

The Influence of Empowering Leadership and Motivation on Teachers' Performance

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Abstract: Teacher's performance is an important element in achieving the goals of educational institutions. Therefore, educational institutions must be able to maximize the factors that can affect teacher performance, which are the principal's empowering leadership and teacher motivation. The purpose of this study is to analyze the influence of school principal empowering leadership and teacher performance in public vocational high school in Kayuagung sub district. This study employed a quantitative method Questionnaire's were employed as the data gathering methods in this study. Data analysis using multiple regression test. The results indicate a significant influence of teacher motivation and principal empowering leadership on teachers' performance in vocational high schools in Kayuagung Sub-district.

Keywords: Empowering Leadership, Teachers' Motivation, Teachers' Performance

A. Introduction

Increasing the efficiency of educators in carrying out their primary responsibilities is a direct reflection of the growth in the quantity and quality of education provided to students. When educators are enthusiastic about their work, have a strong understanding of the subject matter, are self-controlled, and bring their best game to the classroom, students will benefit. Learning will also be of higher quality as a result of highly effective teachers (Gehrke, 1979). According to Suryadarma, et al., (2021), teachers have a greater impact on students' ability to learn than factors such as the socio-economic status of the students or the location of their school. In every educational institution, especially in schools, teachers play a vital role. If the teachers are not qualified, it does not matter how good the curriculum is, how good the infrastructure is, how much money is spent.

One definition of empowering leadership is the ability to inspire and direct a group of people to achieve a common goal (Praszkie, 2018; Chitiga, 2018). However, the person who truly exercises leadership is known as a leader. In an organizational context, leadership is not just a structural position, but a strategic ability to awaken

collective potential. True leaders are able to transform individual potential into organizational strength, encourage the creation of synergies that enable institutions to develop and achieve set targets, carry out constructive functions or adaptive changes through three sub-processes, namely setting organizational direction, directing people and motivating and inspiring (Anderson, 2017). Leadership practices are identical to influencing the behavior and feelings of others, both individually and in groups in helping to direct and mobilize people or ideas.

In leadership practice, each individual develops a unique empowering style. The success of a leader is contextual, depending on the ability to adapt and a deep understanding of the specific dynamics of an organization. How he leads with an inspiring spirit will determine this. A leader with an empowering leadership style has a number of traits that motivate his followers to work towards common goals. A person's leadership style is an outward expression of his leadership abilities.

Hasibuan and Moedjiono (2020) stated that teacher behavior variables are one of the elements that influence teacher performance in carrying out learning activities, in addition to empowering leadership components. Success in student learning depends on a number of elements, one of which is the teacher's intrinsic motivation. Increasing enthusiasm and enthusiasm among educators is a certain way to improve student achievement in the classroom.

The importance of the role of teachers in educational institutions requires real steps to improve their efficiency and effectiveness in the classroom (Hunt et al., 2009). The synergistic aspect that must be built to produce professional educators and an educational process that is relevant to the expectations of the community that uses graduates is teacher performance. The quality of schools can be improved through the production of high-quality human resources, which in turn is made possible by effective teaching.

The government sets competency criteria for teachers to maintain high-quality teaching. What an educator actually does according to his/her job description is called "performance". Guidance from the principal is essential for a teacher to show his/her best performance. Leadership that encourages and facilitates the delivery of positive ideas from teachers is an important component in this situation to encourage proactive school improvement. An example of an empowering leader is a teacher who gives his/her subordinates more freedom to make decisions about their own work, more leeway to overcome challenges, and more intrinsic incentives to succeed.

Expert leadership is needed in developing teachers to produce teacher performance that meets standards. This is in line with what was found by Sudriyah and Liana (2018), namely that teacher performance is positively and significantly influenced by the principal's supervision. In the architecture of educational organizations, the role

of the principal is not merely administrative, but strategic in shaping a culture of teacher professionalism. An empowering leadership approach is a prerequisite for producing high-quality educators who are able to adapt to the demands of the complexity of contemporary education. The role of the principal is as a visionary leader who can see the big picture, bring change to schools, and inspire others to do the same. Thus, empowering leadership plays an important role in improving schools and has a significant impact.

