

International Journal of Educational Review

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Effect of Principal's Leadership Style and Motivation toward Teacher's Performance

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Abstract: This study determined the effect of principal's leadership style and motivation on the performance of Public Elementary School teachers in Babat Toman District. This research used a quantitative method with the type of correlational research. The study population was 160 people. The sample was 80 people. The sampling technique in this study used a purposive sampling method. Data collection technique was using a questionnaire. Data were analyzed using correlation analysis and multiple regression techniques. The results showed that (1) the principal's leadership style had a positive and significant effect on the teacher's performance at the State Elementary School in Babat Toman; (2) motivation has a positive and significant effect on the teacher's performance; and (3) the principal's leadership style and motivation together have a positive and significant effect on the teacher's performance of Public Elementary Schools in Babat Toman.

Keywords: Principal's Leadership, Motivation, Teacher's Performance

1. Introduction

Law Number 20 Year 2003 concerning the national education system article 3 as follows: National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the life of the nation, aiming at developing the potential of students to become human beings who believe in and fear God. The Almighty, having noble, healthy, knowledgeable, capable, creative, independent and being a democratic and responsible citizen. The same thing according to Chomaidi et al (2018) the purpose of national education, based on Pancasila, is to improve Indonesian people who are qualified, have faith, and are devoted to God Almighty, noble character, personality, hard working, disciplined, tough, responsible, independent smart and skilled and physically and mentally healthy.

An important factor of efforts to improve the quality of human resources is the educator, the teacher is the most decisive component in the overall education system, which must receive first and foremost

attention. In addition to the demands of professionalism competence in the classroom, the teacher's performance is inseparable from several factors that influence it. Factors that can affect teacher's performance include: work ethic, adequate educational facilities, teacher's ability, teacher's work motivation, job satisfaction, teacher's welfare, conducive school climate, and also a good principal's leadership style so that they are able to provide encouragement and directing the teacher to work. according to Mulyasa (2013) stated that the indicator of effective school principals can be generally observed from three main points 1) commitment to the vision of the school in carrying out its duties and functions, 2) making the school's vision a guide in managing and leading the school, and 3) always focusing the principal the school as a good leader is a principal who has special characteristics or traits that include personality, basic skills, experience and professional knowledge, training and professional skills, administrative knowledge and supervision.

Research conducted by Supriadi (2016) the principal's leadership style applied by a school principal must be able to move, guide, direct the teacher in producing positive performance and behavior, so that the responsibility of the teacher in carrying out teaching and learning activities will be carried out fully with sincerity and creation a conducive situation which is a prerequisite for the success of school goals, in other words that the greater the effective leadership style of the principal, the higher the teacher's performance. Thus, a school principal plays an important role. In realizing effective schools, the main component is the existence of a school principal who is not only a figure, but also understands the purpose of education, has a vision of the future, and can practice all the potential that exists becomes a unified force in achieving educational goals. Furthermore, the right style of principal leadership can influence and motivate teachers to achieve certain goals, and as a key to understanding variations in school climate, namely between the leadership spirit of the principal and the group.

Leadership style that is practiced and motivation in influencing the behavior of subordinates will create an atmosphere of productive performance, whether it leads to something positive or vice versa. The behavior of school principals who do not have authority, are not assertive and indifferent to subordinates will create an uncomfortable educational climate, and the learning process will proceed improvised. While the principal's behavior that is authoritative, decisive, fair and attentive to subordinates or teachers and students, will create a harmonious and comfortable educational atmosphere in learning that will even create an educational achievement. Leadership style and ability to motivate that is applied by the principal can influence the creation and realization of the school goals to be achieved. There are various styles of leadership that are applied by principals. The existence of a variety of principals' leadership styles is expected to be

able to make changes in schools so that they have an active role in improving the quality of education. the employee. One indicator of performance improvement is awareness in doing a job that is done with a full sense of responsibility. Responsibility for the work carried out is a reflection of the attitude and personal teacher that they display in obeying all the rules in the school. Lack of a sense of responsibility for the work carried out in organizations absent or arrive late, reducing teaching hours to students, this will have an impact on the work or teacher's performance decreases. To avoid this there needs to be a principal's leadership style and motivational factors that are able to create good teacher attitudes, a positive level of teacher responsibility and improved teacher's performance. The creation will be realized if the principal's leadership style is applied appropriately and is suitable for the climate in the school. So that it is expected to create a comfortable working atmosphere at school so that teacher's performance will look good and positive for the learning process at school.

