

The Influence of Work Motivation and Management of Principal Leadership on Teacher Performance at SMA Palembang

Novitalia Ablinda Sari^{1*}, Happy Fitria², Achmad Wahidy²

¹SMA Negeri 5 Palembang, South of Sumatera, Indonesia

²Universitas PGRI Palembang, Indonesia

*Corresponding author. Email: novipalembang2015@gmail.com

ABSTRACT

Teacher success is an important factor in increasing the level of education in schools. The aim of this study is to determine whether or not teacher motivation and principal leadership management have an effect on teacher performance at SMA Negeri 5 Palembang. In this thesis, the quantitative descriptive procedure test was used, as well as a sample determination technique based on the population number (100), so that the number of samples equaled the population number. Techniques for gathering data using analysis and reporting methods (questionnaires, photos and observation results). This study employs a quantitative approach since all data is represented numerically and evaluated using statistics, specifically the SPSS for Windows software. The study was carried out at SMA Negeri 5 Palembang from October to November 2020. The findings revealed that the principal's leadership management and teacher work encouragement had an effect on the teacher's success, either partially or entirely, simultaneously or jointly

Keywords: Motivation, Principal Leadership Management, Teacher Performance

1. INTRODUCTION

According to various views and opinions that Education is important for a country. This is because with a good education will produce human resources that can build the country in order to be able to compete in the international world. The Indonesian nation faces a challenge in improving the standard and quantity of education. The improvement of educational quality and human resource quality is the key goal of education. Qualified human resources will reflect the quality and progress of a nation. Quality human resources can be created through quality education.

Education is the privilege of all individuals under the National Education System Act [8]. Article 1 paragraph 1 of the National Education System states that education is needed by all, as well as the nation and state, manifested by a deliberate and planned effort to expand the capacity that exists in him to have religious spiritual strength, self-control, personality, intellect, and noble character.

The implementation of education in Indonesia in accordance with the Law, has a function and purpose. As stated in [8] Chapter II article 3, the role of national education in Indonesia is to broaden competencies and form a quality personality in order to educate the

nation's life. The aim of national education in Indonesia is for students to become human beings who believe in God Almighty, who are noble, safe, intelligent, competent, imaginative, and autonomous, and who can later become democratic and responsible people.

National Education as stated in the Act aims to lay the foundation of intelligence, knowledge, personality, noble morals, skills for yourself, and follow further education. According to [1] Training is a concerted attempt to accomplish a particular objective. Training seeks to enhance the human resource efficiency. The standard of education in Indonesia must be continuously improved in order to prepare quality human capital, as stated in the educational objectives. Improving the standard of education must necessarily be followed by an improvement in the quality of teaching staff. In educational institutions, the standard of education staff is also a resource. Teachers, according to [1], are components of human capital that must be nurtured and created continuously in order to enhance the quality of educational resources. This is reinforced by [2] which revealed that the most decisive component in the education system is teachers, so it should get the main attention. Since a teacher must conduct his or her duties professionally, he or she must be able to adapt to the rapid growth of science and technology.

Professionals including teachers are individuals implementing the learning process as well as other educational activities. Good educational personnel certainly has requirements or qualifications that must be met. An educator should have educational credentials and competencies as a learning agent, as well as be physically and spiritually fit in order to achieve the aforementioned national education goals [3].

Lecturers and educators Article 1 paragraph 1 of Chapter I states that teachers are professional educators who carry out their duties in formal education, primary education, and secondary education with full responsibility to educate, teach, guide, direct, train, assess, and evaluate students [4].

The teacher as an educator is also a manager. In the classroom, teachers are administrators, teachers must carry out management activities [1]. Education planning is the technique of managing the cooperation of a group of people who are part of an educational institution in order to be effective and productive in achieving a previously established educational goal [1]. The task of a teacher is difficult, in addition to being an educator, the teacher must also be a manager who will manage everything related to the administration of learning in the classroom. Beginning with the preparation, arranging, managing, and reviewing of learning performed by teachers during the learning process. If an instructor lacks integrity, the output generated will not run optimally.

Teacher performance is defined as the level of achievement of teachers in carrying out educational tasks with their duties and authorities based on performance standards established over a specific time period in the sense of achieving educational objectives.

The performance of teachers is also a manifestation of the ability in the form of real work, work and responsibility in carrying out the mandate, the profession it carries, and the moral attitude it has [5]. Efficiency is a function of the relationship between ability and motivation; the theory states that people with high basic abilities but low motivation, as well as people with high basic abilities but low motivation, would produce low results. A person with high performance in addition to having a high basic ability must also have high motivation. Motivation can be interpreted as an effort that gives rise to the urge to perform a task. An important concept of the theory above is that to express and measure the teacher's performance or implementation of the teacher's basic competencies or motivate him in his work.

