The Effect of Principal Leadership, and Work Motivation, on the Performance of Bireuen District High School Teachers

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ABSTRACT
Abstract: This study aims to address the problems of five proposed hypotheses, namely: 1) The direct influence of the leadership of the principal on work motivation, 2) The direct influence of the leadership of the principal on teacher performance, 3) The direct effect of work motivation on performance. This research involved 270 Bireuen District High School teachers taken with Proportional Random Sampling techniques. The research instrument used a questionnaire with a Likert scale and research data processing was analyzed through SPSS and path analysis.The results showed (1) headmaster's leadership had a direct positive effect on work motivation (2) headmaster's leadership had a direct positive effect on teacher performance (3) work motivation had a direct positive effect on teacher performance. The implications of the results of the study are explained Principal's leadership, work motivation, and job satisfaction have a direct positive effect on teacher performance. This shows that teacher performance can be improved by increasing the principal's leadership, work motivation, and job satisfaction.

Keywords: school principal leadership, work motivation, and teacher performance

1. INTRODUCTION

Efforts to develop national education require teachers (educators) in guaranteed quality standards of competence and professionalism. To achieve the number of professional teachers who can move the dynamics of national education progress a continuous, targeted and effective coaching process is needed. The process towards this professional teacher needs to be supported by all elements related to the teacher. These elements can be combined to produce a system that can automatically work towards the formation of professional teachers in sufficient quality and quantity.

Regulation of the Minister of National Education Number 16 Year 2007 dated May 4, 2007 concerning Teacher Competency Standards is developed in full from four main competencies, namely pedagogical, personality, social, and professional competencies. The fourth competency integrated in teacher performance. The Aceh Education Office announced the results of the Phase II UKG at the SMA / SMK and SLB levels in

2018, based on these results the Head of the Aceh Education Office Syaridin, S. Pd, M. Pd said that out of the 6,933 teachers participating in the UKG Phase II as many as 3,709 teachers successfully reached expected grade value is 51.00 (Rizal, 2018). While the remaining 3,224 did not reach grade.

Law No. 14 of 2005 concerning Teachers and Lecturers, in article 1 paragraph 1 states that the teacher is a professional educator with the main task (1) educating, (2) teaching, (3) guiding, (4) directing, (5) training, (6) assess, and (7) evaluate students in early childhood education, basic education and secondary education.

Mulyasa (2012: 10) said factors that caused the low professional competence of teachers include; (1) there are still many teachers who do not pursue their profession as a whole. This is due to the fact that some teachers work outside their working hours to fulfill their daily needs, so that the study time to improve their competence is inadequate; (2) there is no teacher professional standard as demanded in developed

countries; (3) it is likely caused by the existence of unmanned tertiary institutions as the printing of teachers whose graduates are finished without taking into account the output later in the field; (4) the lack of teacher motivation in improving self quality, even though the teacher has a very large contribution to the success of learning in school.

Syaiful Sagala (2009: 39-41) and Sinaga, B (2019) four teacher competencies, namely: 1) Pedagogical Competence, an ability in the management of learners, 2) Personality Competence, seen from the psychological aspects of teacher. personality competency shows personal abilities that reflect personality, 3) Social Competence, means that social competence is related to the ability of teachers as social creatures in interacting with others, 4) Professional Competence refers to actions that are rational and meet certain specifications in carrying out educational tasks.

At the 2016 SMA level National Examination (BIN), Bireuen Regency was ranked 22 out of 23 districts / cities in Aceh Province. Data owned by the Aceh Education Office shows that the UN score achieved by Bireuen is 42.65%. This is one of the facts that shows that the performance of teachers in Bireuen District is still low in producing high UN scores. Based on observations made by researchers at Bireuen State High School teachers, the teacher still thinks that learning planning is not important, only as a requirement for the administration of teaching reports if there is an examination at any time.

Teacher competence is one of the determinants of success in the learning process. But in reality, the results of the 2016 teacher competency test (UKG), showed an average value of UKG in Bireuen Regency was only 34.05. This value is below the national average of high school / vocational school teachers in Aceh, which is 63.79, meaning that the value obtained is still below the national average which is 29.74. The low value of UKG shows that the ability and quality of teachers is still low, this will certainly have an impact on student learning outcomes.

