

The Influence of School Leadership Style and Student Learning Outcomes on Teacher Performance At State Basic Schools in Air Kumbang Sub-District

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Abstract

This study aims to determine and describe the influence of the principal's leadership style and student learning outcomes motivation on teacher performance. With quantitative research methods. The method used is descriptive quantitative method used to process data characteristics related to the average number, look for percentages, and present interesting, easy-to-read data. Data in the form of a questionnaire is classified as quantitative data. The technique of collecting data in this research is through a questionnaire. The results showed that; (1) These findings provide evidence that an increase in the leadership style of a principal by a headmaster will have an impact on improving the performance of public elementary school teachers in Air Kumbang District. (2) there is an influence between the motivation of student learning outcomes on teacher performance. These findings provide evidence that increased motivation for learning outcomes will have an impact on improving the performance of SD Negeri teachers in Air Kumbang District. (3) there is an influence between the principal's leadership style and the motivation of student learning outcomes simultaneously on teacher performance. These findings provide evidence that increasing the principal's leadership style and motivation for learning outcomes will have an impact on improving the performance of SD Negeri teachers in Air Kumbang District.

Keywords: *Leadership, Motivation and Performance*

INTRODUCTION

The era of world globalization is marked by an increasingly rapid development in all fields of activity, as well as in educational activities. This globalization greatly affects the development of education in Indonesia, so it requires quality human resources. The Indonesian government, in an effort to improve education for its citizens, continuously carries out various activities and provides supporting facilities, including the enactment of Law no. 14 of 2005 concerning teachers and lecturers. As stated in the general explanation of Law no. 14 of 2005, the Preamble of the 1945 Constitution of the Republic of Indonesia states that the purpose of national education is to protect the entire nation and all the blood of Indonesia and to promote public welfare, educate the nation's life, and participate in implementing world order based on independence, eternal peace, and social justice. To realize these national goals, education is a very determining factor.

One of the mandates of the 1945 Constitution of the Republic of Indonesia is further regulated in Law Number 20 of 2003 concerning the National Education System, which has a vision of the realization of the education system as a strong and authoritative social institution to empower all developing Indonesian citizens. become a qualified human being so capable and proactive in responding to the challenges of the ever-changing times. Superior human resources are the main requirements for the realization of a developed nation and country. Regardless of the size of the natural resources, the available capital and infrastructure, in the end, it is only in the hands of reliable human resources that the target of

national and state development can be achieved. In this perspective of thinking, a nation cannot achieve progress without a good education system.

Education is the basic capital for creating superior human resources. The main world of education is school. Schools are an alternative educational service institution. School as an institution certainly has a vision, mission, goals and functions. To carry out the mission, realize the vision, achieve goals, and carry out its functions, schools need professional staff, organizational work procedures and resources that support both financially and non-financially. School as an educational institution or institution is a means of implementing learning services and educational processes. Schools are not only used as a gathering place for teachers and students, but also as a very complex and dynamic system.

In the conception of school institutional development, there is an effort to introduce changes in the way an institution is organized, the structure, processes and systems of the institution concerned so that it can better fulfill its mission. Therefore, changes that occur in school institutions must include all components in it.

These changes occur in the structure, processes, workforce and systems of an institution as well as the change process itself, regarding how schools as institutions are organized so that they are able to carry out its mission well. In the process of change, individual organizations and institutions improve their abilities and performance with respect to their goals, resources and environment. Change will not take place without the support of human resources who are assets that can contribute more to achieving organizational goals.

Teachers as an important component in the learning process must have four competencies in accordance with the Regulation of the Minister of National Education Number 16 of 2007 concerning qualifications and competencies. The four competencies that the teacher must have are pedagogical competence, personal competence, professional competence, and social competence. Of the four competencies that the teacher must have, it can be a description of the teacher's performance in carrying out their duties.

Susanto[1]], stated that performance as a result of the function of a particular job or activity for a certain period of time or the manifestation of a synergistic combination will be seen from the productivity of a person in carrying out his duties and jobs. According to Barnawi and Arifin[2], teacher performance can be interpreted as the level of success of a teacher in carrying out educational tasks according to responsibilities based on established work standards to achieve educational goals. Efforts made to achieve good teacher performance require an assessment process.

