

Leadership Style and Motivation Impact on Improve Teacher Performance

A D U Kulsum^{1*}, R Wahdiniwaty²

¹Departement of Management, Faculty of Magister, Universitas Komputer Indonesia, Indonesia, Jl. Dipatiukur 102-116 Bandung, West Java, Indonesia, 40132

²Departement of Management, Faculty of Magister, Universitas Komputer Indonesia, Indonesia, Jl. Dipatiukur 102-116 Bandung, West Java, Indonesia, 40132

Email : anisa.75222007@mahasiswa.unikom.ac.id

Abstract. This research aims to analyze the impact of leadership style and motivation to improve teacher performance. Research conducted in the field of education with teachers as research subjects. The data used in this research is primary data in the form of a questionnaire as well as secondary data obtained from various scientific literature such as academic journals, textbooks, and various documents from companies. Multiple linear regression was used to analyze respondents' answers, and the hypothesis was tested using the t-test and f-test. The results of the study show that teacher performance is significantly influenced by leadership style and the teacher's motivation. It means teacher performance will increase by applying leadership style and improving motivation for the teacher. This research is expected to have an impact on the improvement of teacher performance by applying the right leadership style to improve the motivation of the employee.

1. Introduction

Leadership is about how to influence other people, subordinates or followers to achieve the goals that the leader wants[1]. Leadership has various styles or types. Franklyn (1951) in Onong Effendy (1993: 200) suggests there are three main styles of leadership, namely autocratic leadership style (outocratic/authoritarian leadership), democratic leadership (democratic/participative leadership), and free leadership (free-rein / laissez faire leadership)[2]. Based on previous research, it was found that the principal's leadership style will directly affect teacher performance[3]. In addition, leadership style will also affect teacher motivation at work. And teacher motivation will directly affect teacher performance. So indirectly the leadership style will affect teacher performance.

Based on the results of previous research, it shows that the leadership style applied is a democratic leadership style[4]. It was found that leadership style has a positive and significant effect on teacher performance. This explains that the more democratic the leadership style applied, the higher the teacher performance. Based on the results of other research findings, it was found that the leadership style of the madrasah head had a positive and important effect on teacher success[5]. In addition, work motivation has a positive and significant effect on teacher performance. This means that the greater the teacher's work motivation, the higher the teacher's performance. Based on data analysis and discussion in other studies, it can be concluded that there is a positive direct effect of leadership style on teacher performance[6]. And there is a positive direct effect of work motivation on teacher performance.

From the results of other studies it can be concluded that there is a positive correlation between transformational leadership style with work motivation and teacher job satisfaction[7]. The results showed that principal leadership has a significant effect on teacher performance, there is a significant influence between teacher work motivation on teacher performance, and there is a significant influence between principal leadership and teacher work motivation on teacher performance. This study is different from other studies because it was conducted in Bandung and the sample was SMA Negeri 12 Bandung. Although this still cannot represent Bandung as a whole, it can be used as an example.

The purpose of this research is to find out whether the leadership style used at SMA Negeri 12 Bandung and how strong its influence on work motivation will affect teacher performance. The research method used is saturated sampling methodology with the help of SPSS version 23. Based on preliminary findings at SMAN 12 Bandung, the principal (leader) did not encourage teachers (subordinates) to carry out their tasks well. This fact shows that there is a disconnect between the principal (top leader) and teachers (members or stakeholders) and the process and goals are not optimal. The first result of this study shows that there is evidence that the creation of learning resources in the form of lesson plans, one of the performance indicators of lesson plans, is problematic. In addition, it can be said that teachers have not conducted learning optimally. This shows a lack of work discipline. This is shown in the table below.

Based on the description above, it is clear that the position of the school principal must be able to arouse the enthusiasm of teachers to achieve educational goals, namely providing an overview of the position and strategy. The aim is to provide an overview of the school leadership position and strategies to motivate teachers. This directly and indirectly affects academic achievement, including SMAN 12 Bandung.

