

Teacher Performance:

Principal Leadership, Competence and Motivation

Esterlina*, Lilik Sri Hariani

Master of Social Science Education Study Program
Universitas PGRI Kanjuruhan Malang
Malang, Indonesia

*esterlinabonggalotong@gmail.com

Abstract—The performance of a teacher can be influenced by several factors. Among the factors that can affect teacher performance are the leadership of the principal, the competence of the teacher himself, and the teacher's motivation in carrying out his duties. This study aims to analyze whether there is a significant influence between the principal's leadership, competence, and motivation on teacher performance either simultaneously or partially. The design of this research is quantitative with *ex post facto* design. This study is looking for systematic empirical data and in this study the researcher cannot directly control the independent variables because the events have occurred and according to their nature cannot be manipulated. The population in this study were high school teachers in Mamasa district, data collection using instruments. Data analysis used multiple linear regression with the help of a computer program SPSS 22.00 for Windows. The results of the study simultaneously show that the principal's leadership, competence, and motivation affect teacher performance. Partially, the competence possessed by teachers has an effect on teacher performance, but the principal's leadership and motivation have no effect on teacher performance. Therefore, to improve performance, teachers should increase their competence, one of the ways is by continuing their education to a higher level. On the other hand, the principal must apply an effective leadership style and always motivate teachers to always develop their competence.

Keywords—*performance, competence, leadership, motivation*

I. INTRODUCTION

The quality of education can be measured from its position in educating life and advancing national culture [1]. The success of an educational institution in achieving goals is highly dependent on the level of teacher performance [2]. In other words, teacher performance is a very influential factor in creating quality education [3].

Teacher performance in schools refers to the behavior of teachers in carrying out work, namely planning, implementing, evaluating, and guiding students in the learning process [4]. Teacher performance is the whole effort made by the teacher to achieve educational goals, so as to produce high achieving students. However, it is proven from previous study that

teacher performance depends on the leadership of the principal, how to direct and move his subordinates to achieve the stated goals [5].

As a leader, the school principal must be able to manage the school well. Good school management can create a comfortable environment for work. As the result, a comfortable working environment can create good performance for the teacher [6]. It is believed that professional principal leadership will be able to pay high attention to teachers and believe that teachers can complete work responsibly [7].

Teacher performance is also related to teacher competence [8]. It means that to have a good performance, a teacher must possess good competence [9]. We can also say that without having good competence, a teacher may not be able to have a good performance [10].

Competence itself is the ability and expertise that a person has related to a certain profession which can be actualized through performance in carrying out his profession [5]. Hence, teacher work is a complex and difficult job, along with the large and rapid changes in the school environment that are driven by advances in science and technology, changes in democracy, globalization and the environment [11].

Besides leadership and competence, it was previously found that work motivation also affects teacher performance [12]. Work motivation holds an important point, because it provides the reason why someone does their job [13]. This also works with professional teachers. Teachers must possess motivation to carry out their assigned tasks so that they can work optimally and can act as ideal teachers in educating students. This is very important because teachers have the responsibility for the success of their students [14]. Therefore, every educational institution demands that teachers be able to show good performance.

There have been many studies on principal leadership, competence, and motivation for teacher performance. Unfortunately, those studies have not produced consistent findings. In some previous studies, principal leadership affects teacher performance [5,12,15]. The other study found that principal leadership has an indirect relationship to teacher

performance [3]. It is also found that competence has a positive effect on teacher performance [8]. Meanwhile, on the other side, other studies proved that competence has no effect on performance [6,16]. Some studies describe that motivation affects teacher performance [14,17,18]. However, some others seen that motivation has no effect on performance [19,20]. Based on these problems, this study wanted to determine the effect of principal leadership, competence, and motivation on the performance of high school teachers both simultaneously and partially, particularly in Mamasa District, West Sulawesi Province, Indonesia.

