



The Significance of Instructional Leadership and Work Motivation To Improve Teachers' Performance

Ahmad Nurabadi^{1*}, Ibrahim Bafadal¹, Ahmad Nurabadi¹, Dedi Prestiadi¹, Ovela Yusma Valenda¹

¹ Universitas Negeri Malang, Semarang Street Number 5 Malang, Indonesia

*ahmad.nurabadi.fip@um.ac.id

Abstract. Instructional leadership is crucial for schools. An instructional leader deals with teachers individually or in groups to fix and promote academic activities, specifically to improve the teaching-learning atmosphere. Principals' Instructional leadership significantly contributes to formulating schools' vision, managing instructional programs, creating a better instructional atmosphere, and leading the teachers to improve their teaching practices. In addition to instructional leadership, teachers play a crucial role in determining the quality and quantity of instruction. Therefore, teachers should be motivated to plan, implement, and take instruction into grave account to promote active, creative, innovative, and effective learning to put forth highly qualified students. High motivation on the part of teachers is assumed to result in a higher level of performance. This study was conducted on public elementary school teachers in Malang Raya. It employs a quantitative approach with a correlational technique. The instrument used to gather data is a questionnaire on a Likert scale with four alternative options. Data are then analyzed using multiple regression analysis. The study population is public elementary school teachers in Malang Raya, and the sample is 214 teachers, who were taken using the proportional random sample technique. From the result of the data analysis, the multiple correlation score obtained is $0,144 > 0,05$. Then, we conclude that there is a significant correlation between instructional leadership, motivation, and performance of public elementary school teachers in Malang.

Keywords: instructional leadership, motivation, performance.

1 Introduction

Education is significant in putting forth highly dedicated output for highly qualified and reliable human resources. Education is a crucial element for all individuals because, through education, they can realize their self-potentials as individuals. Considering the significance of education, schools must manage all aspects of education, including teachers, as determinant factors in the success of individuals. The significance of education in improving people's quality of life is stated in Indonesia Law no 20 on System of National Education. It is stated in the law that education is planned. Conscious efforts to create a positive learning atmosphere and active instructional process can develop

individuals' potentials in terms of their religious and spiritual aspects, self-management, and personality and transform them into intelligent individuals who have noble character and can give positive contributions to themselves and their surrounding and their country.

A highly dedicated education system might be realized due to support from other educational components. One of them is teachers, who play a significant role. In addition, principals are also crucial for the education process. Organizational leaders should be able to build and drive the organization. This is in line with Siswanti and Rahmawati's statement that leadership is inseparable from specific figures who can influence the success of the organization. Sedarmayanti [8] elaborates that a leader should direct and coordinate all organizational activities.

Besides having leaders to assist in achieving organizational goals, teachers' motivation is equally significant. According to Kompri [4], motivation is a condition that enables a person to drive and focus himself on achieving organizational goals. Furthermore, Karweti [3] states that motivation is the attitude and behavior of individuals to work collaboratively to achieve predetermined goals, reflected in their being responsible and disciplined toward their job. According to Mulyasa [5], teachers play a crucial role in setting up the quality and quantity of instruction. Therefore, teachers should be motivated to think, plan, and conduct active, creative, innovative instruction to put forth highly qualified students. Sadirman [6] states that motivation is a set of efforts to create specific conditions to drive the person to do something. Uno [15] also said that teachers' work motivation is a process of moving them to focus their behavior to achieve predetermined goals. Thus, teachers must improve their teaching practices by participating in seminars, workshops, webinars, and other teacher training programs. They might also learn from other resources such as YouTube to create online, interactive, fun, and creative instruction that enables students to obtain more understanding of the instruction delivered. The mental attitude of the individual who is for or against working conditions also improves their working motivation to promote excellent performance. It is expected that teachers can enhance their motivation for better instruction, which improves students' achievement. To realize effective instruction, teachers should be able to implement teaching strategies, models, and instruction methods that can arouse students' motivation for learning.

Excellent performance will result in teachers' achievement and improve teachers' motivation. In line with that, Wardana [16] states that performance is a certain level of achievement or quality and quantity of work output attained by someone during their job for a certain period. Teachers are required to improve their professional competence. Teachers' performances are reflected by their responsibility to teach, guide, and assist students.

Teachers will have high work motivation if they feel satisfied with their jobs, as shown by their enthusiasm when doing their jobs. In addition, they need to sharpen their skills to improve their performance, which enhances their motivation. Furthermore, excellent performance on the part of teachers is influential in improving education quality. Achievement attained by teachers will motivate them to work better. They cannot work well if they have low motivation. Teachers who are certified as professional teachers will have high motivation. On the other hand, those who are not certified

have low levels of work performance. Professionally-certified teachers with excellent performance can produce highly qualified output or graduate.

Based on the review above and field observation, we conclude that principals' instructional leadership can improve teachers' creativity and performance. Principals should be able to promote teachers' motivation to promote quality learning. Excellent instruction produces highly qualified output. Principals who implement instructional leadership and focus on future change are believed to improve teachers' spirit and motivation, achieving effective and efficient instructional goals.