Another major challenge is the quality of teaching staff who do not meet qualification standards. Following is an overview of the level of qualification, 68% of teachers at the primary school level do not yet have teaching eligibility. The number of trained teachers is still minimal, namely 1.16% at the elementary level, 6.36% at the junior level and 3.97% at the secondary level. The initial teacher competency test results in 2012, ranked Aceh 28th nationally, with an average grade of 36.1 Teachers passing certification on average 20.9% at the elementary level, 29% at the junior secondary level and 31% at the school intermediate. There is a disparity in the percentage of teachers who do not meet the standards in terms of qualifications and competencies between districts / cities. In 2012, the highest percentage of teachers who were not eligible to teach was in Simeulue District, which reached 91% and the lowest in Banda Aceh, which was 44%. Besides that,

This view is strengthened based on data from the results of the pedagogical and professional competency test of teachers in Bireuen District in 2015 known to 4 (four) types of pedagogy and professionalism of teachers, namely the first type is in the group 88% of teachers do not meet the standards of pedagogical and professional competence or are not fit to teach . The second type, only 2% of teachers have competency standards above the average standard which means they can teach and master the material well. The third type as many as 7.9% of teachers have pedagogical competencies above the standard and professional competence below the standard which means they can teach well but do not master the material, and the fourth type as many as 2.1% of teachers have the ability of pedagogical competence below the standard and professional competence above the standard ,

Teacher work motivation is an important factor in improving teacher performance because as the main driver every teacher carries out his professional duties according to applicable regulations. Good motivation from superiors or principals plays a very important role to provide encouragement to teachers, so that with good motivation from the Principal the teacher's performance is expected to improve for the better. Considering the quite heavy tasks that must be carried out by a teacher, it is appropriate for the teacher to get many things that can arouse enthusiasm in working. This is important, because a teacher will produce good performance if he has good competence and has sufficient work motivation.

Research conducted by Septiana, et al (2013) suggests that: (1) there is a significant influence of school principal leadership (X1) and work motivation (X2) on teacher performance (Y). This is shown from the results of multiple linear regression analysis using the Ftest, the value of Fcount > Ftable (20.574 > 3.120) at a significance level < 0.05 is 0.000. The better the principal's leadership and work motivation, the better the teacher's performance in carrying out their duties. (2) Principal leadership (X1) significantly influences teacher performance (Y). This is indicated from the results of multiple linear regression analysis using the ttest obtained tcount > ttable (2,468> 1,993) at a significant level <0.05 which is 0.016. The better the principal's leadership the better the teacher's performance in carrying out their duties. (3) Work motivation (X2) significantly influences teacher performance (Y). This is shown from the results of multiple linear regression analysis using the ttest obtained tcount > t table (3.294 > 1.993) at a significant level < 0.05 which is 0.002. The higher the work

motivation, the higher the teacher's performance in carrying out their duties. (4) Work motivation has a dominant effect on teacher performance. This is indicated from the results of multiple linear regression obtained significant values close to 0.000, 0.002. The higher the work motivation, the higher the teacher's performance in carrying out their duties. This is shown from the results of multiple linear regression analysis using the ttest obtained tcount> ttable (3.294 > 1.993) at a significant level < 0.05 which is 0.002. The higher the work motivation, the higher the teacher's performance in carrying out their duties. (4) Work motivation has a dominant effect on teacher performance. This is indicated from the results of multiple linear regression obtained significant values close to 0.000 which is 0.002. The higher the work motivation, the higher the teacher's performance in carrying out their duties. This is shown from the results of multiple linear regression analysis using the ttest obtained tcount > ttable (3.294 > 1.993) at a significant level <0.05 which is 0.002. The higher the work motivation, the higher the teacher's performance in carrying out their duties. (4) Work motivation has a dominant effect on teacher performance. This is indicated from the results of multiple linear regression obtained significant values close to 0.000 which is 0.002. The higher the work motivation, the higher the teacher's performance in carrying out their duties. This is indicated from the results of multiple linear regression obtained significant values close to 0.000 which is 0.002. The higher the work motivation, the higher the teacher's performance in carrying out their duties. This is indicated from the results of multiple linear regression obtained significant values close to 0.000 which is 0.002. The higher the work motivation, the higher the teacher's performance in carrying out their duties.

Winardi (2002: 6) work motivation is a potential force that exists in a human person, which can be developed by a number of outside forces that essentially revolve around monetary rewards, and non-monetary rewards that can affect performance results positively or negatively, things which depends on the situation and conditions faced by the person concerned. Robbins (2007: 166) motivation is the willingness to spend a high level of effort for organizational goals which is conditioned by the ability of the effort to meet some individual needs.

