

THE INFLUENCE OF SCHOOL PRINCIPAL LEADERSHIP AND WORK MOTIVATION ON THE PERFORMANCE OF TEACHERS

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Abstract. This research aims to examine the role of the principal as a leader in motivating teachers to create performance and quality of learning at SMK Ma'arif 4 Somalangu. Teacher performance will become the grass root in determining the progress or failure of an institution. So, leaders or in this case school principals must pay attention to matters that are directly related to success during their leadership period. This research uses quantitative research with data collection carried out through questionnaire. As for the influence of principal leadership and work motivation together on teacher performance using multiple regression analysis. The research results show that the leadership of the school principal has a significant effect on teacher performance. From the data analysis, it is known that the t-value is 2.780 or $t > t\text{-table}$ ($2.780 > 2.032$) with a significance level of 0.009, which is smaller than 5%. In terms of work motivation, the data shows that the t-value is 4.082 or $t > t\text{-table}$ ($4.082 > 2.032$) with a significance level of 0.000, which is smaller than 5% (0.05). This means that work motivation has a significant effect on teacher performance. The R^2 test result is 0.796, which when expressed as a percentage is 79.6%. The results of the simultaneous test show that the leadership of the head of the madrasa and work motivation together have a significant effect on teacher performance.

Keywords: school principal leadership, work motivation, teachers' performance.

INTRODUCTION

Teacher performance is a key factor in the success of education (Damayanti & Irwansyah, 2023; Sibarani, 2019), as teachers significantly influence all available educational resources. Teacher performance refers to the outcomes and progress achieved by teachers in fulfilling their duties and responsibilities (Dauhan, 2020; Permana, 2020). Good performance can be observed in teachers who attend school regularly and punctually, teach diligently using lesson plans, teach enthusiastically and willingly, employ varied teaching methods appropriate to the subject matter, conduct teaching evaluations, follow up on evaluation results using information technology, and achieve teacher welfare. To achieve the quality of education aligned with established goals, teachers are required to consistently maintain high performance (Hasanah et al., 2023; Nadirah et al., 2023). A high-performing teacher should exhibit a positive attitude toward their responsibilities, such as being disciplined, working diligently, maintaining work quality, taking responsibility, and so on. Teacher performance is a critical aspect that must be given attention. Maintaining and ensuring that teachers consistently perform at a high level is essential for creating high-quality human resources.

Teacher performance is the work output and progress achieved by teachers in carrying out their duties and responsibilities. Good performance is reflected in teachers who regularly attend school and are punctual, teach diligently using lesson plans, teach with enthusiasm and a positive attitude, employ varied methods suitable for the subject matter, conduct teaching evaluations, follow up on evaluation results using information technology, and achieve their own welfare. High teacher performance significantly impacts students' success in achieving their competency levels (Arifin et al., 2024; Wardany & Rigianti, 2023). To achieve the quality of education aligned with established goals, teachers must consistently maintain high performance. A high-performing teacher should exhibit a positive attitude toward their responsibilities, such as being disciplined, working earnestly, maintaining work quality, being responsible, and more. Teacher performance is a critical aspect that

must be given attention. Ensuring and fostering high teacher performance is essential for creating high-quality human resources (Koswara & Rasto, 2016).

To achieve teacher performance that meets expectations, a leader is needed, specifically a professional school principal (Azis & Suwatno, 2019). The principal must be able to pay attention to the needs and feelings of the people working, ensuring that teacher performance is always maintained. Leadership is a concrete form of a leader's spirit. A principal should not only master their field, but more importantly, they must have excellent character (harmony between words, actions, and thoughts). The principal's leadership is expected to be impartial in making decisions to solve problems. The principal must be neutral and firm, with every decision made considering the realities on the ground. The principal should be able to provide good protection and guidance to all members of the school.

Teacher performance is also influenced by the teacher's work motivation (Aisyah & Isma, 2022). Teachers will work diligently if they have high motivation. Motivation is a psychological process that drives a person to take action. Motivation can come from within (intrinsic) or from external sources (extrinsic). Motivation is the desire within a person that causes them to take action to achieve a goal. Motivation is a set of energetic forces that begin both internally and externally to the worker, starting with efforts related to work, and considering direction, intensity, and persistence. Work motivation is an internal or external drive that influences a person to act, strive, and achieve goals in the context of their work. This motivation serves as the main force that encourages individuals to commit, perform, and deliver the best results in their work. Work motivation plays a critical role in the success of both the individual and the organization. This means that work motivation is essential for teacher performance and the development of educational institutions (Winario et al., 2023).

