

The Impact of Principal Leadership and Teacher Work Encouragement on Teacher Performance

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Abstract

The goal of this study is to decide whether the leadership and motivation of school principals has a very important impact on the performance of high school teachers in the PlakatTinggi District. The theoretical analysis presented is the concept of leadership, the understanding of motivation, the understanding of the principal and the success of the instructor, whereas the research approach is a method of study with a survey method, descriptive quantitative approach, data collection strategies are carried out randomly or randomly. A sample of 63 teachers was taken randomly from a population of 83 teachers. 1) descriptive quantitative analysis technique; and 2) multiple regression, the data analysis technique used. The results of the study suggested that 1) there was a major influence on teacher performance among the leadership of the principal; 2) there is an impact on teacher performance Significant impact on teacher performance between work motivation; and 3) there is a significant impact on teacher performance jointly between key leadership and work motivation.

Keywords: *Leadership, Inspiration, Success of teachers, Main*

INTRODUCTION

Education is a planned attempt to affect other people, both individuals, classes, and societies, so that they do what the educational actors intend. According to the Ministry [1], "Education is a process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts, educational processes, methods, actions"

According to community needs, education in schools must be created. In order to improve quality human capital, education in schools must be handled correctly. Education management and growth are linked to school management [2] Achieving educational objectives collectively set by school representatives requires that school personnel in the school, including school administrators, teachers, administrative staff, and parents / community, each of whom has a different role, have efficient, conducive and harmonious school conditions. Sufficient in the achievement of organizational objectives [3]. In addition to mastering the right areas of research, instructional tools, and procedures, technical education workers are able to inspire students, have high skills and deep insight into the world of education. Educational workers expertise is also one of the most significant factors in the quality of education [4]. In addition, [5] leadership is a continuous standard of conduct that is applied by the leader by others, namely through the actions exhibited by the leader, as viewed by others, when affecting others.

The same thing was mentioned [6] that a principal would be able to pass many values through the leadership of the principal, such as focus on classes, support On the other hand, staff would then form a subjective perception of the basic values that exist in the organization in accordance with the values that the leader wants to convey through his leadership style, teachers and employees, risk tolerance, change criteria, and so on.

The principal must be able to create a work environment supported by his subordinates to work professionally at all times. Not to abuse it for personal gain, but to achieve the organization's individual goals so that the work performance of subordinates can be improved and organizational goals can be achieved more effectively and effectively .

Confirmed [8], the key to working on teacher professionalism is the leadership of the principal, and the expectations that a school wants to achieve. Teacher professionalism reflects the work of teachers in the development of teaching programs or teaching planning, implementation of teaching, interpersonal relationships, and evaluation of learning outcomes.

Principals who are successful in understanding the school's existence as a complex and unique organization and are able to perform the role of the principal as a supervisor who is responsible for the school's leadership. The achievement of educational goals depends greatly on the principal's skills and leadership policies as a supervisor who is one of the leaders of education [9]

There are several factors that make a leader enhance the professionalism of his subordinates, according [10]. First, with regard to the effectiveness of the job, the leader meets the needs of his subordinates. Second, leaders provide the training, guidance and assistance needed by their employees.

Leadership in accordance with the circumstances and the environment is likely to arouse the passion of teachers to improve their performance. At present, task-oriented management tends to be favored by subordinates [11] One of the principal's efforts to advance the good performance of schools is to provide teachers with guidance. The performance of teachers is very determined or influenced by their work motivation in the way they perform the task of educating and teaching their students [12] The principal of the school is an educational leader who must be responsible for all school activities at the level of the educational unit (13) Principals must have different skills, both the ability to resolve management and leadership problems, so that their schools can be built and progressed efficiently, effectively, independently and productively [14]

Dapat dilaksanakan atau tidaknya suatu program pendidikan dan tercapai tidaknya tujuan pendidikan itu sangat bergantung pada kecakapan dan kebijaksanaan Kepala Sekolah sebagai pemimpin Pendidikan [15]

Seeing the importance of the leadership of the principal in carrying out his duties as a leader who is genuinely fair to his subordinates, particularly the problem of teacher performance, a school principal, of course, seeks to improve the performance of the teacher, and teachers may appreciate themselves in supporting the principal's performance so that there is Reciprocity, which offers greater encouragement for each other and can carry out their duties with full accountability, in particular the leadership of the principal in improving the performance of good performance teachers.

