

The Effect of Principal Leadership and Work Motivation on Junior High School Teacher Performance

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ABSTRACT

In order to improve the quality of education in schools, not only the role of school principals but also qualified teachers is very influential. The teacher has a duty as a teacher, and more than that, the teacher is an educator and value-adding mentor who guides and guides student learning. For this reason, teachers take an active role and establish themselves as high-performing professionals. Effective principal leadership is created when the principal has good traits, behaviors, and skills to guide school organizations and ultimately achieve good goals and effective quality schools. The aims of this study were (1) the influence of the principal and motivation on the performance of teachers at Rejang Lebong 1 Public Middle School, (2) The influence of the principal's leadership on teacher performance at Rejang Lebong 1 Public Middle School, (3) the effect of work motivation on the performance of teachers of SMP Negeri 1 Lebong Rejang. The population of this study was all teachers at SMP Negeri 1 Rejang Lebong, totaling 65 people. The sampling method adopts a national census. The data analysis technique used is multiple linear regression. The results of this study indicate that (1) principal leadership and work motivation simultaneously have a significant effect on teacher performance, (2) principal leadership has a significant effect on teacher performance, and (3) work motivation has a significant effect. teacher performance at SMP Negeri 1 Rejang Lebong.

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1. INTRODUCTION

Employees and teachers, both civil servants and civil servants, must be able to set a good example for students and the community in carrying out their jobs and responsibilities (Fatchurochman, 2021; Sudarman, 2021). Achievement is a series of physical and mental activities carried out by someone to complete a job, an achievement to be achieved (Ilyas, Abid, Ashfaq, Ali, & Ali, 2021; Sherly, Lie, Candra, Siallagan, & Sudirman, 2021). As formal educational institutions, schools play an important role in improving the quality of education through learning and supporting the smooth development of Indonesia as a whole (Annisa, Akrim, & Manurung, 2020; Dian, Faizal, & Hasanah, 2022). Superior human resources are needed to create a developed nation. In the end, regardless of the number of natural resources (SDA), available capital, and infrastructure, national and state development goals can only be achieved in the hands of responsible people. In this way, a country cannot develop without an education system (Ulum, Sarwoko, & Yuniarinto, 2020).

Education is the basic capital to produce superior human resources. The main world of education is school. School is an alternative educational institution. School as an institution certainly has a vision, mission, goals and functions. To carry out its mission, realize its vision, achieve its goals and fulfill its mandate, schools need professional staff, organizational work processes, and sources of financial and non-financial support (Anshori, Elynawati, Alfatchussadiqin, & Maulana, 2022; Kardi, Basri, Suhartini, & Meliani, 2023; Komariah & Nihayah, 2023).

Human resources are those who work in an organizational environment called staff, labor, employees or employees. Formal educational institutions or so-called schools or madrasas are sometimes social institutions that are developed, usually open to the public en masse. Curriculum Standards, levels and certain levels type of education (Hafid & Barnoto, 2022; Hakim & Jamal, 2021; Saadah & Asy'ari, 2022). Because education is a social institution, community involvement in the educational process is absolutely necessary. Everyone (parents' families, school leaders, school teachers and the community) work together to educate children to be good, as stated in the new paradigm of the three education centers (Effendi, Ifnaldi, Yanto, & Warlizasusi, 2020) (Sugiarti, 2020).

A good teacher can act as a leader among groups of students and peers. He can also act as an advocate and propagandist of the noble values he believes in. Students and their social environment and, more fundamentally, good teachers actively seek to increase their self-efficacy in work and community service. It is clear that qualified teachers, within their duties and responsibilities, have a major influence on teaching and learning outcomes (Jumiati & Kartiko, 2022; Wang, Xin, Zhang, Du, & Wang, 2022). This may or may not be directly related to the teaching and learning process. Teachers are considered a key factor because they are teachers who interact directly with students in the teaching and learning process at school (Alp Christ, Capon-Sieber, Grob, & Praetorius, 2022).