On this basis the authors conducted research relating to the problem of the principal's leadership style and motivation and its effect on teacher's performance at the Public Elementary School in Babat Toman.

2. Performance

Understanding the performance or work performance of employees according to some experts have the same understanding but other experts say different. Prawirosentono (1999). Performance is the result of work processes achieved by employees in carrying out their work and the responsibilities given to them. According to Bedjo (2005) work performance is the result of work achieved by a worker in carrying out the tasks and work that is assigned to him. In general, the work performance of a workforce is influenced by, among others, the skills, skills, experience, ability of the workforce concerned. Meanwhile, according to Mangkunegara (2005), performance is the result of quality

and quantity of work achieved by an employee in carrying out their duties in accordance with the responsibilities given to him.

According to Nawawi (2006) performance is a function of the ability of workers to accept work goals, the level of achievement of goals and the interaction between goals and abilities of workers. Performance is the result of work processes achieved by employees in carrying out their work and the responsibilities given to them.

Pidarta (2004) states that there are several factors that can affect the performance of teachers in carrying out their duties in terms of school principal leadership, work facilities, expectations, and school personnel trust. Thus it appears that the principal's leadership and work facilities will also determine the good and bad performance of teachers. In other words the principal's leadership influences teacher's performance. While Gomez and Cardy (2001) put forward elements related to performance consisting of: 1) Quantity of work is the amount of work that can be completed in a certain period; 2) Quality of work is the quality of work achieved based on specified conditions; 3) Job knowledge is the employee's understanding of work procedures and technical information about work; 4) Creativeness is the ability to adapt to conditions and be reliable at work; 5) Cooperation is cooperation with colleagues and superiors; 6) Dependability is the ability to get work done without being dependent on others; 7) Initiative is the ability to give birth to ideas at work; 8) Personal qualities are abilities in various fields of work.

From various definitions of performance above it can be concluded that performance is the result of work achieved by someone in carrying out the tasks assigned to them based on skill, experience and sincerity and on time.

Rahman (2006) specifically defines teacher's performance as a set of real behaviors that the teacher shows when he is giving learning to students. According to Law

number 14 of 2005 regarding Teachers and Lecturers, in chapter 1 article 1 it is stated that the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating and evaluating students in early childhood education through formal education, basic education and secondary education. Teachers are the main factor in implementing education. The success of teachers in carrying out their duties is a reflection of teacher's performance, and this can be seen from the actualization of teacher competencies in realizing their professional duties. In connection with its performance, there are teachers who have good performance and some who have poor performance. According to Supriadi (1998) that teachers who have good performance are called professional teachers. Professional duties of teachers according to article 2 of Law No. 14 of 2005 includes 1) implementing quality learning and assessing and evaluating learning outcomes; 2) Improving academic qualifications and competencies in a sustainable manner with the development of science.

3. Principal's Leadership Style

The term principal's leadership style comes from the leadership style and the principal. According to Thoha (2010) leadership style is the norm of behavior used by a person when that person influences others. According to Kartono (2006) Leadership style is the nature, habits, temperament, character and personality that differentiate in interacting with others. Furthermore Rivai said (2014) that leadership style is the process of directing and influencing activities that have to do with groups.

Still related to the understanding of leadership style, Wirjana and Supardo (2006) revealed that leadership style is a complex way and process where someone influences other people to achieve a mission, task or a goal and direct the organization in a more reasonable way. Meanwhile, according to

Nawawi (2006) defines that leadership style is the pattern of behavior shown by someone when he tries to influence others. According to Dimyanti (2014) that leadership style is a method used in the leadership process that is implemented in a person's leadership behavior in influencing others to act in accordance with what the leader wants.

Sudaryono (2014) said that the leadership style of behavior and strategy as a result of a combination of the philosophies, skills, traits, attitudes that are often applied by a leader when he tries to influence the performance of his subordinates. While the leadership style in general according to Muwahid (2013) is a hidden quality that will get a trust, cooperation, and honesty will determine the quality or weakness in developing the organization he leads. What is meant by quality in this case is the nature, self-appearance, self-conduct at all times, communication or language is also an attitude that must be considered, like to rebuke verbally if necessary, despicable criticism or curse of each group member or unit must be avoided, satirical attitude or innuendo does not produce something good, as far as possible must be able to control themselves so that if described will emerge an endeavor.

