

# The Impact of School Leadership and Job Motivation on the Success of Teachers of SMP Negeri Sungai Menang Sub-District Ogan Komering Ilir District

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## ABSTRACT

The goal of this study is to address the issue, first of all, the effect of the principal's leadership on the performance of teachers. Second, the teacher's encouragement for teacher success. Third, job discipline and teacher encouragement for teacher success. Fourth, the greatest contribution to the work of SMP Negeri Teachers in the Sungai Menang District, Ogan Komering Ilir Regency, from the variable of school principal leadership. Associative research is the nature of this research. The number of study samples at the SMP Negeri in Sungai Menang District, Ogan Komering Ilir Regency, totals 84 teachers as respondents. The statistical analysis methodology method used is a multi-linear regression analysis. The results of the t-test research suggested that there was a substantial relationship between the main leadership variable ( $X_1$ ) and the job motivation variable ( $X_2$ ) of the teacher, namely the output of the teacher ( $Y$ ). In the meantime, the effects of the F test have a major relationship between the main leadership ( $X_1$ ) and the encouragement of the teacher to work ( $X_2$ ), and the success of the teacher ( $Y$ ).

**Keywords:** School Leadership, Job Motivation, Performance of Teachers

## 1. INTRODUCTION

In the world of education, there is a great deal of collective effort on the part of a number of individuals to achieve the desired aim, for which in any educational institution there is a leader, the leader of the educational institution is generally referred to as the principal. As far as educational leadership is concerned, it cannot be isolated from leadership in general.

Leadership is the capacity to encourage the enthusiasm of others to be willing and to have total responsibility for efforts or organizational objectives; a successful leader must have a variety of qualities, such as balanced responsibility, positive role models, communication abilities, positive influence and the ability to persuade others.

Leadership in the field of education is connected to how the principal is able to promote the success of teachers. According to Kristiawan, et al [1] leadership is a person's willingness or effort to move others or a team or group to be willing to work together to carry out the tasks that have been assigned to him or her and to be able to inspire people or employees to do good things and reduce negative actions and to improve and

maximize their potential. and capital within an organization to achieve successful and effective objectives. The leadership style adopted by the principal will be related to the performance and efficacy of the principal in leading and carrying out the educational process in the school [2].

Principals are required to be able to have readiness in managing schools [3]. The principal, as a school chief, must have the expertise and skills that can be practiced in the school's daily life. According to Fattah [4] the leadership's actions would be affected by their background information, beliefs and experience (the leadership's strengths), for example, leaders who feel that individual needs should be prioritized over organizational needs will have a different position to play. Quite critical to the behavior of his subordinates. The way the principal deals with the subordinates significantly affects the performance or failure of the school he leads. Principals are expected to be ready to manage schools [3].

The principal's attempts to enhance teacher efficiency must be made by choosing what things to do and what motivation to do, while the source of

motivation is usually in the form of money and products, as well as non-material in the form of praise, adulation and gratitude. Teacher's performance is strongly influenced by many factors, one of which is the climate that occurs in a work unit, in this case called the organization [5]. Given that motivation is a motivating force that has a profound impact on human actions, a teacher with a strong motivation in his work would undoubtedly be driven to work effectively and efficiently so that the intended objectives can be better achieved. The Principal should be capable of carrying out inventions, be able to direct all stakeholders and the school as an education institution [6]. The less than satisfactory output of teachers in schools is not solely due to the skill of the teachers themselves. Many factors influence the success of teachers, both external and internal [7].

Motivation in management is generally directed to human resources in general and to subordinates in particular. Motivation often challenges how to direct the strength and ability of subordinates so that they are able to work together productively to accomplish and achieve predetermined objectives. Motivation is vital because motivation is what induces, networks, and promotes human behaviour, so that they are able to work hard and eagerly to achieve optimum results [8]. Strong encouragement on the part of managers is a very important function in motivating subordinates. Motivation also plays a very important role in increasing student achievement [9].

On this basis, the researcher was interested in conducting research on "The Effect of Principal Leadership and Job Motivation on Teacher Performance at the SMP Negeri in Sungai Menang Subdistrict, Ogan Komering Ilir District". The research objective is to respond to the formulation of the problem, i.e. to find out: 1) principal leadership affects the success of teachers; 2) teacher encouragement for the success of the teacher; 3) job discipline and teacher encouragement for teacher success, and 4) the greatest contribution from the component of school principal, inspiration for the work of SMP Negeri Teachers in Sungai Menang, Ogan Komering Ilir District.

**2. METHODS**

Methodology is a determining factor for the merits of writing scientific papers [10]. This analysis is based on an associative research design. According to Sugiyono [11] 'Associative research is a research that seeks to establish the relationship between two or more variables. This research would create a hypothesis that can be used to describe, predict and regulate the symptoms.' The variables used in this study were independent variables, namely leadership ( $X_1$ ) and job motivation ( $X_2$ ) of the principal, with the dependent variable being taught ( $Y$ ).

The conceptual structure of this study is to evaluate the impact of work discipline and encouragement of teachers on the output of teachers at SMP Negeri, Sungai Menang Sub-District, OKI District. The determination of the study sample was determined using the Slovin method for a population of 84 teachers with a 5% error rate, with a total sample of 69,421 teachers and 70 respondents.

Two data analysis techniques are available, namely the data normality test and the data linearity test. Sujarweni [12] notes that the normality test is used to determine whether or not the data from the study findings are usually distributed. To find out whether or not the data, the independent and dependent variables have a normal distribution. A successful regression model is assumed to have a normal or near-normal distribution. While the object of the linearity test is to decide if two variables have a linear or non-significant relationship. The analysis uses a linearity test at a significant level of 0.05. The model of study is a multiple linear regression.