The performance of a teacher cannot be separated from the influence of the principal's leadership. "Leadership is the process of influencing others, governing persuasively, setting an example, and guiding others to achieve set goals." Make an impact. As Educators, Managers, Administrators, Supervisors, Leaders, Innovators and Motivators This role or indicator is intended to increase and improve the landscape of teaching and learning. The main priority is to improve and improve the quality of learning by improving the performance of teachers who handle it (Rizal, 2019). Teachers have great potential within themselves, but because they are not stimulated and motivated by their superiors as school leaders and seniors, their potential is not maximally realized in their educational activities. Principal leadership is the ability to influence them to motivate their teachers and make them realize that they are doing the best of their abilities (Arifin, Juharyanto, Mustiningsih, & Taufiq, 2018; Pangestu & Karwan, 2021).

A teacher's work motivation does not significantly influence teacher performance. This positive but not significant correlation indicates that the level of teacher motivation does not affect teacher performance. Likewise, the results of the principal's leadership have no significant effect on teacher performance. School leadership has a significant impact on teacher performance. There are

differences in the results obtained from these studies. The results show a significant and insignificant effect. The conclusion of inconsistent research results is one of the reasons why the authors conducted research and checked and analyzed the data obtained (Abdul Komar, 2020).

The principal of SMP Negeri 1 Rejang Lebong has carried out his duties properly in accordance with his duties as a school principal. Supervision carried out by school managers only reaches the level of task completion, for example the school principal still has minimal visits to various classes. This directing effort has not achieved what was expected. That is, supervision is supervision of scientific activities in the form of teaching and learning processes, supervision of teachers in teaching, supervision of students in learning and supervision of the conditions that give rise to it. This activity includes identifying learning disabilities to be corrected, their causes, and the reasons why teachers do not carry out their duties properly. Based on this, we followed up in the form of improvements in the form of coaching (Sugiarti, 2020).

Headmaster visits to class are still not optimal, preventing them from looking deeper into teacher performance and class problems. Moreover, in almost all schools some teachers do not produce complete teaching materials. Daily implementation plans, attendance, surveys, improvement programs, morale reports, KKM analysis. Staff and teachers will work hard if they have high motivation. Consistent with the view that teachers are less successful in teaching because they are not motivated to teach, which leads to lower teacher productivity or achievement. Therefore, the role of the principal is for teachers to be encouraged to do (Jaya, 2021).

From several opinions about the definition of teacher performance above, it can be concluded that teacher performance is the work of a teacher both in quality and in quantity which is shown in appearance, actions, and work performance as an accumulation of knowledge, skills, values, abilities, motivation, opportunities and attitude that has been possessed in the process of teaching, educating, guiding, training and directing students towards mental-spiritual and physical-psychological maturity (Hayati, Arafat, & Sari, 2020).

Based on the definition of education above, education must achieve its goals. In general, education aims to bring changes in the behavior of school officials, especially teachers, so that they can fulfill their duties as vocational educators in schools. Of course the school principal as the manager of an educational institution or institution plays a very important role because he is the designer, organizer, implementer, manager, supervisor of educational staff, educational evaluator and fulfillment of educational programs. the institution he leads. (Tulipri, Hidayat, Hamengkubuwono, & Warlizasusi, 2020) Operationally, the madrasah head is responsible for strategic planning, management of teaching staff, management of students, management of facilities, management of administrative information systems, management of educational rules, quality management education, institutional management, teamwork. management, and decision making.

The formulation of the problems in this study are: (1) Do the principal's leadership and work motivation jointly affect the performance of teachers at SMP Negeri 1 Rejang Lebong? (2) Does the principal's leadership affect the performance of teachers at SMP Negeri 1 Rejang Lebong? (3) Does work motivation affect teacher performance at SMP Negeri 1 Rejang Lebong? The objectives of this study were: (1) To determine the effect of Principal Leadership and Work Motivation jointly on the performance of Rejang Lebong 1 Public Middle School teachers, (2) To find out the influence of Principal Leadership on Rejang Lebong 1 Public Middle School teacher performance, (3) To determine the effect of work motivation on teacher performance at SMP Negeri 1 Rejang Lebong.

