The influence of headmaster's leadership and teacher motivation on teacher performance

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Article Info

ABSTRACT

This research was motivated by the leadership of the principal, teacher work motivation and teacher performance that was not optimal.This study aims to find out whether or not 1) The influence of the headmaster's leadership on the teacher's performance, 2) The influence of teacher work motivation on teacher performance, 3) The influence of the headmaster's leadership and the motivation of the teacher's work together on the teacher's performance. This analysis uses the quantitative descriptive method. A sample of 64 civil servant teachers in the form of questionnaires at Junior High School in KayuagungSubdistrict, Ogan KomreringIlir Regency. Tools for data collecting in the form of questionnaires. The analysis method used the partial and simultaneous correlation test method using SPSS software version 26.0. The results of this study showed, 1) The leadership of the headmaster has a major impact on the success of teachers with a score of t_{Count}7,720 and t_{table} 1,998, 2) there is a significant influence of teacher work motivation on teacher performance with valueof t_{Count}8.729 and t_{table} 1,998,3) there is a significant influence of the headmaster's leadership and the motivation of the teacher's work on the performance of the teacher with theF_{Count}50,396 danF_{table} 3,150. The conclusion is that there is a major impact on the success of teachers at Junior High School in Kayuagung Subdistrict, Ogan Komering Ilir Regency from the leadership and encouragement of the headmaster for the teacher's job.

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Introduction

Education is a mechanism by which learners are prepared for the future through a combination of mentoring, teaching, or Education activities.Education is the fundamental means of enhancing the quality of good human capital and of achieving success in the national development process in all fields. A fundamental problem which often hinders the growth and development of the national economy is the low quality of human resources. The organization of human capital in formal, informal and non-formal education, from basic education to higher education, needs to be followed gradually and on an ongoing basis through a quality education system [1].

The key education is education carried out in schools, schools as one of the social organizations approved to organize structured education in the lives of people to produce quality people, because different aspects of life must be able to adapt to the development of the times in the era of globalization in order to meet different challenges well, without exception aspects of education must also be able to adjust to the current developments.

Mulyasa further stressed the importance of the implementation of a quality education system, as different metrics indicate that current education has not been able to generate capital in line with the needs of community development and development.

In Indonesia, schools must seriously fulfill their responsibilities and functions in order to achieve national objectives, as set out in National Education System Law No.20, 2003. National Education has the function of developing abilities and forming dignified national character and civilization in order to educate the life of the nation, aiming to develop the potential of learners to become human beings who believe and believe in God almighty, noble, healthy, independent and become democratic and responsible citizens.

One of the indicators is the lack of discipline and mastery of teachers on the subject, and teaching methods are not optimal. Therefore, the quality of the career, the quality and competence of teachers are still considered not to have met the expectations. The output of teachers who are based on the use of theory and memorization will not improve optimally and intact, causing the skill of students.

In addition, the low performance of teachers is affected by, among others, competence, work discipline, job satisfaction of the institution where teachers teach, principal leadership, and government education policies. The low performance of teachers is expected because many come from within the individual teachers themselves and from outside. In line with [2], performance is affected by many variables, including: work atmosphere, organizational culture, leadership and work motivation, work discipline, pay, job satisfaction and other variables. The leadership of the headmaster had a major effect on the performance of the teacher.

Similarly, [3] claimed that the headmaster's leadership has an impact on the teacher's performance such that the teacher's performance can not be isolated from the influence of the headmaster's leadership. Since the greater the headmaster's leadership, the more improved the teacher's efficiency in carrying out his duties as an educator. [4] also verified this by stating that the leadership of the headmaster is very critical in enhancing the spirit of teacher work in carrying out their duties so that they can establish harmonious and friendly working conditions. Therefore, teachers would be more enthusiastic in promoting both academic and non-academic learners.

Furthermore, the school's success in the process of organizing education lies fundamentally in the quality and efficacy of the results of the headmaster in operating his leadership wheel. In the effort to mobilize teachers to provide high work performance with leadership that is in accordance with the work climate, and mature teamwork, the role of the headmaster as headmaster in the school plays an important role. It is assumed that the headmaster will be able to include teachers to optimally carry out the learning process. Efforts to incorporate quality formal education are closely linked to the creativity and consistency in defining, formulating, packaging, and explaining strategic strategies and organizational programs in education. Therefore, in order to enhance efficiency, as well as conduct control and supervision in a sustainable manner, the management of educational activities in schools should also have good planning, effective and productive organization of human resources, the deployment of teachers and school staff in their fields [5].

