

The Influence Of Leadership Style And Work Motivation On The Performance Of Junior High School Teachers In Sentajo Raya District, Kuantan Singingi District

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ABSTRACT

Education is an important part of the national development process which also determines the economic growth of a country. The teacher is one component that occupies a central and very strategic position in the education system. Therefore, to achieve good quality education, teacher performance is very necessary. Teacher performance is a determinant of the high and low quality of education. To improve the performance of a teacher, of course, something is needed, something that is often referred to as motivation. Motivation is closely related to ways of directing the power and potential of subordinates so that they can work productively and achieve predetermined goals. In addition, the factor that can affect teacher performance is the leadership style of the school principal. The leadership role of the principal determines the success of an educational institution. This study aims to determine the effect of leadership style and work motivation on the performance of junior high school teachers in Sentajo Raya District. This research uses quantitative research methods with descriptive and verification approaches. The teachers who were respondents in this study were 84 teachers in seven junior high schools in Sentajo Raya District. The data in this study were obtained by distributing questionnaires to junior high school teachers in Sentajo Raya District. Data collection was carried out offline, namely by distributing questionnaires directly to respondents because researchers could meet directly with respondents so that they could convince respondents about the seriousness of this research. Data analysis in this study used the Partial Least Square (PLS) approach with smart PLS 3.0 software. The results showed that leadership style and work motivation had a significant effect on teacher performance at junior high schools in Sentajo Raya District, Kuantan Singingi Regency.

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INTRODUCTION

Education is an important part of the national development process which also determines the economic growth of a country. (Alimron et al., 2023) National Education functions to develop capabilities and shape a dignified national civilization in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (UU No. 20 of 2003 article 8). The teacher is one

component that occupies a central and very strategic position in the education system. (Syarnubi Syarnubi, 2019a) In the learning process, the role of the teacher still dominates, so the success of educational goals is very dependent on the contribution of the teacher's performance. (Arisca et al., 2020) Teachers as human resources in schools have an important role in improving quality and preparing quality human resources; teachers are tasked with educating, guiding, directing, and developing students' talents according to their potential. (Ali & Syarnubi Syarnubi, 2020) The low performance of teachers will also affect educational goals. (Syarnubi Syarnubi, 2022)

Education will depend heavily on the quality of teachers, a failure that occurs in the field of education is often blamed on teachers because the teacher has been seen as the most dominant and most active element in the field of education. (Sutarmizi & Syarnubi, 2022) Meanwhile, other elements such as curriculum, infrastructure, or school principals could be better, or they more adequate can still produce a good education if supported by qualified teachers (Syaputra et al., 2020)

Therefore, to achieve good quality education, teacher performance is very necessary. Teacher performance is a determinant of the high and low quality of education. (Ballanie et al., 2023) Education is declared to be of high quality when teachers work according to predetermined educational standards and targets. (Syarnubi et al., 2023) Teachers are required to have good performance so that the expected quality and quality of education is achieved. (Sukirman et al., 2023) One evidence of teacher performance is the results obtained from the assessment of student learning achievement. (Sari et al., 2020)

Performance is an activity carried out by each individual concerning achieving the planned goals (Imran et al., 2021) Performance will depend on the right mix between the individual and the job. To achieve maximum school productivity, schools must ensure that the right people are selected, with the right jobs accompanied by conditions that allow them to work more optimally. (Wulandari et al., 2021) Given that performance contains components of competence and productivity results, performance results are highly dependent on the level of individual ability to achieve them, especially organizational goals. (Aslindawati et al., 2017)

The measure of teacher performance can be seen from the sense of responsibility in carrying out the professional mandate and the sense of moral responsibility on their shoulders. (Syarnubi Syarnubi, 2019b) All of this will be seen in the obedience and loyalty of teachers in carrying out their duties both in the classroom, namely teaching, and outside the classroom, educating. (Malta et al., 2022) This attitude will also be accompanied by a sense of responsibility in preparing all teaching equipment before carrying out the learning process. (Misyuraidah et al., 2017)

Conditions in the field reflect conditions that are different from what is expected, as evidenced by the lack of teachers mastering in-depth material following the new curriculum changes. (Syarnubi et al., 2022) The age factor of the teacher, so that the teacher still needs to use updated teaching experience. The teacher's ability to develop more innovative learning programs needs to be improved. (Harto & Syarnubi, 2018) Some teachers have educational backgrounds outside of their field of work. Some teachers have yet to adapt to changes in the use of more varied methods, media, and learning strategies. (Yanti et al., 2021) Various principal policies in improving teacher professional competence need to be optimized. One of them is by conducting a performance appraisal (Geong, 2021)

