

The Influence of Principal's Leadership and Work Motivation on the Performance of Public Elementary School Teachers

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Abstract: This study aims to determine and analyze: (1) the influence of the principal's leadership on teacher's performance, (2) the effect of the principal's work motivation on teacher's performance. This research was conducted in eighteen public elementary schools in Rambang District, Muara Enim Regency, with a population of 153 people and a sample of 46 people (30%). The data analysis technique uses multiple linear analysis with simultaneous tests, the results show that the correlation coefficient or the influence generated is as large as the obtained R-Square value of 0.976, then the coefficient of determination is 97.6% and the remaining 2.4% is influenced by other factors that are not be this variable. The results of calculating the coefficients table obtained a b1 value of -0.047 and a b2 value of 1.096. Simultaneously these independent variables have an influence on the dependent variable.

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

A. Introduction

According to experts, the era of technology and digitalization has greatly influenced the development of education in Indonesia, so quality human resources are needed (Pianda, Didi ST., 2018). Improving the quality of the education system is influenced by the quality of teachers as learning agents in schools.

In an effort to improve the education of Indonesian citizens, the government carries out activities equipped with supporting facilities. by enacting Law no. 14 of 2005 concerning teachers and lecturers, the Preamble to the 1945 Constitution of the Republic of Indonesia states that the aim of national education is to protect the entire nation and all of Indonesia's blood and to advance general welfare, educate the life of the nation, and participate in implementing world order based on independence. , lasting peace, and social justice. To realize these national goals, education is a very determining factor.

Article 31 of the 1945 Constitution of the Republic of Indonesia states that (1) Every citizen has the right to education; (2) Every citizen is obliged to attend basic education and the government is obliged to finance it; (3) The government seeks and implements a national education system, which increases faith and devotion as well as noble morals in order to make the life of the nation intelligent, as regulated by law; (4) The state budgets education costs at 20% (twenty percent) of the state revenue and expenditure budget as well as regional revenue and expenditure budgets to meet the needs for providing national education; and (5) The government advances science and technology by upholding religious norms and national unity for the progress of the Indonesian state.

One of the mandates of the 1945 Constitution of the Republic of Indonesia was further regulated in Law Number 20 of 2003 concerning the National Education System, namely (1) Education is carried out democratically and fairly and non-discriminatory by upholding human rights, religious values, cultural values, and national pluralism. (2) Education is organized as a systemic unit with an open and multi-meaning system.

In the current era of society 5.0, the realization of a national education system will make people increasingly qualified so that they are able to keep up with the world of technology and digitalization. Teachers are one of the human resources who have an important role in achieving school goals. Teacher performance is under the spotlight of various parties, especially by students, parents, school principals, supervisors and the District Education and Culture Office, as the superiors of schools in the area. According to (Mulyasa, 2011) that the success or failure of education and learning at school is greatly influenced by the principal's ability to manage each component of the school (who is behind the school).

The ability of school principals is mainly related to the knowledge and understanding they have of management and leadership, as well as the tasks assigned to them, because the cause of failure in education and learning in schools is the lack of understanding and insight of school principals regarding the tasks that must be carried out.

There are 18 state elementary schools in Rambang District and 2 (two) private schools. A school is considered successful if it obtains high Education Unit Examination scores and a maximum graduation rate (100%), which will gain the trust of the community. The success of students in carrying out educational unit exams is the efforts of the students themselves, as well as the results of the teacher's performance in the learning process. The pass percentage at the Rambang District State Elementary School in three academic years reached 100%.

Extracurricular activities at SD Negeri 8 Rambang are Scouting, BTA (Reading and Writing Al-Quran), Sound Arts (Choir, Football, Call to Prayer and Religious

Lectures). Mulyasa, (2018) states that the principal has at least the role and function of Educator, Manager, Administrator, Supervisor, Leader, Innovator and Motivator (EMASLIM).

To achieve the goal of good performance, the Muara Enim district education office motivates teachers by holding coaching, technical guidance, socialization and mentoring activities for teachers, for example holding technical guidance activities (technical guidance on learning outcomes), technical guidance on the Implementation of the Independent Curriculum (IKM), anti-corruption educational guidance, IKM media workshop, IKM socialization, Coaching clinic for mobilizing teachers, coaching clinic for mobilizing schools. However, the activities that have been carried out by the education and culture service are not influenced through the KKG/KKKS by school principals or teachers who participated as training participants to other teachers or school principals who did not take part in these activities. This is supported by the absence of guidance and confirmation from supervisors, so that the knowledge gained is not developed. Here leadership influence is needed and must be possessed by every school principal.

Leadership is the activity of guiding a group, namely the interests of achieving common goals. Leadership as a contribution from everyone who is useful in determining and planning the school principal's activities (Azhar, 2018).

Each activity requires costs/funds, this is the main reason why school principals do not/don't support their teachers in participating in activities. Even though every school has BOS APBN funds, the allocation for competitions and other activities cannot be fully budgeted in the archives. This is the educational dilemma currently experienced in our country. When the school does not provide the facilities teachers need, teacher performance will decline drastically.

