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## The Influence of Principal Leadership and Work Motivation on Teacher Performance at Elementary School

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### ABSTRACT

Teacher performance or work performance is the result achieved by the teacher in carrying out the tasks assigned to him based on skills, experience and sincerity as well as the use of time. The other is including the lack of teacher motivation in teaching and doing their job, the lack of teacher dedication to advancing the school and assisting students in achieving both in competitions and in the Olympics. Besides, an unsupportive work climate, lack of teacher discipline, and there are still many teachers who do not make preparations in teaching are also found in the field. This study uses a descriptive correlational research method with a quantitative approach. The population of this study were teachers of State Elementary Schools 10, 12, 23, and 35 totaling 44 people. The sampling technique in this study used a saturated sample, so all the population of 44 teachers was the sample. The results of this study, partially or individually there is the influence of the principal's leadership on teacher performance at SDN Rupert District.

## 1. Introduction

Improving the quality of education is a process that is integrated with the process of improving the quality of human resources itself. Recognizing the importance of the process of improving the quality of human resources, the government and the private sector have jointly been and continue to strive to realize this mandate through various efforts to develop higher quality education, including through the development and improvement of curriculum and evaluation systems, improvement of educational facilities, development and procurement. teaching materials, as well as providing education and training for teachers. (Marhama, 2014)

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The low quality of education over the years, some opinions state the curriculum as the cause. This is reflected in the efforts to change the curriculum, starting with the 1975 curriculum being replaced with the 1984 curriculum, then replacing it with the 1994 curriculum. Then the 1999 curriculum was changing, and the 2004 edition of the 1999 curriculum emerged. Even the renewal of the curriculum into a competency-based curriculum was a breakthrough. to the conventional curriculum, until now the 2004 curriculum has been revised back into the KTSP model curriculum (Education Unit Level Curriculum). The development of various Education Unit Level Curriculum (KTSP) refers to national education standards to ensure the achievement of national education goals. National education standards consist of standards of content, process, competency of graduates, education staff, facilities and infrastructure, management, financing and assessment of education. Two of the eight national education standards, namely Content Standards (SI) and Graduate Competency Standards (SKL) are the main reference for educational units in developing curriculum. The principal as the top manager in educational institutions is a very important factor, because the success or failure of an educational institution is highly dependent on the top leaders (Yusak, 2016).

Siregar (2016) quotes Nasanius (1988:1-2) revealing that the decline in education was not caused by the curriculum but by the lack of teacher professionalism and student learning reluctance. Professionalism as a supporter of the fluency of teachers in carrying out their duties, is strongly influenced by two major factors, namely internal factors which include interests and talents and external factors, namely related to the surrounding environment, infrastructure, and various exercises carried out by teachers. While Hayati (2010) quotes from Sumargi (1996:9-11), the professionalism of teachers and education staff is still inadequate, especially in terms of their scientific fields. For example a Biology teacher may teach Chemistry or Physics. Or social studies teachers can teach Indonesian. Indeed, the number of educators quantitatively is quite a lot, but the quality and professionalism have not been in line with expectations. Many of them are of low quality and convey the wrong material so that they are not or are less able to present and provide truly quality education.

Related to teacher professionalism, there are problems that are obsolete and continue to occur in the learning process so far, the problems of work motivation include:

1. Teachers tend to teach monotonous by using less innovative methods.
2. The reluctance of teachers to improve the learning process through a lot of reading and doing classroom action research.
3. The teacher only uses one learning resource, and the knowledge given is only from one source book.

This fact reveals how the teacher has a role in the success of education. The teacher is one of the educational staff who has a role as a determining factor for the success of the quality of education in addition to other education personnel, because teachers are directly in contact with students, to provide guidance whose

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estuary will produce the expected graduates. Performance is the level of success of a person or group of people in carrying out their duties and responsibilities as well as the ability to achieve the goals and standards that have been set (Daryanto, 2013). For this reason, teacher performance must always be improved. Efforts to improve performance are usually carried out by providing motivation, conducting supervision, providing incentives, providing good opportunities for career development, improving abilities, good leadership style and other relevant efforts. Every motivation has a close relationship with a goal, because motivation is a force that encourages someone to do something to achieve a goal (Suryabrata, 2012). Meanwhile, teacher performance can be improved if the person concerned knows what is expected and when he can set expectations that are recognized for his work.

