

## The Influence of Principal Leadership and Work Motivation on Teacher Performance at SMK Negeri 1 OKU

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### Abstract

The purpose of this study was to analyze the effect of principal leadership and work motivation on teacher performance at SMK Negeri 1 OKU. The research method used in this research is quantitative method. The population in this study were 62 teachers who were taken as the research sample, so this research is called population research. The data collection techniques used were questionnaires and documentation. The data analysis technique used is the prerequisite test, which includes the normality test, linearity test, autocorrelation test, multicollinearity test and heteroscedasticity test. Analysis testing using partial test (t-test) and simultaneous test (F-test). Based on the research results, it is obtained data that the principal's leadership and work motivation jointly affect the performance of teachers at SMK Negeri 1 OKU.

**Keywords:** *Principal Leadership, Work Motivation, Teacher Performance*

### INTRODUCTION

The teacher is one of the human resources who are in school. Teachers are inspirational figures and motivators for students in carving out the future. If the teacher is able to be a source of inspiration and motivation for students, then this will be the strength of students in pursuing big goals in the future. This is where it is important to produce quality teachers, ideal and innovative teachers who are able to generate great enthusiasm in students to become actors of changing world civilization in this global era and able to create progress in various fields. Teacher and Lecturer Law Number 14 of 2005 Article 10 Paragraph 1 concerning the competencies of teachers. Teacher competence as referred to in Article 10 includes pedagogical competence, personality competence, social competence, and professional competence obtained through professional education. To produce quality resources, a qualified teacher is also needed.

Improving the quality of education can not only be done by the teacher factor, there are many other factors, one of which is the principal. Quality teachers are influenced by various factors, especially the leadership of the school principal. The principal plays a very important role because the principal is fully responsible for managing and empowering teachers to continue to improve teacher performance in educating students.

Principals are required to have the ability to develop personality competencies, managerial competencies, entrepreneurial competencies, supervisory competencies, and social competences [1]. The principal must be responsible for maintaining and motivating teachers, students, and school administrative staff to be willing and able to implement the rules and regulations that apply in schools [2].

Wahyosumidjo in [2] argues that good principal leadership will create a successful school culture that encourages teachers to work with dedication and students learn without coercion. Therefore the principal has a major role in arousing teacher motivation and performance in schools.

Another factor for increasing the success of the quality of education is motivation as a tool to improve teacher performance. Motivation is the provision of a driving force that

creates the excitement of a person's work, so that they are willing to cooperate, work effectively and integrate with all their efforts to achieve satisfaction [3]. As an encouragement, motivation will provide a good stimulus for someone to fulfill their needs so that the goals that have been stated can be achieved.

Motivation is important, because with motivation it is expected that each individual will work hard and enthusiastically to achieve the desired results or in other words motivation can improve teacher performance. The principal's efforts in improving teacher performance must be done by choosing what things and what motivation to do, while the form of motivation is generally in the form of money and goods as well as non-material in the form of praise, adulation and appreciation. Given that motivation is a driving factor that greatly influences human behavior, a teacher who has high motivation in his work will certainly be motivated to do work effectively and efficiently so that the planned goals can be achieved properly.

[4] explains that performance or work performance is a translation of the word performance in English. Performance is closely related to the achievements that a person or institution wants to achieve in carrying out their duties. Teacher performance is a set of tangible behaviors shown by the teacher when he provides learning to students [5]. Teacher performance is a process carried out by all components in schools, both teachers and school principals in order to improve the quality of students in learning. Therefore, teacher performance is closely related to the process of organizing and managing education in the division of tasks and functions within the scope of the school. If the process of organizing and implementing education management goes well, the goals to be achieved will be easily realized.

[6] research results state that the principal's leadership has a direct effect on teacher performance. Meanwhile, [7] that 1) principal leadership and work motivation together had a significant effect on teacher performance 2) principal leadership had a significant effect on teacher performance; work motivation has a dominant effect on teacher performance. From this research, it can be seen that the principal's leadership and work motivation greatly influence teacher performance.