At this stage, the principal's leadership is required to be able to lead or manage the school, it is also required to be able to create a conducive atmosphere in the work environment (climate-maker) so that it can prevent undesirable things from arising and is able to provide encouragement so that all components in the school are united. achieve the goals you want to achieve. School principals must act firmly against violations committed by teachers. So that all components in the school provide optimal service to students.

Work motivation is a factor that influences teacher performance in achieving educational goals and is a driving force for a teacher to carry out real activities. The more motivation that arises from within a person, the stronger his performance will be, and vice versa.

Meanwhile, "teacher performance in education greatly determines the direction and goals of the education produced (Azhar, 2018). Teachers must be able to create a

pleasant learning atmosphere and be able to motivate students to study harder. Teacher performance is good quality deeds, which are demonstrated by real responsibility.

According to Davis & Newstorm, (2003) work discipline as a management implementation to strengthen guidelines is seen as closely related to performance. This statement is supported by opinion Mathis & Jackson, (2001) that work discipline is closely related to employee behavior and influences performance. The principal's leadership is a motivator for self-adherence to the work discipline of teachers.

The influence of the principal's leadership and work motivation is related to teacher performance. Therefore, the principal must be able to create a comfortable school atmosphere so that teachers can work more enthusiastically, competently and able to carry out their duties. Optimal teacher performance is influenced by internal and external factors.

From the description above, it can be concluded that the principal as a leader has a role and function as an EMASLIM which can increase teacher performance motivation related to non-compliance with rules, for example often arriving late. schools, decreased work productivity, but apparently this has a very big impact, especially on our education system which still requires the presence of teachers as facilitators during the learning process.

The novelty of this research is that the State Elementary Schools in Rambang District are schools that are trying to improve the performance of their teachers through training, supported by the independent variable The Influence of Principal Leadership, in the sub-section Principals as innovators statement number twenty four school principals developed new (innovative) learning models whereas in previous research this point was not present, in the sub-section the principal as a motivator statement number thirty the principal creates conditions that can stimulate teachers to work better, this is not present in the research previous.

Independent variable (X2) Work motivation in the Personal Development sub-section in number eighteen the statement reads we carry out learning using active and creative methods whereas in previous research we carried out learning using online methods, then in the sub-section Independence statement in number twenty we took part in webinars- webinars and online trainings about education, this statement is not present in previous research. and then the statement in number twenty-one that we made classroom action research was also not present in previous research.

In the sub-section of Independence, statement number twenty-eight, we provide comfort to students during the learning process, statement number twenty-nine, we give praise to students who complete their assignments first, and in statement

number thirty, we provide motivation to students who have not completed their assignments. of these three statements were not found in previous research. If work motivation is provided by the school principal continuously, it can support the implementation of a better learning process and can improve teacher performance in carrying out their duties and responsibilities. This means that the higher the influence of the principal's leadership and the principal's work motivation, the higher the teacher's performance will be.

From the findings above, we are interested in finding information about the influence of principal leadership and work motivation on teacher performance through a thesis entitled "The influence of principal leadership and work motivation on the performance of state elementary school teachers in Rambang District, Muara Enim Regency." Based on the problem formulation described above, the aim of this research is as follows: in order to understand the influence of the principal's leadership on improving the performance of state elementary school teachers in Rambang District, Muara Enim Regency, to understand the influence of the principal's work motivation on improving teacher performance. Public Elementary Schools in Rambang District, Muara Enim Regency, to find out the influence of the principal's leadership and work motivation on improving the performance of Public Elementary School teachers in Rambang District, Muara Enim Regency.

Theoretically, leadership is a very important thing in management. Because with leadership the management process will run well and employees will be enthusiastic in carrying out their duties (Hasibuan, 2010). Leadership is essentially the science and art of influencing and directing others by building obedience, loyalty, trust, respect and working together enthusiastically in achieving goals (Susanto, 2018). Leadership is a management function that can influence other people who are given tasks and responsibilities towards plans set in order to achieve organizational goals (Budi.Kho, 2019). Apart from that, leadership is the activity of influencing people to try to achieve organizational goals voluntarily (R.Terry, 2006).

Principal leadership is the principal's ability to influence, direct and mobilize the school community to play a role by working to achieve school goals. To achieve organizational goals, leaders and their members are related to each other. The task of being a School Principal is an additional task given/entrusted to a teacher to lead a school, by first taking the CAKEP (candidate for school principal) test held by the District Education and Culture Office in collaboration with the LPPKS (Institute for the Development and Empowerment of School Principals) which based in Solo and the Ministry of Education and Culture, Research and Technology.

Motivation comes from the Latin word *movere* which can be interpreted as moving forward (Aan Komariah, 2010). Motivation cannot be seen or observed directly, but can be interpreted from a person's behavior, therefore motivation can be seen as a

change in energy that emerges from within a person which is characterized by feelings and is preceded by a response to a goal (Hamzah B. Uno, 2017).

