INFLUENCE OF LEADERSHIP AND WORK MOTIVATION TOWARD TEACHER PERFORMANCE IN JUNIOR HIGH SCHOOL ANGKASA ASTRA KSETRA

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Abstract

The purpose of this study was to study leadership and work motivation towards teacher performance in SMP Angkasa Astra Ksetra, Tulang Bawang Regency. This type of research includes the type of quantitative descriptive research, the explanation of this research results in making systematic, factual, and accurate reports about facts and facts. This study used 22 research respondents. There are three variables in this study, namely: 2 (two) Independent variables (Xi and X) and 1 (one) variable that supports leadership (Xi) and work motivation (X) as independent variables and Gum (Y) performance as supported variables. From the results of data processing, the following hypotheses have been found. There is the influence of leadership (Xi) on teacher performance (Y), with a level of influence (R-square) of 81.3%. Related to work motivation (X) to teacher performance (Y), with a level of influence of 90.3%. With the influence of leadership (Xi), work motivation (X) with teacher performance (Y), with an influence level of 90.6%.

Keywords : Leadership, Work Motivation, Teacher Performance.

A. INTRODUCTION

The role of the principal in improving the quality of education is very important because it can influence the success and failure of the quality of education itself. The principal as the backbone of the quality of education is demanded to act as a motivator, encourage, pioneer, and strengthen as well as an administrator with other words that the principal is one of the drivers of the implementation of quality education management. Position of the Principal, especially the Angkasa Astra Ksetra Middle School, Tulang Bawang Regency, participated in the success of the main tasks and functions in government and development within the Tulang Bawang Regency Government, especially in the world of education. For this reason, the motivational
role of the leadership in improving the performance of SMP Angkasa Astra Ksetra teachers in the Tulang Bawang Regency is urgently needed in order to carry out the quality of education.

The education sector in the current era of decentralization is also managed autonomously by regional governments, and practical education must be improved in a better direction in terms of its relevance to regional and national interests. School management currently has a tendency toward school-based management. In the context of school-based management, schools must increase the participation of local communities in management to improve quality and efficiency. Nevertheless, the autonomy of education in the context of school-based management must be carried out by always referring to accountability (quality responsibility) to the community, parents, students, as well as the central and regional governments.

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Principals in the era of decentralization no longer deserve to be afraid to take the initiative in leading their schools. Top-down leadership experience should be immediately abandoned. The experience of school leadership which is instructive and top-down has long been practiced in most of our schools when the centralized era was still ongoing. Some school education phenomena as a result of instructional and top-down leadership models can be mentioned, among others: the system of curriculum achievement targets, the target number of graduations, the graduation formula of students, and the design of a school quality improvement project that must be linked to the increase in UAN scores in an instructive manner. This situation resulted in the implementation of a school principal with operational and technical guidelines. The negative impact is the closed school in the process of renewal and innovation. Principals who have transformational participatory leadership have a tendency to appreciate new ideas, new ways, new practices in the teaching and learning process in their school, and thus are very happy if the teacher is carrying out classroom action research because with classroom research the teacher will actually able to close the gap between conceptual discourse and the reality of the world of professional practice. The positive result is that it can finding solutions to everyday problems faced by teachers in teaching and learning in the classroom. If this happens, it means that teachers will be able to solve problems themselves that arise from professional practice, and therefore they can always improve their professionalism on an ongoing basis.

The next factor that influences teacher performance is work motivation. In Indonesia, the role of teachers has begun to get special attention from the central government, namely by providing compensation or incentives outside of the basic salary to support the motivation and performance of these teachers. These incentives are offered as incentives for teachers to carry out work according to or
higher than the standards set by the school.

Achievement of Teacher Performance

<table>
<thead>
<tr>
<th>No</th>
<th>Uraian</th>
<th>Target</th>
<th>Capai</th>
<th>Tidak Tercapai</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pembuatan perangkat pembelajaran tidak tepat waktu</td>
<td>100%</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>Memfasilitasi siswa mengeksplorasi informasi</td>
<td>100%</td>
<td>92%</td>
<td>8%</td>
</tr>
<tr>
<td>3</td>
<td>Penilaian hasil belajar yang tidak tuntas</td>
<td>100%</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>Keterlibatan guru dalam kegiatan bimbingan belajar untuk siswa kelas IX</td>
<td>100%</td>
<td>88%</td>
<td>12%</td>
</tr>
<tr>
<td>5</td>
<td>Guru tidak masuk sekolah tanpa keterangan</td>
<td>100%</td>
<td>82%</td>
<td>18%</td>
</tr>
</tbody>
</table>

