

## The Effect of School Leadership and Work Motivation on Teacher Performance at SMP PGRI 1 Palembang

Rachmawati<sup>1\*</sup>, Happy Fitria<sup>2</sup>, Yenny Puspita<sup>3</sup>

<sup>1,2,3</sup> Universitas PGRI Palembang

E-mail: [rachmaw677@gmail.com](mailto:rachmaw677@gmail.com)

### Abstract

The purpose of this study was to analyze the influence of principal leadership, work motivation on teacher performance at SMP PGRI 1 Palembang. This type of research is quantitative research, with quantitative descriptive methods. Data collection techniques used were observation, documents, interviews, and questionnaires. The results showed: 1) There is a significant influence between principal leadership on teacher performance at SMP PGRI 1 Palembang, 2) There is a significant influence between principal motivation on teacher performance at SMP PGRI 1 Palembang, 3) There is a climate of leadership and motivation. the performance of the principal teachers at SMP PGRI 1 Palembang.

**Keywords:** *The Influence of School Leadership and Work Motivation, Teacher Performance*

### INTRODUCTION

As we all realize that education plays an important role in efforts to achieve the quality of human resources, improvement is a process that cannot be separated from the process of improving educational services carried out by teachers. The more qualified a teacher is, the better the student's development will be,

In this case the teacher understands the functions and duties not only limited to the walls of the school, but also as a liaison between the school and the community which has several tasks. The principal is a functional teacher who is assigned the task of leading a school where teaching and learning processes are held or a place where there is interaction between the teacher who gives lessons and students who receive. So the principal is a person who is in the forefront of coordinating efforts to improve quality learning, therefore the principal is appointed to take full responsibility for a school.

The principal is a functional teacher who is assigned the task of leading a school, which is organized by teaching and learning processes, or interactions between teachers and students [1].

That learning is a process or activity that is systematic and that is interactive and communicative between teacher educators and students, learning resources, and the environment that creates conditions that allow student learning to occur [2].

Learning is teaching students using educational principles and learning theories which are the main determinants of educational success, learning is a two-way communication process. [3] the principal in leading the school should apply the right leadership style or pattern to achieve the intended goal. The head of the school plays an important role in the development of the school he leads. Leadership in question is the ability to influence others in order to achieve predetermined goals.

In the implementation of educating, the teacher provides provisions to children, things that are useful for them as adults. Then training is an activity to prepare to achieve an achievement. With the presence of low-performing teachers, schools will find it difficult to achieve the results that teachers expect.

Principal leadership has a significant effect on teacher performance, meaning that the better the principal's leadership, the teacher's performance will increase, leadership is largely determined by the principal's role as Educator, Manager, Administrator, Supervisor, Leader, Innovator and Motivator 3). Work motivation has a significant effect on teacher work. So it means that the better work motivation, the teacher's performance will increase, so that the influence of work motivation will increase, and the need for security, social needs; 4).

Principal leadership and work motivation on performance. This means that the principal's leadership and work motivation together will increase teacher performance.

good leadership and high work motivation will improve the performance of good teachers. So the researcher felt the need to examine whether there was a positive influence on principal leadership and work motivation on the performance of junior high school teachers at PGRI 1 Palembang. This is done based on observations of related researchers about the influence of principal leadership and work motivation on teacher performance at SMP PGRI 1 Palembang, which is that the teacher's performance in carrying out their work is not optimal. This is caused by many influencing factors, namely: 1). There are still teachers who are not motivated in carrying out their duties; 2). there are still teachers who have not mastered ICT; 3). there are still teachers whose teaching is still monotonous; 4). there are still teachers who teach with the lecture method; 5). there are still teachers who do not collect learning tools on time every new school year; 6). there are still teachers who are not consistent with the lesson plans prepared.

This is in line with the research conducted [4] in Tanjung Pinang entitled, "The Effect of Principal Leadership on Teacher Performance". The results of this study indicate that there is a very strong relationship / correlation between the principal's leadership variable (X), and the teacher's performance at SMP Negeri 7 Tanjungpinang of 0.826 or having a direct effect of 68.2%. This means that if the principal's leadership is good, the teacher's performance period looks good.