Based on the opinions of the experts above, it can be concluded that the leadership style is the behavior and strategy of the leader in the process of directing and influencing the activities of other people or members of the organization or subordinates to act in accordance with what the leader wants. The understanding of the principal according to Wahjosumidjo (2007) The principal consists of two words the head and the school, the head can mean the chairman or leader in an organization or an institution and the school is an institution where it is a place to receive and give lessons. Whereas Danim (2002) stated that the principal was a teacher who received an additional assignment as a principal.

According to Bafadal (1992) the principal is a professional or teacher who is

given the task to lead a school where the school is a place of interaction between teachers who give lessons, students who receive lessons, parents as expectations, users of graduates as recipients of satisfaction and the general public as pride. Meanwhile according to Rahman et al (2006) revealed that the principal is a teacher (functional position) who was appointed to occupy structural positions (school principal) in the school. Meanwhile, according to Squires (1983) the principal is one of the most important in the school, in the leading and setting the atmosphere of the school. According to Subagyo (2013) the principal is a manager who holds the highest authority in making decisions relating to the administration and implementation of education in the school he leads. While Anwar & Amir (2013) suggested that, principals as managers have the task of developing personnel performance, especially improving teacher professional competence.

Andang (2014) argues that the principal is the sole leader in the school who has the responsibility and authority to regulate, manage and organize activities in the school, so that what the school's goals can be achieved. Meanwhile according to Ngalim (1995) the Principal as the leader of Education. From all the opinions of some of the experts above it can be concluded that the principal is a teacher who is given an additional task as the leader of education who is responsible and has the authority to organize, manage and organize activities in the school, so that what the school's goals can be achieved.

From the term leadership style and school principal based on some of the above explanations it is concluded that the principal's leadership style is the behavior and strategy of the education leader in the process of directing and influencing activities and being responsible and having the authority to organize, manage and organize activities in the school, so that what is to be a school goal can be achieved. Principal's

leadership pattern also influences teacher's performance. Leadership in the field of education is a leader who must have skills in influencing, encouraging, guiding, directing, and moving others who are related to the implementation and development of education and teaching or training so that all activities can run effectively and efficiently which in turn will achieve the goal of improvement teacher's performance and educational goals that have been set.

According to Samani (2009), the principal's leadership is the principal's way or effort in influencing, encouraging, guiding, directing, and moving the teacher, staff, students, parents, and other related parties, to participate in achieving the objectives has been established. Effective school principals according to identification Mulyadi (2010) have the ability to work effectively with others and collaborate with them using group processes to effectively pay attention to parents, teachers, students by showing intuition and empathy skills for their groups. As an education leader, the principal has a very large role in creating a harmonious work spirit and cooperation, developing creativity, interest in the development of the world of education, commitment, professional development of the teachers they lead, and the quality of students or schools in general is largely determined by the leadership headmaster. Success in realizing the implementation, implementation and management of the world of leadership education must have a strategic leadership style.

A visionary school principal must be able to look ahead about the lives of Indonesian people with all the opportunities and challenges. In short, the principal must be able to project the abilities and competencies and leadership styles needed by subordinates and the community. Therefore, in leading educational institutions the principal is required to be able to apply leadership styles that can reflect the behaviors that can be emulated by his

subordinates and can motivate the work of the teachers and staff they lead. The principal is the head of education. In his position as official education leader, the school principal is appointed and formally appointed so that he is responsible for the management of teaching, staffing, student affairs, buildings and courtyards, finance, and the relationship between educational institutions and the community, in addition to his duties in the supervision of education and teaching. According to Dirawat (1983) educational leadership is as an ability and process of influencing, coordinating and mobilizing other people who are related to the development of education and implementing education and teaching in order to achieve goals effectively and efficiently.

A visionary school principal must be able to look ahead about the lives of Indonesian people with all the opportunities and challenges. In short, the principal must be able to project the abilities and competencies and leadership styles needed by subordinates and the community. Therefore, in leading educational institutions the principal is required to be able to apply leadership styles that can reflect the behaviors that can be emulated by his subordinates and can motivate the work of the teachers and staff they lead. The principal is the head of education. In his position as official education leader, the school principal is appointed and formally appointed so that he is responsible for the management of teaching, staffing, student affairs, buildings and courtyards, finance, and the relationship between educational institutions and the community, in addition to his duties in the supervision of education and teaching. According to Dirawat (1983) educational leadership is as an ability and process of influencing, coordinating and mobilizing other people who are related to the development of education and implementing education and teaching in order to achieve goals effectively and efficiently.

