

The Influence of Leadership and Motivation on Teacher's Performance

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Abstract: The goal of this study was to determine how teacher's work motivation and principal's leadership affected teacher's performance at Tanjung Lubuk 1 Public High School. The teachers at Tanjung Lubuk 1 Public High School were the subject of this investigation. All of the teachers at SMA Negeri 1 Tanjung Lubuk served as samples in the saturated sampling technique, which uses the entire population as a sample. Distribution of questionnaires with a 5-point Likert scale measuring 75 statement items was used to collect the data. Multiple linear regression analysis is the method utilized for analysis. The findings revealed that motivation had a partial and considerable impact on teacher's achievement, whereas leadership had a partial and minor impact. Third, that teacher motivation and the principal's leadership both have an impact on and are important for student accomplishment.

Keywords: Leadership, Motivation, Teacher's Achievement

A. Introduction

Teachers must be able to build students who can live in the environment and the world of work because education is currently developing quickly. This is balanced with Soft Skills and Hard Skills that can be used in the real world of Work. The low achievement of instructors is one issue that exists in the field of education, and this can have an impact on student achievement.

Teachers must therefore be able to develop their teaching skills and their ability to provide content that is supported by visual aids in order for them to receive feedback on the effectiveness of their instruction. The wage received, the unsupportive work environment, the lack of work experience, the teacher's lack of enthusiasm, and the teacher's lack of abilities are just a few of the many elements that influence how well teachers perform at work.

Work performance is the end result of a teacher's quality and quantity of work in completing duties in accordance with their delegated obligations. The effectiveness of a person's personal traits and conceptions about his or her function in the job impact the outcomes of their efforts.

A supportive work environment, which is backed by a positive relationship between the principal and the teacher and the provision of a suitable physical work

environment, has an impact on the improvement in teacher's performance at the school.

The principal's ability to effectively supervise the teaching staff at the school has a significant impact on how well education is conducted in classrooms. One element of education that affects teacher effectiveness is the head of the school. The principal of the school is in charge of planning instructional activities, managing the school, training other teaching staff, and utilizing and maintaining infrastructure (Mulyasa, 2007).

Quality is determined by the principal's leadership; without effective leadership, the process of quality improvement cannot be carried out and accomplished. In order to move people so that they are willing to follow the leader's will with understanding and joy, one must have the ability to influence others through communication, either directly or indirectly (Sutrisno, 2014).

The leadership role of the principal had no discernible impact on job performance. As a result, modifications to the leadership role won't significantly affect how well teachers perform. The data analysis's findings indicate that the leadership role has a bad but not very noticeable impact on teachers' performance. This implies that raising the level of leadership will actually lower work output (Rivai, 2004).

The firm has a number of difficult difficulties, including how to inspire personnel to properly develop and thrive. An influence that motivates someone to perform an action. In this situation, motivation may have an impact on a person's success in carrying out particular tasks. To get the best possible work results, teachers with high levels of work motivation are encouraged to try to advance their skills in implementing and assessing the curriculum that is used in classrooms and madrasas (Sutikno, 2009).

Work motivation has a substantial impact on teachers' performance at SMA Negeri 08 Lubuklinggau City (Hidayat, et. al., 2017). Moreover, Fahmi and Hariasih's research demonstrates that low motivation has a detrimental impact on work output (Fahmi, et. al., 2016).

The current situation is that a lot of teachers are still uninspired to grow personally. Moreover, teachers may not have access to knowledge on how to improve themselves so they can succeed. There are currently not enough workshops or training programs available for teachers to help them reach their full potential as educators. Also, the principal has not been able to assign teachers to classrooms in accordance with their skills and talents. Also, the principal must be able to establish two-way communication and provide assignments to the appropriate teachers. The performance of the instructors themselves will improve as a result of the principal's ability to raise the caliber of the teaching staff.

B. Methods

According to Musfiqon (2012) research centered on the study of objective phenomena to be analyzed statistically, this kind of research is referred to be

quantitative research. Quantitative research is a method for analyzing data in the form of statistics to learn more about the subject at hand. Numerous numbers are used throughout this study, from data collection to data analysis to the presentation of research findings. The data used in this study are primary data, specifically questionnaire/questionnaire findings from vice principal interviews. The dependent variable in this study is teacher's achievement, and the independent factors are teacher leadership (X1) and teacher motivation (X2) (Y).