Therefore, to improve the performance of a teacher, of course, something is needed, something that is often referred to as motivation. (Nurahman et al., 2021) Motivation is closely related to ways of directing the power and potential of subordinates so that they can work productively and achieve predetermined goals. Motivation is important because it can channel, cause, or support human behavior to work hard to achieve optimal results (Geong, 2021)

According to (Fadri et al., 2021) The role of teacher motivation, both internal and external, is very important for the creation of professional teachers. Because it is this motivation that determines the behavior of people to work, or in other words, behavior is the simplest reflection of motivation. (Fitriyani et al., 2020) Therefore, motivation is often interpreted as a driving factor for one's behavior. (Syarnubi, 2020) Every activity carried out by someone must have a factor that drives the activity. (Syarnubi & Ahmad Syarifuddin Sukirman Sukirman, 2023) The motivating factor for a

person to carry out a certain activity in general is the person's needs and desires. (Febriyanti et al., 2022)

Some teachers could be more motivated to improve the quality of good learning, and one of the low motivations for this teacher's work can be seen from the presence of teachers who do not work in their free time when they are not teaching. It is due to the belief in the teacher's self that has yet to be explored independently. The forms of communication used in schools generally take place interpersonally. (Hasnawati et al., 2019)

Factors that can affect teacher work motivation is the leadership style of the school principal. The success of an educational institution is determined by the leadership role of the school principal (Aprilana et al., 2017) A leader can not only manage or supervise his subordinates, but a leader must also have the ability to influence his subordinates so that they can work together to achieve the goals set. (Syarnubi Syarnubi, 2016)

Principal leadership is the ability to carry out basic tasks and functions, including in terms of moving teachers and staff as subordinates to carry out tasks in the teaching and learning process in the form of visionary, guiding, affiliative, and democratic. (Fauzi et al., 2023) The principal, as the highest leader in a school, is very influential and determines the progress of the school. (Hartati et al., 2022) Principals must have administrative skills, have high commitment, and be flexible in carrying out their duties (Suarman et al., 2022)

The principal's duties have similarities, but the conditions faced by each school are different, such as limited facilities and infrastructure to limited school economics; in this case, it will require the leadership style of a school principal so that he can manage these problems (Zikri, Hadriana, 2021)

Research conducted by (Handayani et al., 2019) found that leadership style and work motivation had a positive and significant effect on teacher performance. In line with research conducted by (Amir, 2015) high teacher performance is shown by the attitude of a professional teacher and being able to master four competencies, including professional, personality, approach, and social competence. (Martina et al., 2019) Therefore performance has a fairly important role in achieving maximum teaching goals.

Meanwhile, research conducted by (Geong, 2021) found that there was a positive and significant influence between leadership style and work motivation on teacher performance. In line with research conducted by (Handayani et al., 2019) it is found that leadership style and work motivation had a positive and significant effect on teacher performance.

RESEARCH METHODS

This study uses a quantitative research method with a descriptive and verification approach because there are variables that will be examined, and the purpose is to examine the facts and the influence between the variables studied. The purpose of choosing a quantitative approach refers to the opinion of (Purba et al., 2022) Quantitative research can be interpreted as a research method based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative or statistical to test the established hypotheses. (Hawi & Syarnubi, 2018)

The type of data in this study is primary data for variables X1 and X2, which are sourced from teachers, and secondary data for variable Y, which are sourced from school principals. At the same time, the data collection technique in this study was to use a questionnaire for variables X1 and X2 and documentation for variable Y.

The population in this study were all teachers in 7 junior high schools in Sentajo Raya District, Kuantan Singing Regency, totaling 107 teachers. The population size is quite large, so the sampling is done by using a proportional random sampling technique by lottery. In random sampling, each population has the opportunity to be sampled (Kamarudin, 2012). To determine the number of samples in this study the Slovin formula. Then the number of samples for this study are:

$$n = \frac{N}{1 + Ne^2}$$

Information:

n = Sample size

N = Population size

e = The percentage of accuracy violations due to this sampling is 5%.