II. METHODS

This research is a type of quantitative research with an explanatory research design. The independent variables in this study were the principal's leadership, competence and motivation, while the dependent variable was teacher performance. The population in this study were high school teachers in Mamasa District, West Sulawesi Province, Indonesia with a sample of 45 teachers. The sampling technique was carried out by means of random sampling. The data collection technique used a questionnaire which had previously been tested for validity and reliability. The data analysis technique used multiple linear regression assisted by the SPSS version 22.0 computer program.

III. RESULTS AND DISCUSSION

From this research, it is found out that the calculation results of respondents' answers from the distributed instrument lead to the description that all teachers in Mamasa District have good performance. The teachers' responses showed that in conducting teaching process, the teachers have made lesson plans, carried out learning, evaluated, and followed up on the results of the learning evaluation.

Speaking about the school principals' leadership, it is revealed that according to the teachers in Mamasa District, the leadership of the principal is already good, which means that the school principal in Mamasa District has carried out their duties and obligations properly based on his duties and functions as an institution leader.

From the questionnaire, it is also found that the teachers in Mamasa District also have sufficient pedagogical competence. They also possess good personality, professional and social competence. The teachers also have good motivation in implementing learning.

From the results of the classical assumption test; it can be concluded that all variables in the study have met the requirements for normality, multicollimierity, autocorrelation, and heteroscedasticity. Thus, the data in this study are qualified for multiple linear regression analysis.

Further, the results of the multiple linear regression test are presented in Table 1 below.

TABLE I. RESULTS OF MULTIPLE LINEAR REGRESSION ANALYSIS

Variable	Koef. Reg.	Sig	Result
Constant	23.5	0	
KS	0.208	0.723	H2 is not accepted
KG	0.318	0	H3 is accepted
MV	0.168	0.052	H4 is not accepted
R = 0,749			
R. Square = 0.561			
Adj. R Squire = 0.529			
F = 17,497			
Sig. F = 0,000			
Probability = 0.05			

Source: Data processed, 2020

Based on the results of hypothesis testing presented in Table 1, it can be said that simultaneously the variables of school principal leadership (KS), teacher competence (KG), and motivation (MV) have a positive and significant effect on the performance of high school teachers in Mamasa District. It can be seen that, partially teacher competence affects teacher performance but it is empirically proven that principal leadership and motivation have no effect on the teachers' performance.

Later on, the results of multiple linear regression analysis obtained a positive and significant value between the variables of school principal leadership, competence, and motivation have an effect on teacher performance. This is in line with the results of descriptive calculations based on data obtained from instruments filled in by respondents. According to the responses of the school principal respondents in carrying out their functions and tasks well, teachers in Mamasa District also have good competence and motivation. The three independent variables studied, namely principal leadership, competence, and motivation, had a strong relationship with the dependent variable teacher performance, namely 0.749 or had a relationship of 74.9%. The magnitude of this relationship indicates that the principal's leadership, competence, and motivation support the creation of teacher performance.

Judging from the magnitude of the influence simultaneously between the variables studied, it has an influence in the moderate category, namely 56.1%. The magnitude of this influence is also in line with the respondents' responses to the instruments used to collect data. This can be seen from the description of the research variables, according to the respondents' responses, both for the principal's leadership, competence, and motivation variables in good categories. This means that if these three variables are jointly owned, it will affect teacher performance. Because the effect of the three new variables is 56.1%, of course there are other factors that affect teacher performance. These factors include work environment [6], compensation and job satisfaction [19], teacher commitment [3].

The results of the second hypothesis analysis indicate that partially the principal's leadership variable does not significantly influence teacher performance. The results of this study are in line with the research conducted Purwanto et al.,

[16] which states that transformational and authentic leadership styles do not have a significant effect on the performance of Madrasah Aliyah (Islamic high school) teachers. However, the results of this study are not in line with research which states that principal leadership can affect teacher performance [1,5-7]. There is a relationship between principal leadership and teacher performance [3]. The principal's strategy can improve teacher performance.

