

## **The Influence of Principal Leadership and Work Motivation on Teacher Performance**

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### **Abstract**

The leadership of the principal is a determining factor for the success of the quality of educators. Good leadership will also create a good work environment, so that high teacher work motivation will emerge. Teacher work motivation is a drive from within and encouragement from outside to carry out work, so that teacher work motivation can be one of the factors that can affect the ups and downs of teacher performance. The purpose of this study was to determine the effect of principal leadership, teacher motivation on teacher performance at SMP 32 OKU. The method used in this research is quantitative with ex post facto type. The population in this study were 58 teachers of SMP 32 OKU. The data collection techniques used were questionnaires and documentation. The data analysis technique used is the analysis prerequisite test, including the normality test, autocorrelation test, heteroscedasticity test and multicollinearity test, and heteroscedasticity. The final analysis test uses the one-sample t-test, simple and multiple correlation analysis, simple and multiple regression analysis, the coefficient of determination, and the f-test.

**Keywords:** Principal Leadership, Work Motivation, Teacher Performance

### **A. Introduction**

Education is an essential component of human life. Quality education is critical to the development of intelligent human beings capable of competing in the globalization era. Education plays a significant role in shaping a child's character, scientific and mental development, who will later grow into a human being who will interact with and affect his environment in a variety of ways, both individually and as social beings. Education is defined as an effort made by an individual or a group of individuals to become adults or to reach a higher level of life in a mental sense (Hasbullah, 2006).

According to Article 3 of Law Number 20 of 2003, the national education system must realize Pancasila values that are rooted in religious values, Indonesian national culture, and are

responsive to changing times. To realize this ideal, the community, government, and education implementers must all work together.

Improving the quality of human resources is a concern for all parties, particularly in the current multidimensional crisis environment, where the community requires the support of various parties to compete freely. As a result, education plays a critical role in improving the quality of its resources. Referring to Article 31 paragraph 2 of the 1945 Constitution and its amendments, which states that every citizen is required to attend basic education and that the government is required to pay for it. This demonstrates that the state guarantees its citizens' basic education and continues to strive to improve the quality of education and human resources. In this case, education development actors seek to improve the quality of Indonesian education so that it can compete in the labor market by adjusting educational development itself.

The readiness of human resources involved in the educational process determines the readiness of human resources involved in the educational process. Teachers are one of the determining factors and have a strategic position on the high and low of an educational outcome; therefore, any effort to improve the quality of education must pay special attention to increasing the number and quality of teachers (Dantes et al, 2013). However, in reality, a phenomenon that describes the quality and quality of teachers in Indonesia is still low, as stated by the Head of the Agency for Human Resources Development and Education Quality Improvement, who states that the country's quality and quality of teachers is currently still low (Efa, 2016). Teachers play an important role; even adequate other educational resources are frequently rendered ineffective if they are not accompanied by adequate teacher quality; in other words, teachers are the driving force behind efforts to improve the quality of services and education (Murwati, 2013).

The school's leadership is responsible for improving teacher quality. Management of educational activities in schools should also include good planning, effective and efficient human resource organization, deployment of teachers and school personnel according to their fields so that their performance improves, and continuous control and supervision (Wukir, 2013).

Leadership is the ability to persuade a group to work together to achieve organizational goals (Robbins, 1996). Influencing processes in determining organizational goals, motivating followers' behavior to achieve goals, and influencing to improve the group and its culture are all examples of leadership (Rivai, 2004). In an organization, leadership is a process that includes elements of influence and cooperation and leads to a thing and a common goal, because leadership is so important in the dynamics of organizational life.

Leadership refers to a person's ability and readiness to influence, encourage, invite, guide, move, and direct people or groups to accept this influence and then do something that can shape the achievement of certain goals that have been set (Mulyasa, 2019). The principal is an educational leader whose skills and wisdom in leading a school or institution are heavily reliant on how the principal's skills and wisdom are shaded. A school principal must be able to provide charismatic leadership, set an example, and mobilize and direct all school stakeholders in order to achieve the goals that must be met. One of these components is the principal's use of the appropriate strategy in maximizing the teacher's role in achieving school goals and improving learning quality (Suliah et al, 2019).

The principal establishes the focal point and rhythm of a school. Schools, as organizations, require coordination because they are complex institutions. The principal's success is linked to the success of the school. Principals are successful if they understand the school's existence as a complex and unique organization and are capable of carrying out the principal's role as someone charged with leading the school. There are two factors that must be considered when determining the importance of the principal's role: a) the principal acts as a central force that is the driving force of school life; and b) principals must understand their duties and functions for the school's success, as well as have concern for staff and students. (Wahjosumidjo, 2005).

The principal's duties and responsibilities include managing the school, collecting, utilizing, and mobilizing all of the school's potential in order to achieve the goals. To carry out this task, school principals as educational leaders must have three types of skills: technical skills, human relations skills, and conceptual skills (Sagala, 2009). As a leader, the principal must fulfill the roles and functions of educators, managers, administrators, supervisors, leaders, innovators, and motivators (Rusyan, 2013).