Based on this formula, the number of samples for this study is:

$$n = 107 / 1 + 107 \cdot 5\%^2$$

$$n = 107 / 1 + 107 (0.05)^2$$

$$n = 107 / 1 + 107 (0.0025)$$

$$n = 107 / 1.2675$$

$$n = 84$$

Based on the calculation above, from a total population of 107 teachers who were sampled, 84 teachers were taken by proportional random sampling with the following formula:

$$ni = \frac{Ni}{N} \times n$$

Information:

ni = Sample size in one school

N = Population size

Ni = Population size in one school

N = The size of the entire sample

The number of samples taken in this study is calculated as follows:

$$1) \text{ SMPN 1 Sentajo Raya} = \frac{18}{107} \times 84 = 14$$

$$2) \text{ SMPN 2 Sentajo Raya} = \frac{14}{107} \times 84 = 11$$

$$3) \text{ SMPN 3 Sentajo Raya} = \frac{15}{107} \times 84 = 11$$

$$4) \text{ SMPN 4 Sentajo Raya} = \frac{14}{107} \times 84 = 11$$

$$5) \text{ SMPN 5 Sentajo Raya} = \frac{14}{107} \times 84 = 11$$

$$6) \text{ SMPN 6 Sentajo Raya} = \frac{16}{107} \times 84 = 13$$

$$7) \text{ SMP SATU ATAP Sentajo Raya} = \frac{16}{107} \times 84 = 13$$

Based on the calculations above, the total number of samples in this study was 84 teachers. For more details, the number of samples can be seen in the table below:

Table 1. Number of schools and teachers in Sentajo Raya District

No	Sekolah	Populasi	Sample
1	SMPN 1 Sentajo Raya	18	14
2	SMPN 2 Sentajo Raya	14	11
3	SMPN 3 Sentajo Raya	15	11
4	SMPN 4 Sentajo Raya	14	11
5	SMPN 5 Sentajo Raya	14	11
6	SMPN 6 Sentajo Raya	16	13
7	SMP SATU ATAP Pl. Kopung Sentajo	16	13
	Jumlah	107	84

Source: Middle School Teacher in Sentajo Raya District

The data analysis method in this study uses the Partial Least Square (PLS) approach with smartPLS 3.0 software. Partial Least Square (PLS) is an alternative Structural Equation Modeling (SEM) method that can be used to deal with very complex relationships between variables but small data sample sizes (Sadiman et al., 2009). PLS is a component- or variant-based Structural Equation Modeling (SEM) model. PLS is an alternative approach that shifts from a covariant-based SEM

approach to a variant-based one (Ghozali, Concepts, Techniques, and Applications Using the Smart PLS Program 3.0ed. 2, 2015).

PLS is a powerful analytical method because it is based on only a few assumptions. For example, the data does not have to be normally distributed. The sample does not have to be large. Besides being able to be used to confirm theory, PLS can also be used to explain whether there is a relationship between latent variables. PLS can simultaneously analyze constructs that are formed with reflective and formative indicators (Ghozali, Concepts, Techniques, and Applications Using the SmartPLS 3.0 Program, ed. 2, 2015). In the PLS analysis, it is necessary to know whether the data meets the requirements for the SEM-PLS model. Some of the characteristics that need to be considered include sample size, form of data distribution, missing values, and measurement scale. Researchers must pay attention to how many incomplete observations (missing values) are in the data. In addition, the measurement of endogenous latent variables should not use a nominal scale so that the model can be identified (Haryono, 2016).

According to Ghozali (2015), the purpose of PLS is to help researchers achieve their goals prediction. The formal model defines the latent variable as a linear aggregate of its indicators. The weight estimate for creating the latent variable score component is obtained based on how the inner model (measurement model, namely the relationship between latent variables) and outer model (measurement model, namely the relationship between indicators and constructs) are specified. The result is the residual variance of the dependent variable.

FINDINGS AND DISCUSSION

This study aims to determine the effect of leadership style and work motivation on the performance of junior high school teachers in Sentajo Raya District. The teachers who were respondents in this study were 84 teachers in seven junior high schools in Sentajo Raya District. The research data was obtained by distributing cakes (questionnaires) to junior high school teachers in Sentajo Raya District. Data collection was carried out offline, namely by distributing questionnaires directly to respondents because researchers could meet directly with respondents so that they could convince respondents about the seriousness of this research. From the results of the verification carried out, all questionnaires met the requirements to be used as research samples.

