

The Influence Of School Leadership And School Management On Student Learning Motivation

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Abstract

This study aims to identify and describe: 1). influence principal's leadership on student learning motivation; 2) Effect of School Management on Student Motivation; 3) Effect of Principal Leadership and School Management on Student Motivation at SD Negeri Gugus 2, Semidang Aji District. This research uses descriptive quantitative method. The population in this study were 64 teachers. The data collection techniques used were questionnaires and documentation. Data were analyzed using simple linear and multiple linear regression formulas. The results showed that: 1) there was a significant influence of the principal's leadership on student learning motivation; 2) there is a significant effect of school management on student learning motivation; 3) there is a significant influence of the principal's leadership and school management on student learning motivation at SD Negeri Gugus 2, Semidang Aji District. The magnitude of the influence of the principal's leadership and school management on student learning motivation at SD Negeri Gugus 2, Semidang Aji District is 48.4%, the remaining 51.6% is influenced by other factors that are not included in the variable variables in this study.

Keywords: *Principal Leadership, School Management, Student Motivation*

INTRODUCTION

Education is one of the important factors for advancing a nation. Through good education, new things can be obtained so that they can be used to create quality human resources. If a nation has quality human resources, it is certainly capable of developing a more advanced nation. Therefore, every nation should have a good and quality education. Quality education must be able to achieve educational goals. National education has the function of developing abilities and shaping the character and civilization of the nation which aims to develop the potential of students so that they become qualified human beings with the characteristics of believing in God Almighty, having noble character, healthy, believing, capable, creative, independent, and become a democratic and responsible citizen.

Improving the quality of education is determined by the existing leadership in the school. The management of educational activities in schools should also have good planning, effective and efficient organization of human resources, mobilizing teachers and school personnel according to their fields so that their performance increases, and carry out continuous control and supervision [1]

Leadership is the ability to influence a group for the achievement of organizational goals [2]. The broad definition of leadership includes the influencing process in determining organizational goals, motivating follower behavior to achieve goals, influencing to improve the group and culture [3] Leadership is a process that contains elements of influence, cooperation and leads to something and common goals in an organization. Because leadership has a central role in the dynamics of organizational life.

Leadership means someone's ability and readiness to influence, encourage, invite, guide, mobilize, direct people or groups to receive this influence and then do something that

can shape the achievement of certain predetermined goals [4]. The principal is an educational leader who is very dependent on the skills and wisdom of the principal in leading a school or institution that is shaded. A school principal must be able to provide a charismatic leadership effect, be able to set an example, be able to mobilize and direct all school stakeholders to achieve the goals to be achieved.

The principal is someone who determines the center point and rhythm of a school. Because schools are complex institutions, schools as organizations need coordination. The success of the school is the success of the principal as we [5] Principals are successful when they understand the existence of the school as a complex and unique organization, and are able to carry out the role of the principal as someone who is given the responsibility to lead the school. There are two things that need to be considered in the formulation in determining the important role of the principal, namely as follows: a) The principal acts as a central force that is the driving force of school life b) The principal must understand their duties and functions for the success of the school, and have a concern for staff and students [6]

The duties and responsibilities of the principal are managing the school, collecting, utilizing and mobilizing all the potential of the school optimally to achieve goals. To carry out this task, there are three main types of skills that the principal as an educational leader must have, namely technical skills, communication skills (human relations skills), and conceptual skills roles and functions that must be carried out by the principal as a leader include being an educator, manager, administrator, supervisor, leader, innovator and motivator [7]

One of the factors that also affects the quality of education is school management. School management will directly influence and determine the effectiveness of the curriculum, various learning tools, teaching time and the learning process. Thus, efforts to improve the quality of education must begin with reforming school management, in addition to improving the quality of teachers and developing learning resources [4]

The scope and field of school management studies are also the scope and field of education management studies.. However, education management has a wider reach than school management. In other words, school management is part of education management, or the application of education management in school organizations as one component of the applicable education system. School management is limited to one school only, while education management includes all components of the education system, even reaching a broader and larger system regionally, nationally and even internationally. The most important thing in school management is the management of the components of the school itself. There are at least seven school components that must be managed properly, namely curriculum and teaching programs, education personnel, students, finance, educational facilities and infrastructure, management of school and community relations, and management of special services for educational institutions . Schools that provide education must be managed with effective management that can develop the potential of students so that they have knowledge, skills, attitudes and values that are rooted in the character of the nation.