According to Mulyasa (2007) the criteria for effective principals' leadership are 1) able to empower teachers to carry out the learning process well, smoothly and productively; 2) can carry out tasks and work in accordance with a predetermined time; 3) able to establish harmonious relations with the community, so that they can actively involve them in realizing the goals of school and education; 4) successfully applying leadership principles in accordance with the level of maturity of teachers and other employees in the school; 5) able to work with the school management team; 6) succeed in realizing the goals of the school productively in accordance with predetermined provisions.

4. Motivation

The same thing stated by Sujanto (2018) that there are three types of leadership styles, namely autocratic, democratic, and *laisser-faire*. The autocratic leadership style is a leadership style in mobilizing and forcing groups and the obligations of members are simply to follow and carry out orders from their leaders. Democratic leadership style is leadership as a leader among the group members or members. The *laisser-faire* leadership style is a leader giving freedom or allowing his subordinates to do as they wish, leaders of this type like the leader almost never give correction or control of the work done by its members, including in assigning tasks to its members. Besides that, Mulyasa (2007) stated that, school principals are teachers who are given additional duties as principals, to whom are attached the power and authority to manage existing resources in schools in accordance with applicable laws. With that power and authority. According to Senang and Maslachah (2018) that the principal functions as an Educator, Manager, Administrator, Supervisor, Leader, Innovator, and Motivator.

According to Handoko (2003) which defines motivation as a condition in a person who encourages individual desires to carry

out certain activities in order to achieve goals. While Luthans (2002) says that motivation is the process that starts with a psychological deficiency or needs a drive that is aimed at a goal or incentive. Wahjosumidjo (1999) said that motivation is a psychological process that reflects the interaction between attitudes, needs, perceptions and decisions that occur in a person. While Handoko (2001) defines motivation as a condition in a person that encourages the desire of individuals to carry out certain activities in order to achieve goals.

Kartono (2006) defines motivation is the spirit and high struggle of a person to achieve a goal that is beneficial to himself and others. Siagian (2001) states motivation as a driving force that results in an organization member willing and willing to direct their abilities in the form of expertise, skills, energy and time to carry out various activities for which they are responsible and fulfill their obligations in order to achieve the goals and various organizational goals that have been predetermined. Furthermore Hasibuan (2003) defines motivation as a driving force that creates the excitement of one's work so that they want to cooperate, work effectively, and be integrated with power and efforts to achieve satisfaction. Winardi (2004) suggests motivation is "a willingness to carry out high efforts to achieve organizational goals, which are conditioned by ability and effort, to meet certain individual needs". According to Donni (2016) motivation is a willingness to carry out high efforts to achieve organizational goals that are conditioned by the ability of efforts to meet the needs of certain individuals. According Moekijat (2010) states that motivation is a driving force or incentive to do something.

Sardiman (2011) said that motivation is a change in energy in a person that is marked by the emergence of feelings and preceded by a response to the existence of goals. Sardiman (2011) explains that motivation is a series of attempts to provide certain conditions so that someone wants and wants to do something, and if he does not like it will

try to negate or avoid the feeling of dislike. Natawijaya (2009) explains that motivation is a process for activating motives into actions or behavior. Dimiyati and Mudjiono (2009) stated that motivation is seen as a mental drive that moves and directs human behavior.

From some of the opinions above it can be concluded that motivation is a series of attitudes and values that influence individuals to achieve specific things in accordance with individual goals. That attitude and value is an invisible that gives strength to encourage individuals to behave in achieving goals. Rivai (2005) suggests two things that are considered as individual impulses namely the direction of behavior (work to achieve goals) and the strength of behavior (how strong the individual effort at work).

Danim (2004) suggests four types of motivation, 1) positive motivation, namely motivation based on human desire to seek certain benefits; 2) negative motivation, which is motivation that originates from fear, for example if someone does not work there will be a fear of being expelled from his job; 3) motivation from within, that is motivation arising from within a person; 4) motivation from outside, that is motivation arising from outside oneself.

Armstrong (2000) suggests motivation consists of two types, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that comes from within a person. The desire to do work is caused by the urge that is in yourself. Extrinsic motivation is motivation that comes from outside the individual self.