The capacity of the headmaster to lead with vision is critical to the school's success in raising the quality of its education, both academic and non-academic [6]. His position as a visionary leader has the potential to enhance school quality in a variety of ways, one of which is by improving teacher quality. However, if the managerial ability is not considered by the headmaster then in the process of carrying out his duties, the teacher

only teaches according to his duties, they do not have a clear target as a result of the learning process.

Teachers must be able to function optimally in order to perform their responsibilities, and they must have a deep will and motivation to achieve learning objectives. Teachers who are highly motivated will themselves become disciplined, this is very influential on the teaching and learning process. Teachers must truly inspire students to learn in order for students to develop an appreciation and enthusiasm for the value of learning. Students who are enthusiastic about learning would have an impact on the quality of their learning outcomes. Passionate learning outcomes accompanied by learning discipline can realize goals that have been set together. The spectrum of instructor success is as follows: a) mastery of the materials to be taught. b) Oversee educational and training activities. c) Supervise classes. d) Making use of media/learning tools. e) Understanding the fundamentals of education. f) Control relationships between teachers and students. g) Evaluate student achievement. h) Be familiar with the roles and services of guidance and therapy. i) learn about and manage school administration. (j) Recognize the concepts and view the research findings [5]. According to Permendiknas RI Number 16 Year 2007, there are four competencies as technical teachers: pedagogical, professional, social, and personality competencies. The success of the instructor is referred to as the teacher's competence.

Aspects of teacher performance are important aspects that need to be considered. Maintaining and striving for teachers to have high performance is absolutely necessary to create quality human resources. Efforts to improve teacher performance can be made through various means. For example, coaching, management, training or providing opportunities to learn again to improve the competence of teachers. In addition, it is also necessary to increase discipline, motivate and even provide proper incentives so as to allow teachers to feel satisfied in their work and performance continues to improve. Given that the success of education is determined by the performance of teachers, teachers should have a positive attitude towards the work they are responsible for. Such positive attitudes such as discipline, responsibility, earnestness and constantly improving the quality of himself. But the reality in the field shows that not all teachers have good performance. [7] There are three classes of variables that influence performance in order to produce successful performance: first, human variables, all organizational variables, and all three individual psychological variables. Individual characteristics include capacity and abilities (physical and mental), history (family, social status, experience), and demographics (age, ethnicity, gender). Resources, leadership, incentives, structure, and job design are examples of organizational variables. Perception, mood, personality, learning, motivation, job satisfaction, and

work environment are all examples of psychological variables.

The factor that affects teacher performance is work motivation. Motivation is a shift in a person's energy that is characterized by the emergence of emotions and accompanied by a reaction to the presence of a target. All of this is motivated by a sense of mission, need, and desire. High work motivation will encourage teachers to work harder so that the results obtained will be better.

Teachers are personal and social beings who certainly have feelings of pleasure and sadness, meaning that the emotions created will affect what is done. In relation to this, if uncontrollable emotions cause teachers to become lax in their teaching, as demonstrated by only giving notes, and less involved in their positions as motivators and facilitators in learning activities that involve students. This has a direct impact on the teacher's results.

The success of education and learning in schools is also influenced by the ability of the headmaster to manage every component of the school (who is behind the school). The skill of the headmaster is directly linked to their experience and understanding of leadership management, as well as the duties placed on him, as it is not unusual for educational and learning deficiencies in the school to be triggered by the headmaster's lack of knowledge of the importance individual is charged with carrying out.

In the process, dynamic quality interaction between principals, teachers, administrative personnel and learners plays a very important role, especially in adjusting various school activities to the demands of globalization [6]. If the headmaster can lead and empower all resources in the school including teachers, then the expected productivity and performance of teachers can also be realized.

Research conducted by Pratiwi [10] showed that there is an influence of work motivation, job satisfaction, leadership of the principal according to teacher perception and the school climate simultaneously and partially to the performance of economic teachers of SMP Negeri in Wonogiri Regency. Similar research was also conducted by Muhammad Arifin in 2014 in Jayapura City with the result that work motivation has a positive but insignificant effect on teacher performance, competence and organizational culture has a positive but

insignificant effect on teacher job satisfaction, and teacher competence and job satisfaction have a positive and significant effect on teacher performance.