2. METHODS

This research is a quantitative research method that was carried out at SMP Negeri 1 Rejang Lebong, the population of all teachers at SMP Negeri 1 Rejang Lebong. SMP Negeri 1 Rejang Lebong has 65 teachers. The variables in this study are the dependent and independent variables. The dependent variable in this study is teacher performance (Y), and the independent variables in this study are key leadership (X1) and work motivation (X2).

In this research is research using population. "For mere anticipation, if there are less than 100 subjects, it is better to take all of them so that the research is a population study." SMP Negeri 1 Rejang Lebong has less than 100 teachers, so this research is population research and the sampling method used is the census method. Data collection techniques are important factors that must be considered for the success of research and obtaining the information needed to achieve research objectives. The method used to collect data in research consists of a questionnaire or questionnaire and observation. The measurement scale used to measure the score of the questionnaire is a Likert scale 1-4 (Dewi, 2018).

The validity test of the questionnaire in this study was conducted to find out whether or not the questionnaire instrument was valid in measuring and disclosing the actual respondent's data appropriately. A measure is said to be valid if the statement can be measured correctly from the data investigated. To determine the effectiveness of an instrument, you can use the Pearson product-moment correlation equation with the help of the SPSS program. Reliability test is used to measure the stability of the equipment. A meter is reliable if it gives relatively the same results when repeated measurements are made on different subjects at different times. To determine the reliability of equipment, you can use the alpha formula using the SPSS program (Fauzyah, 2020).

The data analysis technique used in this study is multiple regression analysis. The significance test with the t test was used to partially determine the influence of the principal's leadership and work motivation on teacher performance at SMP Negeri 1 Rejang Lebong. At SMP Negeri 1 Rejang Lebong, the F significance test was used to determine simultaneously the influence of the principal's leadership and work motivation on teacher performance. Assumption analysis tests, namely the normality test, multicollinearity test and heteroscedasticity test were carried out before data analysis was carried out. Data analysis was performed using a computer running the SPSS for Windows program.

3. FINDINGS AND DISCUSSION

Based on the results of the data analysis above, the regression equation $Y = 13.108 + 0.313X_1 + 0.581X_2$ is obtained. From the analysis it can be seen that the value of the constant a is positive by 13,108 with a constant of 13,108 stating that, if there is no X_1 and X_2 , then the amount of performance will increase by 13,108 units. The coefficient b_1 has a positive value of 0.313 indicating that for every addition of the principal's leadership factor by 1 unit, there is an increase in performance of 0.313 units assuming that work motivation (X_2) is constant. The coefficient b_2 has a positive value of 0.581 stating that for every addition of 1 unit of work motivation factor, there is an increase in performance of 0.581 units assuming that the principal's leadership (X_1) is constant. A positive value indicates a positive influence, meaning that the better the principal's leadership and the higher the work motivation, the better the teacher's performance in carrying out their duties.

The results showed that there was an influence of the principal's leadership and work motivation on teacher performance at SMP Negeri 1 Rejang Lebong with an F_{count} of (20.574) greater than a F_{table} of (3.120) with a probability of 0.000. The magnitude of the influence of the principal's leadership and work motivation on teacher performance at SMP Negeri 1 Rejang Lebong is 34%. Educators or teachers are the spearhead for schools in carrying out the process of learning activities. Therefore, the level of student achievement is inseparable from the performance of the teacher. Teacher performance can be measured by the way the teacher educates, teaches, guides, directs, trains, assesses and evaluates students (teacher and lecturer law). In addition, teacher performance is also caused by other factors including the principal's leadership and work motivation. Teachers should always try to find ways to improve student achievement. Teachers can increase their knowledge by reading several handbooks. To improve their performance, teachers must always try to be on time, use appropriate learning methods and strategies, attend training and so on so as to improve the quality of learning activities.

The results of the study show that there is a significant influence of the principal's leadership on teacher performance. Through the results of the calculations that have been carried out, the t-count value is 2,468 with a significance level of 0.016. While the t-table at a significant level of 5% is 1,993. because the value of t count > t table (2.468 > 1.993) with $P < 0.05$, the hypothesis in this study rejects H_0 and accepts H_a .