Cahyono (2002: 283) performance is the result of work that has been achieved by a person in carrying out the tasks for which he is responsible within a certain period of time and according to service measurement criteria, with indicators: (1) quality; (2) quantity; (3) timeliness. The low performance of teachers must be widely seen so as not to be fixed only on external factors, but internal factors must also be seen. In internal factors, teacher performance can be influenced by work motivation, job stress and job satisfaction.

Desniati (2014) in her research showed that the Principal's leadership showed a significant influence on the performance of teachers in SMA 1 Mlati, Sleman, Yogyakarta. School culture also has a positive effect on teacher performance in SMA 1 Mlati, Sleman Regency. Likewise, teacher motivation has a significant influence on teacher performance in SMA N 1 Mlati.

Firmawati et al (2017: 167-171) in their research on the influence of principals 'leadership and work motivation on teacher performance, the results of headmaster's leadership and work motivation go hand in hand with teacher performance variables, meaning that the better the principals' leadership and work motivation, the more the teacher's performance is also high. Motivation will appear to the teacher if there is conformity, trust and satisfaction provided by the principal, and smooth communication between the teacher and the principal, the teacher and the teacher, these conditions can improve performance. An increase in the combination of work motivation and leadership of the principal will be followed by an increase in teacher performance, otherwise if there is a tendency to decrease the combination of work motivation and leadership of the principal will be followed by a decrease in teacher performance.

The results of Ma'sum's research (2008) found that the factors that influence teacher satisfaction include leadership behavior, organizational climate, and work motivation. The results of his study showed a significant relationship between organizational climate and employee job satisfaction, and there was a significant relationship between work motivation and employee job satisfaction, and there was a significant relationship between leadership behavior, organizational climate, and work motivation together with job satisfaction employee.

Pujiyanti's research results (2013) said that work motivation had a positive and significant effect on the performance of Ciamis 1 High School teachers in the 2012/2013 Academic Year. This is indicated by the price of rx1y 0.675 tcount 7.085, and r2 x1y of 0.456, which means that variations in the rise or fall in teacher performance values are influenced by work motivation variables of 45.6% and the rest of 54.4% is influenced by other variables not examined. This shows that the better the work motivation, the better the teacher's performance will be.

Based on the background of this study explains various factors that are considered to influence teacher performance, both based on the description of theory and empirical facts. Based on the previous description, it is necessary to do research to find out the factors that are suspected to influence the performance of teachers in Bireuen State High School, namely the principal's leadership, and work motivation.

2. FORMULATION OF THE PROBLEM

Based on the identification and limitation of the problem above, the research problem can be formulated as follows:

- Does the principal's leadership directly influence work motivation?
- Does the principal's leadership have a direct effect on teacher performance?
- Does work motivation directly affect performance?
- Formulating the headmaster performance model that is built based on the associative causal relationship between exogenous variables and endogenous performance variables to be implemented adaptively in high schools in Bireuen?

3. METHOD

The type used in this research is quantitative research with ex post facto research. Kerlinger (2015: 188) provides a limitation that non experimental researchers are systematic empirical studies in which scientists cannot directly control their independent variables because their manifestations have arisen or because the nature of the variables does indeed cover the possibility of manipulation. To analyze one variable with another variable used path analysis (path analysis). The population in this study were 832 teachers in Bireuen District Public High School, spread over 24 schools. While the sampling technique uses the formula of Slovin in Riduwan (2012: 49) with the formula:

$$n = N/(1+(N \cdot d^2)) \qquad (1)$$

Information:
n = Sample size
N = Population
d = degree of error

For population N = 832, and the degree of error d of 0.05, obtained the number of samples Based on the formula above, the sample size is:

n = 832/ (1 + 832 + (0,05 x 2))
= 270,1 respondents

Based on the formula above, obtained a number of research samples of 270 teachers

4. RESULT AND DISCUSSION

1) Normality test. Testing normality of research data is done by comparing the largest Liliefors value as Lilieforscount (LCount) and the Liliefors table value (Ltable) at the real level α = 0.05. This normality test uses Table Z to find out whether or not normal data on each research variable is carried out with the following conditions:

- If the L obtained < L in the table with a significance level of 5%, then the data distribution comes from a normal normal distribution population (LCount < Ltable) or accept Ha.
- If the obtained L > L in the table with a significance level of 5%, then the distribution of the data does not come from a normally distributed population (LCount> Ltable) or accept Ho.