This implies that the managerial capacity of the headmaster and the professional services of educational staff need to be improved and optimally allowed. As a leading work unit that specifically relates to the real needs in the field of education, it is therefore time for the school to have autonomy in running the school leadership. Under the guidance of a competent principal, teachers are required to be able to demonstrate and improve themselves in line with their potential, thus enhancing the standard of education in their institutions. To execute the task as well as possible, there are three types of essential skills that must be possessed by the principal as the leader of education, namely technological skills, communication skills, and intellectual skills.

The performance of the headmaster's leadership, according to the understanding of some teachers, is based on his ability to lead. The key to the headmaster's smooth work lies in the stability, emotion, and trust that is the psychological basis for fairly treating his staff, providing accuracy in his attitude, and acting in the performance of his duties.

In this context, the headmaster is required to showcase his ability to foster cooperation with all personnel in an open working climate of a partnership, as well as to increase the active participation of parents of learners. The headmaster can, therefore, receive full support for each of his work programs. As a communicator, the headmaster is tasked with being an intermediary to forward instructions to teachers, channel educational institutions' aspirations to teachers, channel school staff's aspirations to educational institutions, and channel students, parents, and community aspirations.

Similarly, motivation for teachers is split into two types, namely internal motivation and external motivation. Internal motivation or motivation that comes from within relates to the awareness of the teacher himself to be able to work better, among others: The teacher's desire to educate students can encourage him to carry out learning tasks better. In developing their abilities as educators, these teachers tend to be more creative and innovative. While social or external motives are driven by rewards in the form

of materials such as wages, allowances, and others, as well as compensation in the form of non-materials such as career advancement, attempts to enhance teacher performance have a major effect.

Work achievement is also very closely related to work productivity [6]. A teacher's work achievement is a measure of a teacher's success or success in carrying out their duties or work. The teacher's work achievement is related to the achievement of the school which means that the achievement of the goals set by the school depends on the teacher's work achievement. This means that teacher performance is a decisive factor for the quality of learning that will imply the quality of educational output after finishing school because teachers are the party that has the most direct contact with students in the education process in the school education institutions [7].

Teachers as individuals in school organizations are expected to perform all tasks and tasks assigned, to know all of them require each teacher's ability and skills, and there is a strong incentive that strengthens the spirit of teacher work. Some of the attempts made to boost teacher performance are to include some benefits and some incentives beyond the pay, then the principal cooperates with the school superintendent to supervise professional performance and supervise teaching management in the classroom ([8]. In addition, [9] also presented factors that can influence the performance of a person , including training and work experience, education, attitudes to personality, organisation, leaders, social circumstances, individual needs, workplace physical condition, ability, motivation to work, etc.

Method

Quantitative research variables tested in this study consisted of the headmaster's leadership (X_1) on teacher performance (Y), teacher work motivation (X_2) on teacher performance (Y), while the hypothesis testing together (simultaneously) namely the headmaster's leadership (X_1) and work motivation (X_2) on teacher performance (Y), then all the data obtained were processed and processed with quantitative analysis.

All civil servant teachers who teach as many as 177 individuals in Junior high school Kayuagung Oki District in 2020 are the population in this study. Researchers reduced the population in this study by using the Slovin formula calculation (Riduwan, 2010). So that the sample of this research was obtained as many as 64 civil servant teachers in Junior high school Kayuagung sub-district consisting of 6 public schools. The information was gathered using quisioner and documentation, while technically this analysis used Normality, Homogeneity, and linear regression analysis hypothesis testing and multiple regression using SPSS for window version 26.0.0.