Motivation is a series of attitudes and values that influence individuals to achieve specific things in accordance with individual goals. These attitudes and values are invisible things that provide the power to encourage individuals to behave in achieving goals.

According to Biatna Dulbert Tampubolon, (2007) leadership broadly includes the process of influencing organizational goals, motivating follower behavior to achieve goals, influencing to improve the group and its culture. Apart from also influencing the interpretation of events of its followers, the organization and work of groups or organizations. So essentially the essence of leadership influences the behavior of other people, whether they are employees, subordinates, colleagues or superiors. There are followers who can be influenced either by teachings, recommendations, suggestions, orders, suggestions or other forms. There are goals to be achieved.

The school's success in producing an academic community that can compete with other schools is the school's goal. To achieve this goal requires quality human resources. The realization of quality performance is determined by good and correct management. School management is driven by the school principal, as a manager and leader he must have the right strategy to empower educators and education staff so they can work optimally.

B. Methods

The method used in this research is a quantitative method, questionnaire survey technique, namely by distributing questionnaires or questionnaires as research instruments. Questionnaires are an effective and efficient forum for collecting data that will be measured numerically. The research variables include two independent variables, namely Principal Leadership (X1), Work Motivation (X2) and the dependent variable Teacher Performance (Y). Sugiyono, (2016) states research methods are basically scientific ways to obtain data for certain purposes and uses. So in this case the author uses a quantitative approach in research and uses questionnaires to describe several samples as respondents, not the entire population. This research was carried out at State Elementary Schools in Rambang District, Muara Enim Regency. With a population of 153 people and a sample of 46 people (30% of the population). The research will be carried out between June and July 2023.

C. Results and Discussion

Hypothesis testing Multiple Linear Regression Analysis is used to see the relationship and functional influence between Principal Leadership (X1) and Work Motivation (X2) as independent variables on Teacher Performance (Y) as the

dependent variable which is calculated using SPSS 26. The following are the output results of the regression analysis double linear.

Table 1. Multiple Linear Regression Test

Coefficients ^a					
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	T
1	(Constant)	-6,384	3,401		-1,877
	Leadership	-,047	,574	-,044	-,081
	Motivation	1,096	,576	1,032	1,901

a. Dependent Variable: Performance

From table 1, the constant value of the regression equation $a = -6.384$ is obtained and the coefficient value of the independent variable b_1 is -0.047 and the value of b_2 is 1.096 , so the regression equation is obtained as follows:

$$Y = a + b_1X_1 + b_2X_2 + \dots + b_nX_n$$

$$= -6,384 + -0,047 X_1 + 1,096 X_2$$

Which means that the principal's leadership variable has an influence but is decreasing on teacher performance, while the principal's work motivation has an influence on teacher performance. The results of calculating the coefficients table show that the b value is 1.096 for the principal's work motivation variable, so the conclusion is that there is an influence on the principal's work motivation and an increase in teacher performance. It is relevant with (Usman & R.Purnomo.S.A, 2008) who state that multiple linear regression is a regression in which the dependent variable (Y) is connected to more than one variable, which is a development of simple regression analysis and is also used as a measuring tool regarding the relationship that occurs between the dependent variable (Y) and two or more independent variables.

Next, for Hypothesis Testing, use the Simultaneous Test (F Statistical Test)

Table 2. F Test

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5638,605	2	2819,303	863,628	,000 ^b
	Residual	140,373	43	3,264		
	Total	5778,978	45			

a. Dependent Variable: Performance

b. Predictors: (Constant), Motivation, Leadership

Based on the output of Table 4.1.3.1 "ANOVA" above, it is known that the significant value (sig) in the F test is $0.000 < 0.5$, so as a basis for decision making in the F test, it can be concluded that the principal's leadership (X1) and work motivation (X2) simultaneously (together) influences teacher performance (Y) or means it is significant.

Principal Leadership and Work Motivation on the Performance of Public Elementary School Teachers in Rambang District, Muara Enim Regency. This is proven by hypothesis testing. The F test obtained a value of $0.000 < 0.5$ and F Calculation $863.628 > F$ Table 3.21. It was further concluded that the significant value of the independent variable principal leadership (X1) and principal work motivation (X2) simultaneously (together) had an effect on the dependent variable teacher performance (Y).

D. Conclusion

Based on the results of the research analysis, it can be concluded that, (1) there is an influence of the independent variable principal leadership (X1) on the dependent variable teacher performance (Y). because this negative coefficient value means that the influence of the leadership of the Principal of the State Elementary School in Rambang District, Muara Enim Regency on teacher performance has decreased, (2). For the independent variable principal work motivation (X2) there is an influence on the dependent variable teacher performance (Y). This means that there is an influence of the principal's work motivation on teacher performance and increases. The research data shows that the calculation of each independent variable of principal leadership (X1) has a negative Coefficient b value, which means that the influence of the principal's leadership has decreased. occurs on the dependent variable teacher performance (Y), while the independent variable principal work motivation (X2) has a positive Coefficient b value, meaning that there is an increase in the influence of principal work motivation on the dependent variable teacher performance (Y).

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