

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

Lukman¹, Bukman Lian², Artanti Puspitasari³

¹Dinas Pendidikan Kabupaten Banyuasin,

^{2,3}Universitas PGRI Palembang



Abstract – Teacher performance is an important aspect for improving the quality of education. Various studies have shown that teacher performance is influenced by several variables. This study examines the effect of principal leadership and work motivation on teacher performance using quantitative research methods. The results of the study using the ANOVA test on the data indicate that the hypothesis is accepted or there is a significant influence jointly between the principal's leadership and work motivation on teacher performance. This study contributes if you want to improve teacher performance, then increase the influence of principal leadership and teacher work motivation.

Keywords – Principal's Leadership, Work Motivation, Teacher's Performance

I. INTRODUCTION

The teacher is one of the education personnel who has a role as a determining factor for the success of organizational goals in addition to other educational personnel, because teachers who directly touch students, to provide guidance that will produce the expected graduates (Simatupang, 2018; Farida et al, 2020; Resnawati et al, 2020; Kartini et al, 2020). At the operational level, therefore, teachers are required to have a performance that is able to provide and realize the hopes and desires of all parties, especially the general public who have trusted schools and teachers in fostering these students (Kurniawan et al, 2018).

As an educator, the teacher is a planner, implementer and evaluator of classroom learning, so students are subjects who are directly involved in the process of achieving educational goals (Aprisal, 2013). Therefore, teachers who have a high level of performance are indicated by five variables, namely

1) working with individual students; 2) teaching preparation and planning; 3) utilization of learning tools; 4) assessing students with various learning experiences; 5) active leadership from teachers (Ginting, 2011).

This statement reveals how important and strategic the role of teachers are in education. As teachers, educators and trainers of students, teachers are agents of social change that change the mindset, attitudes and behavior of mankind towards a better, more dignified and more independent life. As stated in the Law No. 20 of 2003 Chapter XI article 39 concerning the National Education System, that teachers as educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service.

As the component that most influences the creation of quality educational processes and outcomes, teachers are

required to develop and utilize their professional abilities, so that they can improve their performance in carrying out their duties and functions, because future education demands quality professional educational skills (Megarry and Dean, 1999). Specific criteria that must be met by teachers as professionals, namely 1) having a commitment to students and the learning process; 2) mastering the subjects it teaches and how to teach it to students; 3) responsible for monitoring student learning outcomes through various means of evaluation; and 4) able to think systematically about what they do and learn from their professional environment (Hasan, 2003).

Teacher's Performance

Achmad (2013) states that the word performance is used in various literatures, where it has various meanings, namely job and work performance which contains several meanings of action, usability, achievement, results, carrying out obligations or duties. In line with the opinion of Suharsaputra (2013), saying that work performance or job performance is defined as an expression of ability based on knowledge, attitudes and skills and motivation to produce something.

From the description above, it can be summarized that teacher performance is the teacher's willingness to carry out an activity and perfect it according to their responsibilities with results as expected.

Teacher's Motivation

Hamalik (2011) states that motivation is a change in energy in a person which is characterized by feelings and reactions to achieve goals. According to Renata et al (2018); Andriani et al (2018); Salwa et al (2019); Murtiningsih et al (2019) motivation is a condition contained in a person that causes a person to carry out certain activities to achieve certain goals. So work motivation is an encouragement that can cause someone to do activities or work to achieve goals. According to Sardiman (2011) motivation stems from the word motive which means the driving force within a person to carry out certain activities in order to achieve a goal.

Marno & Idris (2008) define motivation as a condition that makes motives move according to the needs of each individual. According to Uno (2012) motivation is a force, both from within and from outside that encourages a person to achieve certain predetermined goals. So motivation is an important part of every activity, without motivation there is no real activity.

II. METHODS

This research is a quantitative study with a partial correlation method. The instrument used was a

questionnaire. Before the questionnaire was distributed as a data collection instrument, a trial was held with 20 respondents to obtain the validity and reliability of the questionnaire items. The data that were successfully collected in data collection were then analyzed using statistical data processing software.

III. RESULTS AND DISCUSSION

The results of data processing for principal leadership, it can be argued that the leadership of the principal with the very good category is 0 or 0%, the good category is 28 or 51.9%, the good enough category is 14 or 25.9%, the poor category is 7 or 12.9%, and very less category of 5 or 9.3%. The results of the analysis indicate that the principal's leadership is in the good category.