3.1 Hypothesis Test Results

The results of hypothesis testing were carried out to see the effect of a construct on other constructs by looking at the parameter coefficients and t-statistic values (Ghozali, 2015). The basis used in testing the hypothesis is the value contained in the Path Coefficient output to test this model. The results of the proposed hypothesis can be seen from the magnitude of the t-statistic. The t-statistic value compared to the t-table determined in this study is 2.0141, where it is known that the df value is 45 (less the number of samples: 47-2) and α is 0.05 (two-tailed). The limit for accepting and rejecting the proposed hypothesis is ± 2.0141 , where if the t-statistic value is in the range of -2.0141 and 2.0141, then the hypothesis will be rejected or, in other words, accept the null hypothesis (H_0).

Table 2. Path Coefficients Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation(STDEV)	T Statistics (O/STDEV)	P Values
Gaya Kepemimpinan (X1) -> Kinerja Guru (Y)	-0,252	-0,252	0,075	3,376	0,001
Motivasi Kerja (X2) -> Kinerja Guru (Y)	1,176	1,178	0,066	17,922	0,000

Source: Processed Primary Data, 2023

Based on the results of the table above, the following is an explanation of the hypotheses for each variable in this study:

- 1) The direct effect of leadership style (X1) on teacher performance (Y)
 - Ho: There is no direct effect between the leadership style variable (X1) on teacher performance (Y).
 - Ha: There is a direct influence between leadership style (X1) on teacher performance (Y)

Table 3. Results of Path Coefficients X1 against Y

	Original Sample (O)	Sample Mean (M)	Standard Deviation(STDEV)	T Statistics (O/STDEV)	P Values
Gaya Kepemimpinan (X1) -> Kinerja Guru (Y)	-0,252	-0,252	0,075	3,376	0,001

Source: Processed Primary Data, 2023

From Table 3, it can be seen that the leadership style variable (X1) has an influence (O=-0.252) on the endogenous variable of teacher performance (Y). -table (2.0141) and p-value 0.001. Therefore, the hypothesis states that there is a direct influence between the leadership style variable (X1) and teacher performance (Y). So Ho is rejected/Ha is accepted, which means that there is a direct influence between the Leadership Style variable (X1) on teacher performance (Y)

- 2) The direct effect of work motivation (X2) on teacher performance (Y)
 - Ho: There is no direct effect between work motivation (X2) on teacher performance (Y)
 - Ha: There is a direct effect of work motivation (X2) on teacher performance (Y)

Table 4. Results of Path Coefficients X2 against Y

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Motivasi Kerja (X2) -> Kinerja Guru (Y)	1,176	1,178	0,066	17,922	0,000

Source: Processed Primary Data, 2023

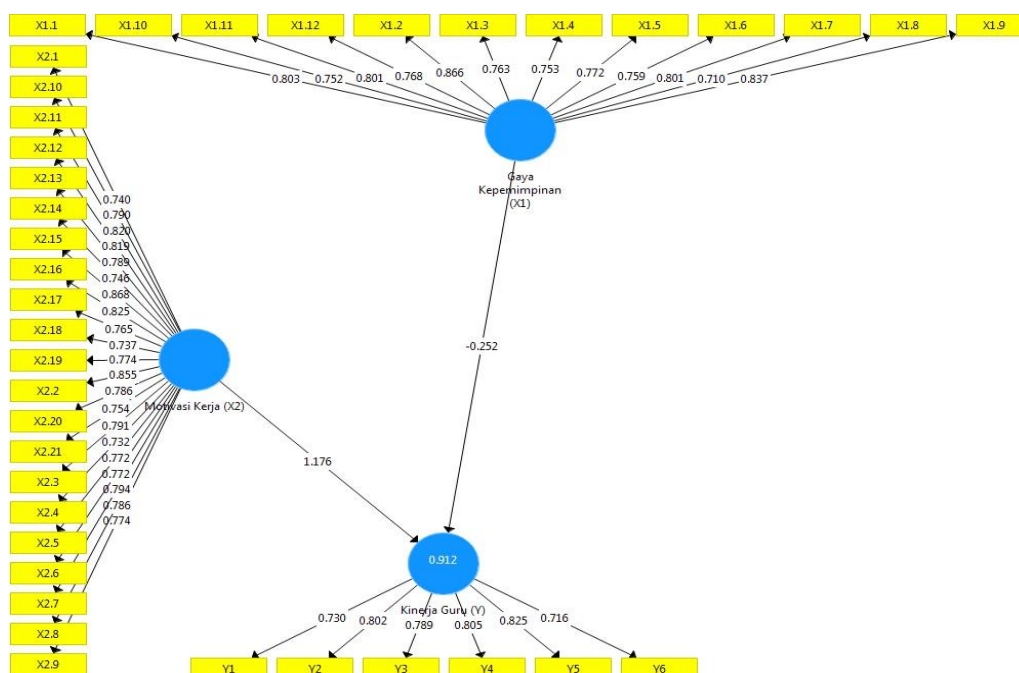
It can be seen that the work motivation variable (X2) has an influence (O=1.176) on the endogenous variable of teacher performance (Y). The t-statistic value on this construct relationship is 17,922, which shows that the t-count value of X2 on Y \geq t-table (2 .0141) and p-value 0.000. Therefore, the hypothesis states that there is a direct effect between work motivation variables (X2) and teacher performance (Y). So Ho is rejected/and Ha is accepted, which means that there is a direct effect between the work motivation variable (X2) and teacher performance (Y).