Then the results of research conducted by Firmawati[8] et al indicate that the better the leadership of the principal and teachers must have high work motivation in carrying out their duties so that teacher performance will also increase.

Based on the description above, the researcher is interested in conducting research at SMK Negeri 1 OKU. Initial observations were made by interviewing teachers to find out the problems that exist in SMK Negeri 1 OKU. From the results of interviews with several teachers, several problems were found in the field, including: (1) The transition of SMA / SMK management in the hands of the province resulted in the loss of access that had been well developed with the local government and made access to school services far from the provincial education office. ; (2) The principal has not been able to fully influence, mobilize, develop and empower teachers to increase work motivation and performance; (3) there are some teachers who are less motivated in preparing the completeness of teacher administration in the form of a Learning Implementation Plan (RPP), of the 62 (sixty-two) teachers there are 8 (eight) teachers who do not compile a Learning Implementation Plan, while the rest compile a Lesson Implementation Plan. properly by revising the previous RPP; (4) there are about 15% of teachers who have never created innovations in learning, such as teachers who have not implemented aspirational learning methods for students, the learning methods used by teachers are still conventional; (5) Teachers rarely attend trainings that support their competencies. Thus, if this problem occurs continuously, it will have an impact on the learning process to be less than optimal. Based on the explanation of the background of the problem, the researchers are interested in conducting research with the title "The Effect of Principal Leadership and Work Motivation on Teacher Performance at SMK Negeri 1 OKU".

## METHOD

This research uses quantitative descriptive method, namely the data obtained is realized in the form of numbers and analyzed based on statistics Sugiyono [9] with the type of correlational research. This study aims to see the relationship between one variable and another. Correlation research is part of ex-postfacto research, because usually researchers do not manipulate the state of the existing variables and directly look for the existence and level of relationship between variables reflected in the correlation coefficient [10]. Ex post facto research does not control variables and usually there is no pre-test. The ex post facto research design is a research that aims to investigate the events that have occurred and then trace back to find out the factors that caused these events to occur.

The population in this study were all teachers who taught at SMK Negeri 1 OKU, totaling 62 people. The population was the entire research subject [11]. The sample is a part or representative of the population studied [11] If the number of respondents is less than 100 samples, all samples are taken so that the research is a population study. Meanwhile, if the number of respondents is more than 100, the sampling is 10% -15% or 20% -25%. Because the population is less than 100, all the population totaling 62 people is the research sample, this study is called a population study.

Data collection techniques in this study were questionnaires and documentation. The questionnaire will be used to collect data on principal leadership, work motivation and teacher performance which refers to the Likert scale. The Likert scale is a scale used to measure a person's attitudes, opinions and perceptions[12]. Documentation techniques are techniques that are done by searching for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, lenger, agendas, and so on [11]. [12] documentation is intended to obtain data directly from the research site, including relevant books, regulations, activity reports, photos, documentary films, data relevant to research. To reach a conclusion on the data that has been successfully concluded and analyzed, the process carried out is to formulate criteria based on the data collected. As for analyzing the research results include: 1) Classical Assumption Test (normality test, multicollinearity, heteroscedasticity, linearity); 2) Hypothesis testing using SPSS assistance.

## RESULTS AND DISCUSSION

### The Influence of Principal Leadership on Teacher Performance

Based on the results of calculations using SPSS version 16.0, it shows that there is a positive and significant influence between the principal's leadership and teacher performance, this is evidenced by the value of the results of hypothesis testing, the probability value (0.001) is smaller than the  $\alpha$  (0.05) value, besides that, for the value of tcount (3.635) is greater than ttable (1.683), thus it can be concluded that  $H_a$  is accepted. That is, there is an influence of the principal's leadership on teacher performance. The amount of influence of the principal's leadership on teacher performance is 16.7%, the remaining 83.3% is influenced by other factors that are not variables. Based on the description above, it can be concluded that the better the principal's leadership, the better the teacher's performance, and conversely the lower the principal's leadership, the lower the teacher's performance. The test results are described in the table below:

**Table 1. First Hypothesis Test Table**  
Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1(Constant)	347.895	49.001		7.100	.000
KEPEMIMPINAN KEPSEK	-.941	.259	-.425	-3.635	.001

a. Dependent Variable: KINERJA GURU

**Table 2. The Table of The Results of The Calculation of the First Hypothesis Determinant Coefficient**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.425 <sup>a</sup>	.180	.167	12.088

a. Predictors: (Constant), KEPEMIMPINAN KEPSEK

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The results of hypothesis testing obtained a probability value (0.000) smaller than the value of  $\alpha$  (0.05), in addition, for the value of tcount (5.835) is greater than the value of t table (1.717) so it can be concluded that  $H_a$  is accepted. That is, there is a significant influence between teacher work motivation on teacher performance. The influence of work motivation on teacher performance is 36.2%, the remaining 63.8% is influenced by other factors which are not variables in this study. Based on this description, it can be concluded that the better the teacher's performance, the better the teacher's work motivation and conversely the lower the teacher's performance, the lower the teacher's work motivation. Hypothesis testing of the effect of work motivation on teacher performance is illustrated in the table below:

**Table 3. Second Hypothesis Test Table**  
Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	43.684	21.667		2.016	.048
MOTIVASI KERJA	1.308	.224	.602	5.835	.000

a. Dependent Variable: KINERJA GURU

**Tabel 4. Koefisien Determinan Hipotesis Kedua**

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.602 <sup>a</sup>	.362	.351	10.665

a. Predictors: (Constant), MOTIVASI KERJA

### The Influence of Principal Leadership and Work Motivation on Teacher Performance

The calculation with simultaneous testing uses the F-test which aims to determine the effect of the independent variables (the influence of the principal's leadership and work motivation) together on the dependent variable (teacher performance). The results showed that there was a positive and significant relationship between principal leadership, work motivation and teacher performance. Fcount of 26.736 is greater than Ftable of 3.153 so that Ha is accepted. That is, there is a significant influence between principal leadership and teacher work motivation together on teacher performance. The magnitude of the influence of principal leadership and work motivation together on teacher performance is 47.5%, the remaining 52.5% is influenced by other factors which are not included in the variables in this study. The test results are described in the table below:

**Table 5. Simultaneous Test Results Table (F) ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5085.571	2	2542.785	26.736	.000 <sup>a</sup>
	Residual	5611.397	59	95.108		
	Total	10696.968	61			

a. Predictors: (Constant), MOTIVASI KERJA, KEPEMIMPINAN KEPSEK

b. Dependent Variable: KINERJA GURU

**Table 6. The Coefficient of Termination Table Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.690 <sup>a</sup>	.475	.458	9.752

a. Predictors: (Constant), MOTIVASI KERJA, KEPEMIMPINAN KEPSEK

b. Dependent Variable: KINERJA GURU

The results of this study support the research conducted by Titin Damayani[14] et al entitled "The Effect of Principal Leadership and Work Motivation on Teacher Performance". The research was conducted at State Junior High Schools in Sungai Lilin Subdistrict. Based on data analysis and hypothesis testing, it can be concluded that 1) there is a significant influence between the leadership of the school principal on the teacher performance of the State Junior High School students in Sungai Lilin District. 59.1 percent; 2) there is a significant influence between work motivation on the performance of SMP Negeri teachers in Sungai Lilin subdistrict, amounting to 38.2%; 3) there is a significant influence jointly between the principal's leadership and work motivation on the performance of SMP Negeri teachers in Sungai Lilin sub-district of 87.9% and the remaining 12.1% is influenced by other factors not examined in this study.

## CONCLUSIONS

Based on the t test, it is found that t count is greater than t table, this means that Ho is rejected and Ha is accepted. This shows that there is an influence of the principal's leadership on teacher performance. Based on the t test, it is found that t count is greater than t table, this means that Ho is rejected and Ha is accepted. This shows that there is an effect of work motivation on teacher performance. Based on the F test, it is found that fcount is greater than fTable, this means that Ho is rejected and Ha is accepted. This shows that there is an influence of Principal Leadership and Work Motivation together with teacher performance.

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