Teacher performance or work performance is the result achieved by the teacher in carrying out the tasks assigned to him based on skills, experience and sincerity as well as the use of time. Nurdin (2005) revealed that there are a number of teacher performances in carrying out the teaching and learning process which is known as the Stanford Teacher of Appraisal Competence (STAC). Teacher performance will be good if the teacher has carried out elements consisting of high loyalty and commitment to teaching tasks, mastering and developing lesson materials, discipline in teaching and other tasks, creativity in teaching implementation, collaboration with all school members, leadership that is a role model. students, good personality, honest and objective in guiding students, as well as responsibility for their duties. (Nurhayati, 2015). The quality of education and graduates is often seen as dependent on the teacher's role in managing the teaching components used in the teaching and learning process, which is the responsibility of the school. However, the concept of education quality management is often ignored in the world of education, even though this concept can be used as a means to improve the quality of education. The existence of poor quality school output indicates the existence of teacher performance and unclear attitudes towards the management of improving the quality of education in schools. The concept of quality management of education that has been implemented by schools has not been fully addressed by teachers, this can affect teacher performance, of course.

The existence of teachers as the main element of education personnel is a very strategic factor and the overall driving force of education, where educational resources include: facilities, budget, human resources, organization and environment (Nanang Fattah, 1988), Teacher Performance as a component of education towards improving the quality of education very influential on graduate skills (competence), social responsibility (compassion) and noble (conscience). Among the factors that influence teacher performance according to Supardi (2013) are as follows: (1) Personality, motivation and dedication; (2) Professional development; (3) Teaching ability; (4) Interconnection and communication; (5) Relations with the community; (6) Discipline; (7) Welfare; and (8) work climate (leadership of school principals).

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Based on the author's observations and interviews at SDN Rupert District, the authors found several problems in the field, including the lack of teacher motivation in teaching and doing their work, the lack of teacher dedication to advancing the school and assisting students in achieving both in competitions and the Olympics, a poor work climate. support, lack of teacher discipline, there are still many teachers who do not make preparations in teaching. From some of the variables above, the author only focuses on the variables of the principal's leadership and work motivation because these two variables are considered important in influencing teacher performance. Leaders also do not stand alone, but they provide convenience for progress and provide convenience for progress and inspire organizations in achieving goals (Wahyusumidjo, 2015).

According to the results of previous studies, these two variables have a significant influence on Teacher Performance: 1) Journal articles with the title The Effect of Principal Leadership and Work Motivation on Teacher Performance (Firmawati, 2017), 2) The Effect of Principal Leadership and Teacher Work Motivation on Performance Teachers at SMK Muhammadiyah 2 Bandar Lampung (Zahara, 2019), 3) The Influence of Principal Leadership and Teacher Work Motivation on Teacher Performance at State Elementary Schools of Gugus Wiratno, Central Cilacap District (Palupi, 2016). All these studies show a significant effect of principal's leadership and work motivation on teacher performance. Therefore, the authors chose these two variables in this study.

The principal as the command holder in the school institution. The principal must master and be able to take policies and decisions that are to facilitate and improve the quality of education. The principal is directly related to the continuity of teaching and learning. In the process, the principal must be close to the teachers and to the students. Mulyasa (2013) revealed that as a motivator, school principals must have the right strategy to motivate education staff in carrying out various tasks and functions. Mastery in the field of management is one of the keys to success in carrying out a leadership position. Management is not only found in companies, or certain agencies, but in school institutions, management also has a very large role, especially for preparing programs or making decisions that must be applied in the continuity of the teaching and learning process. One of the very important roles of management is to formulate teaching and learning programs and assign the duties of each teacher. Teachers as implementing educators, for that the principal must really establish active communication and at all times conduct an evaluation of the teaching tasks that have been carried out by the teacher. In order for teachers to carry out their duties properly, the principal must know and provide motivation. (Syafaruddin, 2014).