Based on the results of the test calculations, a summary of the results of the normality of the data distribution of each variable is obtained, namely: Principal's leadership (X1), Work motivation (X2), and Teacher performance (X3) as in Table 1 below:

Table 1. Summary of calculation of normality of liliefors test

No	Variable	Lhit	Ltab	Results
1	(X_2) top (X_1)	0.043	0.054	normal
2	(X_3) top (X_1)	0.039	0.054	normal.
3	(X_3) above (X1) and (X2),	0.027	0.054	normal.

Based on the table above shows that the value of Lhitung<Ltable (5%). This means that the distribution of data comes from normally distributed populations. Thus it can be concluded that the distribution of variable data distribution in the study did not deviate from the normal distribution.

2) Linearity Test and Meaning of Regression Equations. Summary of the results of the linearity test and the significance test of the regression equation for each pair of exogenous variables with endogenous variables through the results of the calculation of SPSS for Windiwos version 24 in Table 2 below:.

Table 2. Summary of linearity test results and spss meaning tests

No	Var. Ecogenus, var. endogenus	Linearity Test			Test the Significance of Regression		
		F_{count}	Table (5%)	Status	F_{count}	Table (5%)	Status
1	X1 with X2	0.881	1,551	Linear	1029,355	3,876	Sig
	X1 with X3	0.983	1,551	Linear	840,064	3,876	Sig
3	X1, X2, withX3	-	-	.	856,866	2,406	Sig

It is shown that the linearity test for the relationship between all variables is linear, where the value of Fcount<Ftable (5%) and for the test of significance of regression are all significant, where the value of Fcount>Ftable (5%). This means that the form of the relationship between the exogenous and endogenous variables is linear, so the linearity assumption has been fulfilled and the significance test states a significant regression.

Testing Requirements Analysis. The results of the calculation of the correlation coefficient and the path coefficient following testing are summarized in Table 3

Table 3. Summary of calculation results for correlation coefficient, path coefficient, and meaning

Number Hypothesis	Coefficient Correlation *	Coefficient Pathway	t_{hitung}	Significance	Information
1	$r_{12}= 0.891$	$p_{21} = 0.891$	32,084	0,000	Meaningful Paths
2	$r_{13}= 0.871$	$p_{31} = 0.871$	28,984	0,000	Meaningful Paths
3	$r_{23}=0.831$	$p_{32} = 0.831$	24.449	0.000	Meaningful Paths

Based on the results of calculations in the table, it turns out that the tenth value of the path coefficient is greater than the value of the table at α = 0.05 so that it can be stated that the ten path coefficients are significant (meaning). Then the path can be described as follows:
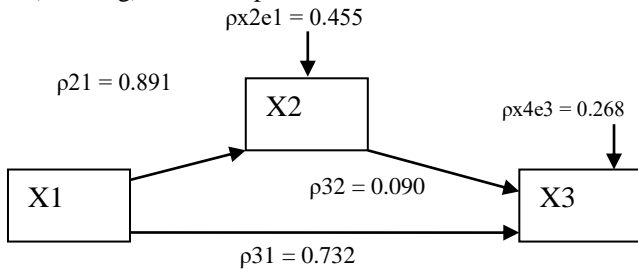

Figure 1 research variable path diagram

Hypothesis testing results explain that the ten research hypotheses proposed and described above have found a Theoretical Model of Teacher Performance which is the development of theories including the Work Dimensions of Mathis (2006); "Integrative Model of Organizational Behavior" from Colquitt, LePine and Wesson "Determination of Job Performance" from John M. Invancevich, etc al (2006); Bass "school principal leadership" 1985 in Locke, et al, 1991) Robert (1971); "work motivation" Luthan (2006) and Maslow (1943).

The results of this study are in accordance with research conducted by Ismail Dwi Cahyo (2019) suggesting that the principal's leadership style has a significant positive effect on job satisfaction of high school teachers in Tanjung Priok District. This means that if the principal's leadership style is good or the principal's leadership pattern matches the expectations of the teacher and the employee, teacher job satisfaction increases. Conversely, the style or pattern of leadership of the principal is not good, the principal does not become himself as a figure that must be emulated by his subordinates, job satisfaction in teachers tends to decrease because teachers feel less suited to the attitude of arrogant leaders, less attention to problems faced subordinates, so job satisfaction decreases.