Source: TU Angkasa Astra Ksetra Middle School, Tulang Bawang Regency, 2018

Based on field observations, the situation that occurred was that the leadership at Angkasa Astra Ksetra Middle School in Tulang Bawang Regency was good but still instructive and top-down which resulted in the implementation of a school principal with operational and technical guidelines which impacted on the closed school in the process of renewal and innovation. The provision of work motivation is still not certain as seen from the uncertain time when giving incentives (for example: finished doing work/assignments) is not necessarily an immediate incentive given to teachers and providing work motivation has not seen the principle of fairness and the amount of teaching burden for each teacher is seen from the unequal distribution of giving Work motivation for teachers and teacher performance that is still low can be seen from the timetable for implementing learning that has not been adhered to, seen from the presence of teachers who arrive late, the unpreparedness of some teachers in completing the administration of learning, this can be seen from the incomplete learning set.

B. REVIEW OF LITERATURE

Definition of Leadership

Harfian leadership comes from the word lead. Said lead implies directing, developing or regulating, guiding and also shows or influences. Leader has responsibility both physically and spiritually for success work activities from being led, so not being a leader easy and not everyone will have the same things inside run the leadership.

According to Wahjosumidjo (2005: 17) leadership is translated into terms of traits, personal behavior, influence on others, patterns, interactions, cooperative relationships between roles, the position of one administrative, and persuasive positions, and perceptions from others about the legitimacy of influence. Miftah Thoha (2010: 9) leadership is activities to influence the behavior of others, or the art of influencing human behavior both individuals and groups. Leadership is a very important factor in an organization because of the most successes and failures something.

Differences in Leadership and Management In essence, leadership has a rather understanding broad compared to management. Management is a type. Think specifically of the
struggle in his endeavor to achieve organizational goals. While leadership can be due to achieve organizational or group goals, and can be the same or in harmony or out of harmony with the goals of the organization.

According to Miftah Thoha (2010: 8), management is a process where the organization through the efforts of other people. In management, there are certain rules and manners, according to the rules the management will be regulated according to the provisions in force. Someone which is called management is usually called a manager. Plan 14 existing periods and terms of office Settings in the organization.

Definition of Motivation

The word "motive" is interpreted as an effort to encourage someone to do something. Starting from the word "motive", then motivationS can be interpreted as a driving force that has become active. Motif becomes active at certain times, especially when the need to achieving goals is felt/urged. According to Winardi (2001: 1) the term motivation (motivation) comes from the Latin, i.e. movere, yang means "move" to move.

According to Mitchell (1982: 81) in Winardi (2001: 1), motivation represent psychological processes, which cause them to occur, directed, and the persistence of voluntary activities (voluntary) which is directed towards certain goals. Motivation can be too it is said to be a series of attempts to provide certain conditions so someone wants and wants to do something, and if you don't like it then it will try to negate or avoid the feeling of not like it.

Definition Teacher Performance

In a large Indonesian dictionary, performance is defined as the way, behavior, and ability of a person (Poerwadarminta, 2005: 598) Whereas Hadari Nawawi (1996: 34) defines performance as one's achievement in a particular field or expertise, in carrying out their duties or delegated work from superiors effectively and efficiently. He further revealed that performance is the ability possessed by individuals in doing a job, so that the work performance is seen in achieving goals.

Anwar Prabu Mangkunegara, (2004: 67) revealed that the term performance comes from the word job performance or actual performance (work performance or actual achievement achieved by someone). So it can be defined that performance is the work of quality and quantity achieved by an employee in carrying out their duties in accordance with the responsibilities given to him. According to Kane (1986: 237), performance is not a characteristic of a person, such as talent or ability, but is an embodiment of talent or ability itself. This opinion shows that performance is an embodiment of ability in the form of real work. Performance in relation to the position is defined as the results achieved relating to the function of the position within a certain period of time.

