performance.

From this table, a regression equation can be made from the correlation between the principal's leadership style variable on teacher performance, $Y = a + bX$, namely $Y = 35,045 + (0.781) (X)$. This equation states that with a constant 0.781) (value of 35,045, when the value of the principal's leadership style is zero, the teacher's performance value is 35,045, while the value of the principal's leadership style is 0.781 which states that an increase in the school coconut leadership style variable unit will increase teacher performance by 0.781 units, assuming a constant value remains.

The findings in this study are in accordance with the theory put forward by Mulyasa (2011) that the special characteristics of ideal school principals are working in groups, delegating authority, triggering creativity, encouraging and motivating, thinking about programs together, observing human resources, dialogue about competition, personality building, leadership that spreads and always cooperates with the community in various ways to improve the quality of education.

The results of this study also agree with relevant research including research conducted by Hidayathi (2015). Maryani, Lian and Wardarita (2020) highlighted that there is an influence between leadership style on teacher performance. Rohani, Fitria, Rohana (2020) found that there was an influence between the principal's leadership on teacher performance.

3.2. Hypothesis Testing the Effect of Work Motivation (X2) on Teacher Performance (Y)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.930	.596		46.877	.000
	Work Motivation	.719	.008	.991	94.079	.000

a. Dependent Variable: Teacher Performance

Table 2: T-test of the X2 Variable against Y

The significance value of the work motivation variable on teacher performance is 0.000 and t_{count} is 94.079 > 1.655 (t_{table}). These results indicate that H_{a2} is accepted because the value of sig. <0.05 and $t_{count} > t_{table}$ means that the work motivation variable has a significant influence on teacher performance. From this table, a regression equation can be made from the correlation between work motivation variables on teacher performance, $Y = a + bX$, namely $Y = 27,930 + (0.719) (X)$. This equation states that with a constant 0.719) (value of 27.930, when the value of work motivation is zero, the teacher's performance value is 27.930, while the value of work motivation is 0.719 which states that an increase in the work motivation variable unit will increase teacher performance by 0.719 units, assuming a constant value remains.

The results of this study are in line with Waworuntu (2011). Indrayogi (2014) highlighted the Performance of Physical Education Teachers in State Junior High Schools in Majalengka Regency. Indrayogi got the results in his research that there was a significant influence between achievement motivation on the performance of physical education teachers. Mudita (2013), his research is entitled "Determination of the Implementation of Academic Supervision, Professional Attitude, and Work Motivation on the Performance of Elementary School Teachers in Cluster III Pattimura". One of the results of the research conducted by Mudita is the significant determination obtained by the work motivation variable on the teacher performance variable.

3.3. Testing the Hypothesis of the Influence of the Principal's Leadership Style (X1) and Work Motivation (X2) Together on Teacher Performance (Y)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3534.005	2	1767.002	45.907	.000 ^b
	Residual	60.815	158	.385		
	Total	3594.820	160			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Work Motivation, The Principal's Leadership Style						

Table 3: F .test

From the table of results, it can be seen the value of sig. 0.000 means <0.05 and the F_{count} value is $45.907 > 3.05$ (F_{table}). So, it can be concluded that H_{a3} is accepted, meaning that there is an effect of leadership style and work motivation together on teacher performance.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	28.058	.587		47.778	.000
	Principal's Leadership Style	.068	.026	.082	2.611	.010
	Work Motivation	.663	.023	.914	29.232	.000
a. Dependent Variable: Teacher Performance						

Table 4: Coefficient of Determination of X1 and X2 together Against Y

The results of the F test showed that the teacher's performance variable influenced by principal's leadership style (7.7%), the teacher's work motivation variable (90.5%). Thus, it can be concluded that the leadership style and work motivation of teachers at the Penukal district public elementary school affect the teacher's performance.

The linear regression equation from the Coefficientsa Table is $Y = a + bX_1 + cX_2$. The regression equation can be obtained is $Y = 28.058 + 0,068X_1 + 0,663X_2$. The above equation can be interpreted that the constant value of 28.058 states that when the value of the principal's leadership style and work motivation is zero, the teacher's performance value is 50.751. The principal's leadership style value of 0.068 states that an increase in one unit of the principal's leadership style variable can increase teacher performance by 0.069 units with the assumption that other variables are constant. Likewise, the work motivation value of 0.663 states that an increase in one unit of work motivation variable can increase teacher performance by 0.663 units with the assumption that other variables are constant.

This also agrees and is supported by research conducted by Damayani, Arafat, and Eddy (2020) with a research entitled "The Influence of Principal Leadership and Work Motivation on Teacher Performance". This research was conducted in all junior high schools in Sungai Lilin District. With the result that all the independent variables have a significant effect both individually and collectively on the dependent variable in this case the teacher's performance. Hidayathi (2015) conducted a study at Dabin I State Elementary School, Central Cilacap District, Cilacap Regency". And got the results that there is an influence as well as joint influence between the principal's leadership style, achievement motivation on teacher performance.

4. Conclusion

This study clearly communicates the impact of the principal's leadership style, work motivation on the performance of Public Elementary Schools teachers. Basically, the Penukal District has been covered. A strong influence has been noticed through this study.

