

Teacher Performance at SMK Negeri 1 Gelumbang as a Result of Principal Leadership and Work Motivation

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ABSTRACT

Quality educators are influenced by a variety of factors, particularly the school principal's leadership. Because the principal is fully responsible for managing and empowering teachers to continue to improve their performance, the principal plays a critical role. The purpose of this study is to determine the impact of principal leadership and work motivation on teacher performance at SMK Negeri 1 Gelumbang. This study employs a quantitative approach. With the help of SPSS software, data were analyzed using the simple linear regression formula and multiple linear regression. The study's findings indicate that principal leadership and work motivation both have an impact on the performance of teachers at SMK Negeri 1 Gelumbang.

Keywords: Teacher Performance, Work Motivation, and Principal Leadership

1. INTRODUCTION

Education is crucial in the life of the state because it is only through education that new development-minded Indonesians can be fostered. Reliable human resources are the basic capital of national development in order for it to survive in the competitive globalized world.

The emphasis of educational goals is on improving the quality of human resources, as stated in the Law of the Republic of Indonesia Education System National No. 20 of 2003 Chapter II concerning the Basics, Functions, and Objectives of article 2 point 3, which states that "National Education functions to develop capabilities and shape the character and civilization of a nation with dignity in order to educate." School is one of the organizations engaged in education. Schools have various purposes, one of which is to educate the nation's life. This goal will be achieved by enabling all existing resources in schools such as principals, teachers, staff, students, facilities and infrastructure, society and so on.

The role and function of teachers in the learning process still dominates and has a very strategic role so that the success of educational goals is very dependent on the contribution of teacher performance. The teacher is a component that occupies a central and very strategic position in the education system, because it determines the implementation of quality education. This is because teachers who are competent, professional and have a good personality, teaching and learning activities can take place smoothly and with good quality.

One of the educational issues confronting the Indonesian people is the low quality of education at all levels and units of education, particularly primary and secondary education. Several efforts have been made to improve the quality of national education, such as improving school management, developing national and local curricula, increasing teacher competence through training, purchasing books and learning tools, purchasing and improving educational resources and infrastructure, and so on. To realize the goals of education mandated by the Act System Education, the government lays in the process of development of the basic education system to higher education There are three types of education: formal education, non-formal education, and informal education. Vocational high schools, as part of the national education system, provide secondary education that prepares students to work in specific fields, adapt to work environments, and develop themselves in the future. SMK are realized through a curriculum structure that includes three programs: normative, adaptive, and productive.

One of the achievements of the national education goals is influenced by a very basic factor, namely the teacher. The teacher's role is an important and strategic component because of the performance it provides. Teacher performance is critical in achieving national educational goals and determining the level of educational quality; however, the performance of these teachers is heavily influenced by a variety of factors, both internal and external to the individual concerned. This is consistent with Permendiknas Number 41 of 2007, which specifies standard processes for primary

and secondary education units, which include: (1) planning the learning process; (2) implementing the learning process, and (3) assessing learning outcomes is carried out by the teacher on learning outcomes to measure the level of competency attainment of students and is used as material for preparing reports on student. Improving learning outcomes and the learning process. Furthermore, teacher performance is the result of teacher work, which is reflected in how to plan, implement, and assess the teaching and learning process, the intensity of which is based on work ethic and professional discipline in the learning process. Teacher performance as the teacher's ability and success in carrying out learning tasks. Various factors, particularly the school principal's leadership, influence the production of quality teaching teachers. The principal plays a very important role because the principal is fully responsible for managing and empowering teachers to continue to improve their performance. According to Kartono [1] the ability to lead is defined as exert constructive influence on others to make a cooperative effort to achieve the goals that have been announced. One of the keys that really determines the success and success of a school in achieving the goals that have been set is the role of the principal.

In addition to the principal's leadership factor who can influence the performance of teachers is work motivation. Motivation is the actualization of a teacher to improve performance and develop quality human resources. The implementation of teacher work motivation in performing tasks will depend on the ability and seriousness of their work. A teacher who has high work motivation if they experience difficulties in carrying out their duties, they will try to find solutions. This is different from teachers who have low work motivation who will easily give up and give up when they encounter difficulties. Being a teacher without work motivation will bring a feeling of boredom due to a lack of motivation in self-actualization. This is in line with the opinion of Callahan and Clark in Choliq [2] suggesting that motivation is a driving or pulling force that causes behavior towards certain goals. Meanwhile, Hasibuan [3] contends that motivation is the fundamental motivation that drives someone to act. This desire is in someone who moves him to do something according to the urge in him. Therefore, a person's actions are based on certain motivations which contain themes in accordance with the underlying motivation.