There is a significant influence on the principal's parsifative leadership style on teacher performance, 2). There is a significant influence on teacher work motivation on teacher performance, 3). There is an influence of organizational culture on teacher performance, 4). There is an influence of the principal's leadership style, work motivation, and organizational culture simultaneously on teacher performance.

## **METHODS**

This type of research is quantitative research, with quantitative descriptive methods. [5] argues, qualitative research methods are research methods based on philosophy, which are used to research on scientific conditions (experiments) where researchers as instruments, data collection techniques and qualitative analysis emphasize meaning. Qualitative research methodology aims to analyze and describe phenomena or research objects through social activities, attitudes and perceptions of people individually or in groups. This research is determinative because it examines the effect partially between school and work motivation and work performance. The study used correlation and regression analysis. In this study the data collection used was in the form of interview observation and documentation.

## **RESULTS AND DISCUSSION**

### **First Hypothesis (Effect of leadership on teacher performance)**

#### **Hypothesis 1**

H01 is rejected if  $t_{count} > t_{table}$   
H01 is accepted if  $t_{count} \leq t_{table}$

**Table 1. The Effect of Leadership (X1) on Teacher Performance (Y)**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	42.959	12.390		3.467	.002
	Leadership	.561	.121	.695	4.641	.000

a. Dependent Variable: Teacher Performance

This means that there is the influence of the principal's leadership on teacher performance. This is indicated by the coefficient figure obtained, which is 0.002. When compared with a significant level of 0.005 then  $t$  count  $<$   $t$  table. This means that  $H_a$  is accepted.

### Second Hypothesis (Effect of Motivation on Teacher Performance)

$H_0$  is rejected if  $t$  count  $>$  table  
 $H_0$  is accepted if  $t$  count  $\leq$  table

The research hypothesis which reads as follows, there is an influence between the motivation given by the principal on teacher performance as follows:

$H_0$ : There is no significant influence between the principal's motivation ( $X_2$ ) on teacher performance ( $Y$ )

$H_a$ : There is a significant influence between the principal's motivation ( $X_2$ ) on teacher performance ( $Y$ )

**Table 2. The Effect of Work Motivation ( $X_2$ ) on Teacher Performance ( $Y$ )**  
**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	42.959	12.390		3.467	.002
	Motivation	.561	.121	.695	4.641	.000

a. Dependent Variable: Teacher Performance

Based on the data above, it can be said that motivation has an effect on teacher performance. This is indicated by the coefficient figure obtained, which is 0.002. While the  $t$  table is 0.05. This means that  $t$  count  $<$   $t$  table. These results provide the interpretation that  $H_0$  is rejected and  $H_a$  is accepted.

### The influence of Leadership ( $X_1$ ) and Principal Motivation ( $X_2$ ) on Teacher Performance ( $Y$ )

$H_0$  is rejected if  $t$  count  $>$  table  
 $H_0$  is accepted if  $t$  count  $\leq$  table

The research hypothesis which reads as follows, there is an influence between the leadership of the principal and motivation on teacher performance as follows:

$H_0$ : There is no significant influence between leadership ( $X_1$ ), motivation ( $X_2$ ) on teacher performance ( $Y$ )

$H_a$ : There is a significant influence between leadership ( $X_1$ ), motivation ( $X_2$ ) on teacher performance ( $Y$ )

**Table 3. The Effect of Leadership (X1) and Work Motivation (X2) on Teacher Performance (Y) Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	42.959	12.390		3.467	.002
	Motivation	.561	.121	.695	4.641	.000

a. Dependent Variable: Teacher Performance

<b>Excluded Variables<sup>b</sup></b>						
Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
					Tolerance	
1	Leadership	.a	.	.	.	.000

a. Predictors in the Model: (Constant), Motivation

b. Dependent Variable: Teacher Performance

Based on the data above it can be said that leadership (X1) and motivation (X2) have an influence on teacher performance (Y) because  $t$  count  $<$   $t$  table. This is indicated by the coefficient figure obtained which is equal to 0.011. While the  $t$  table that has been set is (significance level) 0.05 It can be said that  $H_a$  is accepted.