5. References

- i. Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The Influence of the Transformational Leadership and Work Motivation on Teachers Performance. *International Journal of Scientific & Technology Research*, 7(7).
- ii. Arikunto, S. 2006. *Metodologi Penelitian*. Yogyakarta: Bina Aksara.
- iii. Arikunto, M. S. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- iv. Barnawi, Arifin. M. 2014. *Kinerja Guru Profesional*. Yogyakarta: Ar-Ruzz Media.
- v. Comalasari, Enny, E. Harapan, Houtman. (2020). Pengaruh Gaya Kepemimpinan Demokratis Kepala Sekolah, Kompetensi Guru dan Manajemen Kelas terhadap Mutu Pembelajaran. *Journal of Innovation in Teaching and Instructional Media*, Vol. 1, No. 1, 74-84.
- vi. Damayani, T., Arafat, Y., & Eddy, S. (2020). Pengaruh Kepemimpinan Kepala Sekolah dan Motivasi Kerjanya terhadap Kinerja. *Journal of Innovation in Teaching and Instructional Media*, 1 (1), 46-57.

- vii. Danim, Sudarwan. (2012). *MotivasiKepemimpinan danEfektivitasKelompok*. Jakarta: RinekaCipta.
- viii. Hasanah, M.L., & Kristiawan, M. (2019). Supervisi Akademik dan Bagaimana Kinerja Guru. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 3(2), 97-112.
- ix. Hayati, R., Arafat, Y., & Sari, A. P. (2020). Pengaruh Komitmen Organisasi dan Motivasi Kerja Terhadap Kinerja Guru. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 5 (2).
- x. Hidayathi, L.N. (2015). Pengaruh Gaya Kepemimpinan Kepala Sekolah dan Motivasi Berprestasi Terhadap Kinerja Guru Sekolah Dasar Negeri Dabin I Kecamatan Cilacap Kabupaten Cilacap (*Doctoral Disertation*). Universitas Negeri Semarang.
- xi. Indrayogi. (2014). Pengaruh Kompetensi dan Motivasi Berprestasi terhadap Kinerja Guru Pendidikan Jasmani SMP Negeri se-Kabupaten Majalengka. *Jurnal UPI 2014*.
- xii. Juniarti, E., Ahyani, N., & Ardiansyah, A. (2020). Pengaruh Kepemimpinan Kepala Sekolah dan Disiplin Guru terhadap Kinerja Guru. *Journal of Education Research*, 1 (3), 193-199.
- xiii. Kurniadin, D. and Machali, I. (2014). *Manajemen Pendidikan Konsep dan Prinsip Pengelolaan Pendidikan*. Yogyakarta: Ar-Ruzz Media.
- xiv. Mahendra, M., Arafat, Y., & Setiawan, A. A. (2020). Pengaruh Motivasi Kerja Guru dan Kepemimpinan Kepala Sekolah terhadap Kinerja Guru. *GHAITSA: Islamic Education Journal*, 1(3), 271-292.
- xv. Maryani, A., Lian, B., & Wardarita, R. (2020). Pengaruh Gaya Kepemimpinan Kepala Sekolah dan Budaya Organisasi Sekolah terhadap Kinerja Guru. *Journal of Innovation in Teaching and Instructional Media*, 1(1), 18-25.
- xvi. Mudita, I.W (2013). Determinasi Pelaksanaan Supervisi Akademik, Sikap Profesional, dan Motivasi Kerja Terhadap Kinerja Guru Sekolah Dasar di Gugus III Pattimura. *Jurnal Pascasarjana Undiksha*. Vol 3 tahun 2013.
- xvii. Mulyasa, H.E. 2011. *Manajemen dan Kepemimpinan Kepala Sekolah*. Jakarta: Bumi Aksara.
- xviii. Permendikbud Nomor 6 Tahun 2018 Pasal 12 tentang Penugasan Guru sebagai Kepala Sekolah
- xix. Ratnasari, T. E. R., Fitria, H., & Fitriani, Y. (2020). Pengaruh Gaya Kepemimpinan dan Motivasi terhadap Kinerja Guru. *DAWUH: Islamic Communication Journal*, 1(3), 87-96.
- xx. Ristianey, F., Harapan, E., & Destiniar (2020). Pengaruh Sertifikasi Guru dan Motivasi Kerja Terhadap Kinerja Guru. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 6(1), 34-43.
- xxi. Sugiyono. (2013). *Metode Penelitian Kombinasi (Mixed Methods)*. Bandung: Alfabeta.
- xxii. Susanto, m Ahmad. (2013). *Teori dan Pembelajaran di Sekolah Dasar*. Jakarta: Kencana Prenada Media Group
- xxiii. Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
- xxiv. Wardana, d Dendika Surya. (2013). Motivasi Berprestasi dengan Kinerja Guru yang Sudah Disertifikasi. *Jurnal Ilmiah Universitas Muhammadiyah Malang*, Vol 1 No 1 tahun 2013.
- xxv. Waworuntu, Jimmy. (2011). Hubungan Antar Motivasi Berprestasi dan Kinerja Guru Profesional Guru Teknologi SMK Negeri 2 Manado. *Jurnal Elektromatika*, Vol 1 No 1 tahun 2011.