In addition to the principal's leadership as an external influence, teachers also have a very important role in determining student achievement, especially in terms of the process of achieving high learning outcomes. School success depends on several factors, including teacher motivation, which in turn affects performance, attendance, attitudes towards innovation, attitudes towards collegiality, attitudes towards continuous development, and attitudes towards student achievement (Martins et al., 2022). The above shows that, as an external component, empowering leadership is needed, and as an internal component, strong teacher motivation is needed to improve teacher performance (Limon, 2022).

In SMP Negeri 1 Sarudik, Tapanuli Tengah Regency, the results of the principal leadership variable (5.392) have a greater impact on teacher performance than the teacher motivation variable (2.391), which gives credence to the description mentioned above. The findings of this study also indicate that improving teacher leadership and motivation at SMP Negeri 1 Sarudik, Tapanuli Tengah Regency will improve student achievement. If principals want to be the best leaders, they must focus on improving their abilities as teachers, managers, administrators, innovators, and motivators (Eyal, & Roth, 2011). Inspiring educators to be more compassionate, sincere, disciplined, loyal, and responsible is one way to motivate them.

This research was conducted in State Vocational High Schools throughout Kayuagung District. The researcher chose the research location as a place of research because it was supported by several factors that were considered to be able to support this research. These factors include fairly complete facilities, as well as sufficient resources to conduct this research. Seeing this condition, the researcher decided to conduct research in State Vocational High Schools throughout Kayuagung District.

Researchers identified many signs of empowering leadership in the education delivery process based on initial observations conducted at several State Vocational High Schools in Kayuagung Regency from February 26 to February 29, 2024. According to the study findings, principals are attentive and rally the teaching staff and staff behind school initiatives that will improve educator effectiveness.

However, there are signs that administrators are still not fully committed to improving teacher performance in a number of the schools we visited. The lack of

objectivity of principals in providing PKG to teachers creates an environment where no one has an incentive to improve their own performance standards. Worse still, the efforts of school administrators to supervise teacher work are still far from expectations, both in terms of the quality of work and the efficiency of its completion. Unfortunately, this has a significant impact on State Vocational Schools in Kayuagung District and their efforts to improve teacher performance.

The commitment of teachers in State Vocational High Schools in Kayuagung District is assessed through several indicators found by researchers showing quite good work commitment of teachers. This can be seen from the absence data (presence/absence) of teachers. From the existing data, it is known that every month there are cases of absence but the number is not significant. This shows that teachers have discipline as an indicator of good work commitment. The attitude of teachers who always try to fulfill their obligations in accordance with their vision is another sign that teachers in State Vocational High Schools in Kayuagung District generally have very good work motivation. The school's mission, which guides the goals and penetrates the school's efforts, is its vision.

However, some unmotivated educators were identified during the first round of observations. The fact that many educators continued to arrive late to class and leave students without instruction during class time was evident. Another issue was that there were not enough educators contributing to the lesson plans, meaning that students were not getting the best education and instructors were not getting the most out of their classroom experience.

For teacher performance indicators found by researchers, it is known that the performance of State Vocational High School teachers in Kayuagung District as a whole, especially in the learning process, is in good condition. Furthermore, the methodological weaknesses are apparent in the final stage of learning, where the majority of educators fail to provide substantive synthesis and conclusions from the material that has been delivered. This condition results in a cognitive deficit, where students have difficulty extracting the essence of learning, which in turn has an impact on the low quality of conceptual understanding.

Based on the first findings, the implementation of empowering leadership, motivation, and teacher performance in State Vocational High Schools in Kayuagung District has been going well. Further research is needed to draw stronger conclusions about the relationship between empowering leadership, teacher performance, and motivation in State Vocational High Schools in Kayuagung District. Currently, the researcher's initial observations do not support this claim. Therefore, the purpose of this study is to investigate the relationship between empowering leadership, teacher motivation, and student achievement in State Vocational High Schools in Kayuagung District.