In this context, to carry out its role and function as a leader, the principal must have the right strategy to analyze personality, knowledge of educators, school vision and mission, decision-making abilities, and communication skills (Sholihin, 2014). In the implementation of education in schools, both public and private, there are still many principals who have not been able to carry out management properly and optimally. Their attendance at school is not much different from the presence of other teachers, namely to teach and fill out the

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attendance list. In fact, apart from the principal, there are still many other tasks, such as organizing educational programs, both related to administration, supervision and other needs. The principal's relationship with the teachers must be good, responsible, based on honesty, loyalty, sincerity and cooperation. If it is likened to a family, the principal's relationship with other teachers should be like that of one sibling to another, and the principal's relationship with students should be like that of a father and son.

The low leadership of the principal can be caused by several things including:

1. The process of recruiting school principals who have not followed the proper rules.
2. The lack of knowledge about management so that the principal in carrying out his duties only uses habits and nature.

The ability of a leader will have a real impact on the quality of the resulting product. In this case, the quality of the principal as the leader of an educational institution will have an impact on the quality of educational products in the school. Mortimer J. Adler in (Yati, 2019) asserts that "The quality of teaching and learning that goes in a school is largely determined by the quality of principals leadership". school) thus a leader can be said to be the spirit of an institution or institution. Among the factors that influence the leadership of the principal according to Sutikno (2014) are 1) expertise and knowledge, 2) the type of work or institution where the leader carries out his duties, 3) the characteristics and personality of the leader, and 4) the characteristics of the leader. and follower personality. External indicators of leadership can be detailed as follows: 1. Motivating teachers to work with a professional spirit. 2. Provide learning facilities needed by teachers to carry out optimal learning activities. 3. Provide guidance and direction to teachers in carrying out optimal learning activities. 4. Conducting observation visits on teacher learning activities. Fostering harmonious cooperative relationships with teachers. 5. Improving the quality of teachers. 6. Fostering harmonious relationships with the community, especially parents of students (Abbas, 2017).

Based on the results of the author's observations and interviews at SDN Rupert District, the authors found several problems, including: The principal lacks expertise in leading and managing schools and teachers, there are principals who are still selfish and do not always prioritize school progress, the position of the principal schools that are still routine so they don't want to innovate for school progress, teachers lack respect for school principals because school principals do not provide uswah or good examples to teachers and students. In addition to the principal's leadership, a very important variable to be studied is the teacher's work motivation. Motivation is the driving force and reinforcement of individuals to work in achieving a goal. Therefore, someone can do a job because of motivation.

Among the factors that influence teacher work motivation according to Kompri (2015), namely: (1) a need from within oneself who wants to do a good job; (2) what is done is always related to the goal; (3) what is done is something interesting; and (4) doing work in the hope that there will be appreciation and

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recognition from peers. Based on the results of the author's observations and interviews at SDN Rupert sub-district, several problems were found, including: lack of teacher motivation in teaching and innovating to advance the school, lack of teacher motivation in working so that the work or tasks carried out were not optimal, teachers were not interested in being creative and just running. teaching tasks as a routine, there is no appreciation at all from the principal so that teachers do not compete in completing work or assignments as well as possible. Based on the description above, the authors are interested in conducting research on: "The Influence of Principal Leadership and Work Motivation on Teacher Performance at State Elementary Schools, Rupert District, Bengkalis Regency in 2021"

## 2. Methodology

This study uses a descriptive correlational research method with a quantitative approach. Novitasari (2015) citing Sukmadinata (2013: 56) explains that correlational research is intended to determine the relationship of a variable with other variables which is expressed by the magnitude of the correlation coefficient and statistical significance (significance). Arikunto (2013: 4) explains that "correlational research is research conducted by researchers to determine the level of relationship between two or more variables, without making changes, additions or manipulations to data that already exists".

