

THE INFLUENCE OF PRINCIPLE LEADERSHIP AND MOTIVATION ON TEACHERS' PERFORMANCE AT SMK YOS ANUGRAH BATAM

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ABSTRACT

This studies aims to find out the principal leadership influences and motivation toward the performance of teachers in Vocational High School (SMK) Yos Anugerah Batam. This studies applies the census or survey method to record the various of population. According to survey, the studies sample were the teachers at SMK Yos Anugerah Batam. Questionnaire technique applied to collect the data. In the studies results the regression equation $Y = 8,600 + 0,712X1 + 0,406X2 + 0,236X3 + e$. The leadership variable displays a significant direct influence on employee performance with a coefficient value of 0.419, the Work Motivation variable shows a significant direct influence on employees performance with a coefficient value of 0.422, and the variables of leadership, work motivation and work discipline indicates a simultaneous influences on employees performance. R2 value is 76.8%. while the remaining of 23.2% is provided by other variables not included in this studies

Keywords: leadership, work motivation, performance

1. BACKGROUND

The implementation of education in Indonesia is organized in a structured and unstructured manner. What is meant by structured is that education in Indonesia is the responsibility of the Ministry of National Education of the Republic of Indonesia (Kemdiknas) as written in Law Number 20 of 2003 concerning the National Education System where all Indonesian citizens are required to attend a nine-year compulsory basic education program with details of six years in primary school/madrasah primary school and three years in junior high school/madrasah tsanawiyah. Meanwhile, unstructured education is non-compulsory education, namely from birth to the age of 3, Indonesian children generally do not have access to formal education. From 3 to 4 or 5 years old, they enter kindergarten. This education is not mandatory for Indonesian citizens, its main purpose is to prepare students to enter elementary school.

High quality education is a requirement to realize the life of an advanced, modern and prosperous nation. Mulyasa, E., (2009: 4-6). As it is known that many countries do not have abundant natural resources but can realize the prosperity and welfare of their people. This can occur as a result of the education they have is of good quality, resulting in quality human resources. In order for education to be of good quality, one is very important factor that must be fulfilled is the existence of

quality teachers, principals, who are professional, prosperous and dignified.

This studies are consist of 3 formulation questions as follow

1. To determine the effect of leadership on teacher performance at SMK Yos Anugrah Batam
2. To determine the effect of motivation on teacher performance at SMK Yos Anugrah Batam
3. To determine the effect of leadership and motivation on teacher performance at SMK Yos Anugrah Batam

2. LITERATURE REVIEW

School is a complex and unique organization, consisting of several people in order to achieve the vision and mission, so it requires a high level of coordination. The human resource factor (HR) is the factor that has the biggest role in achieving organizational goals. The HR factor is a factor that can drive the achievement of organizational goals effectively and efficiently and human resource can also act as an inhibiting factor towards achieving organizational goals.

Based on Hill and Carroll (1997), leadership can be interpreted as the ability to encourage a number of people (two or more people) to work together in carrying out activities directed at a common goal.

The leadership function has two dimensions in Hill and Carroll (1997) as follows;

- a. Dimensions relating to the level of ability to direct (direction) in the actions or activities of leaders, which can be seen in the responses of the people they lead;
- b. Dimensions relating to the level of support or involvement of the people who are led in carrying out the main tasks of the group or organization, which are described and manifested through the decisions and policies of the leader

The government pays serious attention to efforts to improve teacher professional skills through a teacher certification policy in Permendik (18), 2007. the performance of teachers who have passed the certification process is still not satisfactory. From the results of a survey conducted by the Indonesian Teachers' Association (PGRI), provisional results obtained in 16 provinces out of a total of 28 provinces being surveyed, it was found that the impact of the certification program was unsatisfactory. Teachers who have passed certification are expected to experience a change in work patterns and work motivation, learning, and self-improvement. However, it turns out that it is still the same as before, teacher performance remains low. The currently unsatisfactory condition of teacher performance is a challenge for all parties to always try to find ways to improve teacher performance towards the creation of professional teachers.