The variables in the study are Empowering Leadership (X1), Motivation (X2), and Teacher Performance (Y). The formulation of the problem in this study is as follows: 1) Is there an influence of empowering leadership on the performance of teachers at State Vocational Schools in Kayuagung District? 2) Is there an influence of teacher motivation on the performance of teachers at State Vocational Schools in Kayuagung District? 3) Is there an influence of empowering leadership and teacher motivation together on the performance of teachers at State Vocational Schools in Kayuagung District?

B. Methods

The schools selected for this study were SMK Negeri 1 Kayuagung, SMK Negeri 2 Kayuagung, and SMK Negeri 3 Kayuagung, all of which are located in Kayuagung District, Ogan Komering Ilir Regency. Ogan Komering Ilir (OKI) Regency is 60.4% from Palembang, the capital city of South Sumatra Province, to the study location in Kayuagung District.

The selected research is quantitative research. At every stage of quantitative research-starting from data collection, analysis, to presentation of findings-numbers play a very important role (Arikunto, 2017). To test the hypothesis about the relationship between two variables-dependent and independent-in this study, the researcher used partial correlation analysis, which involves fixing one of the independent variables (Sugiyono, 2018). In the methodological framework, ex post facto research is used to explore the causal relationship between variables by analyzing events that have already taken place. This approach allows researchers to unravel the complexity of determinants through retrospective studies. The number of participants in this study was 199 people, all of whom were teachers at State Vocational Schools in Kayuagung District.

The sampling approach known as probability sampling ensures that each element (member) of the population has an equal chance of being selected as a sample member. By using the Slovin Formula, we can find out how many samples are needed. This makes it possible to ensure the number of samples at the 5% level. Thus, the sample to be taken in this study based on the entire school is 133 people.

Since collecting information is the primary purpose of the study, data collection procedures naturally come first. Researchers will not obtain data that meets data standards unless they know the data collection strategy (Sugiyono, 2018). The methods used to collect information for this study are outlined below.

Questionnaire: Sending a set of questions to others to fill out is one way to collect data (Misbahuddin and Hasan, 2018). The purpose of a questionnaire is to collect information from people by asking them to fill out a series of written statements or questions in response to a specific request made by the user (Widoyoko, 2018). The

specified data scale used was the Likert scale. Respondents had the option to approach the researcher directly for clarification if they had any questions about the questionnaire. With a total of 90 questions, this questionnaire collected information on all the factors of the study. Variable X1 relates to empowering leadership, variable X2 relates to motivation, and variable Y relates to teacher performance.

Documentation: According to Arikunto (2017), documents are records of past events. Data collected using alternative methods will be strengthened in validity by the documentation in this study. As part of the documentation process, researchers record tangible information, including records of data collection operations, school records, and other letters related to the research.

Observation: seeing something clearly is the same as seeing it without asking. The procedure of seeing and remembering something and recording images, as well as events and locations, are the two most important things (Sutopo, 2018). Specifically, the researcher used this method to conduct observations on site at a State Vocational School in Kayuagung District.

Validity Testing: Internal validity is a validity method used in this study. This validity is achieved when many components of the document are in accordance with each other, as stated by Arikunto, (2017). When a measuring instrument accurately records the target variable, we say that the instrument is valid. As a metric, validity provides information about the validity of an instrument. When evaluating the validity of a measuring instrument, it is first necessary to ensure the level of correlation between each component by comparing the results of each instrument with the overall score, which is the sum of the scores on each question. The validity of the measuring instrument and the activities used to assess its validity must be of high quality. By using the Pearson Product Moment formula, we can determine the validity of the instrument for this study.

After determining the feasibility of the rxy price using the formula, the next step is the decision-making process using the Product Moment critical table. If $r\text{-count} = r\text{-table}$, then the instrument is considered valid. However, if $r\text{-count}$ is smaller than $r\text{-table}$, then the instrument is considered invalid and not suitable for use for data collection. The following are the results of the research validity test.

The previous validity test findings showed that five question items (items 13, 21, 24, 26, and 27) were invalid. Thus, only 25 questions remained for data collection needs. From the results of the validity test, it is clear that five questions, numbers 1, 2, 23, 24, and 26 - are invalid. Therefore, the data collection method is limited to only 25 questions.