Data for research are gathered quantitatively. If the researcher wants to understand the link or effect between the independent and dependent variables, where one of the independent variables is controlled, then this research approach uses partial and simultaneous regression methods (fixed) depending on Sugiyono (2013) ex Research that looks into past occurrences and then works backward to determine what elements contributed to them is known as post facto research design.

The 43 teachers at SMA Negeri 1 Tanjung Lubuk made up the study's population of educators. The researcher utilized a saturated sampling strategy, that is, a sampling method that included the entire population, to obtain this sample. In this study, the researcher's method for gathering data involved a questionnaire that respondents had to complete based on the circumstances they were in, as well as observation and documentation. Data gathered using a model of the Likert scale. With SPSS For Windows version 25.00, data analysis methods include simple regression analysis and multiple regression.

C. Results and Discussion

The Influence of Leadership on Teacher's Achievement

The regression equation $Y = 103.486 + 0.023 X1$ represents the model of how leadership relates to teacher's achievement. The following table contains the results of the regression equation's significance test.

Table 1. Significance of Leadership on Teacher's Achievement

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	103.486	13.936		7.426	0.000
Leadership	-0.023	0.155	-0.023	-0.148	0.883

According to the results of the leadership variable's significance test on teacher's achievement at SMA Negeri 1 Tanjung Lubuk, the t value is -0.148, the t table price is 2.0166, the t count is less than the t table, and the significance value is 0.883 greater than 0.05. Ho1 was therefore rejected because there is no significant

relationship between leadership and teacher's achievement at SMA Negeri 1 Tanjung Lubuk.

Effect of Teacher Motivation on Teacher's Achievement

The regression equation $Y = 35.147 + 0.611 X_2$ represents the model of how teacher motivation and performance are related. The following table shows the results of the regression equation's significance test.

Table 2. The Significance of Teacher Motivation on Teacher's achievement

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	35.147	18.287		1.922	0.062
Motivation	0.611	0.168	0.494	3.639	0.001

Based on the significance test of the teacher's motivation variable on teacher's achievement at SMA Negeri 1 Tanjung Lubuk. the t-count value is 3.639 > the t-table price is 2.0166 where the t-count price is greater than t-table and the significance value is 0.001 less than 0.05 then H_0 is accepted so that there is a significant influence between teacher motivation on achievement.

The Influence of Teacher Leadership and Motivation on Teacher's achievement

The regression equation $Y = 43.914 + 0.774x_1 - 297x_2$ represents the model of the relationship between leadership and teacher motivation on teacher's achievement. Thus, teacher motivation will have a beneficial impact on student achievement while the principal's leadership will have a negative one.

A simultaneous test utilizing the F test was conducted to ascertain the impact of the factors of leadership and teacher motivation on teacher's achievement in order to verify the validity of hypothesis testing. The following are the evaluation standards: H_0 is rejected if the probability value (significant) is less than or equal to 0.005 and is accepted if the probability value (significant) is greater than or equal to 0.005. The test criteria are as follows for the F test. If F-count exceeds F-table, H_0 is approved. If F-count is less than F-table, H_0 is acceptable. In the table below, multiple regression analysis' findings are displayed.

Table 3. Results of multiple regression analysis of leadership and teacher motivation on achievement

Model	Sum of Squares	Mean Square	F	Sig.
1 Regression	1913.469	956.735	9.250	.000 ^b
Residual	4137.135	103.428		
Total	6050.605			

According to the significance test of the variable's leadership and teacher's motivation on teacher's achievement at SMA Negeri 1 Tanjung Lubuk, there is a significant relationship between the two factors. The *f* count value is 9.250 > the *f* table price is 3.23 where the *f* count value is greater than *f* table and the significance value is 0.001 which is smaller of 0.005 then H_0 is accepted. The following model summary table shows how big of an impact the independent variables have on the dependent variable concurrently.