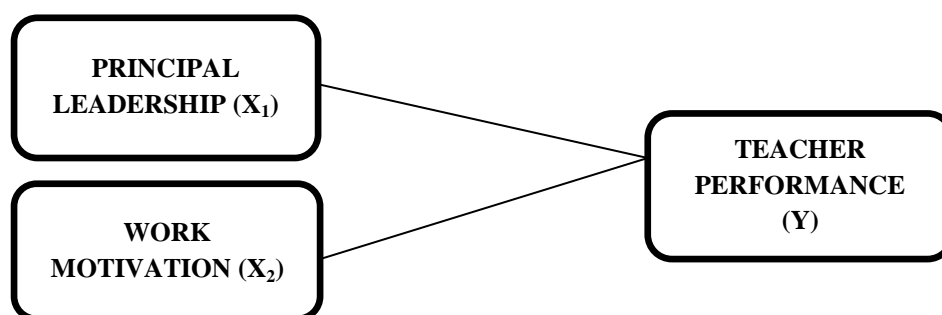


Figure 1. Constellation of influence between research variables

In this study, there are independent variables (X1), namely the principal's leadership, work motivation (X2) and the dependent variable (Y) namely student learning motivation. The location where this research was conducted is in Rupert District, Bengkalis Regency, Riau Province. The population is a group of individuals or objects to be studied. This is in accordance with (Sugiyono, 2019) which states that the population is a collection of objects or subjects with certain characteristics that are set to be studied for further conclusions to be drawn. The population of this study were teachers of State Elementary Schools 10, 12, 23, and 35 totaling 44 people. The sampling technique in this study used a saturated sample, so all the population of 44 teachers was the sample.

### 3. Results and Discussion

Respondents in this study were teachers of Rupert State Elementary School 10, 12, 23, and 35 totaling 44 people. While the discussion of the results of the research that has been carried out includes: 1) Data description 2) the contribution of the independent variable (dependent) to the dependent variable (independent), 3) Testing the analysis requirements, and 4) Testing the hypothesis.

#### *Description of Research Object*

##### a) Characteristics of Respondents by Gender

Characteristics of respondents by gender can be seen in the following table.

Table 1. Characteristics of Respondents by Gender

Gender	Frequency	Percentage
Man	24	54,5 %
Woman	20	45,5 %
<b>Total</b>	<b>44</b>	<b>100 %</b>

Based on Table 1, it can be seen that the number of male respondents was 24 people (54.5%), and 20 people (45.5%). This shows that the number of respondents in the Rupert State Elementary School are male teachers.

##### b) Characteristics of Respondents Based on Age

Characteristics of respondents by type of age can be seen in Table 2.

Table 2. Characteristics of Respondents by Age

Age	Frequency	Percentage
21 – 30	6	13,6 %
31 – 40	8	18,2%
41 – 50	22	50%
51 – 60	8	18,2%
<b>Total</b>	<b>44</b>	<b>100 %</b>

Based on Table 2, it can be seen that the respondents in the 21-30 age group were 6 people (13.6%), the 31-40 age group were 8 people (18.2%), the 41-50 age group were 22 people ( 50%), and the age group 51-60 amounted to 8 people (18.2%). Thus, it can be concluded that the majority of respondents are in the 41-50 age group, which is as much as 50%.

##### c) Characteristics of Respondents Based on Working Period

Characteristics of respondents based on years of service can be seen in Table 3.

Table 3. Characteristics of Respondents Based on Term of Service

Age	Frequency	Percentage
1 – 10	14	31,8%
11 – 20	20	45,5%
21 – 30	10	22,7%
<b>Total</b>	<b>44</b>	<b>100 %</b>

Based on Table 3, it can be seen that respondents with 21-30 years of service were 14 people (31.8%), 20 people who worked 11-20 years (45.5%), and 10 people who worked 21-30. (22.7%). Thus, it can be concluded that the majority of respondents are in the range of 11 – 20, which is 45.5%.

### **Normality Test**

Normality test is used to determine whether the sample used is normally distributed. Testing the normality of the sample data in this study using the One-Sample Kolmogorov Smirnov. The following is the data from the output of the normality test using the kolmogrovsmirnovtest technique as follows:

Table 4. Normality Test of Principal Leadership Effect ( $X_1$ ), Work Motivation ( $X_2$ ), and Teacher Performance (Y)

No	Lilliefors Significance Correction (Kolmogorov-Smirnov)	Variabel		
		Principal's Leadership Influence	Work motivation	Teacher Performance
1	Significant	0,200	0,200	0,200

Testing Criteria:

1. Reject  $H_0$  if the value of  $\text{sig} < 0.05$  means that the sample distribution is not normal.
2. Accept  $H_0$  if the value of  $\text{sig} > 0.05$  means that the sample distribution is normal.

Based on the results of the above calculations, the sig figures for all variables in Kolmogorov-Smirnov are all greater than 0.05, then  $H_0$  is accepted, or it can be concluded that the sample data is above normal. For more details, it can be seen in the following table: And this sig value is greater than = 0.05. Thus it can be concluded that the variables of the Influence of Principal Leadership, and Work Motivation on Teacher Performance have data that are normally distributed, or accept  $H_0$ .

