

The Influence of the Principal's Performance and Teacher Teaching Performance on Student's Motivation in Cengal State Elementary School

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ABSTRACT

The purpose of conducting this research was to provide a clear description of the impact or influence of the principal's performance and teacher's teaching performance on student motivation, either partially or simultaneously. Moreover, this research was conducted at the elementary school level in Cengal District. In the implementation of this research, the method used was descriptive quantitative. The results achieved through the research process with data collected through questionnaire and documentation techniques. It was stated that there was a positive and significant effect of the principal's performance on student learning motivation at elementary school (SD) Negeri Cengal. Partially, teacher teaching performance has a positive and significant effect on student learning motivation. Likewise, with the simultaneous testing, which states that the performance of the principal and the teaching performance of teachers can have a positive and significant effect on student motivation in Cengal State Elementary School.

Keywords: Principal performance, Teaching performance, Learning motivation.

1. INTRODUCTION

Students or learners are one of the important elements in the organization of the school. The success of the school is reflected in the achievements of the students, both elementary, junior high, and senior high school. On the other hand, students' achievements are constrained by low student learning motivation. As a result, the achievements obtained are not so optimal. Several factors influence the low motivation of students' learning including learning places, physical functions, intelligence, facilities and infrastructure, time, learning habits, teachers, parents, emotional and health, as well as friend factors [1]. Several other studies have also revealed similar factors related to influence.

One measure that can be standardized is the PISA Score (Programme for International Student Assessment), as one of the indicators of student achievement success is still relatively low compared to other countries. In 2018, Indonesia's PISA score was ranked 72 out of 78 countries with a score of 371, this ranking is far compared to neighboring countries such as Singapore (ranked 2nd), Malaysia (ranked 56th), and Brunei Darussalam (ranked 59th) [2]. Even especially for reading scores, Indonesia has experienced a

downward trend in scores since 2012. Similarly, math scores also declined.

The problem of student learning motivation is more clearly seen in the unit units of schools in Indonesia. The presence of technology is a driving factor as well as a factor inhibiting students' motivation because the use of technology is not appropriate, including for elementary school students who have become proficient in using technology.

In addition to the presence of students as a major component in school organizations, the system and support personnel are also no less important to support the success of school organizations. Among them are school management, educators, and education personnel. All of them form one entity to create a school organizational system. The performance of the people involved in this system is one of the determining factors for the success of achieving the objectives of the organization.

The leadership or management performance of the headmaster is very important to support the continuity of learning in the school. The headmaster's leadership is assumed to have an impact on teachers' performance. That is why this factor also needs to be considered by the school as an institution. As research conducted by

Mutmainah [3] stated that the leadership of a principal has an impact on teacher performance by 15.7%. Similarly, it was obtained from research conducted by Setiyati [4] with the result that there was a positive and significant influence of headmaster leadership on teacher performance of 18.22%.

According to Kristiawan, Safitri & Lestari [5], the principal's job is to give a positive influence, encourage to be better, provide guidance in carrying out tasks, conduct direction, and be a mobilizer for teachers, education personnel, learners, parents, and interested parties to work and play a role in achieving the goals set. The headmaster as a leader in the school must have special skills or competencies to improve the performance of the teacher through habituation that is carried out regularly in the school.

Seeing the importance of leadership or managerial ability to perform, it is necessary for leaders who can actually perform their functions appropriately so that all parties in an organization (educational institutions) can carry out their duties properly [6]. A leader as control has an important role in efforts to improve teacher performance to have a positive impact on teacher performance in the academic field.

The headmaster's performance can encourage the performance of the teachers, and the performance of the teachers plays a role in the success of students' learning in the classroom. Therefore, the headmaster's performance and teacher's performance are two things that cannot be separated to support the student's learning motivation.

In this case, the researchers wanted to focus on seeing the influence of the principal's performance and teacher's performance on the learning motivation of students at SD Negeri Cengal. Therefore, researchers conducted preliminary studies to reinforce the assumption of the importance of this research. The findings of the preliminary study conducted are the motivation of students to learn judging from the learning process in the classroom is not so good. This clearly shows that the teacher has not been able to carry out his duties optimally, namely guiding and directing students.

For this reason, this research was carried out so that it could examine and describe the influence of the principal's performance and teaching performance of teachers partially and simultaneously on the learning motivation of elementary school students in Cengal subdistrict. To support the implementation of research, several theories and expert opinions were used about the principal's performance, teacher teaching performance, and student learning motivation.

