



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

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**Abstract.** This research was conducted to see the effect of the principal's leadership style and teacher's work motivation on teacher performance at SMAN 1 Guguak District, Limapuluh Kota District. The research method is a quantitative descriptive method. Research data collection was carried out by distributing questionnaires to respondents. The results of the questionnaire were analyzed using the non-parametric test using Spearman and the termination coefficient with IMB SPSS 25. The population in this study were all teachers at SMA Negeri 1 Guguak District, totaling 54 teachers. The sampling technique is to use the entire population. The research sample is all teachers. The results show that 1) there is a significant influence of the principal's leadership on teacher performance, 2) there is a significant effect of work motivation on teacher performance.

**Keywords:** teacher performance, leadership style, teacher motivation

### 1. Introduction

Education for a developing nation like Indonesia today is an absolute necessity that must be developed in line with the demands of development itself. Education is a major factor in development efforts intelligence, mastery of knowledge, and personality formation man (Silvia Marlina et al., 2022). Education is a planned effort to influence other people, both individuals, groups, and communities to do what is expected by practitioners (Suardi et al., 2023; Supriadi et al., 2022; Yuharniza & Supriadi, 2023). To accelerate the process of national development based on the creation of general welfare and educate the life of our nation, education must be managed properly, orderly, organized and planned. Quality human resources can be realized with a good educational process and from quality educational institutions (FIANDI, 2023; Yusniarti et al., 2022).

Teachers are the main factor in creating quality human resources. All other components such as curriculum, infrastructure, costs and others will not affect much if the quality of a teacher is inadequate. Teacher performance is the ability of a teacher to carry out learning tasks at school and improve student learning achievement under his guidance. Therefore, teacher performance can be interpreted as a condition that shows the ability of a teacher to carry out his duties at school or madrasah, and describes the existence of an action displayed by the teacher in carrying out learning activities.(Ekonomi et al., 2018)

There are various factors that can affect teacher performance, namely the principal's leadership style, work motivation, job support facilities, and so on. One of the most influential factors is the principal's leadership style and the teacher's own work motivation. Leadership style is the ability (art) of the leader or principal to influence others in the form of behavior both individually and in groups in following his will either directly or indirectly

(Suardi et al., 2023; Yusniarti et al., 2022). It can be understood that, the leadership appears simultaneously in his role as principal. Furthermore, it is said that the success of the school in achieving its goals is largely determined by the leadership style of a leader. (Saiba et al., n.d.) Leadership style relates to the way managers organize and influence teachers to improve their work in order to achieve school goals. Leaders have a very close relationship with teacher motivation and performance. (Nurkhasyanah & Munastiwi, 2021) Every leader has their own traits, dispositions, and characters that are influenced by the factors of nature that are brought from birth as well as the formation of the environment where the leader grows and develops. (Solihin & Giatman, 2021)

Teacher work motivation is the whole process of providing motivation or encouragement for teachers to work as agents of education and teaching, so that educational and teaching goals can be achieved according to plan. Thus, teacher work motivation is a process carried out to move teachers so that their behavior can be directed towards real efforts to achieve predetermined goals. (Akuntansi et al., n.d.) Motivation is one of the factors that can improve the quality of learning, because students will learn seriously if they have high motivation. Therefore, to improve the quality of learning, teachers must be able to arouse students' learning motivation so that they can achieve learning goals. (Mastuti et al., 2022) There are so many problems in education, especially in the field of learning processes, most educators teach only to fulfill the demands of formal institutions, some even teach only expecting blind salaries without paying attention to the objectives of the education process. (Ulya, 2021) Becoming a professional teacher will not be realized without motivation to develop oneself, achieve, enrich one's knowledge, learn what one does not understand, and be determined to improve the quality of education provided to students. For this reason, it is necessary to have good motivation and performance from teachers in schools. So that it will have an impact on student learning motivation, which in turn produces a reliable generation. (Terbuka et al., n.d.)

According to Mulyasa, the occurrence of various changes in society, and the multidimensional crisis that has long been in Indonesia has made it difficult to find ideal leaders who are committed to their duties and responsibilities. At the end of the day, many leaders are actually unfit to carry out the mandate as a leader. (Prof.Dr.H.E.Mulyasa, 2022) There are many leaders who are actually unfit to carry out the mandate as a leader. Likewise in the educational environment, many leaders in educational institutions such as schools or madrasas do not carry out effective leadership processes and do not have a clear vision and mission of a clear task at the school they lead, and it is not uncommon for principals to have certain personal interests in their position as principal, for example enriching themselves, groups and so on, resulting in various problems within the school, one of which will affect the performance of teachers and employees at the school. Principals as policy makers must have a situational leadership style that depends on the situation and conditions faced by the school and pay more attention in the form of motivation to the school environment and people who become school residents, especially those related to the performance of teachers.