Based on observations made by researchers at SMK Negeri 1 Gelumbang, it was found that the performance of teachers at SMK Negeri 1 Gelumbang still needed to be improved can be seen from the planning of the learning process that was not on time. There are still many teachers who collect syllabus and lesson plans that are not on time so that it will affect the success of learning and the quality of the graduates produced. In addition, the assessment of learning outcomes which is sometimes less accurate is marked by an imbalance

between theory and practice provided by the teacher during learning.

The need to optimize the functions, duties and responsibilities of school principals can be seen from the presence of undisciplined teachers. Disciplined teachers can cause a delay in arriving at school, going to class, and sometimes an accelerated return time. This causes the teaching and learning process to be disrupted and the learning atmosphere is not conducive. In addition, there are still many teachers who are passive towards activities that support school programs which can be seen from the lack of activity and presence of teachers during school programs because only certain teachers are active and make it successful.

An important factor that also affects teacher performance is work motivation. The lack of work motivation among teachers in carrying out their duties demonstrates their continuing lack of competition between teachers to be role models and competent. There are still many teachers who teach only to fulfill the demands of teaching obligations. By only fulfilling the demands of teaching, the depth of the material and the ability of students to receive lessons will be neglected. In addition, there are still a few teachers who make scientific papers so that the best potential of a teacher has not been revealed.

The performance of an organization is strongly influenced by employee performance, while improving employee performance is inextricably linked to the motivation of the employees themselves. Performance is defined as a person's behavior that is fruitless unless a number of requirements are met [5]. Formal paraphrase According to Mangkunegara [4], performance is the result of an employee's work in quality and quantity in carrying out his duties in accordance with the responsibilities assigned to him. According to Mangkunegara [4] and Robbins [8] performance is a function and interaction between ability and motivation, namely work performance.

Furthermore, Sulistiya [9] argues that A person's performance is a confluence of abilities, efforts, and opportunities that can be measured by the outcomes of his work. Furthermore, argues that performance is a result of completing the tasks assigned to him based on his skills, experience, seriousness, and time constraints. According to Mitriani [10], performance is a process tool for creating a shared understanding of what must be accomplished, how it must be achieved and how to organize people by increasing the likelihood of achieving goals. This opinion views that performance is not only seen from the results of a job but also can be seen from the behavior of a person in carrying out his job.

An organization requires a leader, an ideal leader who is obeyed and respected by his subordinates. If there is no leader, an organization will be in chaos. Therefore, there must be a leader who commands and directs his subordinates to achieve organizational goals

There are several different definitions of leadership put forward by says that "Leadership (leadership) is a relationship between a person and another so that they are willing to work together on tasks related to goal attainment.

Leadership is a process of directing other people's behavior towards achieving certain goals. In this case, direction means causing others to act in a certain way in order to follow a specific direction. According to Nugroho [11], leadership is a trend of relations between customers who use their authority and influence on another person or group in develop partnership in order to accomplish a project.

Next, according to Sutopo [12] leadership is a process to influence others to take action in order to achieve predetermined goals. Leadership is related to influencing, providing motivation and enabling others to support the effectiveness and success of the organization where they are members of the organization.

Positive leader behavior can encourage groups to direct and motivate individuals to work together in groups to realize organizational goals. Leadership is defined as the use of power and influencing subordinates to direct their activities towards the goals to be achieved

On the basis of his person, he works to fulfil the desires of its ends. Encouragement desire in a person against different individuals, so that human behavior in the works tends to vary. Defines motivation as a process that describes an individual's intensity, direction, and persistence in achieving a goal. Intensity, direction, and persistence are the three main components of motivation. Intensity is related to how actively people work. It is the most abundant elements that receive attention when discussing motivation, but high intensity is unlikely to produce satisfactory work performance unless the effort is associated with a direction that benefits an organization. As a result, we must consider both the quality and the intensity of the effort. Efforts that are directed and consistent with the organization's goals are the kinds of efforts that must be made. Finally, persistence is a component of motivation. This dimension is a measure of how long a person can keep his business running. Motivated people remain focused on a task long enough to complete it.

The process of improving the quality of school-based education requires teachers, both individually and collaboratively to be able to do something, to change a condition so that education and learning are of higher quality. becoming a teacher without motivation will quickly feel bored because there is no driving element. Motivation is the provision of a driving force that generates a person's desire, such that they will be happy to partner, function efficiently, and incorporate all of their activities to realize pleasure.