Table 4. Model Summary of leadership and motivation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.562 ^a	0.316	0.282	10.16997

The R value, a symbol for the correlation coefficient value, is shown in the table above. The correlation value is 0.562 for the value mentioned above. This score indicates that there is a strong association between the two research variables. This table also provides the R Square or coefficient of determination (KD) value, which indicates how well the independent variables and the dependent variable interact to build the regression model. The calculated KD value is 0.316, which indicates that the independent variable X has a contributing effect of 31.6% on the dependent variable Y and that 48.4% of the variance is controlled by factors other than independent variable X.

Efforts to Improve Teacher's performance through Increased Leadership

According to the findings of field observations, school principals typically adopt a situational leadership style. Whereas school administrators observe that each school is not in the ideal condition. Tanjung Lubuk 1 Public High School's principle employs this management style by delegating some of his responsibilities to his staff members so that they are aware of what occurred, why it occurred, and what to do. The school's principal believes that by giving teachers the autonomy they need to run their classrooms effectively, they will feel more connected to the administration and be better able to focus on raising student achievement.

It has been demonstrated, based on the explanation of the study's findings, that the principal's leadership is a factor that influences teacher's performance favorably. According to Dharma (2000), leadership is the practice of influencing a person's or group's activities in order to accomplish goals in certain circumstances. In this instance, Dharma highlights that the key to leadership is one's ability to influence others and how that impact affects the person being influenced. The performance of other workers, particularly teachers in carrying out their duties, would be impacted by the principal's leadership as a leader in the school environment.

Yet, Dharma claims that a leader's behavior when attempting to affect the behavior of others under his control constitutes their leadership style.

The school's educational leader is the principal (Dharma, 2000). When the concept of leadership is applied to educational institutions, educational leadership can be understood as an effort to influence members of these institutions to pursue educational objectives. Effective leaders must at the very least be aware of and comprehend three things: (1) the need for high-quality education in schools; (2) the actions that must be taken to raise academic standards; and (3) the best practices for managing schools (Mulyasa, 2007).

A leader is necessary to organize all group activities in an organization, and his leadership style cannot be divorced from his existence. because a leader's leadership style is seen to have a bearing on an organization's success or failure.

When it comes to completing tasks at school, leadership is crucial in helping teachers perform better. The leadership of the school principal has a significant impact on whether teachers execute their jobs well or poorly. The teacher's work performance will improve in direct proportion to how well the administrator uses leadership. In contrast, the effectiveness of the teacher's work is negatively correlated with how poorly the principal uses leadership.

Successful school leaders have a favourable effect on teacher's performance in their institutions. A person's work performance is the end result of the work they put in to completing the tasks that were given to them, taking into account their time, abilities, sincerity, and experience (Hasibuan *et al.*, 2015).

The practical implication is that the school principle, as a new leader, may understand the conditions emerging in the school, as well as the problem, how it should be handled, and what actions should be taken. Teachers and subordinates will feel at ease and won't perceive the principal as being authoritarian because of his or her ability to recognize conditions or situations. Teacher's performance will be indirectly improved if the instructor is at ease with the school principal's style of leadership.

This is consistent with studies by Imansyah *et al.*, (2020). The impact of school committee involvement and principal's leadership on teacher's performance. The study's findings indicate that: (1) Principal's leadership has a favorable and significant impact on public high school teachers' performance in the Muara Enim district. (1) Principal's leadership and school committee participation individually have a positive and significant impact on the performance of public high school teachers in Muara Enim Regency. (2) Participation in school committees has a positive and significant impact on the performance of public high school teachers in Muara Enim Regency.

This is also consistent with Damayani *et al.*, (2017) study Principal's leadership and Work Motivation's Effects on Teachers' Performance According to the study's findings, 1) the school principal's leadership has a significant impact on teachers' performance; 2) work motivation has a significant impact on teachers' performance; and 3) the principal's leadership and work motivation have a combined significant impact on teachers' performance. Keywords: Teacher's performance, Work Motivation, Principal's leadership.

The Influence of Principal's Leadership and Teacher's Competence toward Teacher's Performance in Indonesia, a study by Suratman *et al.*, (2020), supports this. According to the study's findings, 1) teacher's performance is unaffected by principle leadership; 2) teacher competency has an impact on teacher's performance; and 3) principal's leadership and teacher competence both have an impact on teacher's performance. By principal's leadership and teachers' competence, this paper helps to increase teachers' performance

Efforts to Improve Teacher's performance through Increasing Teacher Motivation

According to field observations, the instructors at SMA Negeri 1 Tanjung Lubuk do not have the best motivation, as seen by their lack of excitement for professional growth. Teachers continue to show little interest in attending the National Education Office's numerous workshops and training sessions. Instructors still lack the confidence to adapt their lesson plans and teaching methods.