SMK Ma'arif 3 Somalangu Kebumen is an educational institution located within the Al-Kahfi Islamic Boarding School in Somalangu, Kebumen. This school was established on March 2, 1995, and is located in Sumberadi Village, Kebumen District, Kebumen Regency. Generally, the performance of the teachers at SMK Ma'arif 3 Somalangu Kebumen has not shown a high level of dedication. This is evident from the preliminary observations, which indicate that some teachers only attend school during their teaching hours, arrive late, and are not actively involved in professional development activities such as workshops or training programs. Furthermore, some teachers have not properly completed their teaching administration, tend to dominate the teaching process, and are not creative in using various teaching methods or models that engage students. Regarding evaluation and assessment, some teachers are reluctant to correct students' work, do not perform assessment analysis, and do not conduct remedial sessions for students who have not completed their tasks, making it difficult to assess students' progress. Another issue is that some teachers are teaching subjects outside their field of expertise due to a shortage of teachers for those subject.

Based on the background, this study aims to determine the influence of school principal leadership style and work motivation on teacher performance at SMK Ma'arif 3 Somalangu Kebumen. The research questions in this study are:

1. Is there a positive and significant influence of the school principal's leadership on teacher performance at SMK Ma'arif 3 Somalangu Kebumen?
2. Is there a positive and significant influence of work motivation on teacher performance at SMK Ma'arif 3 Somalangu Kebumen?

RESEARCH METHOD

This research is a quantitative research with 35 respondents. The sampling technique used is saturated sampling, where the entire population is included as the sample. Data collection is done with questioner. The questionnaire used is a closed-ended questionnaire consisting of five alternative answer options, utilizing a Likert scale ranging from 1 to 4. The results of the testing indicate that

all statement items are considered valid and can be used as data collection instruments because the value of $r_{\text{calculate}} > r_{\text{table}}$.

The reliability testing in this study used internal reliability testing, obtained by analyzing data from a trial result. The testing criteria state that if Cronbach's alpha (α) > 0.7 , it is considered reliable. the reliability test yielded a Cronbach's alpha value of 0.964. Since Cronbach's alpha (α) > 0.7 , it is deemed reliable. Reliability Test for the Work Motivation Variable From the validity test results for the work motivation variable, the reliability test for 30 statements produced a Cronbach's alpha value of 0.942. Since Cronbach's alpha (α) > 0.7 , it is considered reliable. From the validity test results for the teacher performance variable, all 30 statements were found to be valid. The reliability test yielded a Cronbach's alpha value of 0.957. Since Cronbach's alpha (α) > 0.7 , it is deemed reliable.

Hypothesis test using product moment for influence of principal leadership on teacher performance, influence of teaching experience on teacher performance and influence of motivation to teacher performance. As for the influence of principal leadership, teaching experience and motivation together on teacher performance using multiple regression analysis.

RESULT AND ANALYSIS

1.1 Hypothesis Prerequisite Testing

1.1.1. Normality

Testing data in research is very important. This is intended to determine the extent to which the data is normally distributed. The normality test was conducted using the Lilliefors test, which was analyzed using the Statistical Product and Service Solution (SPSS) program. The results of the normality test for the variables are shown in Table 1.

Table 1. Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		35
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.70858931
Most Extreme Differences	Absolute	.092
	Positive	.076
	Negative	-.092
Test Statistic		.092
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the results of the normality test using Kolmogorov-Smirnov, the obtained Asymp.Sig value is $0.200 > 0.05$, which indicates that the data is normally distributed.

1.1.2. Linerity Test

The purpose of the linearity test is to determine whether there is a significant linear relationship between two variables.

Table 2. Results of the Linearity Test for the Headmaster's Leadership Variable on Teacher

ANOVA Table				Sum of Squares	df	Mean Square	F	Sig.
Kinerja Guru * Kepemimpinan KS	Between Groups	(Combined)		3228.238	20	161.412	4.764	.002
		Linearity		2032.159	1	2032.159	59.979	.000
		Deviation from Linearity		1196.079	19	62.952	1.858	.121
	Within Groups			474.333	14	33.881		
	Total			3702.571	34			

From the results of the test above, it can be seen that the significance value for linearity is 0.121, which is greater than 0.05, so it can be concluded that there is a linear relationship between the headmaster's leadership and teacher performance.

Table 3. Results of the Linearity Test for the Work Motivation Variable on Teacher Performance

ANOVA Table				Sum of Squares	df	Mean Square	F	Sig.
Kinerja Guru * Motivasi	Between Groups	(Combined)		3228.048	20	161.402	4.762	.002
		Linearity		2607.806	1	2607.806	76.939	.000
		Deviation from Linearity		620.241	19	32.644	.963	.540
	Within Groups			474.524	14	33.895		
	Total			3702.571	34			

From the results of the test above, it can be seen that the significance value for linearity is 0.540, which is greater than 0.05, so it can be concluded that there is a linear relationship between work motivation and teacher performance.

1.1.3. Multicollinearity Test

This test is used to determine whether the independent variables in the regression equation are not correlated with each other. To detect multicollinearity, we look at the tolerance value and the Variance Inflation Factor (VIF). The results of the multicollinearity test for the variables are as follows:

Table 4. Results of the Multicollinearity Test.