In essence, learning in schools must be carried out effectively in order to create a conducive learning climate so that effective learning is created. To carry out effective learning the teacher must carry out meaningful learning so that students do not get bored. Thus, effective learning implemented in schools is expected to increase students' motivation and interest in participating in teaching and learning activities. The presence of teachers in the teaching and learning process still plays an important role [8]

.The teacher is an important learning component in an effort to increase student motivation. Student motivation will increase if the teacher creates a conducive learning climate. However, the reality is that many teachers still have difficulty in creating a conducive learning atmosphere for students.

The learning motivation that students have in all learning activities is very instrumental in improving student learning outcomes in certain subjects [10] These students

will be able to understand what was learned and mastered and stored for a long time. Students appreciate what they have learned so that they feel its use in everyday life in the midst of society. Motivation is the dominant factor that encourages individuals to carry out the desired activities. In the teaching and learning process, the need for achievement drives and directs actions, supports behavior and selects success-oriented individual actions. So that achievement motivation is an individual potential which becomes the main basis for the process of coaching, personality development and abilities, where it becomes very dominant in determining one's level of success.

Motivation to learn is one of the factors that also determines the effectiveness of learning. A student will learn well if there is a driving factor, namely learning motivation. Students will learn seriously if they have high learning motivation. Motivation to learn is all the driving force within students that causes learning activities that ensure the continuity of learning activities that provide direction to learning activities so that the goals desired by the learning subject can be achieved [10] .

Student motivation to learn becomes weak due to weak motivation so that the quality of achievement will be low. In learning motivation, there are elements of the ideals or aspirations of students, students are expected to be motivated to learn so that they can understand what the goals are in learning, besides that the good condition of students in learning will cause these students to be enthusiastic and motivated in learning and able to completing assignments properly, on the contrary when a student is sick, he does not have the passion and motivation in learning so he is unable to complete the task properly

According to learning motivation can arise due to internal and external factors. Internal factors that affect learning motivation, namely: (1) Physical factors include nutrition (nutrition), health, and physical functions (especially the five senses), (2) Psychological factors, which relate to aspects that encourage or hinder learning activities. in students. External factors (those originating from the environment) that affect learning motivation include: (1) Non-social factors include air conditions (hot or cold weather), time (morning, afternoon, night), place (quiet, noisy, or the quality of the school where learning is) , learning facilities and infrastructure, (2) Social factors, are human factors (teachers, counselors, and parents).

Based on the results of observations made by interviewing the principal, teachers and several students at the state elementary school cluster 2 in Semmidang Aji sub-district, Ogan Komering Ulu, it shows that there are still several problems at school including: (1) The learning method used by teachers tends to use lectures yet using a variety of other methods; (2) Student activity during learning is still low; (3) Students are not yet independent in working on the questions given by the teacher; (4) Low student motivation in participating in learning; (5) There is still a need for a review in terms of services, facilities, infrastructure, and budget within the scope of school management; (6) The leadership of principals and teachers has not been optimal in motivating students to learn.

In line with research conducted in this study. In this study, this study examines the significant influence of principal leadership, academic supervision, and professional competence on teacher performance. The research was conducted at SMA Rayon 06 Banyuasin. The research sample was 128 teachers. The data were collected using a questionnaire. From the research results it was found that 1) there is a significant influence between the leadership of the principal and teacher performance; 2) there is a significant influence between academic supervision and teacher performance; 3) there is a significant influence between professional competence and teacher performance; and 4) there is a significant influence between principal leadership, academic supervision, and professional competence simultaneously on teacher performance.

RESEARCH METHOD

This research uses quantitative descriptive method, with the type of correlational research. According to [12] quantitative method can be interpreted as a research method

based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, with the aim of testing established hypotheses. The use of quantitative descriptive methods is aligned with research variables that focus on actual problems and phenomena that are happening at the moment with the form of research results in the form of numbers that have meaning. that: Descriptive research method with a quantitative approach is used when it aims to describe or explain events or events that are happening now in the form of meaningful numbers. Data collection techniques in this study are as follows: 1) Documentation, 2) Questionnaire.

RESEARCH AND DISCUSSION RESULTS

Research Result

Partially testing the hypothesis using the t test which aims to test whether each independent variable, namely the influence of the principal's leadership mastery (X1), has a significant effect on the dependent variable, namely student learning motivation (Y) partially.

