The Effect of Principal Leadership and Teacher Motivation on Teacher Performance

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ABSTRACT

This study aims to determine the effect of principal leadership and teacher motivation on teacher performance. The research data was collected by distributing questionnaires to respondents. The results of the questionnaire were analyzed using multiple regression analysis through the t-test, F test, and coefficient of termination by SPSS 26.00. The population in this study were all State Elementary School teachers in Mesuji District, Ogan Komering Ilir Regency, totaling 233 teachers. The sampling technique used was 21% of the population. The research sample was 49 teachers. The results show that 1) there is a significant influence of principal leadership on teacher performance, 2) there is a significant effect of work motivation on teacher performance, 3) there is a significant influence of principal leadership and teacher motivation together on teacher performance.

Keywords: Principal Leadership, Teacher Motivation, and Teacher Performance

1.   INTRODUCTION

The success of the school principal as the highest leader can be measured if the teacher performance can be improved through various forms of coaching activities for the teacher's ability to carry out learning on their roles and responsibilities as an education manager, coaching other educational personnel and utilizing and maintaining advice and infrastructure

The reality in the field of school principal leadership still shows that their performance is not optimal, this is indicated, among others, the lack of principals to carry out supervision activities and the level of teacher satisfaction with school principal leadership is still low. The principal's leadership style and the principal's interpersonal communication on teacher performance have a significant effect on teacher performance. [1] The better the managerial ability of the principal, the more meaningful it will be to improve teacher performance. [2] Based on the formula above, shows how important the role of the principal is in moving school life to achieve goals.

Hasibuan states that motivation comes from the Latin "movere" which means encouragement or moving.[3] Motivation is closely related to the ways of directing the power and potential of subordinates to work productively so that they can achieve predetermined goals. Motivation is important because it can channel, cause, or support human behavior so that they can work hard so that they can achieve optimal results.

Some of the definitions above, it is concluded that what is meant by work motivation is something that can generate enthusiasm or encouragement for individual or group work towards work to achieve goals. Teacher work motivation is a condition that makes the teacher have the will or need to achieve certain goals through the implementation of a task.

Meanwhile, according to Riduan a safe and orderly school environment, optimism and high expectations from school residents, school health, and responsibilities as a person who carries out a mandate and responsibility to educate, teach, guide, direct and guide participants students towards mental-spiritual maturity and physical biology become the motivation of students.[4]

There are special criteria for teacher performance. based on the specific criteria teacher performance can be seen and measured that each teacher must have. In connection with the performance, as quoted [5] in the guide book

for teacher performance assessment by supervisors explained that: "Teacher performance standards are related to the quality of teachers in carrying out their duties such as: (1) working with students individually, (2) preparation. and lesson planning, (3) utilization of instructional media, (4) involving students in various learning experiences, and (5) active leadership from the teacher". There is a significant influence on school culture and education and training together on the performance of teachers in public elementary schools in Sungai Lilin sub-district [6]

The teacher performance is the behavior produced by a teacher in carrying out his duties as an educator and teacher when teaching in front of the class, according to certain criteria.[7] Performance can be seen in the activity aspect in carrying out the task and how in which the quality is carried out in carrying out the activity or task. Teacher performance is strongly influenced by school management factors, namely the role of schools such as leadership roles, managerial roles, curriculum, and instructional roles.[8] One of the factors that affect the quality of learning is the teacher variable because the teacher has a fairly dominant influence on the learning process and is responsible for the learning process in the classroom.[9] It can even be said that the teacher is the provider of education in schools.

From several explanations about the definition of performance above, it can be concluded that teacher performance is the ability shown by the teacher to the roles, obligations, and responsibilities they carry based on their professional abilities. Performance is said to be good and satisfying if the goals achieved are by the established standards. Assessing the quality of teacher performance can be viewed from several indicators which include: 1) planning to teach, 2) implementing learning or performance, 3) learning evaluation and follow-up.