The results of the third hypothesis analysis show that partially the competency variable has a positive and significant effect on teacher performance. The results of this calculation are in line with research which states that competence can affect teacher performance [5,8,9]. In an effort to improve the quality of education, the role of teacher competence is very strategic, so there is a saying that says there are no teachers, no education, meaning that if there are no teachers, education is difficult to implement [1]. Teachers who have good competence can certainly carry out their duties well [19]. Competent teachers also have great enthusiasm in educating their students [5].

The results of the fourth hypothesis analysis indicate that partially the motivation variable has no significant effect on teacher performance. Descriptive calculation shows that teacher motivation and performance are in a good category, but statistically motivation has no effect on teacher performance. This can be explained that the performance of teachers in Mamasa District is influenced by other factors. The results of this study are in line with research which states that motivation has no effect on teacher performance [16,19]. However, the results of this study are not in line with research which states that motivation affects teacher performance [13,19]. There is a relationship between motivation and teacher performance [3]. Work motivation has a role as a partial mediator variable between organizational justice and teacher performance [21].

IV. CONCLUSION

Based on the results of the analysis that has been carried out both descriptively and statistically with multiple linear regression through the SPSS 22.0 program, it can be concluded that the principal's leadership, competence, and motivation simultaneously affect the performance of high school teachers in Mamasa District. This finding implies that if the principal is already carrying out his duties and function well, the competence of the teacher will be also good, and the teachers will have high motivation so it can affect their overall performances. Partial competence affects teacher performance, but the principals' leadership and motivation do not affect teacher performance. Therefore, to improve their performance, teachers should increase their skills and competences, it can be done by continuing their education to a higher level. On the other hand, the principal must apply an effective leadership style and always motivate teachers to develop their competence. Despite these important findings, this study also have several limitations. The limitations in this study are as follows: some of the questions in the questionnaire may not be understood so that it raises multiple interpretations from the

respondents; hence, it is recommended for further researcher to ease the questionnaire used, especially the questionnaire related to principal leadership and teacher motivation in implementing learning.

ACKNOWLEDGMENT

Our gratitude goes to the Rector, the Director of Postgraduate Program and the Head of Social Studies Education Study Program, Universitas PGRI Kanjuruhan Malang for contributing publication funds and the ANCOSH Committee for providing the opportunity and a forum to present research results in the form of proceedings.