Whereas Suryadi Prawirosentono (1999:
2) defines performance as a result of work that can be achieved by a person or group of people in an organization in an effort to achieve goals legally. According to Muhammad Arifin (2004: 9) performance is seen as a result of the multiplication between ability and motivation. The ability refers to a person's ability to do the best task if he has the will and desire to carry out the task well. Samsudin (2006: 159) provides an understanding of performance as the level of implementation of tasks that can be achieved by someone using existing capabilities and boundaries set to achieve organizational goals. While Nawawi (2005: 234) provides an understanding of performance as a result of implementing a job. This understanding gives an understanding that performance is an act or behavior of someone who can directly or indirectly be observed by others. Mulyasa (2004: 136) defines performance as work performance, work performance, work performance, work results or performance.

C. RESEARCH METHODS

This research was conducted at the Astra Ksetra Middle School in Tulang Bawang Regency using 22 teacher respondents. This type of research is descriptive research type, the description of this study intends to make the exposure of facts and characteristics of certain populations systematically, factually, and accurately. The characteristics of descriptive research correspond to the following: 1) provide a description of the phenomenon, explain the relationship (correlation), test hypotheses, make predictions (for cases), and provide meaning or meaning or implications on the problem under study. Problem-solving models that describe problems or are descriptive in nature, while research methods use correlation and regression techniques. (Sugiyono 2009).

This research was conducted at Angkasa Astra Ksetra. To collect data in accordance with the needs of this study, the techniques used are as follows:

1. Observation: i.e. conducting research with direct observation by approaching the object to be studied to obtain data about teacher performance.
2. Questionnaire: that is, conducting research by distributing instruments to obtain data about teacher leadership and performance.
3. Documentation and literature review: data collection techniques used by researchers by reviewing relevant reading books, documents, rules and regulations, and policies.

The formula used to measure the extent of the influence of leadership and work motivation on teacher performance in SMP Angkasa Astra Ksetra Tulang Bawang Regency with multiple linear regression equations.

To find out the magnitude of the effect, the calculation of the correlation coefficient is
then continued with the Determination Coefficient Formula or KP Determines Coefficient = \( r^2 \times 100\% \). In calculating and processing research data, Excel computer programs and SPSS 21 are used.

To partially test a hypothesis, t test. The criteria for the T-test are as follows:

a) If t arithmetic > t table then the hypothesis is accepted.
b) If t arithmetic < t table, the hypothesis is rejected.

A significant level in this study was used \( \alpha = 0.05 \) or 5%.

What is meant by the null hypothesis (Ho) and alternative hypotheses (Ha) are:

1. Ho = \( r_1 \leq 0 \) = Means there is no influence of leadership on teacher performance
2. Ha = \( r_1 > 0 \) = Means there is an influence of leadership on teacher performance
3. Ho = \( r_2 \leq 0 \) = Means there is no influence of work motivation on teacher performance
4. Ha = \( r_2 > 0 \) = Means there is an influence of work motivation on teacher performance
5. rejected.

To find out whether the independent variables jointly have an influence on the dependent variable, the F test is used, this is the F-count compared to the F-table with the following conditions:

1. If Fcount > Ftable, then the hypothesis is accepted.
2. If Fcount < Ftable, the hypothesis is rejected.

D. RESEARCH RESULT

Based on the calculation variables between variables through the SPSS 21 Program, the value of the comparison level between work motivation variables (X) and Teacher Performance Variables (Y) in the Astra Ksetra Middle School, Tulang Bawang Regency is 0.950. Researchers who helped him with the Correlation Coefficient Interpretation table, the level of work motivation comparison (X) with the Teacher Performance variable (Y) in the Astra Ksetra Middle School, Tulang Bawang Regency are included in the "very strong" category, which is appropriate in (0.800 - 1,000).

Based on the results of the study above, the coefficient of determination of motivation obtained by the principal about Teacher Performance is as follows:

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Squai e</th>
<th>Adjusted R Squ</th>
<th>Std. Kesalahan Estimasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.950</td>
<td>.903</td>
<td>.898</td>
<td>3.33609</td>
</tr>
</tbody>
</table>

Predictors: (Constant), \( X_2 \)

Coefficient of Determination (KD) = \( R^2 \times 100\% = 0.903 \times 100\% = 90.3\% \). It can be concluded that the work motivation variable (X) explains the variation in changes in the Gum
Performance variable (Y) by 90.3%, while the rest is explained by other factors not examined in this study.