According to Barnawi and Arifin[2], it is described that a person's performance can be formed by two elements, one of which is motivation. A person's motivation can be used as a reference in carrying out activities to achieve goals. According to Sardiman[3], motivation is a change in energy in a person characterized by the emergence of «feeling» and is preceded by a response to a goal. Motivation is an impetus both from within and from outside a person to make a series of efforts to meet needs and achieve the goals he wants. As an encouragement, motivation will provide a good stimulus for someone to meet their needs so that the goals that have been aspired can be achieved. One of the manifestations of motivation is the desire to achieve. According to Damin[4], the need for achievement is a motive that can be contrasted with other needs. Someone who is considered to have motivation, he will make a series of efforts in order to outperform others. In the field of education, the motivation for learning outcomes can also be used as a reference for teachers to improve the quality of performance. Not only teaching, the desire to direct behavior tow

ards achieving certain achievements based on perfection in a person also needs to be possessed by a teacher. The motivation of a teacher will affect their performance at school. Apart from within a person, according to Barnawi and Arifin[2], the factors that affect teacher performance also come from outside. Among them are leadership styles. Leadership style is a person's ability to mobilize, influence, motivate, invite, direct, advise, foster, guide, train, instruct, command, prohibit, and even punish with the intention that group members who are part of the organization are willing to work to achieve goals that have been designed. From the data on the results of teacher performance appraisals that have been

carried out by assessors at Public Elementary Schools in Air Kumbang District, it is known that the average value of the competency level of elementary school teachers is 46.17. This shows that the teacher's level of competence is sufficient. However, there are some teachers who already have a good level of competence.

This is reinforced by research conducted by Nalasatria in[5], with the title «Principal Leadership Style and Teacher Performance: Empirical Evidence from Hang Tuah 1 High School Surabaya» obtained results that the leadership style is autocratic, militaristic, paternalistic, charismatic, and democratic. Provides a significant simultaneous influence on teacher performance and the most influential is the democratic leadership style.

Further research conducted by Wayan Murnayasa in[6], with the title «Contribution of School Supervision Supervision, Principal Leadership Style, and Learning Outcomes Motivation on Teacher Performance in SD Se Bangli District». From the results of this study indicate that there is a significant contribution between the supervision of school supervisors on teacher performance, there is a significant contribution of the principal's leadership style to teacher performance, there is a significant contribution of motivation to learning outcomes to teacher performance, and there is a significant contribution together. supervision of school supervisors, principal leadership style, and motivation of learning outcomes on teacher performance.

From the results of interviews conducted by researchers with elementary school supervisors in the Air Kumbang sub-district, on September 14, 2020, he said that there were still many public elementary school teachers in Air Kumbang who had poor performance, this was due to the low motivation of the teachers. In addition, the leadership styles of school principals vary. With these varied leadership styles, teacher performance also varies. Some are good, some are still lacking. Then, an interview was also conducted with the principal of SD Negeri 21 Air Kumbang on September 15, 2020, who said that the performance of teachers in schools varied. The teacher's performance that is less than optimal is due to time problems. Based on the background description above, this study was conducted to determine the effect of the principal's leadership style and student learning motivation on teacher performance in Elementary Schools in Air Kumbang District.

Previous research was also conducted by Imansyah, Yasir and Desi[7]. Based on the research results described above, it can be concluded that the principal's leadership has a significant effect on teacher performance at SMA Negeri Muara Enim; school committee participation has a significant effect on teacher performance at SMA Negeri Muara Enim; and principal leadership and school committee participation together have a significant effect on the performance of SMA Negeri teachers in Muara Enim. The similarity of this study with previous research is located in the X1 and Y variables, namely both assessing the leadership and teacher performance, while the difference lies in the X2 variable, for the previous research, the X2 variable discusses school committee participation while the current research discusses student learning motivation

Previous research was also carried out by. The results of the study can be concluded that the leadership of the principal has an effect on Job Satisfaction in Public Elementary Schools in Tanjung Raja District. The availability of facilities and infrastructure has an effect on the Papacy of Work in Public Elementary Schools in Tanjung Raja District. The leadership of the principal and the availability of facilities and infrastructure have a joint effect on job satisfaction in SD Negeri Tanjung Raja District. The similarity of this study with previous research is located in Variable X1, namely both assessing leadership while the difference lies in Variable X2, and Y for previous research Variable X2 discusses the availability of facilities and infrastructure and teacher job satisfaction while the current research discusses student learning motivation and teacher performance.