This test statistically proves that the principal's leadership has a positive effect on teacher performance. This means that there is an influence between the principal's leadership variable on teacher performance at SMP Negeri 1 Rejang Lebong. This means that the principal's leadership pattern that is displayed is good and the understanding of his duties and role as a leader is quite adequate. Without an understanding of leadership, the expected goals are difficult to achieve. The roles and functions that must be carried out by the principal as a leader as explained by the Education Office, as educators, managers, administrators, supervisors, leaders, innovators and motivators.

The results showed that there was a significant effect of work motivation on teacher performance at SMP Negeri 1 Rejang Lebong. Through the results of the calculations that have been carried out, the tcount value is 3.294 with a significance level of 0.002. Meanwhile ttable at a significant level of 5% is 1.993. because the value of t count > t table (3.294 > 1.993) with $P < 0.05$, the hypothesis in this study accepts H_a and rejects H_0 . Thus it can be said that the H_2 hypothesis of motivation has a positive effect on teacher performance is accepted.

This test statistically proves that motivation has a positive effect on teacher performance. This means that there is an influence between motivational variables on teacher performance at SMP Negeri 1 Rejang Lebong. Teacher work motivation is the driving force that exists within a teacher which creates an incentive for the teacher to work in order to achieve the goals of his work. Teacher work motivation is closely related to their work productivity, both work related to the academic field and related to the administrative field and services to their students. Therefore, a teacher must have high motivation to be able to carry out their duties properly.

Work motivation is closely related to teacher performance. This means that motivation can influence how well the teacher performs. As educators, teachers have different work motivations. This causes differences in teacher performance in improving teaching quality. Work motivation is not one-dimensional, but consists of two factors, namely motivational factors (satisfaction factors) and hygiene factors (Aprida, Fitria, & Nurkhalis, 2020). Motivating factors are factors that lead to job satisfaction, such as: Job performance, recognition, advancement, feeling that what you do is important, and responsibility. Hygiene factors are external factors such as government policies, supervision, relationships with colleagues, salary, workplace safety, personal life, working conditions and status. Teacher work motivation is a key factor in improving educational performance, because it is the main driver for teachers to carry out their professional duties in accordance with applicable regulations (Simarmata, 2016).

4. CONCLUSION

Based on the results of the analysis and discussion that was carried out in the previous chapter, it can be concluded as follows: (1) Principal leadership (X_1) and work motivation (X_2) together have a significant effect on teacher performance (Y) at SMP Negeri 1 Rejang Lebong. This is shown from the results of multiple linear regression analysis using the f-test obtained by the value of $F_{count} > F_{table}$ (20.574 > 3.120) at the t table significant level (2.468 > 1.993) at a significant level <0.05, namely 0.016. The better the principal's leadership, the better the teacher's performance in carrying out their duties. (3) Work motivation (X_2) has a significant effect on teacher performance (Y) at SMP Negeri 1 Rejang Lebong. This is shown from the results of multiple linear regression analysis using the t-test, the value of tcount > ttable (3.294 > 1.993) at a significant level close to 0.000 is 0.002. The higher the work motivation, the better the teacher's performance in carrying out their duties.

There are various obstacles faced in improving teacher performance, including: (1) The personal interests of subordinates (teachers) can escape the supervision of the school principal. This is

an obstacle to teacher performance. Teachers who always prioritize their personal interests in carrying out their educational tasks cannot optimally organize the teaching and learning process. (2) the client's instructions do not achieve their goals properly; Coaching that is not goal oriented. For example, there are still teachers who do not fully understand their duties and responsibilities. Principal coaching is very important in solving the problems faced by teachers in completing their duties. The coaching provided must be continuous and continuous to support the smooth running of the teacher's work and lead to an increase in teacher performance. (3) The client performs its function well as a client, but its function as an innovator is not optimal. (4) The motivation to carry out the teacher's duties is less than optimal.

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