Based on the problems and factors that affect teacher performance that have been presented above, the authors are encouraged to conduct additional research on factors that are suspected to affect teacher performance in SMA Negeri 5 Palembang, so that the author submits the title of the thesis proposal titled *Influence of Work Motivation and Leadership Management*.

This quantitative study will examine the impact of free work motivation (X_1) and principal leadership management (X_2) on the bound variables, namely teacher output (Y), at SMA Negeri 5 Palembang.

2. METHODS

This is a descriptive form of analysis. The subjects in this study were teachers at SMAN 5 Palembang Jl. Gotong Royong Palembang numbered 71 people, while the research time in October to November 2020. Data collection techniques used in this research are documentation and collection of questionnaires/questionnaires. In this study, researchers gave a questionnaire containing questions that used a Liked scale with 5 alternative answers with categories adjusted to variables and rated 5,4,3,2,1.

To measure variables, questions are given in questionnaires based on grids and indicators. The data source is a teacher with data collection in the form of questionnaires, observations and documentation.

3. RESULTS AND DISCUSSION

The research that I conducted, which is similar to the research conducted by [9], titled "The Effect of Work Environment and Work Motivation on the Performance of High School Teachers in Muara Padang Subdistrict," is a factor that influences teacher performance, including the influence of work motivation. However, there is a distinction in that, according to my study, the principal's leadership management element often influences teacher performance. According to the findings of a study conducted by Marphudok, et al [9], state that job motivation has a positive and important impact on the performance of high school teachers in Muara Padang Subdistrict.

Table 1. Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
Teacher Work Motivation	71	31	100	80.56	11.690
Principal Leadership Management	71	31	100	78.92	17.071
Teacher Performance	71	44	138	111.9	18.398
Valid N (listwise)	71			9	

Data was obtained, interpreted, and analyzed using the computer programs SPSS (Statistical package for social sciences ver.22.0 for Windows). Multiple linear regression tests are used in data analysis

Table 2. Model Summary of Work Motivation and Principal Leadership Management

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.778 ^a	0.605	0.587	11.817

a. Predictors: (Constant), Work Motivation, Principal Leadership Management

Teacher Work Motivation and Principal Leadership Management had a 0.587 effect on teacher efficiency (58.7 percent).

Because of the significance value of 0.000 0.05, there is a relationship between Teacher Work Motivation and Teacher Efficiency. Significance can be measured using the Sig line (2-tailed). If the Sig. (2-tailed) value is less than 0.05, the relationship found in r is considered important. The significance test results (shown above):

The value R relationship of Teacher Performance Motivation with Teacher Performance is 0.000. That is, $0.000 < 0.05$ and thus the correlation between the two variables is significant. H_0 was accepted so that there was a significant relationship between Teacher Performance Motivation and Teacher Performance with a density rate of $0.718 = 71.8\%$.

Correlations			
		Principal Leadership Management	Teacher Performance
Management Headmaster Leadership	Pearson Correlation	1	.554**
	Sig. (2-tailed)		.000
	N	71	71
Teacher Performance	Pearson Correlation	.554**	1
	Sig. (2-tailed)	.000	
	N	71	71

** . Correlation is significant at the 0.01 level (2-tailed).

Due to the significance score of 0.027 0.05, there is a relationship between the Principal's Leadership Management and the teacher's results. Significance can

be measured using the Sig line (2-tailed). If the Sig. (2-tailed) value is less than 0.05, the relationship found in r is considered important.

Correlations			
		Teacher Work Motivation	Teacher Performance
Teacher Work Motivation	Pearson Correlation	1	.718**
	Sig. (2-tailed)		.000
	N	71	71
Performance Teacher	Pearson Correlation	.718**	1
	Sig. (2-tailed)	.000	
	N	71	71

∴ Correlation is significant at the 0.01 level (2-tailed).

4. CONCLUSION

Several important conclusions are drawn from the study's findings, including: 1) there is a major influence of teacher job motivation on teacher success in SMA Negeri 5 Palembang. This is shown by the theory being accepted, indicating that there is a positive and important effect; 2) the cyclical effect of the headmaster's leadership management on teacher success at SMA Negeri 5 Palembang. This is confirmed by the hypothesis's acceptance, indicating that there is a positive and important effect, and 3) there is a major impact on the performance of teachers in SMA Negeri 5 Palembang when the two variables are open, namely the encouragement of teacher work and management of the principal's leadership. This is shown by the theory being claimed to be accepted, implying that there is a positive and important effect.

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