The low quality of teachers according to [13] among others, can be seen from the following symptoms: (1) weak mastery of the material being taught, (2) mismatches between the subject areas that the teacher studies and those in the real world being taught, (3) less effective teaching methods, (4) lack of

teacher's authority in front of students, (5) weak motivation and dedication to become serious educators,
more and more who happen to be teachers and do not really become teachers, (6) lack of emotional maturity, dynamic thinking, and toughness of attitude in enough teachers so that from their personalities they are actually not ready to become educators, most teachers in their relationship with students still function as teachers and have not yet become educators, (7) the relatively low intellectual level of prospective teacher students who enter the LPTK compared to those who enter university.

The difference between previous research and what researchers did is the place of research, population, and the theory used between previous researchers and current researchers Based on the description above, the researcher feels the need to examine the same thing for researchers, the effect of principal leadership and work motivation is a money factor which is thought to be a determinant of teacher performance. On that basis, researchers researched on "The Effect of Principal Leadership and Teacher Motivation on Teacher Performance in Elementary Schools in Mesuji District, Ogan Komering Ilir Regency ".

2. METHODS
2.1. Types of research

A quantitative descriptive method was applied for this research. It was to see the effect partially between the existing variables [14]. Observation, interview, questionnaire, and library research were conducted to collect the data of this research.

2.2. Research Subjects and Data

According to theory [15], if the population is less than 100 people, then the total sample is taken as a whole, but if the population is greater than 100 people, then 10-15% or 20-25% of the population can be taken.

The population of this research is greater than 100 respondents, so the researcher took 21% of the total population at the State Elementary Schools in Mesuji District, Ogan Komering Ilir Regency, namely 233 respondents x 21%, namely 49 respondents consisting of 23 school teachers Basic Negeri Mesuji District, Ogan Komering Ilir Regency

Data were collected using a Likert scale model questionnaire. then tested for validation

by 3 experts from PGRI Palembang University, after which a second the questionnaire was given to respondents other than the first respondent, then the questionnaire data was tested for validation, reliability, normality, homogeneity, autocorrelators, multicollinearities, heteroskedasticas, test-plot, and the results obtained to meet the requirements of the researcher's hypothesis.

The data analysis technique used simple correlation and analysis and multiple regression using SPSS for Windows 26.00. As for the implementation stages, namely: (1) descriptive analysis, (2) analysis requirements test, and (3) hypothesis testing.

3. RESULTS AND DISCUSSION

Based on the frequency distribution of principal's leadership variable data, it is known that the leadership of the principal in the State Elementary School, Mesuji District, Ogan Komering Ilir Regency get good respond from the respondents. The results of data collection shows that 4% respondents answered doubtful, 57% respondents answered agreed and 38% respondents answered strongly agree. It means that the leadership of the school principal still needed to be improved because there were still respondents who answered doubtfully. And it can be said that the leadership of the principal in the State Elementary School of Mesuji District, Ogan Komering Ilir Regency is in a good category.

Furthermore, the question about the work motivation of teachers in the State Elementary Schools of Mesuji District, Ogan Komering Ilir Regency also gets good responds. The results of data collection shows that 3% of respondents answered disagree, 5% answered doubtfully, 58% answered agreed and 35% of respondents answered strongly agreed. It means that the work motivation of teachers in State Elementary Schools, Mesuji District, Ogan Komering Ilir Regency can be categorized as good.

In addition, the question about teacher performance also gets good responds from the respondents. Based on the data, it is known that 1% of respondents answered disagree, 2% answered doubtful, 57% answered agreed and 40% answered strongly agreed that the performance of teachers in the State

Elementary Schools of Mesuji District, Ogan Komering Ilir Regency is improved.

Meanwhile, the influence of principal leadership (X1) on teacher performance (Y) would be described by regression coefficient test.