REFERENCES

- [1] H. Fitria, M. Mukhtar, and M. Akbar, "The Effect of Organizational Structure And Leadership Style on Teacher Performance In Private Secondary School," *IJHCM (International Journal of Human Capital Management)*, vol. 1, no. 02, pp. 101-112, 2017.
- [2] K. Elliott, "Teacher Performance Appraisal: More about Performance or Development?" *Australian Journal of teacher education*, vol. 40, no. 9, pp. n9, 2015.
- [3] H. Normianti, A. Aslamiah, and S. Suhaimi, "Relationship of transformational leaders of principal, teacher motivation, teacher organization commitments with performance of primary school teachers in Labuan Amas Selatan, Indonesia," *European Journal of Education Studies*, no. 2, pp. 123-141, 2019.
- [4] H. Hardono, H. Haryono, and A. Yusuf, "Kepemimpinan Kepala Sekolah, Supervisi Akademik, dan Motivasi Kerja dalam Meningkatkan Kinerja Guru," *Educational Management*, vol. 6, no. 1, pp. 26-33, 2017.
- [5] D. Kartini, M. Kristiawan, and H. Fitria, "The Influence of Principal's Leadership, Academic Supervision, and Professional Competence toward Teachers' Performance," *International Journal of Progressive Sciences and Technologies*, vol. 20, no. 1), pp. 156-164, 2020.
- [6] S. Rahardjo, "The effect of competence, leadership and work environment towards motivation and its impact on the performance of teacher of elementary school in Surakarta City, Central Java, Indonesia," *International Journal of Advanced Research in Management and Social Sciences*, vol. 3, no. 6, pp. 59-74, 2014.
- [7] S. Andriani, N. Kesumawati, and M. Kristiawan, "The influence of the transformational leadership and work motivation on teachers performance," *International Journal of Scientific & Technology Research*, vol. 7, no. 7, pp. 19-29, 2018.
- [8] M.H. Rahman, "Professional competence, pedagogical competence and the performance of junior high school of science teachers," *Journal of education and practice*, vol. 5, no. 9, pp. 75-80, 2014.
- [9] A. Hakim, "Contribution of competence teacher (pedagogical, personality, professional competence and social) on the performance of learning," *The International Journal of Engineering and Science*, vol. 4, no. 2, pp. 1-12, 2015.
- [10] W. Maba, I.B.K. Perdata, I.N. Astawa, and I.B.N. Mantra, "Conducting assessment instrument models for teacher competence, teacher welfare as an effort to enhance education quality," *International research journal of management, IT and social sciences*, vol. 5, no. 3, pp. 46-52, 2018.
- [11] M. Kunter, U. Klusmann, J. Baumert, D. Richter, T. Voss, and A. Hachfeld, "Professional competence of teachers: Effects on instructional quality and student development," *Journal of educational psychology*, vol. 105, no. 3, pp. 805, 2013.
- [12] H. Hamdani, N. Kesumawati and M. Kristiawan, "The influence of teachers' work motivation and principals' managerial competence on teachers' performance the influence of teachers' work motivation and principals' managerial competence on teachers' performance," *Sriwijaya*

- University Learning and Education International Conference, vol. 3, no. 1, pp. 674-681, 2020.
- [13] J.H. Akhtar and I. Iqbal, "Impact of motivation on teachers ' job performance : a case study of a public sector university," *Journal of Educational Sciences*, vol. 4, no. 1, pp. 54, 2017.
- [14] S. Riyadi, "Effect of work motivation , work stress and job satisfaction on teacher performance at senior high school (SMA) throughout the state central Tapanuli , Sumatera," *IOSR Journal of humanities and social science*, vol. 20, no. 2, pp. 52–57, 2015.
- [15] T.A. Dewi, *Pengaruh profesionalisme guru dan motivasi kerja terhadap kinerja guru ekonomi SMA se-Kota Malang*, Lampung: Universitas Muhammadiyah Metro, 2015.
- [16] A. Purwanto, R. Primahendra, A. Sopa, and S. Williana, "Pengaruh gaya kepemimpinan transformational, authentic authoritarian, dan transactional terhadap kinerja guru madrasah aliyah di Tangerang," *EVALUASI: Jurnal Manajemen Pendidikan Islam*, vol. 4, no. 1, pp. 20–44, 2020.
- [17] S. Salbiyah, F. Nuraini, and A. Rosmaniar, "Motivation and its effect on women's lecturer performance in university of muhammadiyah Surabaya," *International Journal of Economics and Management Studies*, vol. 6, no. 9, pp. 22-33.
- [18] E. Yariv, "Deterioration in teachers ' performance : causes and some remedies," *World Journal of Education*, vol. 1, no. 1, pp. 81–91, 2011.
- [19] H.M. Arifin, "The influence of competence , motivation , and organisational culture to high school teacher job satisfaction and performance," *International Education Studies*, vol. 8, no. 1, pp. 38–45, 2015.
- [20] A. Purwanto, M. Asbari, and P.B. Santoso, "Does culture, motivation, competence, leadership, commitment influence quality performance?," *Inovbiz: Jurnal Inovasi Bisnis*, vol. 7, pp. 201–205, 2019.
- [21] Y. Akman, "The investigation of the relationships between organisational justice , work motivation and teacher performance investigating the relationship between organizational justice , work motivation and teacher performance," *Çukurova üniversitesi eğitim fakültesi dergisi*, vol. 47, no. 1, pp. 164-187.