**3. RESULTS AND DISCUSSION**

The results of multiple regression statistical calculations see the significance between variables, can be seen in the following table:

**Table 1.**  
**Multiple Regression Coefficient Results**

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	2.196	.352			6.245	0.000
leadership ( $X_1$ )	.212	.068	.310		3.110	0.003
job motivation ( $X_2$ )	.239	.077	.308		3.089	0.003

**a. Dependent Variable: Teacher Success**

Based on table 1. the following simple regression equation is obtained:

$$Y = 2,196 + 0,212X_1 + 0,239X_2$$

The interpretation of the multiple regression equation concerning the effect of the Leadership Variable ( $X_1$ ), Job Motivation ( $X_2$ ) on the Bound Variable, namely Teacher Success ( $Y$ ), can be explained as follows:

- 1) The constant value of 2.196 means that if the Leadership Variable ( $X_1$ ) Job Motivation ( $X_2$ ) is considered non-existent (zero) then the Teacher Success Variable ( $Y$ ) is 2.196.
- 2) The regression coefficient of the Leadership Variable ( $X_1$ ) of 0.212 with a positive slope means that if Leadership ( $X_1$ ) increases by 1 unit, Teacher Success

( $Y$ ) will increase by 0.212, or the higher the Leadership ( $X_1$ ) the higher the Employee will be able to boost Teacher Success ( $Y$ ) by 0.212. ( $Y$ ).

3) The regression coefficient of Job Motivation Variable ( $X_2$ ) is 0.239 with a positive slope, which means that if Job Motivation ( $X_2$ ) increases by 1 unit, then Teacher Success ( $Y$ ) will increase by 0.239 or that better Job Motivation ( $X_2$ ) will boost the performance of the teacher.

4) The three coefficients of the independent variable are positive, indicating a positive linear relationship (unidirectional) between the Leadership Variable ( $X_1$ ), Job Motivation ( $X_2$ ), and the Bound Variable, namely Teacher Success ( $Y$ ), which implies Leadership ( $X_1$ ), Job Motivation ( $X_2$ ), the higher the Teacher Success ( $Y$ ).

**Table 2**

**Correlation Test Results**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.478 <sup>a</sup>	.228	.209	783180

**a. Predictors: (Constant), leadership ( $X_1$ ) job motivation ( $X_2$ )**

Based on the results of the measurement, the coefficient of correlation ( $R$ ) was 0.478. From the results obtained by linking the results of the correlation coefficient to the level of proximity between the

variables of 0.478, which is in the interpretation of the correlation value (0.40-0.599), the relationship between the two variables is important and the level of proximity is moderate.

**Table 3**

**Hypothesis Test Results (t test)**

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	2.196	.352		6.245	0.000
leadership ( $X_1$ )	.212	.068	.310	3.110	0.003
job motivation ( $X_2$ )	.239	.077	.308	3.089	0.003

**a. Dependent Variable: Teacher Success**

Based on the table above, it can be shown that the score for the Leadership Variable ( $X_1$ ) is 3.110, the Teacher Motivation Variable ( $X_2$ ) is 3.089, compared to the table  $t = 1.9595$ . The calculation results suggest that the count of the three independent variables on the dependent variable is greater than the  $t$  table ( $t_{count} > t_{table}$ ), so that the parameters for  $H_a$  are accepted and  $H_0$  is rejected, which means that the three independent variables can be assumed to have a significant impact on

the dependent variable. On the other hand, when comparing the Sig coefficient. With a P-value of 0.05, it can be shown that the coefficient is Sig. The value of vector  $X_1$  is 0.003, the coefficient is Sig. The vector  $X_2$  is 0.003, the two independent variables have a Sig coefficient. Which is still below the P-value, this means that  $H_a$  is accepted and  $H_0$  is rejected, which means that there is a substantial relationship between the

Leadership Variable ( $X_1$ ), Job Motivation ( $X_2$ ) on the Bound Variable, i.e. Teacher Results ( $Y$ ).

**Table. 4**  
**Estimation results of the F test**

<b>Model</b>		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.696	2	7.348	11.980	.000 <sup>a</sup>
	Residual	49.683	81	.613		
	Total	64.379	83			

**a. Dependent Variable: Teacher Success**

**b. Predictors: (Constant), leadership ( $X_1$ )  
job motivation ( $X_2$ )**

From the table above, it is understood that the  $F_{count}$  value is  $11.980 >$  the  $F_{table}$  value is 2.71 and is improved by the sig coefficient value. A count of  $0.000 <$  P-value ( $5-007$ ) of 0.05. Based on the test parameters, if the value of the coefficient is the same.  $F <$  P-value ( $5-007$ ) of 0.05 means that  $H_a$  is accepted and  $H_o$  is refused. It can therefore be inferred that there is a substantial relationship between the Leadership Variable ( $X_1$ ), Job Motivation ( $X_2$ ) and the Bound Variable, namely Teacher Output ( $Y$ ) at SMP Negeri in Sungai Menang Sub-District, OKI District.

#### 4. CONCLUSION

Based on the results of the study, it was concluded that: 1) there is a partially important relationship between Leadership Variables ( $X_1$ ) and Teacher Performance Variables ( $Y$ ) at the SMP Negeri in Sungai Menang Sub-District, OKI District; 2) there is a partially important relationship between the Job Motivation Variable ( $X_2$ ) and the Teacher Success Variable ( $Y$ ) at the SMP Negeri in Sungai Menang Sub-District, OKI District, and 3) there is a clear relationship between Leadership Variables ( $X_1$ ), Job Motivation ( $X_2$ ) and Teacher Success Variables ( $Y$ ) at the SMP Negeri in Sungai Menang Sub-District, OKI District.

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