### **Multicollinearity Test**

Multicollinearity test is a statistical test to see whether or not there is a high correlation between independent variables in a multiple linear regression model. If there is a high correlation between the independent variables, then the relationship between the independent variable and the dependent variable will be disturbed. The results of the multicollinearity test are as follows. From Table 5, it can be seen that the value of tolerance for the variables of Principal Leadership and Work Motivation is 0.746 which is greater than 0.1, then the value of VIF for the two variables is 1.341 smaller than 10 or  $VIF < 10$ . Thus it can be concluded that multicollinearity between the independent variables does not occur.



Table 5. Multicollinearity Testing Principal's Leadership ( $X_1$ ) and Work Motivation ( $X_2$ )

No	Research variable	Collinearity Statistic	
		Tolerance	VIF
1	Principal's Leadership Influence	0,746	1,341
2	Work motivation	0,746	1,341

**Linearity Test**

Regression linearity test was carried out to determine whether the regression pattern was linear or not, in this test the authors used ANOVA. Linear regression test. Simple linear regression was used to determine the magnitude of the influence of the variable Principal Leadership Effect on Teacher Performance, and the magnitude of the influence of the Work Motivation variable on Teacher Performance, while multiple linear regression was used to determine the magnitude of the simultaneous influence of the Principal Leadership and Work Motivation variable on the variable Teacher performance results of multiple linear regression are as follows:

Table 6. Linearity Test of Principal's Leadership ( $X_1$ ) on Teacher Performance (Y)

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance *	Between Groups	(Combined)	8867,811	22	403,082	2,252	,034
		Linearity	4295,737	1	4295,737	23,997	,000
Principal Leadership	Within Groups	Deviation from Linearity	4572,073	21	217,718	1,216	,329
		<b>Total</b>	3759,167	21	179,008		
			12626,977	43			

Based on the results of the linearity test, it is known that the value of Sig. deviation from linearity of  $0.329 > 0.05$ , it can be concluded that there is a linear relationship between Principal Leadership ( $X_1$ ) and Teacher Performance (Y).

Table 7. Linearity Test of Work Motivation ( $X_2$ ) on Teacher Performance (Y)

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance * Work Motivation	Between Groups	(Combined)	9591,977	23	417,042	2,748	,013
		Linearity	5702,779	1	5702,779	37,580	,000
	Within Groups	Deviation from Linearity	3889,198	22	176,782	1,165	,368
		<b>Total</b>	3035,000	20	151,750		
			12626,977	43			

Based on the results of the linearity test, it is known that the value of Sig. deviation from linearity of  $0.369 > 0.05$ , it can be concluded that there is a linear relationship between Work Motivation ( $X_2$ ) and Teacher Performance (Y)

### ***Hypothesis Testing***

#### ***The Influence of Principal Leadership ( $X_1$ ) on Teacher Performance (Y)***

Testing the first hypothesis is that there is a significant influence between the influence of Principal Leadership ( $X_1$ ) on Teacher Performance (Y).

#### ***F Uji Test***

The F test was conducted to determine the effect of the independent variables on the dependent variable together. This test was conducted to examine the significant simultaneous effect of Principal Leadership ( $X_1$ ) on Teacher Performance (Y).

Table 8. Linearity Test Results and Significance of Principal Leadership Variables ( $X_1$ ) and Teacher Performance (Y)

No	Teacher Performance and Principal Leadership	F	Sig
1	Linearity	23,997	0,000
2	Deviation from Linearity	1,216	0,329

Based on Table 8. The magnitude of the value of FTable with the number of samples  $n=44$ , variable  $k=2$ ,  $df1=k-1$ , and  $df2=n-k$ , obtained  $F_{Table}=4.06$ . So that  $F_{count} < F_{Table}$ , and  $sig_{0,329} > 0.05$ . The results of data analysis obtained Fcount of 23,997 while  $F_{Table} = 4,06$ . Because  $F_{count} > F_{Table}$  then  $H_0$  is rejected. This means that together the organizational culture variables have a significant effect on teacher performance.