Teacher performance is one of the factors that determine the quality or not of an educational institution (school). This is because teacher performance is the result of work made and created by a teacher. According to Supardi, teacher performance in learning is a very important part in supporting the creation of an effective education process, especially in building the nature of discipline and the quality of student learning outcomes. (Supardi, 2013) Thus, teachers determine the quality of education, the success or failure of the

learning process, whether or not learning and educational goals are achieved, organized facilities and infrastructure, students, media, learning tools and resources. Good teacher performance can create learning effectiveness and efficiency and can shape the discipline of students, schools and teachers themselves. (Berimplikasi et al., 2023)

Based on the background of the problem and the identification of the problem above, this study will only discuss the problem of teacher performance which is influenced by teacher perceptions of the Principal's leadership style and teacher work motivation. This study does not reveal other factors that may influence teacher performance in SMA Negeri 1 Guguk District. The factors selected as independent variables in this study are the Principal's leadership style and teacher work motivation because these two things have a very large relationship to teacher performance. With a good principal's leadership style and high work motivation by each teacher, it will have a positive effect on teacher performance because the internal drive within the teacher himself always strives to do his best in carrying out his duties and responsibilities.

The reason the researchers chose SMA Negeri 1 Guguk District as the object of this research is because this school is an educational institution which, starting in the new academic year, has become one of the driving schools in Limapuluh Kota Regency, West Sumatra, is accredited A and has quite a number of teachers whose qualifications are in accordance with the subjects they teach. In addition, school facilities and infrastructure are quite complete to support teachers in carrying out learning.

## 2. Methods

This research is a type of quantitative research with a survey approach. This research was conducted at SMA Negeri 1 Guguk District, Limapuluh City Regency. This survey method researchers use by distributing questionnaires by making statements related to the Principal Leadership Style variable (X1), the Teacher Work Motivation variable (X2), and the Teacher Performance variable (Y). The population in this study amounted to 54 people. The entire population is used as a sample to avoid relatively small errors or called saturated sampling. Data collection techniques using questionnaires and documentation. Descriptive data analysis techniques through inferential data analysis techniques. This study uses the Spearman rank correlation test guidelines (non-parametric) two predictors (independent variables) with the dependent variable (bound), namely teacher performance (Y). The correlation test in this study was carried out by factor analysis using the IMB SPSS 25 application tool.

## 3. Results and Discussion

### 3.1 The Effect of Principal Leadership Style on Teacher Performance

Testing the Rank Spearman Correlation Hypothesis of Principal Leadership Style (X1) on Teacher Performance (Y) can be seen from the following table.

**Table 1**

Correlations			Mean_X1	Mean_Y
Spearman's rho	Mean_X1	Correlation Coefficient	1.000	-.109
		Sig. (2-tailed)	.	.431
		N	54	54
	Mean_Y	Correlation Coefficient	-.109	1.000
		Sig. (2-tailed)	.431	.
		N	54	54

Based on the correlation analysis interpretation table above, which uses the concept of the spearman rank correlation test, namely to 1) See the significance of the relationship. 2) See the strength of the relationship, and 3) See the direction of the relationship. The results showed that the principal's leadership style has a positive and significant effect on teacher performance. According to the results of calculations based on the spearman rank correlation test based on the correlation table on X1, the significance of the relationship can be explained, the sig. (2-tailed) value of 0.431 can be interpreted as a significant relationship. Then the strength of the relationship is that there is a perfect relationship between the principal's leadership style (X1) and teacher performance (Y) by looking at the principal's leadership style (X1) with a correlation coefficient score of 1.000 which means that the strength of the correlation relationship can be concluded that there is a strong relationship between the Principal's Leadership Style (X1) and Teacher Performance (Y).

The test results show that the influence between the leadership style of the principal has a significant effect on the performance of teachers of SMAN 1 Guguk District, Limapuluh City Regency.

### 3.2 The Effect of Work Motivation on Teacher Performance

From the Rank Spearman Correlation Hypothesis test Teacher Work Motivation (X2) to Teacher Performance (Y) can be seen from the following table.

**Table.2**

Correlations			Mean_X2	Mean_Y
Spearman's rho	Mean_X2	Correlation Coefficient	1.000	.015
		Sig. (2-tailed)	.	.912
		N	54	54
	Mean_Y	Correlation Coefficient	.015	1.000
		Sig. (2-tailed)	.912	.
		N	54	54

According to calculations based on the spearman rank correlation test based on the table above, the correlation in X2 can be explained by the significance of the relationship, the sig. (2-tailed) value of 0.912 can be interpreted as a significant relationship. Then the strength of the relationship, namely there is a perfect relationship between teacher work motivation (X2) and teacher performance (Y) by looking at teacher work motivation (X2)

with a correlation coefficient score of 1.000, which means that the strength of the correlation relationship can be concluded that there is a strong relationship between teacher work motivation (X2) and teacher performance (Y).