Results and Discussions

3.1 Description of Principal Leadership
Variable Data.

There are 7 indicators in this variable to see the extent of the principal's leadership in Junior high school sub-district Kayuagung. 24 items were the number of questions sent to the respondents, including headmaster's leadership metrics as: 1). Educator, 2)Managerial, 3)Administrator, 4)Supervisor, 5)Leader, 6)Innovator, 7)Motivator. Where the descriptive results of the principal leadership variables in Junior high school Kayuagungsubdistrict obtained Mean Value 104.29, Median 106, Standard Deviation 6.29104, variant 39.577, Range 22, maximum score of 114 and minimum score of 92. As for the distribution of frequency of these data, it shows that 36 percent of the principal's leadership with the category strongly agreed, who responded agreed 59 percent, responded undecided 4 percent and who responded differently 1 percent. On the basis of this study, it shows that the principal's leadership is in a good category.

3.2 Description of Teacher Work Motivation
Variable Data.

There are five metrics for the implementation of teacher job motivation in the Junior high school KayuagungSubDistrict for teacher motivation variables. The number of questions as many as 26 items are given to respondents, including teacher job motivation indicators as follows 1)Physiological needs, 2)Security needs., 3)Social needs, 4) Appreciation needs, 5) Self-actualization needs. Where descriptive results of teacher motivation variables in Junior high school Kayuagung sub-district obtained Mean Value 107.4219, Median 108, Standard Deviation 5.12326, variant 26.248, range 20, maximum score of 116 and minimum score of 96. In addition, the distribution of frequency of these data indicates that 27 percent of teachers with the category strongly agreed on job motivation, who responded to 62 percent agreed, responded to 10 percent reluctance and responded to 1 percent disagreed. From this study, it shows that the leadership of the headmaster is in a good category.

3.3 Description of Teacher's Performance
Variable Data

There are 5 indicators in this variable to see the extent of the teacher's performance in Junior high school sub-district Kayuagung. 25 items were the number of questions sent to the respondents, including teacher performance indicators as follows : 1).Quality of work , 2) Speed/accuracy, 3)Initiative, 4)Ability, 5)Communication,. Where the descriptive results of the teacher performance variables in Junior high school Kayuagungsubdistrict obtained Mean Value 106.5781, Median 107, Standard Deviation 6.15618, variant 37.899, Range 24, maximum score of 121 and minimum score of 97. As for the distribution of frequency of these data, it shows that 36 percent of the teacher performance with the category strongly agreed, who responded agreed 56 percent, responded undecided 7 percent and who responded differently 1 percent. On the basis of this study, it shows that the teacher performance is in a good category.

3.4. The Influence of Principal Leadership on Performance

The model of the leadership relationship of the principal with teacher success is expressed in the linear regression equation $Y = 34,3470 + 692 X_1$. In the table below, the regression equation can be evaluated.

Table 1. Significance of The Influence of Headmaster's Leadership on Teacher Performance in Kayuagung Sub-District Junior High School.

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	34.347	9.373		3.665	.001
Kepemimpinan Kepala Sekolah	.692	.090	.700	7.720	.000

a. Dependent Variable: Kinerja Guru

The resulting value of t_{hitung} = 7.720 and t_{tabel} = 1,998, based on the results of the regression test above, means t_{hitung} greater than the t_{tabel} then H_0 rejected. This means that at Junior high school in Kayuagung subdistrict, Ogan Komering Ilir Regency, there is an effect of the headmaster's leadership on teacher performance.

3.5 Analysis of Correlation Coefficients and Coefficients of Dethemination of Principal Leadership towards Teacher Performance

Calculation of correlation statistical analysis to find out if there is a significant influence between principal leadership variables (X_1) on Teacher Performance (Y)

Table 2. Results of Correlation Statistics and Coefficient of Determination of Principal Leadership Variables ($X_{.1}$) on Teacher Performance (Y)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.700ᵃ	.490	.482	4.431
a. Predictors: (Constant), KepemimpinanKepalaSekolah				

Predictors: (Constant) Principal leadership (X_1)

1. R= 0.700 which means that between the principal leadership variable (X_1) towards teacher performance (Y) has a strong relationship.
2. R^2= 0.490, which means that teacher output is affected by 49.0% of key leadership variables (X_1), 51.0% are affected by other variables not included in this report.

Standard Estimated Error (standard deviation), which means calculating deviations in the expected values. In this variable, the standard deviation is 4,431, which means that the lower the standard deviation, the better the model.

