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The Influence of Principal's Leadership Style and Work Motivation on the Performance of elementary school teachers in Sentajo Raya District

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ABSTRACT

The purpose of this study was to determine and analyze the influence of the principal's leadership style and work motivation on the performance of elementary school teachers in Sentajo Raya District. The population in this study were all elementary school teachers in Sentajo Raya District, Kuantan Singing Regency, amounting to 313 people. Based on Isaac and Michael's table, the sample is 161 teachers. In this study, the sample was taken using a cluster proportional random sampling technique. data collection method used is the method of questionnaires (questionnaire) and documentation. The data analysis technique used is multiple linear regression analysis using SPSS 23 software. The results show that the principal's leadership style affects the performance of elementary school teachers, work motivation affects the performance of elementary school teachers, and leadership style and work motivation simultaneously affects the performance of elementary school teachers for the teacher and the school to improve the principal's leadership and work motivation so that teacher performance becomes even higher.

1. Introduction

According to Barnawi & Mohammad Arifin (2012) most teachers work just to carry out their obligations. Not surprisingly, many people question the performance of teachers at this time. Teacher performance is seen only from the level of success in carrying out educational tasks in accordance with the responsibilities and authorities that have been determined for a certain period to achieve educational goals.

This is reinforced by several research results, such as the results of a survey conducted by the Indonesian Teachers Association (PGRI), Unifah Rosyidi, the Chairperson of the PGRI Executive Board, stated that temporary findings

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regarding the impact of teacher professional certification on teacher performance. These results are based on the results of the preliminary count of 16 of the 28 provinces studied. The results were unsatisfactory, even though the purpose of certification was to improve teacher performance and professionalism (www.edukasi.kompas.com).

Seeing this picture, teachers as the most important pillar of education must strive to improve performance towards a better direction, considering the challenges in the world of education to produce quality human resources that are able to compete in the global era. In addition, there is a need for consistent government assistance and direction to improve the quality of teachers.

Teacher performance can be seen from the teaching teacher, the impact that can definitely be seen from the inadequacy of teaching teachers is student achievement. A student's graduation is an achievement that can be seen from the educational process that occurs in schools, these graduates are the output of a school system as an education provider. Student achievement can be measured and obtained from passing the National Examination as one of the evaluations of learning, of course this evaluation has an impact not only on the student in fulfilling his obligations, but evaluation for schools to evaluate the school's role in carrying out learning, of course it can also be seen the influence of a teacher in implementing his job as an educator.

The results of a preliminary study conducted through a visit in February 2020, the results were seen through observations and interviews with teachers from several elementary schools in Sentajo Raya District. In general, they expressed the same thing, namely the decline in teacher performance. The phenomena that the author encountered include: there are still teachers who are late to school, there are still teachers who do not come to teach because of illness, family matters, and others, the lack of creativity of teachers, which causes the learning atmosphere to be less interesting and comfortable, this is characterized by a noisy classroom atmosphere, most teachers cannot make their own learning tools, such as lesson plans syllabus, and others. So far, I've only taken from fellow teachers

In this study, the authors take the internal factors in the form of work motivation, and external factors are leadership. The reason the author took these two factors was because of the phenomena encountered in the field, the decline in teacher performance was more directed at these two factors. The first factor that can affect teacher performance is the principal's leadership style. In school organizations, principals are required to display a style. This will have an impact on the work ethic (performance) of the teacher displayed by the teachers, because they have seen and received a fair, wise, firm and caring attitude from the principal towards all teachers. According to (Susanto, 2016: 8) leadership style is a way used by leaders in interacting with their subordinates.

The implementation of a leadership cannot be separated from the behavior or ways applied by leaders in influencing their subordinates, so that subordinates will carry out their duties or work effectively and productively as well as leaders

implementing certain leadership functions, then the teacher's performance on the leadership of the principal will be very good. Leadership style is related to the ways used by leaders in regulating and influencing teachers to improve their work in order to achieve school goals. Leaders have a very close relationship with teacher performance. It can be said that the better the principal's leadership, the higher the teacher's performance. The results of research by Zamroni and Yuliejantiningasih (2012), and Baihaqi (2015) conclude that the principal's leadership affects teacher performance.