Motivation is commonly defined as the initiating and directing of behavior, and motivational learning is a study of behavior. Work motivation is a potential force that exists within a human being that can be developed by a number of external forces that primarily revolve around monetary and non-monetary rewards that can affect performance results positively or negatively depending on the situation and conditions faced by the individual in question (Winardi, 2002).

Work motivation is something that arises from within an individual and gives rise to the drive or enthusiasm to work hard (Ilyas, 2002). As a result, it can be concluded that what is meant by work motivation is something that can cause enthusiasm or encouragement to work individually or in groups to achieve goals. Teacher work motivation is a condition in which teachers have a strong desire or need to achieve specific goals through the completion of a task. Work motivation is one of the factors that can influence teacher performance improvement (Zubaidah, 2016).

All schools expect maximum teacher performance to be able to provide maximum contribution in order for the results to be satisfactory. Teachers play a critical strategic role because their very existence is linked to the success and quality of education. Teachers who are able to complete tasks well and on time can have an impact on the continuity of the teaching and learning process. The teacher should not be monotonous in providing material during the learning process because this can affect the mindset of students who participate in learning. When learning is done in a monotonous or unvarying manner, students become bored and then lazy to accept the material presented.

Work environment, organizational culture, leadership and work motivation, work discipline, salary, job satisfaction, and other factors all have an impact on performance. The influence of principal leadership on teacher performance is significant (Siagian, 2013). The environment, management behavior, job design, performance appraisal, feedback, and wage administration are all factors that influence performance (Supardi, 2013). The ability, motivation, and opportunity factors all have a strong influence on a person's performance, which means that performance is a function of ability, motivation, and opportunity (Robbins & Judge, 2012).

Teacher performance is the litmus test for educational success. Teacher performance is essentially a teacher's activity in carrying out his duties and obligations as a teacher and educator in schools, which can describe his work performance in carrying out everything (Suharsaputra, 2010). Teacher performance can be defined as a condition that demonstrates a teacher's ability to carry out his responsibilities and describes the actions displayed by the teacher during the learning process (Supardi 2013).

Teacher performance can be seen and measured in terms of specifications or competency criteria that all teachers must meet. According to the Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, teacher competency standards are fully developed into four main competencies, namely (a) pedagogic competence, (b) personality competence, (c) professional competence, (d) and social competence. Of course, the four competencies that become the standard of academic qualifications and teacher competencies must be thoroughly mastered by the teacher. These competencies can be used as a reference in measuring teacher performance; if the teacher meets or exceeds the competency standards established, the teacher's performance can be considered good.

In 2006, the State Junior High School 32 Ogan Komering Ulu was established. Since August 1, 2017, the State Junior High School 32 Ogan Komering Ulu has been carrying out UNBK Accreditation A and has been named the Model School of 2017 and has become a reference school in the district of Ogan Komering Ulu. SMP Negeri 32 Ogan Komering Ulu has grown quickly and has the potential to carry out its mission of achieving national education goals. This potential is supported by adequate Human Resources. However, there are still many shortcomings in its implementation. This can be seen from the results of observations found in SMP Negeri 32 OKU. Initial observations were made by interviewing teachers to obtain data about the problems that exist in SMP Negeri 32 Ogan Komering Ulu. Several issues were discovered in the field as a result of interviews with several teachers, including: (1) lesson plans that were not created optimally, with data indicating that approximately 45 percent of teachers prepare lesson plans and learning tools still use a copy paste culture; (2) learning implementation that was not optimal, with approximately 40 percent of teachers still using conventional methods; and (3) teachers who did not use various media and varied learning resources; (4) The assessment of classroom teacher learning and administration has not been fully structured; (5) the work motivation of teachers has not been thoroughly investigated; approximately 30% of teachers are classified as low; and (6) the principal has not been optimally able to regulate teacher learning activities in a directed manner, making it difficult to achieve common goals in every activity held.

Several researchers, including Septiana et al (2013) and Nurviza et al (2019), conducted research related to the problems mentioned above, stating that the principal's leadership has an influence on teacher performance and that teacher performance cannot be separated from the influence of the principal's leadership. Because the better the principal's leadership, the better the performance of teachers in carrying out their responsibilities as educators. According to Ardiana (2017), the principal's leadership is very important in increasing the morale of teachers in carrying out their duties so that harmonious and pleasant working conditions can be created. As a result, the teacher will be more enthusiastic about fostering both academic and non-academic students. According to Suarga and Nurita (2018), there is a significant relationship between job motivation and employee performance.

Field findings indicate that more research is required. As a result, we are eager to conduct a study titled "The Influence of Principal Leadership and Work Motivation on Teacher Performance at SMP Negeri 32 Ogan Komering Ulu."