This study is in line with research conducted at Senior high school in OKU Regency [10] on the effect of job motivation and work discipline on teacher performance on 50 respondents with descriptive types of quantitative research. There is a significant impact between job motivation and teacher results, as can be seen from the test result t significant value (probability) is less than 0.05 and the measured t value is 11,183 > t table 1,660 means that Ho is rejected and Ha1 is accepted, meaning that there is a significant impact on teacher performance (Y) between work motivation (X_1).

The Effect of Teacher Motivation on Teacher Performance

In the form of the linear regression equation $Y = 10,734 + 0.892 X_2$, the model of the teacher's job motivation relationship to teacher success is represented. The table below can be used to evaluate the regression equation.

Table 3. Significance of Teacher Work Motivation towards Teacher Performance in Junior high school Kayuagung SubDistrict

Coefficientsᵃ					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	10.734	10.993		.976	.333
MotivasiKerja Guru	.892	.102	.743	8.729	.000
a. Dependent Variable: Kinerja Guru					

Based on the results of the above regression test, t_{hitung}= 8,729 and t_{tabel}= 1,998, meaning $t_{hitung} > t_{tabel}$ then H_a is believed. Thus, the hypothesis of this study affects the motivation of the teacher's work and the success of the teacher.

2.6 Analysis of Correlation Coefficients and
Coefficients of Detemination of Teacher's Work Motivation towards Teacher Performance

Calculation of correlation statistical analysis to find out the relationship between Teacher Work Motivation (X_2) variable to Teacher Performance (Y).

Table 4. Results of Correlation Statistical Analysis and Coefficient of Summary Model Determination

Model Summary				
Mode l	R	R Squar e	Adjusted R Square	Std. Error of the Estimate
1	.743ª	.551	.544	4.157
a. Predictors: (Constant), MotivasiKerja Guru				

Predictors: (Constant), Teacher Work Motivation (X_2)
1. R= 0.743 which means that between the variables Teacher Work Motivation (X_2) (Against Teacher Performance (Y) has a strong relationship.
2. R^2= 0.551 which means that 55.1% of Teacher Work Motivation variables (X_2) affect Teacher Performance, 44.9% are affected by other variables not included in this study.
3. Standard Estimated Error (standard deviation), which means calculating deviations of expected values. In this variable, the standard deviation is 4,157, which means that the lower the standard deviation, the better the model deviation.

In their report on the impact of Principal Leadership and Teacher Dedication to professional teacher success at Junior high school PGRI 1 Palembang, this research is in line with the research of Herry, BukmanLian and YessyFitriani (2020) carried out on 30 teachers with descriptive analysis techniques and multiple linear regression regression techniques. obtained calculation results obtained R^2 Value (R Square) = 0.172 which means 17.2% of principal leadership variables affect the professional performance of teachers while 82.8% are influenced by other factors not studied in this study.

3.8   Simultaneous influence between the influence on teacher success of principal leadership and teacher job motivation.

Based on the results of the double regression test table 3, the constant value of the regression equation (a) of 5,025 and the value of the free variable coefficient (b1) of 0.360 and the value of the free variable (b2) of 0.596, the following regression equation is obtained.
$Y = a + b_1X_1 + b_2X_2$
$Y = 5.025 + 0.360.X_1 + 0.596.X_2$
This suggests that the performance of the teacher has improved positively with the impact of the leadership of the headmaster and the enthusiasm of the teacher's job.

Table 5. Significance of The Influence of Principal Leadership and Teacher Work Motivation on Teacher Performance in Junior high school Kayuagung SubDistrict.

Coefficientsª					
	Unstandard ized Coefficients		Standar dized Coeffici ents		
Model	B	Std. Erro r	Beta	t	Si g.
1 (Constan t)	5.0 25	10.2 97		.4 88	.6 27
Kepemi mpinan KepalaS ekolah	.36 0	.106	.364	3. 40 4	.0 01
Motivasi Kerja Guru	.59 6	.128	.496	4. 63 6	.0 00
a. Dependent Variable: Kinerja Guru					

Next, by performing simultaneous experiments using the F test, we can understand the reality of hypothesis testing to find out how much impact the key leadership variables and variables of motivation for teacher work have on teacher success variables.