The second factor that can affect teacher performance is work motivation. Motivation is a motivating factor for someone to carry out activities in order to get the best results. Therefore, it is not surprising that employees who have high work motivation usually have high performance as well. Motivation is a potential force that exists in a human being, which he can develop himself which can affect the results of his performance positively or negatively. Therefore, teacher work motivation needs to be raised so that teachers are responsible for the tasks they carry out.

Based on the above background, the formulation of the problem in this study is:

1. Does the principal's leadership affect the performance of elementary schools in Sentajo Raya District?
2. Does work motivation affect the performance of elementary schools in Sentajo Raya District?
3. Does the principal's leadership and work motivation affect the performance of elementary schools in Sentajo Raya District.

Literature Review

Mathis and Jackson (2011) define that performance is basically what employees do and don't do. Employee performance is what affects how much employees contribute to the organization. Meanwhile, Samsudin (2019) provides an understanding of performance as the level of task execution that can be achieved by a person using existing capabilities and established boundaries to achieve organizational goals. Nawawi (2015) provides an understanding of performance as a result of carrying out a job, According to Purwanto (2012) leadership is a collection of a series of abilities and personalities, including authority, to serve as a means to convince those they lead so that they are willing and able to carry out the tasks assigned to them willingly, enthusiastically and not feeling overwhelmed. forced to.

Robbins (2016) "motivation is the willingness to do something and is conditioned by this action ability to satisfy some needs for the individual", namely the willingness to do something and is conditioned by the ability and action to meet some individual needs. According to Purwanto (Lestari, 2020) Motivation is everything that encourages someone to act to do something. Furthermore, according to Djamarah (Lestari, 2020) motivation is a change in energy in a person's personality which is characterized by the emergence of affective (feelings) and reactions to achieve certain goals.

A good school principal's leadership style will create a good school climate, thus giving birth to teachers who have good performance so that the goals of education can be achieved. The high and low teacher performance is influenced by many factors including the leadership of the principal. The principal plays an important role in controlling the school. Principal leadership such as empowering all school resources and activities safely, effectively, and efficiently according to a clear vision, being able to make changes, being able to create working relationships and fostering cooperation, creating a conducive climate both internally and externally for the success of students in learning.

In school organizations, principals are required to display a style. This will have an impact on the work ethic (performance) of the teacher displayed by the teachers, because they have seen and received a fair, wise, firm and caring attitude from the principal towards all teachers. The implementation of a leadership cannot be separated from the behavior or ways applied by leaders in influencing their subordinates, so that subordinates will carry out their duties or work effectively and productively as well as leaders implementing certain leadership functions, then the teacher's performance on the leadership of the principal will be very good. Thus, it is suspected that there is a positive relationship between the principal's leadership and the performance of elementary school teachers. It can be said that the better the principal's leadership, the higher the teacher's performance.

Every individual has internal conditions, where these internal conditions play a role in their daily activities. One of the internal conditions is "motivation". Motivation questions how the teacher's work passion is, so that they are willing to work hard by donating all the abilities of the mind, skills to realize educational goals. Teachers become educators because of the motivation to educate. If he does not have motivation, he will not succeed in educating or if he teaches because he is forced to, because there is no will that comes from within the teacher himself. According to Wardan (2020) the motivation of teachers to work is closely related to what are their desires, hopes and various goals to be achieved. this will affect his behavior and attitude at work, whether a lazy, indifferent, enthusiastic, even being someone who is able to work in challenges and pressures. Having good motivation is expected to increase self-confidence so that work progress can be carried out regularly, which can help make the teaching process more effective and efficient, so the work of teachers can improve and teachers can achieve good performance as well.

Research Hypothesis

H1: The principal's leadership style has an effect on teacher performance

H2: Work motivation affects teacher performance

H3 : The principal's leadership style and work motivation have a simultaneous effect on teacher performance

2. Methodology

In conducting this research, the writer uses quantitative research method with descriptive and verification approach. The population in this study were all elementary school teachers in Sentajo Raya District, Kuantan Singing Regency, amounting to 313 people. The researcher determined the sample size of this study using the table developed by Issac and Mikhael. Based on the table of Isaac and Michael, the sample size is the minimum number of samples to be studied from a population of 313 teachers, with an error rate of 5%, totaling 161 teachers. data collection methods used are questionnaires and documentation. The data analysis method used is multiple linear regression using SPSS 23.0 application.

