

# *The Relationship Between Principals' Leadership and Work Motivation with Teacher Performance at SMK N 2 Kerinci*

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**Abstract** - This study has the objective to disclose and describe: (1) The relationship of school leadership with the performance of teachers at SMK N 2 Kerinci, (2) Relationship work motivation and performance of teachers at SMK N 2 Kerinci, (3) The relationship of school leadership and motivation together with the performance of teachers at SMK N 2 Kerinci. This study uses a quantitative correlation method, the population in this study were as many as 38 teachers of SMK N 2 Kerinci. Sampling method in this study using the total population sampling or all of the research sample. The data collection technique using an instrument shaped using a questionnaire. (1) There is a significant relationship between principals leadership with teacher performance, the correlation coefficient  $r_{x1y} = 0.416$ , (2) There is a significant relationship between work motivation with teachers performance, the correlation coefficient  $r_{x2y} = 0.906$ , (3) There is a significant relationship between principals leadership, and motivation to work jointly with the performance of teachers with  $r_{x1,2y}$  correlation coefficient = 0.936.

**Keywords** – Principals Leadership; Work Motivation; Teacher Performance.

## I. INTRODUCTION

Education is a strategic step that needs to be done, education is the most important thing and it has a very important role to promote a country and generate human resources quality, due to increase human resources is the solution and the best way to further improve the country's progress. School is formal education institutions play an important role in efforts to establish a better quality of education.

Vocational high school (SMK), is a school that is devoted to produce human resources and labor that has quality and is prepared to be ready to enter the world of work, Undang-undang No.20 (2003) national education system explains that

vocational education is an education system that is devoted to preparing students in certain fields to be ready to work and enter the job directly.

Teacher is one among many factors or critical components that have a role for the advancement of education in schools, because teachers are the people who interact and engage directly with learners when the learning process.

Based on preliminary observations made by researchers at SMK N 2 Kerinci, it was found that the trend of National Examination results of students in SMK N 2 Kerinci showing a decline in recent years, this can be seen in Table 1.1:

Table 1.1: Results of UN SMK N 2 Kerinci

| No. | School year | Number of participants | The average value of the UN |
|-----|-------------|------------------------|-----------------------------|
| 1.  | 2014 – 2015 | 63                     | 61.30                       |
| 2.  | 2015 – 2016 | 57                     | 52.38                       |
| 3.  | 2016 – 2017 | 49                     | 43.47                       |
| 4.  | 2017 – 2018 | 66                     | 38.85                       |

Source: SMK N 2 Kerinci.

The data in Table 1.1 shows that the National Examination students of SMK N 2 Kerinci decline, even in 2017-2018 academic year of the National Examination decline quite sharply if compared with previous years, factors other than the students themselves, one thing that was instrumental to high or low value of students and the success or failure of students in the exam that is the role of teachers, teachers are not only role is to teach students but also motivating, and directing that students are better prepared to face national exam, for the teacher's performance should be optimal in performing their job.

Teachers have an important role to establish the ability of the learner; the teacher's role is irreplaceable in the learning process. Anies Baswedan in accordance with the statement, "Although it is supported by means of a complete education, good curriculum, but it does not necessarily guarantee the quality of education if the absence of qualified teachers" (Kompas, 2013). This suggests that teachers must have a professional attitude while performing their duties, and teachers must show maximum performance.

The leadership principal is one of the factors that could affect teacher performance. Principal is a holder of the helm at the school and who are expected to use the power and authority as a leader as well as possible in order to achieve the goals of education, as a leader in the school principal has a very important role as a driver and as a motivating so that teachers in the school has a good performance, and also so that teachers are able to implement the learning process optimally. Harahap and Rusdinal (2017) states that the success or failure of education in school one indicator lies in the competence of the principal as manager (managerial competence), in addition to the support of teachers, staff, parents, students, community and many others. The school principal also has a corresponding role with the authority, duties, and responsibilities as a functional form of professional ability. With professional skills, the

principal is required to be able to perform its role as an effective manager and leader.

Wahyudi (2009: 64) states principals must have the right strategy for teachers and educational staff to be able to work together or cooperate and continue to improve and profession, and promoting education personnel, such as teachers to participate in activities that are to support the school program. The school principal is not only a role as a leader in school, but also pay attention to how that teachers can successfully carry out their duties in teaching that education objectives can be achieved.

Based on observations and preliminary observations made in SMK N 2 Kerinci found such phenomena are not relations and good communication among the principal with some teachers. These problems can lead to influence the performance of teachers, so they can cause poor performance of teachers.

In addition to the factors on school leadership, motivation becomes one of the causes or factors that could affect the performance of a teacher, a teacher has a high motivation to work it will have a good performance and vice versa, a teacher who has low job motivation then the performance will be low. Motivation is the driving force that exists in a person to perform a certain activity in order to achieve a goal (Sardiman, 2012: 73). Motivation that there are two types of intrinsic motivation and extrinsic motivation, intrinsic motivation is motivation that is formed from inside a person without any encouragement or influence of others but on the basis of their own desires.