From the calculation results, it appears that there is an influence of the principal's leadership on teacher performance. This is indicated by the coefficient figure obtained, which is 0.002. When compared with a significant level of 0.005 then  $t$  count  $<$   $t$  table. This means that  $H_a$  is accepted. Based on the data above, it can be said that motivation has an effect on teacher performance. This is indicated by the coefficient figure obtained, which is 0.002. While the  $t$  table is 0.05. This means that  $t$  count  $<$   $t$  table. These results provide the interpretation that  $H_0$  is rejected and  $H_a$  is accepted. Based on the data above it can be said that leadership (X1) and motivation (X2) have an influence on teacher performance (Y) because  $t$  count  $<$   $t$  table. This is indicated by the coefficient figure obtained which is equal to 0.011. While the  $t$  table that has been set is (significance level) 0.05 It can be said that  $H_a$  is accepted.

From the calculation results, it appears that there is an influence of the principal's leadership on teacher performance. This is indicated by the coefficient figure obtained, which is 0.002. When compared with a significant level of 0.005 then  $t$  count  $<$   $t$  table. This means that  $H_a$  is accepted. Based on the data above, it can be said that motivation has an effect on teacher performance. This is indicated by the coefficient figure obtained, which is 0.002. While the  $t$  table is 0.05. This means that  $t$  count  $<$   $t$  table. These results provide the interpretation that  $H_0$  is rejected and  $H_a$  is accepted.

Based on the data above it can be said that leadership (X1) and motivation (X2) have an influence on teacher performance (Y) because  $t$  count  $<$   $t$  table. This is indicated by the coefficient figure obtained which is equal to 0.011. While the  $t$  table that has been set is (significance level) 0.05. It can be said that  $H_a$  is accepted. Based on the items of the organizational climate instrument questions, which are 25 items, the lowest score is 72 and the highest score is 125 with the number of respondents 25. From the research results obtained the following data.

Thus it can be said that the leadership of the head of SMP PGRI 1 Palembang, the ability to make decisions, the ability to motivate, the ability to communicate, the ability to

control subordinates' responsibilities and the ability to control emotions can be said to be good.

Based on the items of the organizational climate instrument questions, which amounted to 25 items, the lowest score was 72 and the highest score was 125 with 25 respondents. From the data obtained, the motivation given by the principal to teachers at SMP PGRI 1 Palembang is able to improve quality, quantity, timeliness, work effectiveness, independence and good habits. In addition, the results of the teacher's performance at SMP PGRI 1 Palembang show good quality, the quantity of teachers who have good performance is quite high, teachers come on time, work ability increases and communication between colleagues and leaders is good.

Efforts to be the best are one of the dimensions of achievement motivation that need attention. Therefore self-effectiveness plays a key role in achieving success. Teachers who have better self-effectiveness tend to have a higher success orientation when compared to teachers who have less self-effectiveness. Bandura A. (2009: 6) explains that "Those who have a high sense of efficacy visualize success scenarios that provide positive guides and supports for performance". Those with high feelings of success visualizing success scenarios and providing positive guidance will support performance. This high sense of success begins with the intention to be the best departing from this self-effectiveness. Carrying out the task properly is the lowest answer from teacher respondents among the dimensions of achievement motivation. The implementation of doing better tasks should be of concern to the school because it is proven to get lower results. Schunk in Wigfield A and Eccles J (2002: 25) explains that: "Lack of success or slow progress will not necessarily lower self-efficacy and motivation if learners believe they can perform better by adjusting their approach". Lack of success or slow progress will not always match learners' self-effectiveness and motivation if they believe they can do better by adapting their approach. Belief in success is the first step and further efforts to realize the implementation of the work must be done. Thus a strong desire on the one hand and the implementation of that desire on the other hand must be in line so that what is expected from the success of the work achieves good results.

Implementation of learning is the main content of the learning system activity itself. The learning process is an intentional activity and is not an accidental activity. Thus the teacher must pay attention both in terms of the quality of learning and in terms of quantity how these activities run well. Teachers as professionals in the field of education are not only required to understand things that are philosophical and conceptual about learning, but also know and implement things of an operational technical nature. These technical matters are mainly activities in managing and implementing teaching and learning interactions in schools. Mastering the implementation of learning is included in the ten teacher competencies which are the main task of the teacher. Thus this activity must be understood as an imperative for teacher professional duties. These findings are in line with the findings of Rosdianti Sri R (2013) in her journal *Principal Leadership in Teacher Performance Management and Learning Quality Improvement: A Descriptive Study at Private Vocational High Schools in Bandung City* found low teacher teaching performance in terms of teaching and learning processes related to skills. basic teacher teaching.