The results of this study found that teacher motivation at Tanjung Lubuk 1 Public High School had no impact and was not statistically significant. Both high and low levels of teacher motivation have little impact on students' academic success in the classroom.

If a work aim can be accomplished on time or doesn't go over the allotted time limit, one can say that their job performance is high. If one completes their work later than expected or not at all, their work performance can be deemed low.

For effort and success, motivation can act as a catalyst. Someone exerts effort because they are motivated to. When there is strong drive for learning, there will be positive outcomes. In other words, someone who studies will be able to create good results with perseverance and a focus on motivation (Sadiman, 2008).

The practical implication is that the SMA Negeri 1 Tanjung Lubuk instructors' passion and encouragement will improve their own performance while they carry out teaching and learning activities. In order to ensure that all of the instructors at Tanjung Lubuk 1 Public High School remain extremely motivated throughout their careers.

According to Damayani *et al.*, (2017) The Impact of Principal's leadership and Work Motivation on Teacher's performance, this is in line with their findings. According to the study's findings, 1) work motivation has a large impact on teacher's performance; 2) the principal's leadership has a substantial impact on teacher's performance; and 3) both the principal's leadership and work motivation have a significant impact on teacher's performance. Keywords: Teacher's performance, Work Motivation, Principal's leadership.

The Role of Parents and Teachers in Developing Student Learning Motivation, study by Wahidy (2010), the Role of Parents and Teachers in Increasing Students' Desire to Learn One of the decisive aspects in the development of student motivation to learn is the role and responsibility of parents and teachers. One of the most crucial things that can be done to encourage student enthusiasm in studying is cooperation between parents and teachers.

Efforts to Improve Teacher's performance through Increased Teacher Leadership and Motivation

Leaders need to be familiar with each employee's personality. The first step to moving the organization forward as a team is to comprehend the personalities of the personnel. By being aware of each employee's traits, the leadership may treat them in a way that is consistent with expectations. Leaders can also reward productive staff with awards. In order for employee performance to keep improving, this will serve to inspire and motivate the workforce. Leaders can give the right guidance to employees that are eager to learn in order to develop their skills.

Salary received, school rules, supervision, employee interactions, working environment, organizational culture, accomplishment recognition, degree or amount of responsibility assigned, and job satisfaction are some examples of work-related factors that are external to the employee. With high motivation, it is hoped that the teacher would do more for both himself and the school where he or she works. All of these characteristics will have a significant impact on a teacher's success.

Work performance is the level of success at work attained by an individual as a result of the relevant activities or outcomes. According to (Hasibuan *et al.*, 2015), work performance is the outcome a person achieves in completing the duties that are given to him based on his time, abilities, sincerity, and experience.

The study by (Kartini *et al.*, 2020) and titled The Impact of Principal's Leadership Style and Interpersonal Communication on Teacher's performance, supports this. The findings revealed that: (1) teacher's performance is significantly impacted by the principal's leadership style. 3) The leadership style and interpersonal skills of the principal have a big impact on how well teachers perform.

Each member of SMA Negeri 1 Tanjung Lubuk must be infused with a drive to succeed. As a result, the quality of teachers, pupils, and the school as a whole will subsequently improve. This is because boosting the drive to always excel will generate a strong excitement for developing schools.

D. Conclusions

The principal's leadership variable has a t-count value greater than f-table, as shown by the partial test results below. This demonstrates that leadership only has a minor impact on work and has little bearing on teachers' performance. The work incentive variable has a t count value that is higher than t table, as can be seen from the incomplete test results in the table below. Research demonstrates that teacher's performance is partially and significantly influenced by motivation. It is clear from the test results in the table above that the variables teacher and principal motivation and leadership have calculated f-values of f-table. This demonstrates how the leadership of the principal and teacher motivation both affect and significantly impact teacher's achievement.

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