Other studies that have been done before by Tri Diah Cahyowati, et al (2014) said that there was a significant influence of school principal leadership on teacher performance. This is evidenced by the results of observations of researchers who found that many teachers in the learning process in the classroom never refer to the lesson plans and teaching is only lecturing and rarely involves the active participation of students. Also strengthened by the results of in-depth interviews with the principal who said the principal rarely supervised the class which is the principal's job. Principals tend to give up responsibility for teaching guidance to supervisors. The school principal fully entrusts the teaching process to the teacher, because he considers the teacher has experience.

Other studies conducted by Ni Komang Ayu Lidyawat (2015) the influence of professional development, school climate, and leadership of school principals on teacher performance in Abiansemal 1 High School in 2013. Based on the results of the t test which showed that the principal's leadership variable had a positive and significant effect on teacher performance in Abiansemal 1 High School. This can be seen from the value of tcount= 2.833 greater than ttable = 1.666 or significant = 0.006 smaller than □= 0.05.

This research is also in line with the results of research conducted by Reza Ahmadiansah (2016) stating there is a significant influence between work motivation and job satisfaction on teacher performance. The results obtained by the calculated F value of 6.378 is greater than the value of F table 3.186 with a significance level of 0.003 <0.05. This shows that there is a positive and significant influence between work motivation and job satisfaction on teacher performance. This means that the variables of work motivation and job satisfaction contribute to the emergence of teacher performance.

Based on the results of testing the ten hypotheses, a path diagram can be drawn which is a fixed model or theoretical model describing a causality relationship between research variables that determine the influence of school leadership, work motivation, job stress, and job satisfaction on teacher performance Bireuen, The following model for developing teacher performance at Bireuen Public High School:
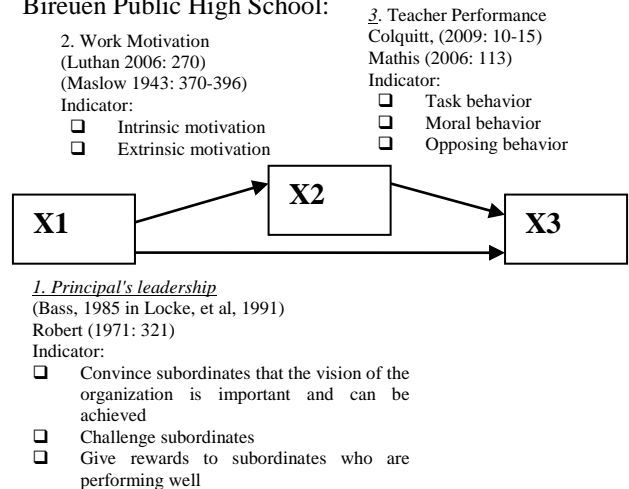

Figure 2 model for developing teacher performance at Bireuen Public High School

The research findings show that work motivation of teachers in Bireuen State High School have the most influence on teacher performance, so it can be said that if you want teacher performance to improve properly, then first increase motivation, and leadership of school principals.

5. CONCLUSION

A. Conclusion

- Principal's leadership has a positive effectliveon work motivation. This indicates that the better the leadership of the school principal, the better the work motivation of Bireuen High School teachers.

- Principal's leadership positive direct effect on teacher performance. This shows that the better the leadership of the school principal, the higher the performance of Bireuen High School teachers.

- Work motivation positive direct effect on teacher performance. This shows that the higher the work motivation, the higher the performance of Bireuen High School teachers

B. Suggestion

- Related parties should, the Aceh Provincial Education Office pays attention to the factors of school principal leadership, and work motivation, which affects teacher performance.

- In striving to improve the principals' leadership abilities, it is very important to start from themselves in carrying out their leadership in order to be able to give more authority to subordinates to be able to develop themselves comprehensively in carrying out their duties. improved with real work and can be a role model for teachers and school residents.

- It is expected that teachers will make the teaching profession more an inner calling and call for the nation to educate and foster students to become better, because by cultivating the calling of the soul and the nation work motivation become better.

- Strived as much as possible to balance the process of revamping other determinant factors, especially on factors of work motivation both factors that have direct and indirect factors.

- Expected to make efforts to improve work motivation variables, especially on the level of presence, encouragement to achieve goals, tenacity, and responsibility

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