2. Research Method

Based on the background of the problems described above, this research design falls into the category of quantitative descriptive research. Because it focuses on the theory of positivism, quantitative analysis is called the positivist process. The data needed for this research is obtained from primary data collected directly at the source. Respondent questionnaire data was collected[8].

Respondent questionnaire data were collected within one week, namely on February 06, 2023 to February 12, 2023. The research location is SMA Negeri 12 Bandung and the respondents of this research are all class teachers of SMA Negeri 12 Bandung totaling 30 people consisting of 9 non-civil servant teachers and 21 civil servant teachers. The subject of this research is all class teachers of SMAN 12 Bandung, 2021-2022 school year.

This research is an empirical study that shows the effect of motivation variables on teacher performance at schools in Bandung City. The variables examined in this study are the dependent variable (Y) teacher performance, the independent variable (X1) principal leadership and the dependent variable (X2) motivation. Subjects that can be collected data is the subject of this study, the data was collected by distributing questionnaires directly to respondents ranging from principals to teachers of SMAN 12 Bandung. The questionnaire (X1) makes the leadership scale and the key motivation (X2), and the scale used to calculate the predictor of the questionnaire is the LIKERT scale, with the following measures: often with score (5), often with score (4), sometimes with score (3), less than score (2), never with score (1)[9].

3. Results and Discussion

Table 1. Teacher Performance Data of SMAN 12 Bandung Based on the Preparation of RPP for the 2021/2022 Learning Year (%)

No	School Name	Preparation of RPP	LY. 2021/2022
1	SMAN 12 Bandung	Arrange	46%
		Does not arrange	54%

Fail to make assignment plans at SMAN 12 Bandung, the performance of preceptors in the 2021/2022 academic time is poor. In addition to poor schoolteacher performance, the below data can also indicate the leadership style of the star who failed to give results to inferiors for the problem of assignment planning by subject preceptors.

Table 2. Percentage of Attendance at SMAN 12 Bandung Teacher Learning Year 2021/2022 (%)

No	School Name	Category Teacher Absence	LY. 2021/2022
1	SMAN 12 Bandung	There is a description	42%
		Without description	58%

The data in the table over shows the involvement of SMAN 12 Bandung preceptors in the literacy process, indicating a possible decline in schoolteacher performance in the 2021/2022 academic time that passed at SMAN 12 Bandung. This figure is a combination of three pointers, the first of which shows poor schoolteacher performance. A schoolteacher's attendance is veritably influential or directly related to the schoolteacher's work, but if the schoolteacher isn't trained in attendance also the quality will drop. It also indicates a lack of discipline in the schoolteacher's plant, which indicates a lack of provocation. Eventually, the star's leadership style can make preceptors less effective and less motivated in carrying out their original duties and functions. thus, academy leaders should be at the van of inspiring preceptors[10].

This analysis is quantitative and the results are in numerical form. The purpose of this study is to examine the effect of star's leadership style and preceptors' work provocation on preceptors' work performance in public secondary seminaries in Bandung City. Data were collected using questionnaires from 30 repliers from SMAN 12 Bandung, with destined objects. At SMAN 12 Bandung, three variables were used in this study, videlicet star's leadership style, schoolteacher provocation, and schoolteacher performance. The questionnaire was designed in agreement with the variables studied 1) director's leadership style grounded on the results of testing the validity of 15 statements for the director's leadership style variable, the number of valid questions is 12 questions; 2) schoolteacher work provocation from the results of the validity test of 15 statement particulars for variations in work provocation, the number of valid statements is 11 particulars; and 3) schoolteacher work effectiveness from the results of the validity test on 15 particulars for the schoolteacher performance variable, the number of correct statements is 13 particulars.