Table 6. $X_{.1}$ and $X_{.2}$ Double Regression Analyst Results against Y

	ANOVA[a]				
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1487.416	2	743.708	50.396	.000[b]
Residual	900.193	61	14.757		
Total	2387.609	63			
a. Dependent Variable: Kinerja Guru					
b. Predictors: (Constant), MotivasiKerja Guru, Kepemimpinan Kepala Sekolah					

Based on the table above it is known that the value of F_{hitung} is 50,396 with Sig.0.000.While the critical value of f_{tabel} distribution is 3,150.
Hypothesis Test: $f_{hitung} > f_{tabel}$ = Acceptable Ha
$f_{hitung} < f_{tabel}$ = Ha Rejected

From the above definition, a significant value of 0.05 is known value $F_{calculate}$ = 50,396 while F_{table} = 3,150 therefore $f_{calculate} > f_{table}$ which implies Ha got. Therefore, the hypothesis in this study claimed that there is an effect on teacher performance at the same time of headmaster leadership and encouragement of teacher work.

3.9 Analysis of Correlation Coefficients and Coefficients of Dethemination Influence of Principal Leadership and Teacher Work Motivation on Teacher Performance

Statistical analysis calculation of double correlation to know the relationship between principal leadership variable (X_1) and Work Motivation (X_2) to Teacher Performance (Y).

Table 7. Results of Statistical Analysis of Double Correlation and Coefficient of Determination.

	Model Summary			
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.789[a]	.623	.611	3.842
a. Predictors: (Constant), MotivasiKerja Guru, KepemimpinanKepalaSekolah				

Predictors: (Constant), Principal Leadership (X_1) Teacher Work Motivation ($X_{.2}$)
1. R= 0.789 which means Principal Leadership Variable (X_1) and Teacher Work Motivation variable ($X_{.2}$) towards Teacher Performance (Y) have a strong relationship.
2. R^2= 0.623 which means 62.3% of Principal
   Leadership Variables (X_1) and Teacher Work Motivation variables ($X_{.2}$) affect Teacher Performance (Y), while 37.7% are affected by other variables not included in this study
Standard Estimated Error (standard deviation), which means calculating deviations of expected values. In this variable, the standard deviation is 3,842, which means that the lower the standard deviation, the better the model deviation.

[11] research findings on the impact of Principal Leadership and Job Motivation on Teacher Success in Junior high school in the sub-district of Sungai Lilin, Sungai Lilin, Analysis of teacher performance statistical definitions in the excellent category was 1 or 0.9 percent, the category either amounted to 49 or

47.57 percent, the category was very strong by 25 or 24.27 percent, the category was less by 15 or 14.56 percent, and the category was quite small by 13 or 12.62 percent. This shows that there is a strong category for the success of junior high school teachers in Sungai Lilin sub-district. From the F test, obtained F calculates 364,935 with a significance level of 0.000 < probability value α 0.05 while F table corresponds to the level of significance of 0.0 05 (3.99) of 3.09 so that $F_{calculates} > F_{table}$ (364.935 > 3.09) so that Ho3 is rejected, this means that there is a significant influence jointly between the headmaster's leadership and work motivation on the performance of public junior high school teachers in Sungai Lilinsubdistrict. The ditermination coefficient is 87.9 percent based on the R square score of 0.879 so that it can be concluded that the effect of the leadership and job motivation of the headmaster on the performance of junior high school teachers in the Sungai Lilin sub-district together amounted to 87.9 percent and the remaining 12.1 percent was affected by other factors not studied in this report.

Conclusions

Based on data analysis and hypothesis testing can be concluded as follows: 1) There is a significant influence of the headmaster's leadership on teacher performance in Junior high school sub-district Kayuagung Regency Ogan Komering Ilir; 2) There is a significant influence of teacher work motivation on teacher performance in Junior high school Kayuagung District Ogan Komering Ilir; 3) There is an influence of principal leadership and motivation for teacher work together on teacher performance in Junior high school Kayuagungsub-district, Regency OganKomeringIlir. Each teacher must be inspired by the headmaster to play an active role in educational development and become a competent teacher. In addition to teacher job motivation and principal leadership, other variables that can affect teacher performance are planned to be investigated for future study.

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