2. METHODS

This research was conducted in Public Elementary School in Cengal Subdistrict. The implementation of

field research starts from July to October 2020. This research was conducted regarding the definition of educational research. Referring to the opinions of Sukardi [7] and Sukmadinata [8] that research in the field of education has methods with certain characteristics. Therefore, this research refers to the method of implementation of educational research that must consider the characteristics of the implementation of education by also referring to the research method in general.

Researchers believe that the right method used for this research is the quantitative method. According to Sugiyono [9], quantitative research is research that obtains data in the form of numbers or can also qualitative data that is suspected. The quantitative approach is done to measure variables in this study and then look for the relationship between those variables. There were 605 people included in the study population, but the sample used was 90 people taken based on purposive sampling techniques.

To obtain research data, observation techniques, documentation, and questionnaires are used. The questionnaire used by the researchers was first tested for validity and reliability, so there were 56 points of the statement in the questionnaire. The research data were also tested with classical assumptions such as normality, heteroscedasticity, linearity, and multicollinearity tests to determine the correct analysis in testing hypotheses.

3. RESULTS AND DISCUSSION

The data in this study have been tested and declared to be a normal distribution and no symptoms of heteroscedasticity.

3.1. Hypothesis Testing 1

The results of the hypothesis test are described below.

Table 1. Test Result "t-Test"

Model	Coefficients ^a		Standardized Coefficients	t	Sig.
	B	Std. Error			
1 (Constant)	44,756	6,523		6,861	,000
Kinerja Kepala Sekolah	,449	,080	,512	5,591	,000

Source: processed data (October 2020)

The value t calculates 5,591 and is significant 0.000. Judging from its significance, the alternative hypothesis for the first hypothesis is accepted, which means that there is a positive and significant influence of the principal's performance on the learning motivation of elementary school students in Cengal subdistrict.

The coefficient of determinants of the headmaster's performance towards learning motivation is as follows.

Table 2. Coefficient of Determinants (H1)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.512 ^a	.262	.254	2,13232

Source: processed data (October 2020)

The correlation coefficient is known to have a value of 0.512 which is interpreted as a relationship amount of 51.2% and belongs to the category of a fairly close relationship between the performance of the principal and the motivation of learning elementary school in Cengal subdistrict. The coefficient of determinant or magnitude of influence there is a score of 0.262 which means that 26.2% of students' learning motivation is influenced by the performance of the principal if the test is done individually.

3.2. Hypothesis Testing 2

The results obtained from the hypothesis test are as follows.

Table 3. Test Results "t-Test"

Model	Unstandardized Coefficients ^a		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	53,736	7,888		6,813	,000
Kinerja Mengajar Guru	,340	,098	,348	3,484	,001

Source: processed data (October 2020)

The t-count value is 3,484 and the significance is 0.001. If seen from the significance value, the alternative hypothesis for the first hypothesis is accepted, which means that there is a positive and significant influence of teacher teaching performance on the learning motivation of elementary school students in Cengal subdistrict.

The determinant coefficient of teacher teaching performance to student learning motivation is as follows.

Table 4. Determinant Coefficient (H2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.348 ^a	.121	.111	2,32702

Source: processed data (October 2020)

The correlation coefficient is known to have a value of 0.348 which is interpreted as a relationship amount of 34.8% and belongs to the category of a weak relationship between teacher teaching performance and learning motivation of elementary school students in Cengal subdistrict. The coefficient of determinant or magnitude of influence there is a value of 0.121 which means that 12.1% of students' learning motivation is influenced by the teaching performance of teachers at SD Negeri Cengal Sub-District if the testing is conducted individually.

3.3. Hypothesis Testing 3

The third hypothesis test is a hypothesis test simultaneously or jointly.

This test was conducted to determine the acceptance or rejection of the hypothesis compiled in this study. The results obtained from the test can be seen in the following Table.

Table 5. Test Results "F Test"

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	161,934	2	80,967	18,521	,000 ^b
	Residual	380,324	87	4,372		
	Total	542,258	89			

Source: processed data (October 2020)

F calculates is 18,521 compared to table F of 3,101, so it is clear that the alternative hypothesis for the third test is accepted or the principal's performance and teaching performance of the teacher has a positive and significant influence on the learning motivation of elementary school students in Cengal subdistrict.

The coefficient of determinants between the principal's performance variables and the teaching performance of teachers together on the motivation of learning elementary school in Cengal sub-district is contained in the following table.