Previous research was also conducted by Damayani, Arafat and Eddy[8]. The results of the study stated that 1) there was a significant influence between the principal's leadership on teacher performance; 2) there is a significant influence between work motivation on teacher performance; and 3) there is a significant influence jointly between principal leadership and work motivation on teacher performance. The similarity of this study with previous research is located in Variable X1 and Y, namely both assessing leadership

and teacher performance, while the difference lies in Variable X2, for previous research Variable X2 discusses work motivation while current research discusses student learning motivation

Previous research was conducted Research research results can be concluded; 1) there is a partially significant influence between the principal's leadership on school-based management at SMA Negeri 1 Sirah Pulau Padang; 2) there is a significantly significant influence between the role of the school committee on school-based management at SMA Negeri 1 Sirah Pulau Padang; 3) the simultaneous significant influence between the leadership of the principal and the role of the school committee on the success of school-based management at SMA Negeri 1 Sirah Pulau Padang. The implication of this research is that the influence of school principal and school committee leadership must be considered in improving school-based management so that educational goals will be achieved optimally. The similarity of this study with previous research is located in Variable X1, namely both assessing leadership, while the difference lies in Variable X2, and Y for previous research. Variable X2 discusses the role of school committees and school-based management whereas current research discusses student learning motivation and performance teacher.

METHOD

The research method used in this research is descriptive quantitative research method, namely by looking for information about existing symptoms, clearly defined goals to be achieved, planning the approach, collecting data as material for making reports Sugiyono[9]. According to Arikunto[10], descriptive research is research that uses observations, interviews or questionnaires about the current situation, regarding the subject we are researching. Through questionnaires and so on, we collect data to test hypotheses or answer a question. For descriptive quantitative research, if the data is collected, then it is classified into two groups of data, namely quantitative data in the form of numbers and quantitative data expressed in words or symbols Arikunto[10]. Through this descriptive research, the researcher will explain what actually happened about the current situation that is being studied. This is also explained by Bugin that descriptive quantitative research is used to describe, explain, or summarize various conditions, situations, phenomena, or various research variables according to events as they are which can be photographed, interviewed, observed, and can be expressed. through documentary materials

In this study the authors wanted to know or measure the relationship between the principal's leadership style and student learning motivation on teacher performance in Elementary Schools in Air Kumbang District. The research variables to be examined in this study are divided into three main variables, namely the Principal Leadership Style (X1) and Student Learning Motivation (X2) on Teacher performance (Y), while testing the hypothesis together (simultaneously), namely the Principal Leadership Style. (X1) and Student Learning Motivation (X2) on teacher performance (Y), then all the data obtained were processed and processed with quantitative analysis.

The population in this study were all teachers in the Air Kumbang sub-district. The number of teachers was 262 people. So the research sample numbered 158 people. In accordance with the approach used is a quantitative approach, the data collection techniques used in this study include observation, questionnaires and documentation. Before conducting data analysis, first, the analysis requirements are tested, which is a requirement that must be met so that the analysis can be carried out, both for predictive purposes and for hypothesis testing. There are 3 conditions that must be met before conducting regression analysis, namely 1) normality test; 2) homogeneity test; and 3) linearity test.

RESULTS AND DISCUSSION

From the results of research on the leadership style of the principals of SD Negeri Se-Air Kumbang sub-district in general, according to the opinion of the teachers, it is sufficient. The comparison value of F_{table} with F_{count} for the principal's leadership style is

3.05 <34,741 with a significance of 0.000. As for the significance of the influence between these variables, it can be seen from $t_{count} 2.705 > t_{table} 1.654$, and the Sig value $0.000 < \alpha 0.05$. Furthermore, the influence of the principal's leadership style on teacher performance is regressed so that $Y = 41.607 + 0.057 X_1$, this means that if the principal's leadership style is zero, the teacher's performance will be constant at 41.607, If the principal's leadership style increases by 1 point, the teacher's performance will increase. 0.057 points at a constant 41.607, the magnitude of the effect value indicated by $r_{x_1.y} = 0.328$. Principal leadership style that is implemented well and is based on the intention and awareness of professionals will improve teacher performance.

The results showed that the motivation for the learning outcomes of SD Negeri in Air sub-district was generally sufficient. There is a significant influence of learning outcome motivation on teacher performance, the comparison value of F_{table} with F_{count} for learning motivation is $3.05 < 68.23$ with a significance of 0.000, while the significance of the influence between these variables is seen from $t_{count} 6.671 > t_{table} 1.654$, and the Sig value $0.000 < \alpha 0.05$. Furthermore, the motivation for learning outcomes towards teacher performance is regressed so that $Y = 41.607 + 0.665X_2$, this means that if the motivation for learning outcomes is zero, the teacher's performance will be a constant value of 41.607. If the motivation for learning outcomes increases by 1 point, the teacher's performance will increase by 0.665 points at a constant of 41.607 with the magnitude of the effect value indicated by $r_{x_2.y} = 0.304$.