For the work motivation variable, data were obtained that the teacher's work motivation was in the very good category of 6 or 8.9%, the good category was 20 or 29.8%, the good enough category was 22 or 32.8%, the poor category was 26 or 38, 8%, and very less category of 3 or 4.47%. The results of the analysis indicate that the work motivation of SMA Negeri 1 Betung is in the poor category.

For the teacher performance variable, it was obtained data that the teacher's performance in the very good category amounted to 6 or 8.9%, the good category was 22 or 32.8%, the good enough category was 20 or 37.5%, the poor category was 16 or 29.8%, and very poor category at 3 or 4.47%. The results of the analysis indicate that the teacher's performance is in a fairly good category.

Test data requirements is one part that is needed in analyzing data. The data requirements test in this study are as follows. 1. Normality Test The normality test in this study uses the Kolmogorov Smirnov test using SPSS 22.00. The results of the analysis of the normality test in the study showed that the One Sample Kolmogorov-Smirnov Test obtained a sig (2-tailed) value of 0.103. The sig value of 0.103 is greater than 0.05. Thus it can be stated that all data are normally distributed.

From the test results using the test of homogeneity of variant, the sig value obtained from the test results using the test of homogeneity of variant is 0.780, greater than 0.05. Thus it can be argued that all data variants in this study are homogeneous.

To state whether the regression line in this study is linear or not, it is tested using the coefficient value F-count on linearity or F-count on Deviation from linearity. When using F-count: Reject H0 If F-count > F-table or Sig < (0.05) in other cases H0 is accepted, or it is said to be linear.

From the test results, it can be concluded that the Deviation from linearity value is 1.612. Thus the value of $\text{Sig} > 0.05$, meaning that the regression line in this study is linear.

Based on the test results, it was obtained that the R square value was 0.968, thus the termination coefficient was 96.8%, so it can be concluded that the influence of the principal's leadership and work motivation on the performance of SMA Negeri 1 Betung teachers was 96.8% and the rest was 3.2. % influenced by other factors not examined in this study.

Based on the results of the analysis above, it can be argued that the principal's leadership and work motivation jointly influence the performance of teachers at SMA Negeri 1 Betung. From the results of the descriptive statistical analysis, it is known that the leadership of the principal with the very good category is 0 or 0%, the good category is 28 or 51.9%, the good enough category is 14 or 25.9%, the poor category is 7 or 12.9%, and very poor category of 5 or 9.3%. The results of the analysis indicate that the principal's leadership is in the good category.

Then the results of the statistical description analysis of work motivation show that the work motivation with the very good category is 6 or 8.9%, the good category is 20 or 29.8%, the good enough category is 22 or 32.8%, the poor category is 26 or 38.8%, and very poor category at 3 or 4.47%. The results of the analysis indicate that the work motivation of SMA Negeri 1 Betung is in a fairly good category. As for the results of descriptive statistical analysis of teacher performance, it is known that the teacher's performance in the very good category amounted to 6 or 8.9%, the good category was 22 or 32.8%, the good enough category was 20 or 37.5%, the poor category was 16 or 29.8. %, and very less category of 3 or 4.47%.

Thus, to get good teacher performance, it requires a principal who has carried out his leadership function very well. Based on the percentage of principal leadership and teacher performance in the good category, it means that if the principal's leadership carries out its main duties and functions, then the teacher's performance tends to increase in carrying out the main task of the teacher, namely planning learning, implementing learning and learning assessment. Therefore, the success of teachers in carrying out their main tasks is a reflection of the leadership of the principal himself. This is evidenced by the results of the simple regression test, the t value is $5.311 >$ from the t table price of 2.006 where the t value is greater than the t table, so H_0 is rejected, so there is a significant influence between the principal's leadership on the teacher's performance of SMA Negeri 1 Betung.

Burhanuddin (2014) states that the loss of teacher creativity in schools and low teacher motivation is caused by the inability of the principal to manage resources. This statement implies that the principal is responsible for motivating teachers in carrying out their main duties and functions. If linked with this research, if the teacher's performance has decreased, then one way that can be implemented is to apply the leadership of the principal which can improve teacher performance.

Based on the results of the statistical analysis, it shows that work motivation and teacher performance are in good categories. Thus, it can be argued that to obtain good performance, high work motivation is required. This is proven by the results of the analysis test based on the significance test of the work motivation variable on the teacher's performance of SMA Negeri 1 Betung

IV. CONCLUSION

Based on data analysis and hypothesis testing, it can be concluded that there is a significant influence jointly between principal leadership and work motivation on the performance of teachers at SMA Negeri 1 Betung.

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