Table 6. Coefficient of Determinants (H3)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.546 ^a	.299	.283	2,09082

Source: processed data (October 2020)

The correlational coefficient or magnitude of the relationship between the principal's performance variables and the teaching performance of teachers with the motivation of learning of elementary school students in Cengal sub-district is 54.6% and belongs to the category of close relationships. The coefficient of determinants or the amount of influence illustrated in the column R square is 0.299 which means that together or simultaneously the variables of the principal's performance and teaching performance of teachers have a 29.9% influence on the learning motivation of elementary school students in Cengal subdistrict. The effect of both independent variables on dependent variables belongs to the weak category.

3.4. The influence of the principal's performance on students' learning motivation

If it is assumed simply, the headmaster's performance is an external factor to generate learning motivation. Although the level of influence is not so great, it is still that the headmaster's performance is one of the external factors that can have an impact on students' learning motivation.

The result of which research, the greater some research. As with Hersika [10], with her appearance, the

headmaster was able to give a positive role to students learning the basic learning of the country. This happens in it the results of research conducted by researchers today. In a way separated by research by Marhama [11], the appearance that the head of Madrasah is very good and high-energy towards students studying Madrasah Aliyah Negeri Majene. Similar to the results, this is what good principals do to give positive influence and energy to students learning, especially in SD Negeri in Cengal sub-district.

3.5. The effect of teacher teaching performance on students' learning motivation

The correlation coefficient is known to have a value of 0.348 which is interpreted as a relationship amount of 34.8% and belongs to the category of a weak relationship between teacher teaching performance and learning motivation of elementary school students in Cengal subdistrict. The coefficient of determinant or magnitude of influence is 0.121 which means that 12.1% of students' learning motivation is influenced by the teaching performance of teachers at SD Negeri Cengal subdistrict. The results of this study also confirmed some previous research, such as those conducted by Hersika [10], that the teaching performance of teachers has a positive influence on the learning motivation of public elementary school students. Similar to Amal's research [12] that teacher performance affects learning motivation in grade VII and VIII students of Madrasah Tsanawiyah Nurul Iman Dempok Jombang.

Previous research has been a reference in this study to see the consistency of teaching performance variables of teachers in giving influence to student learning motivation. Similarly, Marhama's research [11], that the teaching performance of teachers has a positive impact on the learning motivation of students of Madrasah Aliyah Negeri Majene. As well as the research of Raisyifa & Sutarni [13], which expressly states that the teaching performance of teachers has a significant impact on student learning motivation.

The achievements of this research provide an affirmation to every teacher, that the implementation of learning in the classroom is not only able to improve student learning outcomes but also able to optimize their learning motivation. That's why every teacher should be aware of the importance of their role in fostering learning motivation.

3.6. The influence of the principal's performance and teacher's teaching performance on students' learning motivation

Alternative hypotheses for the third test were stated to be accepted or the principal's performance and teaching performance had a positive and significant influence on the learning motivation of elementary school students in Cengal subdistrict.

The correlational coefficient or magnitude of the relationship between the principal's performance

variables and the teaching performance of teachers with the motivation of learning of elementary school students in Cengal sub-district is 54.6% and belongs to the category of close relationships. For the coefficient of determinant or magnitude of influence of 0.299 which means that together or simultaneously variables of the principal's performance and teaching performance of teachers have a 29.9% influence on the learning motivation of elementary school students in Cengal subdistrict.

This clearly confirms to everyone who is engaged in education, that the headmaster as the manager or the highest leader in the school unit must work with the teacher who organizes the learning in the classroom. Because cooperation built by these factors can contribute to or a significant influence on students' learning motivation. Of course, this is a strengthening and important message for education stakeholders, the headmaster is not only a manager but also able to be a motivator.

Being a motivator does not have to stand directly in front of students and then convey inspiration or motivation as seen in seminars or training. However, good managerial implementation in school can foster motivation in students to continue learning and develop their potential. That is why it is important for a principal to continuously improve his competence in the implementation of education.

4. CONCLUSION

We conclude that 1) There is a positive and significant influence of the principal's performance on the learning motivation of elementary school students in Cengal subdistrict; 2) There is a positive and significant influence of teacher teaching performance on the learning motivation of elementary school students in Cengal sub-district; 3) There is an influence of the headmaster's performance and teacher teaching performance together on the learning motivation of elementary school students in Cengal sub-district, the amount of influence of the two variables simultaneously is 29.9% and belongs to a low category.

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