The principal in carrying out his leadership focuses on ensuring the implementation of the teaching and learning process as the core of school activities that are oriented towards the achievement of the quality of learning. The leader seeks to find new ways, both those that are considered commonplace and those that are rarely found with the orientation of the teaching and learning process to achieve the best goals. Because orientation is the best learning, the teacher is directed to the readiness of teaching performance which is also good.

The results of this study are in line with research conducted by Rachmawati Y (2013) which found that there was an effect of principal leadership on teacher performance by 15.1%, while the rest was influenced by other factors. By providing one unit improvement in instructional leadership it will affect 0.151 on teacher teaching performance and 0.959 influenced by other factors not included in this study.

Other research conducted by Rosdianti S.R. (2013) found that the principal's leadership was considered very effective in the management of improving teacher performance at SMKS in Bandung. Principal leadership strategies in improving the quality of learning at SMKS in Bandung in general can be grouped through the steps:

- 1) The principal always fosters the commitment of all teachers to uphold the spirit and values that have been set together.
- 2) The principal together with all related teachers evaluate the extent to which the entire school system components can run for school progress.
- 3) Developing a school culture as implementation and institutionalization that leads to the habit of working inside and outside the school.

Teaching and learning are teacher activities because the teacher's main task is teaching and learning. Teacher teaching performance is a measure of the extent to which the teacher's duties are carried out by the teacher. Teachers who show good teaching performance mean that the teacher has done their job well, and vice versa if the teacher's teaching performance is not good, it means that the teacher has not carried out their duties properly. This is a measure even though the teacher's duties are still many other than teaching activities. According to Mulyasa (2003) ) in the teacher performance appraisal system there are ten competencies that must be mastered by the teacher. Among the ten basic competencies are:

- 1) Mastering the ingredients
- 2) Manage the teaching and learning process
- 3) Knowing the abilities of students
- 4) Planning and implementing remedial programs
- 5) Manage the class
- 6) Using media / learning resources
- 7) Mastering the educational foundation
- 8) Manage teaching and learning interactions
- 9) Assess students' achievement
- 10) Understand the principles of educational research

Of the ten competencies, five of them are carried out directly in teaching performance activities and five are directly related to teaching performance. This is the core of the activities of a teacher.

The willingness to work will ultimately have an impact on the results of the work itself. The teacher has self-motivation to get better performance than what he has done. The aspirations to be able to work better in the next time make him work seriously, involving all his abilities to do the best in his work performance. So that in the end the teacher realizes his dreams in the form of the activity itself. Thus the teacher has made efforts to improve his performance, especially his performance in teaching. The teaching performance he does will gain

School is a system, meaning that many variables within the scope of the school also affect teacher teaching performance. Two of these systems are principal instructional leadership and teacher achievement motivation as identified in this study. With the efforts to improve these two variables, it is proven that they have an effect on teacher teaching performance.

## **CONCLUSION**

Based on the results of research and data analysis that has been carried out both descriptively and hypothesis testing, it can be concluded that the following are: 1). There is a significant influence between the leadership of the principal on teacher performance at SMP PGRI 1 Palembang, 2). There is a significant influence between the principal's motivation on teacher performance at SMP PGRI 1 Palembang, 3). There is an influence of the leadership climate and the principal's motivation on teacher performance at SMP PGRI 1 Palembang.

## **REFERENCES**

Susanto, A. (2016). Learning and Learning Theory. Jakarta: Prenada Media Group.

- Arifin (2010). Evaluation of Learning Principles, Techniques, Procedures, Youth. Bandung.
- Irsyad ( 2020 ). Irsyad (2020). Book / Journal of the Leadership Role of the Principal in Improving Teacher Performance.<https://Wartakepri.co.id / 2020/ 06/17/> The Role of The Principal's Leadership in Improving Teacher Performance / DN Line Accessed:20 June 2020.
- Satriadi ( 2016). The influence of principal leadership on teacher performance. Benefital journal (3) October 2016 (123-133) online accessed: 10 August 2019
- Sugiyono. (2008). Qualitative and Quantitative Research Methods R & D. Bandung Alphabeta