2. METHODS

The type of this research is my research quantitative, with quantitative descriptive method. As the opinion of [13], The scientific method of collecting data for the purpose and usefulness of study. The modern science denotes that this experimental study is founded on scientific principles, specifically rationality, empirical evidence, and systematicity. This study is significant because it investigates the relationship between several research variables, namely the principal's leadership variable, job motivation, and teacher performance. This research uses correlation and regression analysis.

3. RESULTS AND DISCUSSION

1) The Effect of Principal Leadership on Performance at SMK Negeri 1 Gelumbang

Principal management obtained from the research results in the form of distributing questionnaires to respondents as many as 64 teachers at SMK Negeri 1 Gelumbang. The questionnaire consisted of 27 items that had been previously validated.

The data collected was then analyzed to investigate the impact of principal leadership on teacher performance at SMK Negeri 1 Gelumbang. In the descriptive analysis, the average score of the principal's leadership from the statement of item number one to the statement of item number 27, obtained an average result of 4 or 79.20% of respondents who stated that the leadership of the principal at SMK Negeri 1 Gelumbang is in either category. So overall the principal leadership indicators are in the good category, which is in the interval 3.40 - 4.19. For inferential analysis showed that in partial school leadership mem 1 Liki influence significantly to the performance of teachers, where the results of the partial test (t test) significance t worth 0.004. This means that the motivation in carrying out the duties and roles has been carried out properly or as expected.

2) The Impact of Work Motivation on Performance in SMK Negeri 1 Gelumbang

Work motivation data obtained from the research results in the form of distributing questionnaires to 64 respondents as teachers at SMK Negeri 1 Gelumbang. The questionnaire consisted of 27 items that had been previously validated.

The data collected was then analyzed to determine the effect of work motivation on the teachers' performance at SMK Negeri 1 Gelumbang. From the results of the answers to the questionnaire of the respondents both on the statement item number one to the statement item number twenty- seven obtained an average value of 4 which is in the excellent category Overall, the indicators of teacher work motivation are favorable, which is in the intervals of 3.40 - 4.19.

Analysis Results showed that partially inferential work motivation has an effect that is significant to the performance of teachers of SMK Negeri 1 Gelumbang, where the results of the partial test (t test) significance t worth 0.004.

This is in line with the results of research by Choliq [2] that is testing the accuracy of the regression model obtained from Test F. Based on the analysis, the value of F count = 68.337 being the value of F table = 2,674 so that F count > F table with a probability of 0.000 smaller than 0.05. This shows that the variable teacher effectiveness can be explained by variations in the variables of motivation, school climate, and job satisfaction which are significant at the 5% real level. Thus, the multiple linear regression model used is accurate. The coefficient of determination (R^2) 0.618 means that the variables of achievement motivation, school climate, and job satisfaction contribute 61.8% to changes in teacher effectiveness, or can explain the effectiveness of teachers by 61.8%.

3) Teacher Performance at SMK Negeri 1 Gelumbang as a Result of Principal Leadership and Work Motivation

Principal leadership and work motivation are the independent variables are the inputs, and the dependent variable is performance. The variables that were independent and dependent were collected using a questionnaire of 27 items. This third hypothesis is a simultaneous hypothesis, namely that there is the impact of school leadership and job motivation on teacher performance at SMK Negeri 1 Gelumbang.

Data analysis using multiple linear regression formula or commonly called the F-test, the analysis results show that the calculated F value is 17,786. While the value of significant F is 0.000, where the value is less than the value of accuracy = 0.1 ($P_v <$), it means that Principal Leadership (X_1) and Work Motivation (X_2) have a profound impact on performance (Y).

4. CONCLUSION

Based on the results of research and data analysis that has been carried out both descriptively and hypothesis testing, it can be concluded that the following matters.

- 1) Principal leadership has a positive effect on teacher performance at SMK Negeri 1 Gelumbang. This shows that the better the leadership of the principal, the better the teacher's performance will be.
- 2) Work motivation has a positive effect on teacher performance at SMK Negeri 1 Gelumbang. This shows that the higher the work motivation, the teacher's performance will increase.
- 3) Principal leadership and work motivation together have a positive effect on teacher performance at SMK Negeri 1 Gelumbang. This shows that the better the leadership of the principal and the higher the motivation to work together will improve teacher performance

ACKNOWLEDGMENTS

Our deepest gratitude goes to Teachers in SMK Negeri 1 Gelumbang, who have supported us in doing this extraordinary thing. This project is funded independently. We also want to thank our Education Management friends who helped us a lot in a short time frame to complete this project.

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