3.2 Convergent Validity

The measurement model with the indicator reflective model is assessed based on the correlation between the item score or component score and the construct score calculated by the SmartPLS software. Reflective size is said to be high if it correlates more than 0.70 with the construct you want to measure. However, for research in the early stages of developing a measurement scale, a loading value of 0.50 to 0.60 is considered sufficient (Chin, 1998); (Ghozali, 2015).

The correlation between constructs and variables that have met convergent validity can be seen from the following figure and Outer Loading table:

Figure 1. Outer Loading



Source: Processed Primary Data, 2023

Tabel 5 Outer Loading

	Gaya Kepemimpinan (X1)_	Kinerja Guru (Y)	Motivasi Kerja (X2)_
X1.1	0,803		
X1.10	0,752		
X1.11	0,801		
X1.12	0,768		
X1.2	0,866		
X1.3	0,763		
X1.4	0,753		
X1.5	0,772		
X1.6	0,759		
X1.7	0,801		
X1.8	0,710		
X1.9	0,837		
X2.1			0,740
X2.10			0,790
X2.11			0,820
X2.12			0,819
X2.13			0,789
X2.14			0,746
X2.15			0,868
X2.16			0,825
X2.17			0,765
X2.18			0,737
X2.19			0,774
X2.2			0,855

	Gaya Kepemimpinan (X1)_	Kinerja Guru (Y)	Motivasi Kerja (X2)_
X2.20			0,786
X2.21			0,754
X2.3			0,791
X2.4			0,732
X2.5			0,772
X2.6			0,772
X2.7			0,794
X2.8			0,786
X2.9			0,774
Y1		0,730	
Y2		0,802	
Y3		0,789	
Y4		0,805	
Y5		0,825	
Y6		0,716	

Source: Processed Primary Data, 2023

The results of processing using the smart PLS data software can be seen in Figure 1 and Table 5 Outer Loading above, namely the Outer Model value or correlation between constructs and variables that meet the Convergent Validity requirements because the loading requirements are above 0.70. This result means that the indicators show good discriminant validity.

3.3 Discussion

1) The Influence of Leadership Style on Teacher Performance

Leadership style is one of the main key aspects of living organizational life because leadership style can align the process of cooperation between people in an organization so that the principal can direct, influence, and move a person or group to achieve certain goals in certain situations.

From the results of the research conducted, it can be seen that the leadership style variable (X1) has an influence ($O=-0.252$) on the endogenous variable of teacher performance (Y). \geq t-table (2.0141) and p-value 0.001. Therefore, the hypothesis states that there is a direct influence between the leadership style variable (X1) and teacher performance (Y). So H_0 is rejected/ H_a is accepted, which means that there is a direct influence between the Leadership Style variable (X1) on teacher performance (Y).