A lot of the performance of teachers is linked to the low quality of education. Teachers as social beings also need other needs to be able to work well. To be able to think and work optimally in their work, teachers are very much influenced by the work environment in which they are located and professional principals. Maybe with the teacher being in a good work environment in which there are conditions that

encourage good work, have a high sense of responsibility, and good mutual cooperation, it will be able to create a good working condition so that it will be able to further improve the performance of a teacher. to work. In Mangkunegara (2000:67), performance (work achievement) is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him.

According to Hasibuan, Malayu S.P. (2008: 219) reveals that motivation is the giving of the driving force that creates the excitement of one's work so that they want to work together, work effectively and integrate with all their efforts to achieve satisfaction. Motivation is a state in a person's personality that encourages the desire of individuals to carry out certain activities to achieve goals (Handoko, 1997:252)

In addition, the teacher will also be able to carry out teaching-learning activities, awaken the potential of students in carrying out their duties with full responsibility if supported by the condition of the body, mental atmosphere, infrastructure and management processes of existing school organizations that support the emergence of high morale.

It should be noted that not all communities where teachers are located are the communities mentioned above. This results in different teacher actions in carrying out their duties. The weight of the task that is the responsibility of the teacher if it is not carried out in a neat work system caused a lot teachers lose enthusiasm for work in carrying out their duties. The loss of enthusiasm for this work pattern is a basic and fundamental problem that must be avoided. Therefore, this difficult task for a teacher can basically only be carried out by teachers who have high performance. In addition, teachers have duties and responsibilities to educate, teach and train. Educating means continuing and developing life values, teaching means continuing and developing knowledge, training means developing skills in students.

To create high-performing professional teachers in every educational institution, and becoming professional educators it is emphasized, by "Teachers must have academic qualifications, competence, educator certification, physically and mentally healthy, and have the ability to realize national education goals". According to the Law of Republic of Indonesia Chapter 8, (14) 2005 Article 8, In this circumstance teachers who carry out work in educational institutions are required to have these qualifications which guarantee their expertise, skills or abilities as professional educators. The criteria that must be implemented are the standards and qualities that must be met by the teacher. Professionalism as a teacher who meets these standards is a supporter of creating the quality of a teacher in carrying out his work.

The authority of school principals must be developed by increasing caring attitudes, enthusiasm for learning, work discipline, exemplary and human relations as capital for realizing a conducive work climate. That leadership is the ability to influence a group towards achieving a vision or a set of goals (Robbins and Judge, 2015: 410). Likewise, leadership plays a very central role in the dynamics of organizational life. As a leader, the principal is one of the determining factors that

can encourage schools to realize the vision, mission, goals and objectives through various programs that are implemented in a planned manner. Therefore school principals must have very strong management and leadership skills so that they are expected to be able to make the right decisions, besides having a high initiative attitude in improving the quality of education. Leadership is the ability of leaders to influence their subordinates so that their subordinates are willing to voluntarily carry out the work according to the wishes of their leaders (Firdiyansyah, Indra, 2018)

3. RESEARCH METHODS

This research applies (1) descriptive analysis method, which provides a general description of the research object being studied, (2) quantitative method, data obtained through distributing questions to respondents, tabulated and analyzed based on statistical analysis procedures .

The population is a generalization of all existing research subjects and objects. The population may also be interpreted as all members of a group whose characteristics have been clearly defined, be it a group of people, objects or events. The results displays as If the correlation between each indicator to the total construct score shows a significance value <0.05 , it can be concluded that each question indicator is valid (Ghozali, 2005).

The instrument should be valid, meaning that the measuring instrument used to obtain data is valid or can be used to measure what should be measured (Sugiyono, 2008). The population in this study were teachers at the Yos Anugrah Vocational High School. This study uses the survey method, which records the entire existing population. Based on the field survey, the sample in this studies were male and female teachers.

4. RESULTS AND DISCUSSION

Validity test

To test the validity, a correlation test was carried out on the indicators to be used in the studies. The research process is carried out by correlating each of these indicators to the number of indicators concerned. If $r_{\text{count}} > r_{\text{table}}$, then it is declared valid. From the results of the validity test calculations, it can be seen that all the questions posed by the researchers to the respondents can be used because the value of $r_{\text{count}} > r_{\text{table}}$

Table.1 Leadership Item Validity Test

Correlastion	Correlation value	r-table value	Conclusion
Item 1 to the total	0,624	0,344	Valid
Item 2 to the total	0,582		Valid
Item 3 to the total	0,386		Valid
Item 4 to the total	0,501		Valid
Item 5 to the total	0,450		Valid
Item 6 to the total	0,547		Valid

Item 7 to the total	0,563		Valid
Item 8 to the total	0,647		Valid
Item 9 to the total	0,473		Valid
Item 10 to the total	0,617		Valid

From Table 1, the correlation value of all question items for the leadership variable is greater than 0.344, so it can be concluded that the tenth leadership question items are valid.