The regression coefficient test or commonly known as the partial test using the t-test is expressed in the form of the regression equation Y = 24.553 + 0.338 X1. It aims to test whether each independent variable, namely the principal's leadership variable (X1), has a significant effect on the teacher performance variable (Y).

Table 1. The significant effect of t-test X1 on Y

Coefficients[a]					
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	24,553	11,834		2,075	,044
	Principal Leadership_(X1)	,338	,102	,351	3,324	,002
a. Dependent Variable: Teachers' Performance_(Y)						

Source: data analysis using SPSS 26.00

Based on the significance test of the principal's leadership variable (X1) on teacher performance (Y) at the Mesuji District Elementary School, Ogan Komering Ilir Regency, it is known that the significance value is 0.002 <0.05 and the t value is 3.324> from t table 2.0129 (t table = t (α / 2; nk-1) = t (0.025; 49-2-1) = t (0.025; 46) = 2.0129) then Ha1 is accepted so that there is a significant influence between the leadership of the Principal (X1) on teacher performance (Y) at the State Elementary School Mesuji District, Ogan Komering Ilir Regency.

The Effect of Teacher Motivation (X2) on Teacher Performance (Y) The regression coefficient test or commonly known as the partial test using the t-test is expressed in the form of the equation Y = 24.553 + 0.517 X2. It aims to test whether each independent variable, namely the work motivation variable (X2), has a significant effect on the teacher performance variable (Y).

Table 2. The significant effect of t-test X2 on Y

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	24,553	11,834		2,075	,044
Teachers' Motivation_ (X2)	,517	,101	,543	5,138	,000
a. Dependent Variable: Teachers' Performance_(Y)					

Source: data analysis using SPSS 26.00

Based on the significance test of the teacher motivation variable (X2) on teacher performance (Y) at the Mesuji District Public Elementary School, Ogan Komering Ilir Regency, it is known that the significance value is 0.000 <0.05 and the value of t count is 5.138> from t table 2.0129, (t table = t (α / 2; nk-1) = t (0.025; 49-2-1) = t (0.025; 46) = 2.0129) then Ha2 is accepted so that there is a significant influence between Teacher Motivation (X2) on performance teacher (Y) at the Mesuji District State Elementary School, Ogan Komering Ilir Regency.

The joint influence between principal leadership (X1) and teacher motivation (X2) on teacher performance (Y)

Multiple regression analysis tests the calculation of multiple regression statistical analysis is to determine the relationship between the Principal Leadership variable (X1) and Work Motivation (X2) on Teacher Performance (Y). The regression equation Y = 24.553 + 0.338 X1 + 0.517 X2.

Table 3. Results of Multiple Regression Statistical Analysis and Coefficient Determination (X1) and X2 against (Y)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,764[a]	,583	,565	4,977
a. Predictors: (Constant), Teachers' motivation_(X2), Principal Leadership_(X1)				

1) R = 0.764, which means that the variable Principal Leadership (X1) and Work Motivation (X2) simultaneously on the Teacher Performance variable (Y) has a strong influence.

2) R2 = 0.583 which means 58.3% work motivation variable (X). The others (100-58.3%) 41.7% are reduced by other variables not included in this study.

3) Standard Error of Estimated (standard deviation) which means to measure the variation of the predicted value. The standard deviation in this variable is 4,977, which means that the smaller the standard deviation, the better the model.

From the results of the summary model output table above, the R number is 0.583, due to the multiple correlation values between 0.60 - 0.799 it can be concluded that the principal leadership and work motivation on teacher performance collectively are strong with a value of 76.4%.

The coefficient of determination is used to determine how much the independent variable is on the dependent variable. From the results of the summary model output in Table 4.15, it is known that the R Square value is 58.3% while 41.7% is influenced by other factors not included in the research.

Correlation coefficient test (Simultaneous Test) Multiple correlation coefficient tests or commonly known as the simultaneous test using the F test aims to determine the effect of the independent variables together on the dependent variable.