1) The effect of top operation style on schoolteacher performance

The results show that there's a relationship between variable X1 and variable Y with an average position of influence (0.39-0.488), meaning that the star's leadership style affects schoolteacher success. Also, the standard error of vaticination (standard divagation) refers to the divagation from the anticipated value. The standard divagation in this analysis is 2787. The model works best when the standard divagation is small. The measure of determination analysis helps to calculate the chance donation of the variable's influence on the dependent variable. From Table 4.10, the measure of determination R squared (R²) is 0.242, which means that the star's leadership style (X1) affects schoolteacher effectiveness (Y) by 24.2% [11]. In this analysis, the constant measure is 34.270 and the X1 measure is 0.375, so that a simple direct equation = $34.270 + 0.375 X$ or a partial retrogression equation between variables X1 and Y is $Y = 34.270 + 0.375 X1$. This equation is also used to describe the effect of the star's leadership style (X1) on schoolteacher effectiveness (Y). assaying the portions yielded a t of 5.280. If $t_{count} > t_{table}$ also H_a is accepted; else if $t_{count} < t_{table}$ The result for t_{table} is 1.881 which was attained using a two-sided test (significance = 0.024). Grounded on the explanation over, videlicet $t_{count} = 5.280$ and $t_{table} 1.881$ $t_{count} > t_{table}$ means H_0 is excluded and H_a is accepted or concluded that the leadership style of the star has a positive and significant effect on schoolteacher performance, especially preceptors at SMAN 12 Bandung.

2) The effect of schoolteacher provocation on pupil success The results of the analysis of this study grounded on simple direct retrogression analysis grounded on the description of the affair model attained an R number of 0.633, indicating the relationship between variable X2 and variable Y is an image with a strong influence order (0.59-0.688), so it's concluded that schoolteacher work provocation has a strong effect on success. Also, the standard error of vaticination (standard divagation) refers to the divagation from the anticipated value. The standard divagation in this analysis is 2.126 [12]. The measure of determination analysis helps calculate the chance donation of variable influence on the dependent variable. Grounded on table 4.12, the measure of determination R squared (R²) is 0.443, indicating that schoolteacher provocation (X2) affects schoolteacher effectiveness (Y) by 44.3%. From table 4.13 the constant measure = 0.361 and the X2 measure = 1.004, performing in a simple direct equation = $0.361 + 1.004 X$ or partial retrogression equation $Y = 0.361 + 1.004 X2$ between variables X1 and Y. This equation is also used to describe the effect of force dynamics (X2) on schoolteacher effectiveness (Y). The measure analysis redounded in a tcount of 8.533. still, H_0 is rejected and H_a is accepted; or it can be concluded that there's a positive and significant influence between schoolteacher provocation and schoolteacher performance, especially preceptors at SMAN 12 Bandung, If $t_{count} > t_{table}$ also H_a is accepted; else.

3) The effect of top operation style and schoolteacher provocation on schoolteacher success

This study concludes that there's a strong influence between the forces grounded on the results of multiple direct retrogression analysis grounded on the description of the model performance, the R number is 0.646 which means the relationship between the two, videlicet variable X to variable Y, is a strong influence (0.59-0.688), the R number of 0.646 means the relationship between the two variables, videlicet variable X to variable Y. In addition, the standard error of vaticination (standard divagation) refers to the divagation from the anticipated value. The standard divagation in this analysis is 3.076. This model works best when the standard divagation is the lowest. The analysis of the measure of determination helps calculate the chance donation of variable influence on the dependent variable. Grounded on Table 4.15, the measure of determination R squared (R²) is 0.462 which shows the leadership capacity of the star.

4) and schoolteacher provocation (X1) can affect schoolteacher effectiveness (Y) with a donation of 46.2, while the remaining 54.8 is explained by other variables not included in this analysis. Grounded on the results of the t- test and f- test direct retrogression analysis over, it's possible to bandy through the theoretical frame of the exploration, the donation of each variable X1(main leadership style) to this variable. schoolteacher performance) of 55.7, X2(schoolteacher provocation) to Y of 44.3, and X1 and X2 to Y of 46.2, 53.8 and told by other factors not mentioned in this report.