3. Results and Discussion

Descriptive Statistics Test Results

Table 1. Descriptive Test Results of Research Variables

Variabel	Percentage (%)	Criteria
Principal Leadership	62,9	Currently
Work motivation	63,1	Currently
Teacher Performance	57,7	Currently

Source: Processed Data (2022)

In Table 1 it can be seen that the respondents' responses to the principal's leadership with an average percentage of 62.9%, which means that the principal's leadership in elementary schools in Sentajo Raya District, Kuantan Singing Regency is classified as moderate. Then the respondents' responses regarding work motivation with an average percentage of 63.1, meaning that the work motivation of elementary school teachers in Sentajo Raya District, Kuantan Singing Regency is classified as moderate. Furthermore, respondents' responses regarding teacher performance with an average percentage of 57.7% means that the performance of elementary school teachers in Sentajo Raya District, Kuantan Singing Regency is classified as moderate.

Normality Test Results

Based on the results of the calculation of the normality test, the Asymp.Sig value of 0.064 is obtained, the Asymp value. Sig is above 0.05, it can be concluded that the data is normally distributed.

Linearity Test Results

Based on the results of the linearity test calculation, it shows that the significant value of linearity in the linearity test of teacher performance and work motivation and teacher performance and principal leadership is $p = 0.000$. it can be said that teacher performance and work motivation have a linear relationship.

Multicollinearity Test Results

Based on the results of statistical calculations that have been carried out, the results of the five independent variables, namely the principal's leadership style and work motivation have a tolerance value > 0.10 and VIF < 10.00 , so it can be concluded that the regression model is free from multicollinearity.

Multiple Linear Regression Test Results

This study describes a relationship where one or more variables (independent variables) affect other variables (dependent variables).

Table 2. Multiple Linear Regression Test Results

		Coefficients ^a			
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	9.133	2.168		4.212
	Kepemimpinan (X1)	.139	.032	.263	4.348
	Motivasi (X2)	.317	.033	.585	9.656

a. Dependent Variable: Teacher Performance (Y)

Source: Processed Data (2022)

Based on Table 3 above, the following regression equation is obtained:

$$Y = 9.133 + 0.139 X1 + 0.319 X2$$

The description of the test results above is explained as follows:

1. The constant value of 9.133 indicates that if the independent variables, namely the principal's leadership and work motivation, are considered constant (value 0) then the value of the dependent variable, namely teacher performance, is 9.133.
2. The regression coefficient (b1) of the principal's leadership (X1) has a positive value of 0.139. This means that every increase in the principal's leadership causes teacher performance to increase by 0.139. Assuming other variables remain (constant).
3. The regression coefficient (b2) of work motivation (X2) has a positive value of 0.317. This means that every increase in work motivation causes teacher performance to increase by 0.317. Assuming other variables are constant (constant)

Results of t Test (Hypothesis Test)

The Influence of Principal's Leadership on Teacher Performance

From Table 2 it can be seen that t arithmetic (4.348) $>$ t table (1.975), and the value of sig (0.000) $<$ (0.05), then the decision criteria are Ha1 is accepted and

Ho1 is rejected, meaning that the principal's leadership has an effect on teacher performance. So it can be concluded that the first hypothesis (H1) is accepted.

The Effect of Work Motivation on Teacher Performance

From Table 2 it can be seen that t count (9.658) > t table (1.975), and sig (0.000) < (0.05), then the decision criteria are Ha2 accepted and Ho2 rejected, meaning that work motivation affects teacher performance. So it can be concluded that the second hypothesis (H2) is accepted

F Test Results (Simultaneous Test)

Table 3. F . Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	609.629	2	304.815	102.837	.000 ^b
	Residual	468.321	158	2.964		
	Total	1077.950	160			

a. Dependent Variable: Teacher Performance (Y)

b. Predictors: (Constant), Motivation (X2), Leadership (X1)

Source: Processed Data (2022)

Based on the table above, the results of data processing show the results of Fcount > Ftable of 102.837 > 2.26 with a significance of 0.000 < 0.05. This means that Ho3 is rejected and Ha3 is accepted. So it can be concluded that the independent variables, namely the principal's leadership and work motivation have an effect on teacher performance

Coefficient of Determination Test Results

Table 4. Results of the Coefficient of Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.752 ^a	.566	.560	1.722

a. Predictors: (Constant), Motivation (Y), Leadership (X1)

b. Dependent Variable: Teacher Performance (Y)

Source: Processed Data (2022)

Based on Table 4, it can be seen that the Adjusted R Square value obtained is 0.560 or 56%. That is, leadership and work motivation, can affect teacher performance by 56%. While the remaining 44% is influenced by other factors.