Table 4. Test Statistics F

ANOVA[a]					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1594,472	2	797,236	32,183	,000[b]
Residual	1139,528	46	24,772		
Total	2734,000	48			
a. Dependent Variable: Teachers' Performance_(Y)					
b. Predictors:(Constant), Teachers' motivation_(X2), Principal Leadership_(X1)					

Based on the table above, it is known that the F-count value is 32.183 with sig. equal to 0.000 < 0.05. While the value of the table distribution is 3,200. F-table of 3,200 (F table = F (k; n-k) = F (2; 49-2) = F (2; 47) = 3,200)

From the description above, significant 0.000 <0.05 and the value of f-count = 32.183 while F-table = 3.200 then f-count > f-table which means Ha3 is accepted. Thus, hypothesis 3 in this study states that there is a significant influence jointly between principal leadership (X1) and teacher work motivation (X2) on teacher performance (Y) at the State Elementary School, Mesuji District, Ogan Komering Ilir Regency.

Discussion

The influence of principal leadership (X1) on teacher performance (Y)

This test statistically proves that the principal's leadership has a positive effect on teacher performance. This means that the principal's leadership method is shown to be good and the understanding of his duties and roles as a leader is sufficient. Without an understanding of leadership, the expected goals are difficult to achieve. This is in line with Mulyasa's (2011) theory on the Principal Leadership variable which has indicators of the principal's work as EMASLIM (educators, managers, administrators, supervisors, leaders, innovators, and motivators). The Effect of Teacher Motivation (X2) on Teacher Performance (Y)

This study statistically proves that motivation has a positive effect on teacher performance. This means that teacher performance motivation is the driving force that exists within the teacher which creates an impetus for the teacher to work to achieve its goals.

Therefore, a teacher must have high motivation to be able to carry out their duties properly.

The joint influence between principal leadership (X1) and teacher motivation (X2) on teacher performance (Y)

Based on the test results of the third hypothesis, in line with [16] it shows that there is a positive and significant influence jointly with the leadership of the principal and teacher motivation on teacher performance at the Mesuji District Public Elementary School, Ogan Komering Ilir Regency. From the answers to the questionnaire filled in the respondents of Elementary School teachers in Mesuji District, Ogan Komering Ilir Regency, they agreed and strongly agreed that the principal's leadership and teacher motivation could significantly improve teacher performance.

Based on the results of the identification of problems, the quality of teacher performance can be minimized by mastering teaching materials, linear teacher study, teachers are more effective in teaching, teachers are more authoritative, emotional and intellectual maturity of teachers can be improved with better teacher performance.

4. CONCLUSION

The principal has a significant effect on teacher performance at the Mesuji District Public Elementary School, Ogan Komering Ilir Regency. These results provide support for hypothesis one which states that principal leadership has a significant effect on teacher performance. This means that the better the leadership of the principal at the Mesuji District Elementary School, Ogan Komering Ilir Regency, the better the teacher's performance will be. Teacher Work Motivation has a significant effect on Teacher Performance at State Elementary Schools in Mesuji District, Ogan Komering Ilir Regency. These results provide support for hypothesis two which states that teacher work motivation has a significant effect on teacher performance. This means that the better the work motivation at the Mesuji District State Elementary School, Ogan Komering Ilir Regency, the better the teacher's performance will be. Principal Leadership and Work Motivation have a significant effect on the Performance of Primary School Teachers in Mesuji District, Ogan Komering Ilir Regency. These results provide support for hypothesis three which states that principal leadership and teacher motivation have a significant effect on teacher performance. This means that the better the leadership of the principal and work motivation together, the performance of the State Elementary School teachers in Mesuji District, Ogan Komering Ilir Regency will improve.

From the results of this study, it is expected that the principal and his staff will pay more attention to what is the need of each teacher. For future researchers, they should be able to examine other factors that affect teacher performance besides work motivation and principal leadership such as work discipline, employee ability, coordination, and others.

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