4. Conclusion

Based on the observation, discussion, and data analysis, the following conclusions can be drawn: 1) There is a partial positive and significant influence between the principal's leadership style on teacher performance at SMA Negeri 12 Bandung. 2) There is a positive and partially significant influence between teacher achievement motivation on teacher performance at SMA Negeri 12 Bandung. 3) It can be concluded that the principal's leadership style and teacher motivation have a significant positive effect on teacher performance.

References

- [1] H. N. Tambingon, "The Influence of Principal Leadership Style and Teacher Work Motivation on the Performance of Certified Teachers at SMA Negeri Kotamobagu, North Sulawesi, Indonesia," *Journal of Education and Learning (EduLearn)*, vol. 12, no. 3, 2018, doi: 10.11591/edulearn.v12i3.8248.
- [2] R. Mutia, N. Niswanto, and Y. Yusrizal, "The Effects of School Principals' Leadership Style, Work Motivation, and Work Discipline on Teacher Pedagogical Competencies," *AL-ISHLAH: Jurnal Pendidikan*, vol. 13, no. 2, 2021, doi: 10.35445/alishlah.v13i2.530.
- [3] N. Kheir-Faddul and D. Dănăiață, "The Influence of Leadership Style on Teachers' Job Motivation and Satisfaction in the Druze Sector of Israel," *Timisoara Journal of Economics and Business*, vol. 12, no. 1, 2019, doi: 10.2478/tjeb-2019-0002.
- [4] R. Y. Deluma, Z. MS, and M. Asmawi, "The Effect of Principal Leadership Style, Work Motivation, and Professional Competence of Primary School Teacher Performance in Kendari City," *JETL (Journal of Education, Teaching and Learning)*, vol. 5, no. 1, 2020, doi: 10.26737/jetl.v5i1.1134.
- [5] M. A. M. M. Siraj, A. A. M. Rami, N. A. A. Aziz, and M. A. M. Anuar, "The Relationship Between School Heads' Transformational and Structural Leadership Styles Towards Teachers' Teaching Motivation," *Asian Journal of University Education*, vol. 18, no. 1, 2022, doi: 10.24191/ajue.v18i1.17193.
- [6] Soeprayitno, "The relationship between knowledge management, leadership style, and work motivation: Evidence from an islamic boarding school," *International Journal of Business and Society*, vol. 21, no. 2, 2020, doi: 10.33736/ijbs.3304.2020.
- [7] R. Alimin, H. Fitria, and A. Martha, "The influence of visionary leadership style and work motivation on the performance of paramount elementary school teachers in Palembang," *JPGI (Jurnal Penelitian Guru Indonesia)*, vol. 6, no. 2, 2021, doi: 10.29210/021056jpgi0005.
- [8] R. Hiranah, H. Fitria, and A. Wahidy, "The effect of leadership style and job motivation on the performance of teachers," *JPGI (Jurnal Penelitian Guru Indonesia)*, vol. 6, no. 2, 2021, doi: 10.29210/021075jpgi0005.
- [9] M. K. Takris and A. A. Andriani, "Readiness Level of Elementary Schools in Berkoh Purwokerto Selatan, in Implementing E-Learning during the Pandemic," *Dinamika Jurnal Ilmiah Pendidikan Dasar*, vol. 14, no. 1, 2022, doi: 10.30595/dinamika.v14i1.11570.
- [10] K. Khofiyah, "Principal's Leadership Style and Its Relevance To Teacher Performance," *AS-SABIQUN*, vol. 4, no. 1, 2022, doi: 10.36088/assabiqun.v4i1.1671.

- [11] M. Agyemang Adarkwah and Y. Zeyuan, "The Paradoxical Relationship between Principals' Transformational Leadership Styles and Teachers' Motivation," *International Journal of Educational Excellence*, vol. 6, no. 2, 2020, doi: 10.18562/ijee.056.
- [12] F. Firman, H. Fitria, and R. Rohana, "The Influence of School Leadership Style and Teacher's Motivation toward Teacher's Performance," *Journal of Social Work and Science Education*, vol. 2, no. 1, 2021, doi: 10.52690/jswse.v2i1.134.