Discussion

The Effect of Principal's Leadership on Teacher Performance

Based on the results of hypothesis testing, it is known that the principal's leadership affects the performance of elementary school teachers in Sentajo Raya

District, this shows that the better the principal's leadership, the higher the teacher's performance. The influence of the principal's leadership on teacher performance in Sentajo Raya District, this is because the principal already has the ability to lead well, including as an educator, manager, administrator, supervisor, leader, innovator, and motivator. All of these capabilities have been implemented by the leadership well so that employees work optimally and ultimately employee performance also increases. Siagian (2016) suggests that good leadership is a leader who can provide influence, information, decision making, and can provide motivation that aims to improve the organization or employees. Without good leadership, it will be difficult for an organization or company to achieve optimal results.

The success of an organization is determined by the leadership developed in the organization that is given to subordinates to achieve goals. Without good leadership it will be difficult to achieve organizational goals, even to adapt to changes that are happening inside and outside the organization. The role of the leader is very important to be able to influence the behavior of his subordinates in carrying out agency activities. Knowing the needs of teachers will be able to prevent or at least minimize the emergence of staffing problems that exist in the agency environment. Theoretically according to Tohardi (2012) that the success or failure of a leader is determined by the style of attitude and action that appears from being able to direct, communicate, make decisions and motivate subordinates.

Teacher performance cannot be separated from the role of the leader. The principal's leadership role in contributing to the achievement of optimal performance is carried out in five ways, namely: (1) the leader clarifies what is expected of employees, specifically the goals and objectives of their performance, (2) the leader explains how to meet these expectations, (3) the leader states the criteria for evaluating performance effectively, (4) the leader provides feedback when employees have achieved the goals, and (5) the leader allocates rewards based on the results they have achieved. (Wibawa, 2012),

The Effect of Work Motivation on Teacher Performance

Based on the results of hypothesis testing, it is known that work motivation affects the performance of elementary school teachers in Sentajo Raya District, this shows that the higher the work motivation of teachers, the more teacher performance will increase. The influence of work motivation on the performance of elementary school teachers in Sentajo Raya District, this shows that elementary school teachers already have good internal motivation and external motivation so that it encourages them to work harder and ultimately affects their performance.

Work motivation is a motivating factor for someone to carry out activities in order to get the best results. Therefore, it is not surprising that employees who have high work motivation usually have high performance as well. Motivation is a potential force that exists in a human being, which he can develop himself which can affect the results of his performance positively or negatively. Therefore, teacher work

motivation needs to be raised so that teachers are responsible for the tasks they carry out.

According to Handoko (2011), one of the factors that influence performance is motivation. The motivational factor is an encouragement within the teacher to carry out an activity or task as well as possible in order to be able to achieve performance with a good predicate.

With good motivation will improve the performance of the teacher itself. Thus, motivation becomes the actualization of a teacher to improve his performance. The results of research by Zamroni and Yuliejantingsih (2012), and Baihaqi (2015) conclude that work motivation affects teacher performance.

The Influence of Principal Leadership and Work Motivation on Teacher Performance

Based on the results of the study, the independent variables (principal leadership and work motivation simultaneously had a significant effect on the performance of elementary school teachers in Sentajo Raya District, 56% of the independent variables, while the remaining 44% were influenced by other variables not examined. The results of this study prove that leaders who have the ability to lead well, then the work motivation of teachers is also good will encourage teachers to work optimally, this will affect teacher performance.

The results of this study prove that the more appropriate the leadership of a school principal and work motivation, the teacher's performance will increase. It is said that it is appropriate because the leader is capable of being an educator, manager, administrator, leader, innovator, and motivator. managed to work optimally, so that organizational goals will be achieved optimally.

4. Conclusion

The principal's leadership and motivation partially and simultaneously have a significant effect on the performance of elementary school teachers in Sentajo Raya District, it is recommended that:

1. Further research can be carried out using different methods such as qualitative and experimental methods. Future research can also be done by adding samples and expanding the research location.
2. The principal's leadership, and the work motivation of elementary school teachers in Sentajo Raya District are moderate. This has implications for the teacher and the school to increase the principal's leadership factor and work motivation so that teacher performance becomes even higher,

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