Table . 2 Validity test of Work Motivation

Correlastion	Correlation value	r-table value	Conclusion
Item 1 to the total	0,872	0,344	Valid
Item 2 to the total	0,545		Valid
Item 3 to the total	0,747		Valid
Item 4 to the total	0,557		Valid
Item 5 to the total	0,867	0,344	Valid
Item 6 to the total	0,589		Valid
Item 7 to the total	0,840		Valid
Item 8 to the total	0,416		Valid
Item 9 to the total	0,570		Valid
Item 10 to the total	0,838		Valid

From Table 2, it is obtained that the correlation value of all question items for the work motivations variable is greater than 0.344, so it can be concluded that the ten work motivation question items are valid.

Table. 3 Validity test on teachers performances

Correlastion	Correlation value	r-table value	Conclusion
Item 1 to the total	0,624	0,344	Valid
Item 2 to the total	0,490		Valid
Item 3 to the total	0,595		Valid
Item 4 to the total	0,735		Valid
Item 5 to the total	0,721		Valid
Item 6 to the total	0,541		Valid
Item 7 to the total	0,617		Valid
Item 8 to the total	0,687		Valid

Item 9 to the total	0,389		Valid
Item 10 to the total	0,601		Valid

From Table 3, the correlation value of all question items for teachers performance variables is greater than 0.344, so it can be concluded that the tenth teacher performance question items are valid.

Reliability Test

The reliability test aims to determine the degree of consistency (fixed) research instrument. To see the reliability test is done look at the value of Cronbach's Alpha. Reliability that is considered satisfactory or high is greater than or equal to 0.60. The results of the reliability test of each variable are:

Table.4 Hasil Uji Reliably test result

Variabel	Cronbach's Alpha	Exp.	Conclusion
Leadership	0,722	>	Reliabel
Work motivation	0,751	>	Reliabel
Teachers performance	0,804	>	Reliabel

The Cronbach's Alpha value of each studies variable shows a result that is greater than 0.60, this means that the question items from each variable are reliable.

Normality test

Testing for normality in the studies was carried out by the Chi-Square test. The data is normally distributed if the Asymp. Sig > 0.05. The results of the normality test with Chi-Square are as follows:

Table. 5 Normality test

	Teacher	Leadership	Work
Chi-Squarw	5.636 ^a	14.667 ^b	9.273 ^c
Df	16	12	14
Asymp. Sig.	.992	.260	813

Asymp value. Sig. Chi-Square of each variable, Teachers Performance Achievement = 0.992; Leadership = 0.260 ; Motivation = 0.813 greater than 0.05. This means that the normality assumption is met.

Heteroscedasticity Test

This studies used a graphical approach.

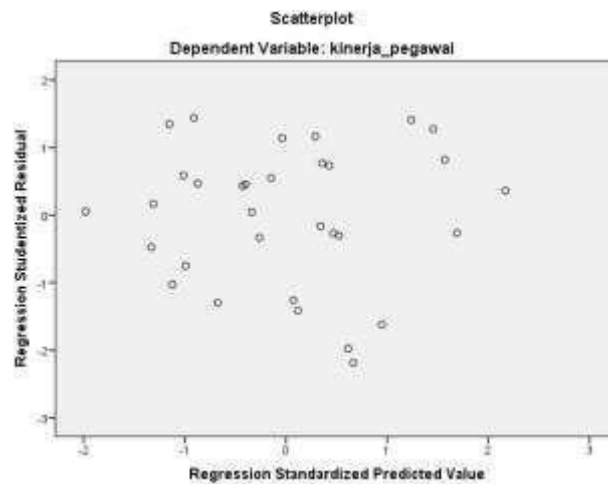


Figure. 1 Scatterplot test result

The distribution of the dots in Figure 4.1 were spread out and did not show a clear pattern. Based on this, it can be concluded that all independent variables test the classical assumption of heteroscedasticity.