METHODS

Explanatory research is the type of research used in this research. According [16], explanatory analysis is a study that, by hypothesis testing, explains the causal relationship between variables. This study was performed at PlakatTinggiSubdistrict High School in the 2020/2021 academic year. The study was carried out between October and December 2020. The Estimated A quantitative process is used in science.

The population in this study amounted to a sample of 83 teachers from all SMA teachers in the PlakatTinggi sub-district. A series-scale questionnaire and documentation analysis were the methods used in data collection in this research. Descriptive statistical methods were the tool of data analysis used in this study.

RESULTS AND DISCUSSION

Table 1. Statistical Results of Multiple Linear Regression Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.214	5.225		4.443	.000
	X1	.715	.047	.890	15.129	.000
	X2	.037	.047	.046	.779	.439

a. Dependent Variable: Y

Table 1 explains that the regression equation constant value an is 300 based on data analysis using SPSS 22 and the coefficient value of the independent variable b1 is 0.023 and b2 is 0.975. The regression equation is obtained as follows:

$$Y = a + b_1X_1 + b_2X_2$$

$$Y = 23,214 + 0,715X_1 + 0,037X_2$$

This means that the leadership of the principal and the inspiration of the principal has positively improved the performance of the teacher

Table. 2 Results of the Determination Test Statistics

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	558.591	2	279.295	125.344	.000 ^b
	Residual	127.009	57	2.228		
	Total	685.600	59			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Based on Table 4.7, it demonstrates that by looking at the results of the calculation of Df1 / Df2 if it is not included in the calculation of the F table, the results of the ANOVA table test and the F table formula should look for the value of the F table by looking at the numbers of Df1 / Df2 that are close to the number of respondents 58, namely the number 60 with a value of 3.15. The DocumentedQuality of importance for the effect of independent variable leadershipPrincipal (X1) and teacher job motivation (X2) are as high as $0.000 < 0.5$ and F count $125.344 > F$ table 3.15 simultaneously on the dependent variable teacher output (Y) It can therefore be inferred that H3 is determination, which means that the principal's leadership variable (X1) and teacher job motivation (X2) affect the dependent teacher success variable (Y).

Definition of the variable data of the principal's leadership

In this research, the data definition of the leadership component of the principal consists of 25 statements with five dimensions: (1). Leader as a leader (2). As Administrator, Principal (3).Principals as Managers, (4) Innovators as Principals, and (5).Principals as Inspirers. Every role These are then divided into five classifications, namely very poor, not good, adequate, good and bad. In Plakat sub-district, the definition of the leadership variable for high school principalsThe leadership of the principal as a leader is considered to consist of 5 statement objects, meaning that 0.03% of respondents react equally and 0.54% respond well, and 0.43% of responses from respondents are very strong. As administrator, the sub-principal consists of 5 statement objects,It shows that 0.01% of respondents responded fairly, 0.73% responded well, and 0.26% reacted very well. It shows that 0.01 % respond fairly, 0.49 % of respondents say good, and 0.50 % of respondents respond very well in the sub-variable of the Principal as Supervisor, which consists of five statement it ems. In addition, the Principal as an Innovator sub-variable, There are five statement items and respondents who responded well reached 0.56 % and at 0.44 % were those who responded very well. It consists of 5 statement items in the sub-variable of the Principal as an innovator, sufficient respondent responses are 0.02 %, while good responses reach 0.60 % and 0.38 % are very good responses. If the total number of responses from the 21 statements is calculated, The outcomes of this research are endorsed [17] With the research findings reporting that the effect of the leadership of the principal on teacher performance, namely that the leadership of the principal with the very good category was 3 or 2.91 %, the good category was 48 or 46.60 %, the good enough category was 29 or 28.15 %, the lesser category was 17 %,Or 16.50 %, and 6 or 5.83 % was the really bad category.

Data Description Variable Data Teacher Work Motivation Variable

The data definition of this study's teacher job motivation variable consists of 27 five-dimensional statements: (1). Accountability (2). Accomplishments (3). Self-development, and (4) autonomy. The definition of the job motivation variable for high school teachers in the sub-district of PlakatTinggi is known to consist of 4 statements of the principal's leadership as an obligation. Objects, showing that 0.03% of respondents replied equally and 0.55% responded well, and 0.42% responded well. The respondent's response was a really positive one. As an accomplishment, the sub-principal consists of four statement objects, showing that 0.01 % respond adequately, 0.51 % respond well, and 0.43 % respond very well. It shows that 0.01 % of the Principal for Self-Development sub-variable, which consists of 4 statement objects, Responding adequately, 0.53% of respondents said they were fine, and 0.46% responded very well. In addition, there were four points of statement in the sub-variable Principal as Kemadirian, and respondents who replied reasonably reached 0.04, both reached 0.64 % and those who responded very well were at 0.32 % If the 1 % sum is determined, The percentage is obtained from 20 statement items and 60 respondents: acceptable answer 0.02 percent, reasonable response 0.57 percent, very good response 0.41 percent.