Many factors affect one's work motivation. There are two factors that affect one's work motivation, namely internal factors and external factors. Internal factors include attitude, intelligence, will and ability. External factors include work climate, leadership style and infrastructure. According to Danim (2004) there are several factors that affect the work motivation of organizational members, namely 1) leadership style, 2) individual attitudes and 3) work situations.

5. Research Method

According to Sugiyono (2012) understanding of research methods is a scientific way to obtain data with specific goals and uses. The research method that I use is an associative descriptive research method with a survey approach, the purpose of presenting a structured, factual and accurate picture of the facts and the relationship of the variables studied. The understanding of descriptive methods according to Sugiyono (2012) is to determine the value of independent variables without making comparisons or combining variables with one another. While Associative research according to Sugiyono (2012) is a study that aims to determine the relationship of two or more variables. The data obtained is then processed, analyzed and further processed on the basis of theories that have been studied. While the analysis is carried out through a quantitative approach using relevant static methods to test hypotheses.

6. Results and Discussion

Effect of Principal's Leadership style on Performance of Public Elementary Teachers 3 in Babat Toman

The correlation between the principal's leadership style variables and teacher's performance (r) is 0.935 included in the strong positive category. According to Kesumawati (2018) the correlation coefficient is $0.80 \leq r \leq 1.00$, it is stated that the level of closeness is strong positive correlation. Then based on the above hypothesis testing criteria and the correlation table results through SPSS 22 obtained a significance value of 0,000 < 0.05 then the H_0 is rejected which means there is a significant correlation between the principal's leadership style and the performance of Public Elementary teachers in Babat Toman.

The next analysis is t-test obtained t-test value of 8,203 is greater than t-table value or critical value of t (0,05.78) 1,991 ($8,203 > 1,991$) or for probability value t

0,000 is smaller than 0,05 ($0,000 < 0.05$) then H_0 is rejected which means it can be decided that there is a significant influence between the Principal's Leadership Style and the performance of Public Elementary teachers in Babat Toman.

Effect of Motivation on Performance of Public Elementary School Teachers 3 in Babat Toman

The correlation between variables motivation and teacher's performance (r) is 0.935 included in the strong positive category. according to Kesumawati (2018) that the correlation coefficient is $0.80 \leq r \leq 1.00$, it is stated that the level of closeness is strong positive correlation. Then based on the above hypothesis testing criteria and the correlation table results through SPSS 22 obtained a significance value of $0,000 < 0.05$ then H_0 is rejected, which means there is a significant correlation between motivation and performance of Public Elementary School teachers in Babat Toman.

The next analysis is the t-test through SPSS 22 obtained the value of t-count of 8,171 is greater than the value of t-table or critical value of t ($0.05; 78$) 1,991 ($8,171 > 1,991$) or for the probability value of t 0,000 less than 0.05 ($0,000 < 0.05$), H_0 is rejected, which means that it can be decided that there is a significant influence between motivation and the performance of elementary school teachers in Babat Toman.

Effect of Principal's Leadership Style and Motivation together on the Performance of Elementary School Teachers 3 in Babat Toman

From the results of SPSS 22 obtained a significance value of 0,000 less than 0.05 then H_0 was rejected, so the decision is that there is a significant correlation between the principal's leadership style and motivation on the performance of Public Primary School teachers in Babat Toman.

The next step before testing the hypothesis is to calculate the multiple

regression equation of the principal leadership style (X_1) and motivation (X_2) variables together with teacher's performance (Y). Following are the results through SPSS 22.

$$Y = a + b_1X_1 + b_2X_2$$

$$Y = 47,574 + 0,288X_1 + 0,314X_2$$

From the multiple regression equation, a decision was made that the teacher's performance had improved positively with the Principal's Leadership Style and Motivation. In addition to knowing the truth of the above test, a F test was carried out simultaneously through SPSS 22.

From the calculation through SPSS 22 obtained a degree of confidence of 5% is known with the F-table at $df_1 = 2$, $df_2 = 77$ at 3.115. From the results of the F test analysis obtained F-count value of = 534,314 with a probability of = 0,000 rather than = 0.05 ($0,000 < 0.05$) then a decision was made that the principal's leadership style and motivation variables together had a significant influence on teacher's performance variable.

7. Conclusion

Based on the results of the study there is a positive and significant influence between the principal's leadership style and teacher's performance. There is a positive and significant effect between motivation and teacher's performance. The principal's leadership style and motivation together have a positive and significant influence on teacher's performance.

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