Based on the results of preliminary observations at SMK N 2 Kerinci, and based on information and data obtained from areas of Administration personnel every week there is always some teachers who came late with a delay of up to 30 minutes by a variety of reasons, and also when teaching hours have

found their teacher incoming and outgoing do not correspond hours of lessons that have been determined, and also there are many teachers do not prepare teaching materials such as making a lesson plan (RPP) at the beginning of the semester, Whereas RPP is very important to be used as a guide to teach at any one meeting and RPP is also very important for the learning activities, it is clarified with the data obtained by researchers sourced from vice principals of the curriculum section SMK N 2 Kerinci that of all the teachers who totaled 38 people just as much as 13 teachers who submit RPP at the beginning of the semester while as many as 25 teachers had not submitted RPP in the early half of 2019.

Research The same was made by Ari Revelation in 2013, entitled "Study of the relationship between school leadership, professional competence, and motivation of teachers on teacher performance in SMP Negeri 1 Bangli", and the results of the study that there is a significant relationship between school leadership to teacher performance, there is a significant correlation with the performance of professional competence teachers, there is a significant relationship between teachers' work motivation and performance, and there is a significant relationship together between school leadership, professional competence, and motivation to work on teacher performance (Ari Revelation, et al: 2013). Later studies conducted by Ekosiswoyo entitled "Effective Leadership key principals achievement of quality education", with the results showed a leadership influence principals on teacher performance by 15% and the remainder is due to the influence of other factors (Ekosiswoyo: 2016). While The research conducted by the (Ramadan: 2017) "Effects of the implementation of the academic supervision of school supervisors and principals supervision of the performance of teachers of SMK N in Majene", the result research shows a significant difference between the academic supervision superintendent of schools on teacher performance, and a significant difference between the supervision of principals on teacher performance, then a significant difference between the competence of the academic supervision and supervision of the school superintendent with the school principal together to teacher performance.

After looking at several the results of the above study conducted with the result that there is a significant relationship between variables and the level of contribution between variable and also see the phenomenon that occurs based on the data and description of the background, the researchers are interested in conducting research on "The Relationship Between Principals Leadership and Work Motivation with Teacher Performance at SMK N 2 Kerinci".

This study has the objective to disclose and describe: (1) The relationship of school leadership with the performance of teachers at SMK N 2 Kerinci, (2) Relationship work motivation and performance of teachers at SMK N 2 Kerinci, (3) The relationship of school leadership and motivation together the performance of teachers at SMK N 2 Kerinci.

## II. METHODOLOGY

This study uses a quantitative correlation method, the population in this study were as many as 38 teachers of SMK N 2 Kerinci. Sampling method in this study using the total population sampling or all of the research sample. The data collection technique using an instrument shaped using a questionnaire. Data analysis technique is done with correlation technique with the help of SPSS 17 to determine the relationship between variables either individually or jointly.

To obtain the data and the results of research carried out several stages 1. Test Validity and Reliability of instrument 2. Test Homogeneity and Normality Test 3. Test Dual Correlation Analysis and Multiple Regression.

## III. RESULTS AND DISCUSSION

The first hypothesis proposed is that there is a relationship between school leadership with teacher performance, and based on the results of analysis show that the correlation coefficient between the leadership of the principal with the performance of teachers at 0.416. Value  $r_{hitung} > r_{tabel}$  means that there is a relationship between leadership with teacher performance and do quite closely. The analysis showed also that the school leadership has a very high role on teacher performance.

The second hypothesis proposed is the relationship between teachers' work motivation and performance, and based on the results of analysis show that the correlation coefficient between work motivation with teachers performance amounted to 0,906. Value  $r_{hitung} > r_{tabel}$  means that there is a relationship between the leadership and its relationship with the teacher's performance closely. Work motivation determines the level of teacher performance, due to their high motivation then the performance will be better teachers.

The third hypothesis proposed is the relationship between school leadership and teachers' work motivation and performance, and based on the results of analysis show that the correlation coefficient between school leadership and teacher work motivation and performance of 0.936. Rated  $r_{hitung} > r_{tabel}$  that means does not relationship between principals leadership,

and work motivation with teacher performance and the relationship is very close.

#### IV. CONCLUSION

There is a significant relationship between principals leadership with teacher performance, the correlation coefficient  $r_{x1y} = 0.416$ , (2) There is a significant relationship between work motivation with teachers performance, the correlation coefficient  $r_{x2y} = 0.906$ , (3) There is a significant relationship between principals leadership, and motivation to work jointly with the performance of teachers with  $r_{x1,2y}$  correlation coefficient = 0.936.

Principals are expected to provide guidance and input as well as motivate teachers to be able to work better, and also expected the principal to take policies that can support the optimal role and performance of teachers.

Teachers are expected to be able to work more professionally in carrying out the task entrusted to him, and also teachers are expected and required to be able to optimize the potential of learners, as well as master learning theory and principle-the principle of learning for each student to have the character and ability of different.

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