2 Method

This study employs a quantitative approach aimed at testing, analyzing, and categorizing data based on existing theories and concepts and putting them in the form of numbers. Research instruments used are questionnaires to gather data in order to test a pre-determined hypothesis. Research data in the form of numbers are then analyzed using a statistical test of SPSS.

Sangadji & Sopiah [7] state that research design is the stages of a study plan from the onset of the study. The stages include formulating an idea or research question, a library study, and determining the research design. Therefore, based on the definition, this study employs correlational techniques to investigate and find out facts on the correlation between instructional leadership, teachers' motivation, and teachers' performance. This method is appropriate for analyzing correlations between two or more variables. In this study, the independent variables used are instructional leadership (X1) and motivation (X2), and the dependent variable is teachers' performance (Y).

According to Hasan [2], study populations are all objects or individuals having prominent and complete characteristics. They also might be defined as a group of people, phenomena, objects, attitudes, or mindsets with certain traits that aim to be studied. Arikunto [1] states that population is the whole subject of study. therefore, based on the expert definitions, we conclude that study populations are all data for the study. the number of population in this study is 13.051 teachers, and sample used is 214 teachers. Multiple linear regression analysis is used to measure the correlation between X and Y variables

3 Result

3.1 Correlation Between Instructional Leadership (X1), Motivation (X2) and Teachers' Performance (Y)

A multiple correlation test with a 5% or 0.05 significance level is used to investigate the simultaneous correlation between instructional leadership (X1) and motivation (X2) and teachers' performance (Y). The researcher uses SPSS 24 software to test the hypothesis using multiple correlation tests. The results of the tests are presented in Tables 1 and 2.

Table 1. Result of Calculation using Multiple Correlation Analysis.

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.145 ^a	.021	.012	6.517	.021	2.244	2	212	.000

a. Predictors: (Constant), Motivation, Leadership

b. Dependent Variable: Performance

Table 2. Significance Result of Multiple Correlation.

ANOVA^a						
Model		Sum of Squares		Mean Square		
			Df	Square	F	Sig.
1	Regression	190.584	2	95.282	2.244	.000 ^b
	Residual	8960.711	212	42.448		
	Total	9151.294	214			

a. Dependent Variable: Performance

b. Predictors: (Constant), Motivation, Leadership

Table 1 states the result of multiple correlation analysis and its model summary. The score of R is 0,144, which is obtained by calculating the determinant coefficient (r^2). This means that a simultaneous correlation exists between instructional leadership (X1), motivation (X2), and teachers' performance (Y) in public elementary schools in Malang.

From Table 2, we find out that the significance result is $0,000 < 0,005$, meaning that the research hypothesis of H_0 is rejected and H_1 is accepted. We can also conclude that simultaneously, there is a positive and significant correlation between instructional leadership (X1), work motivation of Teachers (X2), and Performance (Y) of public elementary school teachers in Malang.

4 Discussion

This study investigates whether or not a correlation exists between instructional leadership, motivation, and performance of public elementary school teachers in Malang

Raya. The result of multiple correlations by using IBM SPSS Statistics show that the significance score of correlation between instructional leadership (X1), motivation (X2), and teachers' performance (Y) of public elementary schools in Malang Raya is $0,000 < 0,005$. Study findings show that there is a positive and significant correlation between instructional leadership (X1), motivation (X2), and teachers' performance (Y) at public elementary schools in Malang Raya.

The findings of this study show that other variables influence teachers' performance. Principals' functioning as instructional leaders and teachers' work motivation affect performance. The findings also show that instructional leadership and motivation have a significant effect on the performance improvement of public elementary school teachers in Malang Raya. This is because principals' instructional leadership may assist teachers in improving their motivation.

There are several factors influencing teachers' performance and achievement. According to Syadam [12], those factors are education level, work experience, work environment, supporting facilities, leadership, and work motivation from teachers. Surya (2004) comes up with different factors influencing teachers' performance. Factors closely related to teachers' professional performance are work satisfaction on the part of teachers, which is closely related to teachers' well-being. The satisfaction is caused by several factors such as (1) compensation received, (2) feeling of security, (3) interpersonal relation, (4) working conditions, and (5) opportunity for self-development.

Umam [13] elaborates that a combination of factors assumed to promote an organization could improve performance. According to Gibson, as quoted by Umam [13], there are three factors influencing performance which are (a) individual factors such as competence, skill, family background, social background, work experience, and demographic factors; (b) psychological factors such as attitude, motivation, personality, social role, and work satisfaction; (c) Organization factors such as organization structure, work design, leadership, and reward system.

Findings of a previous study conducted by Setiyati [9] in a study entitled "Correlation between Principals Instructional leadership, Work Motivation, and School Culture on Teachers Performance" show that there is a positive and significant correlation between instructional leadership, teachers' work motivation and teachers performance. The findings also show that the higher the quality of instructional leadership implementation, the higher teachers' motivation, resulting in better performance. The findings of this study confirm those of previous studies.

5 Conclusion

Based on the study findings and discussion, we conclude that there is a positive and significant correlation between instructional leadership (X1), work motivation (X2), and teachers' performance (Y) in public elementary schools in Malang Raya. This is proven by the multiple correlation test score of $0.145 > 0.05$.

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