Variable	Tolerance	VIF
Leadership towards teacher performance	0,493	2,028
Work motivation towards teacher performance	0,428	2,334

Based on the results of the multicollinearity test, it is known that none of the variables have a tolerance value smaller than 0.1. Similarly, the VIF values for each variable are all less than 10.00. Therefore, it can be concluded that there is no perfect correlation between the independent variables, so this regression model does not have multicollinearity issues.

1.2 Hypotesis test

The F test is used to identify the accuracy of the model and the simultaneous influence of variables. The F distribution only moves in the positive direction. If the F calculated value is greater than 4,

then the tested model with the selected variables is considered appropriate (fit). The results of the F test using the SPSS software program can be found in the table below.

Table 5. Results of the Simultaneous Regression Test

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2948.764	3	982.921	40.422	.000 ^b
Residual	753.808	31	24.316		
Total	3702.571	34			

The results of the F test show that with a 5% confidence level, the F_{table} value at df₁ = 3 and df₂ = 31 is 2.901. Based on the processed data, the F calculated value is 40.422, or F calculated > F_{table} (40.422 > 2.901), and the significance value is 0.000, which is less than 5%. Therefore, H₀ is rejected and H_a is accepted, meaning that simultaneously, the leadership of the school principal and work motivation significantly affect the performance of teachers at SMK Ma'arif 3 Somalangu Kebumen.

Based on the calculations, it can be concluded that the effective contribution (SE) of the school principal's leadership variable to teacher performance is 23.76%, and the work motivation variable (X₃) to teacher performance (Y) is 42.38%. Thus, it can be concluded that the work motivation variable has a more dominant influence on teacher performance. The total relative contribution is the coefficient of determination (R²), which is 79.6%. Meanwhile, based on the calculations, the relative contribution (SR) of the school principal's leadership variable to teacher performance is 29.8%, and the work motivation variable to teacher performance is 53.3%. Therefore, it can be concluded that the work motivation variable has a more dominant influence on teacher performance. The total relative contribution of all independent variables is 1 or 100%.

To determine the magnitude of the effect of the independent variables partially, a two-tailed test is used with $\alpha = 5\%$, which means the confidence level is 95%. Each thitung value is compared with the t_{table} value based on the following conditions: if thitung < t_{table}, then H₀ is rejected and H_a is accepted; if t_{calculate} > t_{table}, then H_a is accepted and H₀ is rejected.

Table 6. T-test result

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	11.386	9.886		1.152	.258
Kepemimpinan KS	.320	.115	.321	2.780	.009
Motivasi	.506	.124	.505	4.082	.000

a. Dependent Variable: Kinerja Guru

Regarding the influence of the principal's leadership variable (X₁) on teacher performance (Y), it can be seen that the thitung value is 2.780, or t_{calculate} > t_{table} (2.780 > 2.032), with a significance level of 0.009. Since the significance result is smaller than 5% (0.05), H₀ is rejected and H_a is accepted, meaning that the principal's leadership variable has a significant effect on the teacher performance at SMK Ma'arif 3 Somalangu.

Regarding the influence of the work motivation variable (X₃) on teacher performance (Y), it is known that the thitung value is 4.082, or t_{calculate} > t_{table} (4.082 > 2.032), with a significance level of 0.000. Since the significance result is smaller than 5% (0.05), H₀ is rejected and H_a is accepted, meaning that the work motivation variable has a significant effect on teacher performance at SMK Ma'arif 3 Somalangu.

Based on the analysis results using regression testing, the conclusion is that the leadership style of the principal affects teacher performance. This result is consistent with previous research that found the principal's leadership style has a significant effect on teacher performance outcomes (Azis & Suwatno, 2019). Similarly, the research findings on work motivation affecting teacher performance are in line with the study conducted by Agustina et al. (2020), which concluded that work motivation influences teacher performance (Agustina et al., 2020).

CONCLUSION

The research results show that the leadership of the school principal has a significant effect on teacher performance. From the data analysis, it is known that the t-value is 2.780 or $t > t\text{-table}$ ($2.780 > 2.032$) with a significance level of 0.009, which is smaller than 5%. In terms of work motivation, the data shows that the t-value is 4.082 or $t > t\text{-table}$ ($4.082 > 2.032$) with a significance level of 0.000, which is smaller than 5% (0.05). This means that work motivation has a significant effect on teacher performance. The R^2 test result is 0.796, which when expressed as a percentage is 79.6%. The results of the simultaneous test show that the leadership of the head of the madrasa and work motivation together have a significant effect on teacher performance. The recommendation in this study is to measure other factors besides leadership style and work motivation that influence teacher performance. An analysis of work culture, work environment, and work ethic on teacher performance can be conducted.

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