### ***Coefficient of Determination***

Coefficient of Determination ( $R^2$ ) The Influence of the Principal's Leadership Variable ( $X_1$ ) on Teacher Performance (Y)

Table 9. The Influence of the Principal's Leadership Variable ( $X_1$ ) on Teacher Performance (Y)

Model	Predictor	R	$R^2$	Contribution (%)	Interpretation
1	Principal Leadership	0,583	0,340	34%	Low

From Table 9 the level of determination is 0.340 or 34.0 This shows that the percentage of the influence of the Principal Leadership variable ( $X_1$ ) is able to explain 34% of Teacher Performance (Y), and the remaining 66% is influenced by other factors not examined in this study.

### **Regression Coefficient**

Table 10. T-test Calculate the Coefficient between the Effect of Principal Leadership ( $X_1$ ) on Teacher Performance (Y)

Model	Variabel	Unstandardized Coefficients B	t	Sig
1	Constant	19,610	2,816	0,007
2	Influence of Principal's Leadership	0,863	4,654	0,000

The results of the regression calculations are in Table 10  $H_0$ : There is no influence of the  $X_1$  variable on Y  $H_1$ ; There is an effect of variable  $X_1$  on Y. Decision making criteria: If  $t_{count} < t_{Table}$  with  $dk = n-44$  and  $0.05$ , then  $H_0$  is rejected. Otherwise  $H_1$  is accepted. If probability (sig)  $< 0.05$  then  $H_0$  is rejected. Otherwise  $H_1$  is accepted. The results of the study above show that  $t_{count}$  is 1.680 and the level of significance (sig.) is 0.007. While  $< t_{Table}$  with  $dk$   $n-44$  of  $0.05$  is 1.680, thus  $t_{count} > t_{Table}$  or  $4.654 > 1.680$  and sig.  $0.007 < 0.05$  then  $H_0$  is rejected and  $H_1$  is accepted, meaning that the principal's leadership has a significant effect on teacher performance

### **The Influence of Work Motivation ( $X_2$ ) on Teacher Performance (Y)**

Testing the second hypothesis is that there is a significant effect between the influence of Principal Leadership ( $X_2$ ) on Teacher Performance (Y).

### **F Uji Test**

The F test was conducted to determine the effect of the independent variables on the dependent variable together. This test was conducted to test the significant simultaneous effect between work motivation ( $X_2$ ) and teacher performance (Y).

Table 11. Linearity Test Results and Significance of Work Motivation Variables ( $X_2$ ) and Teacher Performance (Y)

No	Teacher Performance and Work Motivation	F	Sig
1	Linearity	37,580	0,000
2	Deviation from Linearity	1,165	0,368

Based on Table 11. The magnitude of the value of  $F_{Table}$  with the number of samples  $n=44$ , variable  $k=2$ ,  $df_1=k-1$ , and  $df_2=n-k$ , obtained  $F_{Table}=4.06$ . So that  $F_{count} < F_{Table}$ , and  $sig 0.368 > 0.05$ . the results of data analysis obtained  $F_{count}$  of 37.580 while  $F_{Table} = 4.06$ . Because  $F_{count} > F_{Table}$  then  $H_0$  is rejected. This means that together the variables of Work Motivation have a significant effect on Teacher Performance.

### ***Coefficient of Determination***

Coefficient of Determination ( $R^2$ ) The Effect of Work Motivation Variable ( $X_2$ ) on Teacher Performance (Y)

Table 12. The Effect of Work Motivation Variables ( $X_2$ ) on Teacher Performance (Y)

Model	Predictor	R	$R^2$	Contribution (%)	Interpretation
1	Work Motivation	0,672	0,452	45,2%	Moderate

From Table 12 it can be seen that the coefficient of determination (R square) of Work Motivation on Teacher Performance obtained is 0.452. This means that 45.2% of the Work Motivation variable and the remaining 54.8% of the variables are explained by other variables or factors that cannot be controlled. mentioned in this study.