## **B. Methods**

SMP Negeri 32 Ogan Komering Ulu is located at Jln. Jl.Perum RSS.Sriwijaya Kel. Sekarjaya Kec. East Baturaja, Kab. Ogan Komering Ulu, South Sumatra. This study employs a quantitative descriptive method with correlational research. According to Sugiyono (2016), this research design employs an *ex post facto*. The research sample in this study consisted of 58 teachers from SMPN 32 Ogan Komering Ulu. This study's instrument is a questionnaire. SPSS was used to conduct the data analysis.

## **C. Results and Discussion**

### **1. The Effect of Principal's Leadership on Teacher Performance**

The principal is an educational leader at the educational unit level who must be accountable for the growth and decline of the school he leads and has a strong leadership base; thus, the principal is required to have a variety of abilities, both related to management issues and leadership styles. In an educational institution, the principal's leadership plays an important role in moving and directing students toward goals. This is a difficult task because the principal must understand each subordinate's unique behavior.

The principal's role as a leader reflects the principal's responsibility to mobilize all available resources in the school, resulting in a strong work ethic and productivity in meeting objectives. This leadership function is critical because, in addition to driving, it is responsible for controlling all teacher activities (to improve teaching professionalism), staff, and students, as well as researching problems that arise in the school environment. The good or bad of a school, as well as its high or low quality, is determined not only by the number of teachers and their skills, but also by the way the principal carries out leadership in his school.

As a result, improved student achievement necessitates principal leadership and teacher performance. The results show that there is a positive and significant influence between the principal's leadership and teacher performance on teacher work motivation, as evidenced by the value of the hypothesis testing results, where the probability value (0.000) is less than the value of (0.05), and the value of t-count (5,300) is greater than the value of t-table (1,686), implying that  $H_a$  is accepted. That is, the principal's leadership has an effect on teacher performance.

Based on the description above, it is possible to conclude that the better the principal's leadership, the better the teacher's performance, and conversely, the worse the principal's leadership, the worse the teacher's performance.

### **2. The Influence of Teacher Work Motivation on Teacher Performance**

Teachers also play an important role in the world of education, particularly in the formal field of education in schools. Teachers greatly influence student success, particularly in terms of the teaching and learning process that is typically carried out in schools. The success of the

teacher's performance is influenced by the surrounding environment. As a result, the surrounding environment, particularly the school, such as the principal who is able to motivate and empower teachers to create good performance and be able to act as professional teachers, as well as the teachers themselves who are able to improve the quality of their own work, are important. Teacher performance is an important component of education, but it is also a predictor of high and low educational quality.

Teacher work motivation is a critical factor in influencing teacher performance in order to achieve educational objectives. Teachers who are highly motivated at work will be encouraged and strive to improve their abilities in carrying out their duties as educators in schools in order to achieve the best possible results. Teacher work motivation must be greatly improved. The greater the teacher's work motivation, the greater the effort that will be made to achieve the goals that have been set.

The teacher's performance is demonstrated when he or she performs the duties of a teacher as an educator. Because the teacher is the figure who most frequently interacts directly with students during the learning process, the quality of teacher performance has a significant impact on the quality of educational outcomes.

The hypothesis testing results show that the probability value (0.000) is less than the value (0.05), and the value of t-count (4.972) is greater than the value of t-table (1.686), implying that  $H_a$  is accepted. That is, teacher performance has a significant impact on teacher work motivation. Teacher performance has a 30.6 percent influence on teacher work motivation; the remaining 69.4 percent is influenced by other factors that are not variables in this study.

Based on the above description, it is possible to conclude that the better the teacher's performance, the better the teacher's work motivation, and vice versa, the lower the teacher's performance, the lower the teacher's work motivation.

### **3. The Influence of Principal Leadership and Teacher Work Motivation on Teacher Performance**

The findings revealed a positive and significant relationship between the principal's leadership, work motivation, and teacher performance, as evidenced by the value of the hypothesis testing results, where the probability value (0.000) is less than the value of (0.05), and the value of F-count of 21.089 is greater than F(0.05) (1:53) of 4.02, indicating that  $H_a$  is accepted. That is, there is a significant influence on teacher performance from the principal's leadership and teachers' work motivation.

The combined influence of principal leadership and work motivation on teacher performance is 43.4 percent; the remaining 56.6 percent is influenced by other factors not included in this study's variables. Many factors that influence teacher performance, including the principal's leadership and teacher work motivation, are essentially the result of the interaction between these various factors, where the results of this study also show that the principal's leadership and teacher work motivation provide an effective contribution of 43.4 percent on teacher performance at SMP Negeri 32 OKU. As a result, the principal's leadership and motivation at work have an impact on teacher performance. The higher the teacher's performance, the better the principal's leadership and teacher work motivation (Firman et al, 2021; Susilawati et al, 2021; Riyany et al, 2021).

## **D. Conclusion**

Based on the findings and discussions, it is possible to conclude that principal leadership influences teacher performance, teacher work motivation influences teacher performance, and principal leadership and teacher work motivation influence teacher performance jointly.

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