From the results of the study, it appears that the principal's leadership and the motivation for learning outcomes together have an influence on the performance of teachers in Air Kumbang District with a correlation coefficient of 0.297. To predict the effect of the independent variable on the dependent variable, the regression model linearity test was carried out, the hypothesis (H_0) was accepted if the significance probability value (sig) > 0.05. Summary of multiple linear test results as in the following table1:

Table 1. Multiple Linear Regression Test Results

(ANOVA^a)						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6416.749	2	3208.374	34.250	.000 ^b
	Residual	14519.612	155	93.675		
	Total	20936.361	157			

Based on the ANOVA table above, the significance probability value (sig) = 0.000 = 0% < 5%, this means that H_0 is rejected. Through the regression model of the equation $Y = a + b_1 + b_2$, the results of the regression model $Y = 41.607 + 0.057 X_1 + 0.665X_2$ are linear. This means that there is the influence of the principal's leadership style variable (X_1) and student learning outcomes (X_2) together on the teacher performance variable (Y).

Based on the results of data analysis, it can be concluded that the significant influence between the principal's leadership style on the performance of the SD Negeri teachers in Air Kumbang District means that whether or not the leadership style of the principal has an effect on the good or not the performance of elementary school teachers in Air Kumbang District, and the better the leadership style. The principal will also have an influence in improving the performance of elementary school teachers in Air Kumbang District. The leadership style of the principal plays an important role in carrying out its duties and functions as a leader or it can be said that this is what is called the effective leadership style of the principal.

Principals and teachers are components that have an effect on improving the quality of education in schools. In school organizations, the relationship between the leadership style applied by the principal is related to mobilizing teachers to have a good or poor work ethic. Principals and teachers are the influence between leaders and subordinates, for that in

order to achieve the goals to be achieved, especially the quality of education in schools, a synergic and conducive cooperation is needed between the principal and teachers. In school organization, the principal is required to display a leadership style that is fair, dignified, charismatic and democratic. With the sampling technique is to use stratified Proportional Random Sampling. The research instrument used was a Likert model questionnaire whose validity and reliability had been tested, and analyzed with correlation and regression techniques. The results of the study were the principal's leadership style, learning motivation and motivation had a positive and significant effect on teacher performance at State Junior High Schools in Pandan District, Tapanuli Tengah Regency, North Sumatra. The leadership style of the principal has a positive and significant effect on teacher performance at SMP Negeri in Pandan sub-district. Learning motivation has an effect on the performance of SMP Negeri teachers in Pandan District. Work motivation influences the performance of state junior high school teachers in Pandan District. In conclusion, this study proves that there is a positive and significant relationship between the leadership style of school principals, learning motivation and work motivation in SMP Negeri teachers in Pandan sub-district, Central Tapanuli Regency, North Sumatra. There is a positive and significant relationship between the principal's leadership style and teacher performance. There is a positive and significant relationship between learning motivation and teacher performance at state junior high schools in Pandan sub-district, Central Tapanuli Regency, North Sumatra. There is a positive and significant relationship between the principal's leadership style and teacher performance. From the results of the above research proves that «there is a significant influence simultaneously or together between the leadership style of the principal and learning motivation on the performance of the teachers of SD Negeri in Air Kumbang District».

Teacher performance is the target of the institution, the main goal is to improve teacher performance and improve services to students. It can be said that Elementary Schools throughout Air Kumbang Palembang have managed the resources owned by the schools well enough to increase school output, student graduation rates and good final exam scores. The excellence of the school is influenced by many components, namely input in the form of the quality of students, instrumental input, namely the quality of teachers and employees, the completeness of school facilities and infrastructure, student learning motivation and last but not least, the quality of leadership carried out by the principal, environmental input.

CONCLUSION

Based on the results of research and discussion of «The Effect of Principal Leadership Style and Student Motivation on Teacher Performance», the following conclusions can be drawn that the results of testing the first hypothesis can be concluded that there is an influence between the principal's leadership style on teacher performance. This means that if the learning motivation shows improvement and is good, it will affect teacher performance. And the results of testing the third hypothesis can be concluded that there is an influence between the leadership style of the principal and student motivation together on teacher performance.

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