The results of this study are in line with research conducted by Siswoyo Haryono, Nurul Iman Hima Amrullah, and Suhaimi Surah (2020), where the results of this study reveal that principal leadership, teacher competence, and teacher work motivation have a positive effect on the performance of public high school teachers. Meanwhile, the results of research by (Syaputra et al., 2020) show that there is an effect of school principal supervision and teacher motivation both simultaneously and partially on the performance of public elementary school teachers in Kemuning District, Indragiri Hilir Regency. Further research by (Nelvita et al., 2022) the results of the study showed that there was a positive and significant influence on teacher pedagogical competence and school principal leadership on teaching performance both partially and simultaneously.

The principal is a central figure who must be a role model for all school members. Therefore, to realize the school's vision and mission and achieve the expected goals, it is necessary to prepare school principals who can understand their role in school management and their duties as a leader. To carry out their duties and also respond to current changing demands, school principals must have strong leadership to be able to carry out the various programs they foster effectively.

In addition, the principal, as a leader in the school, must be able to use a leadership style that is acceptable to the components of the school, namely teachers, administration, and students. So that

a leader or principal can be recognized as a leader if he can have influence and can direct his members toward achieving the goals of the school. (Syarnubi, 2023)

The results of the study also show that the principals of the seven junior high schools in Sentajo Raya District have carried out their duties as principals who can lead the school and direct each of its members in achieving the expected vision and mission of the school.

2) *The Effect of Work Motivation on Teacher Performance*

One's motivation in a job is very necessary. In this case, the teacher who is an educator should have a high motivation in working. Work motivation is something that creates encouragement or enthusiasm for work or, in other words, a motivator for work. Motivation is the process of providing motive (drive) so that teachers want to work for the achievement of school goals effectively and efficiently.

From the results of the research conducted, it can be seen that the work motivation variable (X2) has an influence ($O=1.176$) on the endogenous variable of teacher performance (Y). The t-statistic value for this construct relationship is 17,922, which shows that the t-value of X2 to Y \geq t-table (2.0141) and the p-value is 0.000. Therefore, the hypothesis states that there is a direct effect between work motivation variables (X2) and teacher performance (Y). So H_0 is rejected/and H_a is accepted, which means that there is a direct effect between the work motivation variable (X2) and teacher performance (Y).

The results of this study are in line with research conducted by Siswoyo Haryono, Nurul Iman Hima Amrullah, and Suhaimi Surah (2020). namely, this research reveals that principal leadership, teacher competence, and teacher work motivation have a positive effect on the performance of public high school teachers. Likewise, the results of research by (Rifka et al., 2022) show that there is a significant positive influence on school principal leadership and teacher achievement motivation on teacher performance. According to (Agustiani et al., 2022) based on the results of the test, it was found that the two variables, namely organizational climate and the innovative attitude of the school principal, both partially and simultaneously had a significant effect. Thus, the teacher's performance will get better and increase if it is supported by a conducive organizational climate and also the need for an innovative attitude from the school principal.

Motivation can function as a driving force for achievement. Someone does business because of motivation. The existence of good motivation in learning will show good results. The purpose of motivation is a means to achieve a certain goal. For a teacher, the purpose of motivation is to be able to move or spur students so that a desire and willingness arise to improve learning achievement so that educational goals are achieved as expected and specified in the school curriculum.

The results of the study also show that the work motivation of the teachers of the seven junior high schools in Sentajo Raya District is quite good. Even though many schools still need more facilities that can support teaching and learning facilities, even so, it does not reduce the motivation of the teachers to provide teaching. The best.

CONCLUSION

Based on the analysis carried out, it can be concluded as follows, leadership style has a significant effect on teacher performance in junior high schools in Sentajo Raya District. The better the Principal's Leadership Style, the better the Teacher's Performance. Conversely, the worse the Principal's Leadership Style will also have a negative impact on Teacher Performance. Work motivation has a significant effect on teacher performance in junior high schools in Sentajo Raya district. The higher the motivation to work performance, the teacher will increase. Moreover, vice versa, the lower the work motivation, the teacher's performance will also decrease.

Related to the results of this study, teacher performance can be improved by paying attention to the principal's leadership style and teacher's work motivation to be even better. All junior high schools in Sentajo Raya District must improve their leadership style by paying attention to the needs of employees by giving them the freedom to carry out their duties while still supervising them so that they are in line with goals and communicating well with subordinates which can create comfortable working conditions. Meanwhile, to increase the motivation of employees, schools in

Sentajo Raya District should continue to make improvements, which will have the effect of increasing the motivation of subordinates, one of which is by providing employee support in carrying out their duties.

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