### ***Regression Coefficient***

Table 13. T-test Calculate the Coefficient between the Effect of Work Motivation ( $X_2$ ) on Teacher Performance (Y)

Model	Variabel	Unstandardized Coefficients B	t	Sig
1	Constant	88,521	12,670	0,000
2	Work Motivation	0,505	4,999	0,000

The results of the regression calculations are in Table 13 H0: There is no influence of the variable ( $X_2$ ) on (Y) H1; There is an effect of variable ( $X_2$ ) on (Y) Decision making criteria: If  $t_{count} < t_{Table}$  with  $dk = n-44$  and 0.05, then H0 is rejected. Otherwise H1 is accepted. If probability (sig)  $< 0.05$  then H0 is rejected. Otherwise H1 is accepted. The results of the research above show that  $t_{count}$  is 4.999 and the significance level (sig.) is 0.000. While  $< t_{Table}$  with  $dk = n-44$  of 0.05 is 4.999, thus  $t_{count} > t_{Table}$  or  $4.999 > 1.680$  and sig. 0.000  $< 0.05$  then H0 is rejected and H1 is accepted, meaning that work motivation has a significant effect on teacher performance.

### ***The Influence of Principal Leadership ( $X_1$ ) and Work Motivation ( $X_2$ ) on Teacher Performance (Y)***

Testing the third hypothesis is that there is a significant influence between the influence of principal's leadership ( $X_1$ ) and work motivation ( $X_2$ ) on teacher performance (Y).

The results of the regression calculations are in Table 14 H0: There is no influence of variables ( $X_1$ ) and ( $X_2$ ) on (Y) H1; There is an effect of variables ( $X_1$ ) and ( $X_2$ ) on (Y) Decision making criteria: If  $t_{count} < t_{Table}$  with  $dk = n-44$  and 0.05, then H0 is rejected. Otherwise H1 is accepted. If probability (sig)  $< 0.05$  then H0 is rejected. Otherwise H1 is accepted.

### Regression Coefficient

Table 14. T-test Calculate the Coefficient between the Effect of Principal Leadership ( $X_1$ ) Work Motivation ( $X_2$ ) on Teacher Performance (Y)

Model	Variabel	Unstandardized Coefficients B	t	Sig
1	Constant	-0,850	-0,109	0,913
	Principal Leadership	0,485	2,649	0,000
	Work Motivation	0,924	4,095	0,000

The results of the study above show that tcount is 2,649 and the significance level (sig.) is 0.000. While  $t_{table}$  with dk n-44 of 0.05 is 2.649, thus  $t_{count} > t_{table}$  or  $2.649 > 1.680$  and sig. 0.000  $< 0.05$  then  $H_0$  is rejected and  $H_1$  is accepted, meaning that the Principal's Leadership has a significant effect on Teacher Performance. If the t count is 4.095 and the significance level (sig.) is 0.000. While  $t_{table}$  with dk n-44 of 0.05 is 4.095, thus  $t_{count} > t_{table}$  or  $4.095 > 1.680$  and sig. 0.000  $< 0.05$  then  $H_0$  is rejected and  $H_1$  is accepted, meaning that work motivation has a significant effect on teacher performance. Then the results of the statistics above concluded that the variables of Principal Leadership and Work Motivation together had a significant effect on the Teacher Performance variable.

### Coefficient of Determination

Table 15. The Effect of Principal Leadership Variables ( $X_1$ ) Principal Leadership on Teacher Performance (Y)

Model	Predictor	R	R <sup>2</sup>	Contribution (%)	Interpretation
1	Principal Leadership, Work Motivation	0,729	0,532	53,2%	Moderate

From Table 15 it can be seen that the coefficient of determination (R square) obtained is 0.532. This means that 53.2% of the variables of Principal Leadership and Work Motivation are 46.8%, the variables are explained by other variables or factors that cannot be mentioned in this research.

## 4. Conclusion

Based on the results of the research that has been done, it can be concluded that there is a positive and significant influence between the variables of Principal Leadership on Teacher Performance at SDN Rupert District. The higher the level of leadership that the principal has, the higher the level of performance that the teacher has. Second, there is a positive and significant influence between work motivation on teacher performance at SDN Rupert District. The higher the work motivation given, the higher the teacher's performance. Third, there is a jointly significant influence between the variables of Principal Leadership and Work Motivation on Performance at SDN Rupert District. The higher the leadership of

the principal and the motivation of the teacher, the higher the level of performance possessed by the teacher assuming the principal's leadership remains. Furthermore, the higher the level of motivation possessed by the teacher, the higher the level of performance possessed by the teacher with the assumption that the Principal's Leadership remains.

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