This outcome is also confirmed by research carried out with the research findings indicating that interpersonal communication has a positive and important effect on teacher success at SMP Negeri 3 SangaDesa. As presented earlier, the results of the analysis indicate the Sig. For $t = 0.000 < 0.05$. This implies that H_0 , or t , is rejected, Or there is a positive and important influence on teacher performance (Y) SMP Negeri Sanga Desa among interpersonal communication variables (X2).[18]

Description of Teacher Performance Variable Data (Y)

In this analysis, the data definition of teacher output variables consists of 25 declarations with five dimensions: (1). Mastery of ideas / materials (2). Mastery of learning management, (3) Mastery of learning methods, and (4) Mastery of learning outcomes evaluation, (5) Recognizing the characteristics of students. As for the definition of the high school teacher output variable, Motivation in the sub-district of Plakat Tinggi From the variable performance of the instructor as mastery of concepts / materials consists of 5 Declaration objects, showing that 0.01% of respondents responded equally and 0.68% responded well, and 0.31% of respondents responded very well. The learning manager consists of 5 items in guru's sub-performance as mastery, suggesting that 0.04 percent of respondents react equally, 0.70 percent respond well and 0.26 percent of respondents respond very well. In the Output Sub As a mastery of the learning technique consisting of 5 statement objects, the instructor variable shows that 0.05% of respondents respond equally, 0.61% of respondents say well, and 0.34% of respondents respond very well. In addition, teacher output in the sub-variable As There are five points of statement as a mastery of the measurement of learning results and respondents who replied reasonably reached 0.09 percent, both reached 0.66 percent and those who responded very well were at 0.25 percent. In addition, teacher success is part of the sub-variable Understanding of the features of student respondents who respond Not nice 0.01%, respondents who replied 0.11%, respondents who responded well to 0.78% and respondents who responded very well to 0.10%. If the total number of responses from the 20 statement items and 60 respondents is determined, then the percentage is obtained as follows: acceptable response 0.06%, good response 0.69%, very good response 0.25%.

The outcomes of this research are endorsed the study findings stating that the results of the teacher output statistical summary review indicate that the significance value for the effect of X_1 and X_2 on Y concurrently or together is $0.000 < 0.005$ and the F_{count} value is $80.579 > F_{table}$ 3.09, so that it can be $0.000 < 0.005$ and the F_{count} value is $80.579 > F_{table}$ 3.09. It concluded that H_a3 was authorised. That implies that X_1 and X_2 have a major impact on Y at the same time.[19]

CONCLUSIONS

Conclusions can be made based on data interpretation and hypothesis testing: 1) the estimation of the table of coefficients is adapted to the significant value of $0.000 > 0.05$ for the main leadership variable, then **H₀** is accepted or **H_a** is rejected. It can therefore be inferred that the key leadership variable has an effect on The calculation of the coefficients table is adapted to the significant value for the key leadership variable of $0.439 < 0.05$, then **H₀** is accepted or **H_a** is rejected, which is critical for the teacher performance variable 2). Thus, it can be inferred that the motivation variable for teacher work has a substantial effect on the variables of teacher success..3) The calculation of the table of coefficients is adapted to the significant value of $0.000 > 0.05$ for the main leadership variable, so that **H₀** is accepted, the calculation of the table of coefficients is adapted to the significant value of $0.439 < 0.05$ for the main leadership variable, so **H₀** is accepted or **H_a** is rejected. Based on the results of the simultaneous evaluation, it was concluded that the principal leadership variable and the motivation variable for teacher work had a substantial effect on the variable of teacher success.

Based on the findings of the research performed, the following suggestions are useful for the institution of the research object:

1. It is important to provide teachers and staff with continuous understanding of the responsibilities and functions of the leadership of principals and principals, who are role models and expectations for teachers and staff, always maintain continuity and collaborate with teachers and staff, and provide teachers and staff with welfare and training.
2. In terms of teacher needs and effective selection, the principal must begin to pay attention and manage appropriately and provide teachers and staff with the broadest opportunity to improve themselves, as well as to separate the duties of teachers and staff to be balanced and in compliance with the expertise of their respective fields.
3. In order to enhance their professional skills and performance, the principal needs to provide teachers and staff with continuous training.

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