Hypothesis 1

Hypothesis testing criteria, namely if the probability value (Sig.) > A (0.05) then Ho is accepted, or if the probability value (Sig.) < A (0.05) then Ho is rejected. For more details about the results of this hypothesis testing can be seen in the table below

**Table 1. Hypothesis Testing 1
Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-6,274	21,738		-,289	,774
	Leadership_Headmaster	1,102	,227	,524	4,845	,000

a. Dependent Variable: Motivation to learn

Based on the calculation, a simple linear regression equation is obtained as follows: $\hat{Y} = 6.274 + 1.102 X_1$, in connection with the results of the simple linear regression equation, it can be interpreted as follows: 1) If the principal's leadership is zero, student learning motivation will be constant at 6.247, 2) The leadership of the principal has a positive influence on student learning motivation will be constant at 1.102 if other variables are considered constant.

This means that student learning motivation is positively influenced by the principal's leadership with a coefficient value of 1.102. Or in other words, student learning motivation will increase if supported by good principal leadership. In addition, the probability value (0.000) is smaller than the value (0.164). The results of the above interpolation calculations, the t table value is 1.686. Thus the value of t (4,845) is greater than the value of t table (1.686), so it can be concluded that Ha is accepted. That is, there is an influence of the principal's leadership on student learning motivation.

Hypothesis 2

Hypothesis testing criteria, namely if the probability value (Sig.) > A (0.05) then Ho is accepted, or if the probability value (Sig.) < A (0.05) then Ho is rejected. For more details about the results of this hypothesis testing can be seen in the table below:

**Table 2. Hypothesis Testing 2
Coefficients^a**

Model		Unstandardized		Standardize	t	Sig.
		B	Std. Error	d Coefficients Beta		
1	(Constant)	29,406	10,627		2,767	,007
	School Management	,690	,105	,641	6,568	,000

a. Dependent Variable: Motivation to learn

Based on the calculation, a simple linear regression equation is obtained as follows: $Y = 29.406 + 0.690X_2$. In connection with the results of the simple linear regression equation, it can be interpreted as follows: 1) If school management is zero, student learning motivation will be constant at 29.406.

2) School management has a positive influence on student learning motivation by 0.690 if other variables are considered constant.

That is, student learning motivation is positively influenced by school management with a coefficient value of 0.690. Or in other words, school management will provide an increase in student motivation. In addition, the probability value (0.000) is smaller than the α value (0.05). The results of the above interpolation calculations, the t table value is 1.686. Thus the value of tcount (6,568) is greater than the value of ttable (1.686) so that it can be concluded that H_a is accepted. That is, there is an effect of school management on student learning motivation.

Hypothesis 3

Hypothesis testing criteria, namely if $F_{Sig} > \alpha$ (0.05) then H_0 is accepted, or if $F_{Sig} < \alpha$ (0.05) then H_0 is rejected. The following are the results of the multiple regression test which are presented in the table below:

**Table 3. Hypothesis Testing 3
Coefficients^a**

Model		Unstandardized		Standardize	t	Sig.
		B	Std. Error	d Coefficients Beta		
1	(Constant)	-16,896	18,606		-,908	,367
	Leadership_Headmaster	,635	,215	,302	2,954	,004
	School Management	,548	,110	,509	4,976	,000

a. Dependent Variable: Motivation to learn

Based on the calculation, a simple linear regression equation is obtained as follows. $Y = 16.896 + 0.635 + 0.548X_2$. In connection with the results of the simple linear regression equation, it can be interpreted as follows: 1) If the principal's leadership and school management are zero, student learning motivation will be constant (a) of 16.896. 2) The leadership of the principal has a positive influence on student learning motivation by 0.635 if other variables are considered constant. 3) School management has a positive influence on student learning motivation by 0.548 if other variables are considered constant.

This means that the principal's leadership and school management are important factors in increasing student motivation. To see the effect of independent variables on the dependent variable using the F test.

DISCUSSION

The Effect of Principal Leadership on Student Motivation

Leadership is very important in school-based management. Leadership is related to the [13] says that the principal is responsible for micro-management of education, which is directly related to the learning process. Basically, school management is the responsibility of the principal and teachers. However, the ability of the principal in leading the school system greatly influences the implementation of good management. The leadership of the principal should be able to create conditions that allow for the birth of a work climate and a harmonious and conducive relationship between people. This implies that the leadership of the Principal is very important for good school management.