Reliability Testing: If an instrument is reliable, then the instrument can be relied on to collect data accurately. As stated by Arikunto, (2017), when an instrument

consistently produces the same findings, then the instrument has a high level of reliability. In the context of data collection, reliability is defined as the extent to which someone can trust an instrument (Arikunto, 2017). To ensure the validity of the results, the researchers in this study used the Cronbach Alpha formula to analyze the trial data and conduct internal reliability tests.

Quantitative research relies on statistical methods for data analysis. Therefore, this study uses inferential statistics. Inferential statistics is a subfield of statistics that investigates how data can be interpreted and used to make relevant conclusions for a wider population. After data is collected from all respondents or other sources, data analysis is the next step in quantitative research. Data analysis includes activities such as grouping data based on variables and categories of respondents, tabulating data based on variables from all respondents, presenting data based on the variables studied, performing calculations to test the hypotheses that have been set, and performing calculations to test the hypotheses that have been proposed.

C. Results and Discussion

Hypothesis Test Results 1

From the simple regression test, it shows that there is a significant relationship between empowering leadership and the performance of SMK Negeri teachers in Kayuagung District. This is supported by the fact that the calculated t-value of 41.801 > from the t-table value of 1.657, which means that H_0 1 is rejected. A high correlation coefficient between the principal's leadership style and teacher performance was found in the study. There is a strong relationship between Empowering Leadership and teacher effectiveness. Teacher attitudes can be influenced by empowering leadership from school administrators.

Leaders in educational institutions can shape the attitudes of their subordinates, the teachers, through empowering leadership. A number of the principal's rules and regulations will have an impact on teachers. Teacher performance will improve if they are able to embrace the principal's philosophy of empowering leadership, but there is a possibility that their performance will decline if they are unable to do so.

Empowering leadership is a factor that influences teacher performance, which is in line with the findings of previous analyses. Teacher performance is directly correlated with the quality of the principal's inspiring leadership. The findings of this study indicate that empowering leadership styles have an impact on educator effectiveness. Improving the quality and effectiveness of empowering leadership is a priority for schools, especially administrators, because it directly impacts teacher performance.

A good relationship between empowering leadership and teacher performance ($r =$

0.62, $p = 37.0\%$), the conclusion of the previous study was also strengthened by this study. Using the regression equation $Y = 8.3 + 4.3 X^2$, the t -count was $3.184 > t$ -table 0.02. How empowered leadership greatly improves teacher performance. One interpretation of the results of this study is that teacher effectiveness is directly correlated with the quality of empowering leadership. Thus, there will be an increase in teacher performance at State Vocational Schools in Kayuagung District.

Hypothesis Test Results 2

Regression analysis confirmed the significant impact of teacher motivation on student performance, indicated by a t -test of 42.741 which exceeded the t -table of 1.657. The findings of this study support the findings of Siregar (2019), who found that intrinsic motivation in working significantly impacts teacher professional behavior (Liu et al., 2019). There are several interrelated aspects that determine teacher effectiveness in the classroom. Two of them are intrinsic motivation and the development of psychological awareness. Teachers who are highly motivated to succeed will always push themselves to be better at their jobs, and students will benefit from this kind of work ethic.

Teacher's performance was positively influenced by work motivation by 80.6%, while the remaining 19.4% was influenced by other factors not included in this study. Intrinsic motivation significantly impacted teacher happiness and effectiveness in the classroom (Bhatia, & Mohsin, 2020). A one-unit increase in the achievement motivation variable was statistically significant because the results of the regression test provided a regression equation of $Y = 13.071 + 0.677 X$.