Multicollinearity Test

The multicollinearity test aims to determine whether or not there is a deviation by investigating the magnitude of the intercorrelation between the independent variables. Whether multicollinearity exists or not can be seen from the tolerance value and variance inflation factor (VIF), that is, if the tolerance value is greater than 0.10 and the VIF value is less than 10. The following table shows the results of the multicollinearity test:

Table.6 Multicollinearity Test

Variable	Tolerance	VIF	Expl.
Leadership	0.992	1.008	No Multicollinearity found
Performance	0.890	1.124	
Motivation	0.887	1.128	

source: Data processed by SPSS, 2020

Based on these data it shows that all independent variables have a tolerance value greater than 0.10 and a VIF value less than 10. It can be concluded that all independent variables in this studies did not occur multicollinearity.

Multiple Regression Test

Table . 7 Multiple Regression Test Results

		Coefficients ^a						
Model	1	Unstandardized Coefficients		Standardized Coefficient	t	Sig.	Collinearity Statistics	
		B	Std. Error				Tolerance	VIF
	(Constant)	8,600	14,016	0,419	0,614	0,544	0,992	1,008
	1 Leadership	0,712	0,253		2,819	0,009		
	Work motivation	0,406	0,151	0,422	2,684	0,012	0,890	1,124

a. Dependent Variable: Teacher performance

From the table above, it can be formulated the regression equation as follows;

$$Y = 8.600 + 0,712X_1 + 0.406X_2 + e$$

The constant is 8,600, meaning that if leadership and motivation are worth 0, then the teacher's performance will be influenced by other variables. The effect of the teachers are mathematically measured numerically by 8,600.

The regression coefficient of the leadership variable is 0.712, meaning that if leadership is increased by 1 unit, then the teacher's performance increases by 0.712 units. The coefficient is positive, meaning that there is a unidirectional relationship between leadership and teacher performance.

The regression coefficient of the motivation variable is 0.406, meaning that if motivation is increased by 1 unit, teachers's performance will increase significantly, amounting to 0.406 units. The coefficient is positive, meaning that there is a unidirectional relationship between teacher motivation and performance.

T- test

In table.7 shows that the significant value of the two variables, leadership = 0.009 and Work Motivation = 0.012 less than 0.05. These results conclude that the variables of leadership and work motivation are significant and have a positive linear relationship to teacher performance.

F-test**Table.8 F-test (Simultaneously)**

ANOVA^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Reg	184,368	3	61,456	5,843	,003b
Resi	294,507	28	10,518		
Tota	478,875	31			

a. Dependent Variable : teacher performance

b. Predictors : (Constant), leadership, work motivation

The calculation results show that F_{count} is 5,843 with a significance value of F_{count} of 0.003 which is lower than 0.05. Meanwhile, the F_{table} value at the 95% confidence level ($\alpha = 0.05$) is 2.892. Because of the calculation of $F_{count} > F_{table}$, H_0 is rejected and H_a is accepted so it can be concluded that the variables Leadership (X1) and Motivation (X2) simultaneously have a significant influence on Teacher Performance (Y).

Determination Coefficient Test

Tabel.9 Rsquare test

Model Summary^b			
R	R Square	Adjusted RSquare	Std. Error of the Estimate
,876a	,768	,744	2.65258

a. Predictors : (Constant), leadership, work motivation

b. Dependent Variable: Teacher performance

The value of $R^2 = 0.768$, indicating that leadership and motivation are being able to explain teacher performance amounted to 76.8% while the remaining 23.2% was explained by other variables not included in the studies

5. CONCLUSION

- a. There is a significant influence of leadership on teacher performance. The coefficient value of 0.419 indicates that if leadership is increased by 100%, it will be followed by an increase in teacher performance of 41.9%.
- b. There is a significant influence of motivation on teacher performance. The coefficient value of 0.422 indicates that if motivation is increased by 100%, it will be followed by an increase in teacher performance of 42.2%
- c. There is a significant effect simultaneously between leadership, motivation, work discipline on teacher performance. The R^2 value of 0.768 indicates that if the three variables are increased by 100%, it will be followed by an increase in teacher performance of 76.8%.

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