The principal has an important role in improving the discipline of teacher performance. Principals must have emotional intelligence that is able to instill, promote, and increase mental, moral, physical, and artistic values to teachers, administrative staff and students. The role of the principal must show a persuasive and exemplary attitude so that it can be an example of the discipline of teacher performance. School heads who do not want to hear the opinions of subordinates cause teachers to act a priori towards work or school interests. This will reduce teacher work discipline. Trust in teachers needs to be instilled so that teachers have a responsibility to work so that the discipline of teacher performance will be achieved [14]

Leadership is one of the factors that determine the success in implementing school-based management, the leadership of the principal should be able to position himself as someone who has influence on teachers to be able to improve teacher discipline as a guarantee of the quality of education.

In order for schools to achieve their goals in an effective and efficient manner, the principal must carry out managerial functions such as planning, organizing, directing, providing motivation, implementing, organizing control, evaluation and innovation. A good principal is expected to shape the implementation of learning by good teachers. If learning in good schools will certainly result in good student and teacher achievement.

Thus, the leadership of the principal and school management is needed in increasing student motivation. The results showed that there was a positive and significant influence between principal leadership and school management needed to increase student learning motivation. for tcount (4,845), ttable (1,686) is greater, so it can be concluded that H_a is accepted. That is, there is an influence of the principal's leadership on student learning motivation. The magnitude of the influence of the principal's leadership on student learning motivation 27.5% the remaining 72.5% 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 student's learning motivation, and conversely the lower the principal's leadership, the lower the student's learning motivation.

The Effect of School Management on Student Motivation

Education is an important part of the national development process which determines the economic growth of a country. The pressure to demand responsibility for the relevance and quality of educational outcomes is increasing. Uncertainty about job vacancies, scarcity of resources and the need to scrutinize institutions that receive funding also require education to invest in human resource development, where increased skills and abilities are believed to be a supporting factor in human efforts to navigate a life full of uncertainty. It is in this framework that education is needed and seen as a basic need for people who want to advance, as is the case for Indonesian people who have a very large area. Quality human

resources can be achieved if the quality or quality of existing education is good. Because educational institutions that have good quality education will produce good output [15]

School management is one of the factors that affect the quality of education. School management will directly influence and determine the effectiveness of the curriculum, various learning tools, teaching time and the learning process. Thus, efforts to improve the quality of education must begin with improving school management, in addition to improving the quality of teachers and developing learning resources [16]

"Basically, school management has the same meaning as education management. The scope and field of school management studies are also the scope and field of education management studies. However, education management has a wider reach than school management. In other words, school management is part of education management, or the application of education management in school organizations as one component of the applicable education system. School management is limited to one school only, while education management includes all components of the education system, even reaching a wider and larger system regionally, nationally, and even internationally [17]

[18] explain that the most important thing in school management is the management of the school components themselves. There are at least seven school components that must be managed properly, namely curriculum and teaching programs, educational staff, student affairs, finance, educational facilities and infrastructure, management of school and community relations, and management of special services for educational institutions.

The results of hypothesis testing obtained a probability value (0.000) which is smaller than the value of α (0.05), in addition, for the value of t_{count} (6,568) is greater than t_{table} (1.686) so it can be concluded that H_a is accepted. That is, there is a significant effect of school management on student learning motivation. The amount of influence of school management on student learning motivation is 41%, the remaining 59% is influenced by other factors which are not variables in this study.

Based on the description above, it can be concluded that the better the school management, the better the student's learning motivation and vice versa, the lower the school management, the lower the student's learning motivation.

The Influence of Principal Leadership and School Management on Student Motivation.

The results showed that there was a positive and significant relationship between principal leadership and school management with student learning motivation. F_{count} value of 28.617 is greater than F (0.05) (1:53) of 4.02 so that H_a is accepted. That is, there is a significant influence between the leadership of the principal and school management together on student motivation.

The magnitude of the influence of the principal's leadership and school management together on student learning motivation is 48.4%, the remaining 51.6% is influenced by other factors that are not included in the variables in this study.

Many factors influence student learning motivation, including principal leadership and school management, which are essentially the result of the interaction between these various factors, including the principal's leadership and school management and student learning motivation, where the results of this study also show that the principal's leadership and school management contribute effective by 48.4% on student learning motivation.

Thus the principal leadership and school management jointly influence student learning motivation. The better the leadership of the principal and school management, the better the student's motivation to learn.

CONCLUSION

Based on the results of research and discussion, it can be concluded as follows: 1) The leadership of the principal has a significant effect on student learning motivation, 2). School management has a significant effect on student learning motivation, 3). The

leadership of the principal and school management together have a significant effect on student motivation.

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