The results showed that work motivation has a positive effect on teacher performance. Thus, there is a positive and significant effect of work motivation variables on teacher performance, which means that the higher the work motivation, the higher the performance results.

### 3.3 The Effect of Principal Leadership Style and Teacher Work Motivation on Teacher Performance

Based on the results of testing the Spearman Rank Correlation Hypothesis of Principal Leadership Style (X1) and Teacher Work Motivation (X2) on Teacher Performance (Y) which is described in the following table:

**Table.3**

#### Correlations

			Mean_X1	Mean_X2	Mean_Y
Spearman's rho	Mean_X1	Correlation Coefficient	1.000	.125	-.109
		Sig. (2-tailed)	.	.369	.431
		N	54	54	54
	Mean_X2	Correlation Coefficient	.125	1.000	.015
		Sig. (2-tailed)	.369	.	.912
		N	54	54	54
	Mean_Y	Correlation Coefficient	-.109	.015	1.000
		Sig. (2-tailed)	.431	.912	.
		N	54	54	54

From the table above, we can see the results of the calculation based on the spearman rank correlation test based on the correlation table of the principal's leadership style (X1) and teacher work motivation (X2) with teacher performance (Y), the significance of the relationship can be explained, the sig. (2-tailed) value of 0.431 and 0.912 can be interpreted as a significant relationship. Then the strength of the relationship is that there is a perfect relationship between the leadership style of the school principal (X1), teacher work

motivation (X2), and teacher performance (Y), by looking at (X2) with a correlation coefficient score of 1.000 which means that the strength of the correlation relationship can be concluded that there is a strong relationship between (X1), (X2) and (Y). We can also see the direction of the relationship from the numbers between (X1), (X2) and (Y), the value of the correlation coefficient score is between +1 to -1 from the test results above the correlation coefficient value is between 1.00 -.109, which means that the relationship between the two variables is positive or unidirectional relationship between the principal's leadership style (X1), teacher work motivation (X2) with teacher performance (Y).

The test results show that there is an influence between the principal's leadership style and work motivation together have a strong or perfect and positive relationship to teacher performance.

The results of this study are supported by the results of research from (Jaya, 2021) which states that good cooperation between school principals is very important in improving quality at the early childhood education level. These results can be understood that the more appropriate the leadership style applied, the better the performance of the teachers. Teacher performance can be improved when teachers have better work motivation. Furthermore, this study has contributed ideas in an effort to improve teacher performance through understanding the principal's leadership style and work motivation (Berimplikasi et al., 2023)

Then in line with research Harmendi, which states that the Principal's leadership will lead to an increase in the performance of public junior high school teachers in Depok City. The increase in Principal Leadership carried out by a leader has an impact on performance. In this case, the principal as a school leader can motivate teacher performance in learning activities at school, and the principal works with teachers to improve the quality of learning and the performance of teachers at school. (Harmendi dkk et al., n.d.)

Based on the strengthening of the results of several previous studies above, the right principal leadership style is needed to develop a conducive work environment and improve teacher performance. So that it is expected to produce high work productivity. Furthermore, it can also be understood that work improvement must be accompanied by high work motivation, working without motivation is certainly very boring, because there is no driving element. Motivation is a driving force that creates a person's work spirit so that they want to work together, innovate, integrate with all efforts to achieve job satisfaction.

#### 4. Conclusions

Based on the results of research and discussion of the Influence of School Leadership Style and Teacher Work Motivation on Teacher Performance of SMA Negeri 1 Guguk District, Limapuluh Kota Regency, so that after conducting this research, several conclusions can be drawn, among others: 1) There is a strong relationship, positive and significant effect between the Principal's Leadership Style and teacher performance, and 2) There is also a strong relationship, positive and significant influence between Teacher Work Motivation on Teacher Performance.

In this study, there are several implications that are studied as support for the research results, namely; 1). Principals should be able to choose the right leadership style. In this case the principal can apply a situational leadership style with an effective strategy in encouraging teachers to excel, in giving orders and instructions, in providing



encouragement and enthusiasm, and in leaders participating with subordinates in order to obtain information and decision making tailored to specific situations; 2). motivation can occur if the teacher's need for achievement is met such as by encouraging teachers to improve their careers; improving teacher welfare, giving rewards / awards to successful teachers, creating a family atmosphere at school, and open communication will have a positive effect on improving teacher performance. Furthermore, achievement motivation can occur because the teacher himself has a drive for achievement, this drive is to fulfill the teacher's achievement needs, and 3). Teacher performance at school is shown by the teacher's commitment as a teacher, sincere teacher dedication, mastery and understanding of subject matter and learning methods, using relevant learning resources, conducting tests and correcting them back, discipline in teaching and worthy of being a role model for students, etc. The main conclusion of the study may be presented in a short Conclusions section, which may stand-alone. It should not repeat the Results, instead provide significant findings and contribution of the study.

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