So, if the achievement motivation variable exists, then a one-unit increase in the achievement motivation variable will cause a 0.677-unit increase in teacher performance, and vice versa; (2) A simple correlation test produces a value of 0.743 which indicates a positive and strong relationship between the achievement motivation variable and the teacher performance variable. If the teacher's achievement motivation increases, then their performance will also increase, and vice versa if the teacher's achievement motivation decreases. This positive relationship indicates that these two variables are positively related. There is a significant influence of the achievement motivation variable on the teacher performance (Madjid, & Samsudin, 2021) variable in SMK, which is indicated by the test results that the calculated t of $5.871 > t$ table of 2.048, thus rejecting H_0 . The coefficient of determination produces a value of 55.2%, indicating that achievement motivation explains 44.8% of the other variables.

Hypothesis Test Results 3

Based on the results of the Anova test, the F -count is 1384.958, with a significance level of $0.000 < \alpha$ probability value of 0.05. However, the F table, based on a

significance level of 0.05 (2.109) is 3.08, so the F-count is greater than the F-table (1384.958 > 2.68). Therefore, Ho3 is rejected, which indicates that empowering leadership and teacher motivation have a significant combined impact on teacher performance at State Vocational High Schools in Kayuagung Regency. Teacher performance at State Vocational High Schools in Kayuagung District is influenced by empowering leadership and teacher motivation up to 96.2%, Statistical findings confirm the research model with a determination of 96.2%, with the contribution of the remaining variables of 3.8%.

According to the study cited above, the combination of empowering leadership and teacher motivation significantly impacts teacher performance. In line with the findings of the previous analysis (Pratiwi, & Warlizasusi, 2023), (1) principal leadership has a significant impact on teacher performance, (2) teacher motivation has a significant impact on teacher performance, and (3) principal leadership and teacher motivation have a significant impact on teacher performance. The principal's leadership position allows him to actively participate in the creation and determination of important policies and decisions in the school.

Without limiting their imagination, leaders consistently seek to recognize the potential of each educator. Democratic leadership that empowers followers understands their position in the group, is approachable, and gives educators a voice in policy making, staff evaluations, and other important choices. In democratic schools, the principal serves as a guide, coach, educator, and support system for the teaching staff. For a greater and more substantial impact of democratic leadership on educator effectiveness. Research by Damayani et al. (2020) supports the findings of this analysis. The study confirmed that 1) empowering leadership has a significant impact on teacher performance, 2) teacher motivation has a significant impact on performance, and 3) teacher motivation and performance are interconnected. The combination of empowering leadership and teacher motivation has a significant impact on teacher performance.

The level of a teacher's work motivation determines how hard he or she tries to complete a task; a highly motivated teacher will give his or her best to ensure that his or her work is successful. Internal elements that motivate people to work include things like the desire for a better life and the drive to grow in a career. Teacher motivation has a partial and simultaneous effect on teacher performance, as indicated by the regression equation $\hat{y} = 14.554 + 0.661 X_1 + 0.477 X_2 + 0.581 X_3$. This shows that teachers' ability to achieve educational goals is directly correlated with their level of intrinsic desire. There is a good relationship between leadership style and teacher performance ($r = 0.262$, $p = 0.233$). Improving teacher performance can be achieved through a well-executed leadership style. The path coefficient of 0.124 and the correlation coefficient of 0.179 indicate that intrinsic motivation in the workplace has a positive effect on the effectiveness of educators. Thus, the higher the intrinsic motivation of a teacher in his work, the better the results will be achieved.

D. Conclusion

The performance of teaching staff at SMK Negeri Kayuagung District is significantly influenced by Empowering Leadership. If the calculated t-value of 41.801 is greater than the t table value of 1.657, as if the calculated t-value is greater than the t table, then Ho 1 is rejected according to the basic regression test. In State Vocational High Schools in Kayuagung District, there is a significant relationship between teacher motivation and their success in class. The calculated t value of 42.741 is greater than the t table value of 1.657, which means that Ho2 is rejected based on the significance test of the teacher motivation variable on the performance of State Vocational High School teachers in Kayuagung District. In Kayuagung District, teacher performance is greatly influenced by a combination of empowering leadership and teacher motivation. Based on the results of the Anova test, it can be concluded that Ho3 is rejected because the calculated F is 1384.958 with a significance level of 0.000 < the probability value of α 0.05 and the F table according to the significance level of 0.05 (2.109) is 3.08.

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