Hypothesis Test The Effect of Work Motivation on Teacher Performance

<table>
<thead>
<tr>
<th>Coefficients*</th>
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<tbody>
<tr>
<td></td>
<td>Unstandardized Coefficients</td>
</tr>
<tr>
<td>Model</td>
<td>B</td>
</tr>
<tr>
<td>(Constant)</td>
<td>3.022</td>
</tr>
<tr>
<td>.12</td>
<td>.966</td>
</tr>
<tr>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Y

Based on the t test results obtained the value of tcount '13t621. When compared to the table there is a significant level of 1.729, then tjqg '13t621> label' lt729t so that it can be concluded that; The hypothesis which states that there is an influence between the work motivation variable (X) on Teacher Performance (Y) in the Angkasa Astra Ksetra Middle School, Tulang Bawang Regency can be accepted.

The regression equation between work motivation variables (X) and Teacher Performance (Y) is Y = 3.022 + 0.966X, which means that every one point increase in work motivation will be followed by teacher performance variables by 0.966 points.

Simultaneous Hypothesis Test

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<tbody>
<tr>
<td>Model</td>
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<tr>
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<tr>
<td>1 Regressor</td>
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<tr>
<td>Residual</td>
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<tr>
<td>Total</td>
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</tbody>
</table>

Dependent Variable: Y
Predictors: (Constant), .k2, .k1

From the ANOVA test or the F test it was obtained that the F count was 91.432 compared to the F Table of 3.555, then the F Count was greater than the F Table. so that leadership (Xi) and work motivation (X) jointly (simultaneously) affect the Teacher Performance (Y) at Angkasa Astra Ksetra Middle School in Tulang Bawang Regency. Thus, the hypothesis which states that there is an influence between leadership (Xi) and work motivation (X) together on Teacher Performance (Y) in the Angkasa Astra Ksetra Middle School, Tulang Bawang Regency, is proven or accepted based on the results of the analysis conducted above.

From the results of the study stated that the leadership at SMP Angkasa Astra Ksetra Tulang Bawang Regency is in the good category. The results of the calculation of the level of correlation between leadership variables (Xi) with teacher performance (Y) of 0.902 are included in the very strong category (0.800 - 1.000). The magnitude of the coefficient of
determination between leadership and teacher performance is 81.3%. Partial hypothesis test through t test obtained value of leadership tt to teacher performance of $= 9,326$ and $t_{tt} > t_{table} 1.729$.

The regression equation between leadership and gum performance at SMP Angkasa Astra Ksetra in Tulang Bawang Regency is $Y = 1,479 + 0.966X_1$, which shows that every one point increase in leadership variable will be followed by an increase in teacher performance variable at Angkasa Astra Ksetra Junior High School in Tulang Bawang Regency by 0.966 points.

2. There is an influence of work motivation variables on the performance of teachers of SMP Angkasa Astra Ksetra Tulang Bawang Regency, this is evident from the results of the calculation of the Partial Hypothesis Test through t test, obtained the $t_{count}$ of work motivation on teacher performance of 3.022 and $t_{count} > t_{table} 1.729$. The magnitude of the coefficient of determination between work motivation ($X_2$) and teacher performance ($Y$) is 90.3%. These results indicate that there is an influence of work motivation on teacher performance by 90.3%. The regression equation between work motivation and Teacher Performance in Astra Ksetra Middle School of Tulang Bawang Regency is $Y = 13,621 + 0.966X_2$, which shows that every one point increase of work motivation variable will be followed by an increase in Teacher Performance variable at Astra Ksetra Middle School in Tulang Bawang Regency amounted to 0.966 points.

E. CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on data analysis and discussion in the previous chapter, the following conclusions are obtained:

1. There is a leadership effect on the performance of the SMP Angkasa Astra Ksetra Tulang Bawang Regency, this is evident from the results of the calculation of the partial Hypothesis Test through t test, obtained the $t_{count}$ on teacher performance of 9,326, and the results of $t_{count} = 9,326$ > $t_{table} = 1,729$. The magnitude of the coefficient of determination between leadership and teacher performance is 81.3%. These results indicate that there is an influence of leadership on the performance of SMP Angkasa Astra Ksetra Tulang Bawang Regency by 81.3%. The regression equation between leadership and teacher performance of Angkasa Astra Ksetra Middle School in Tulang Bawang Regency is $Y = 1,479 + 0.966X_1$, which shows that every one point increase in leadership variable will be followed by an increase in teacher performance variable at Angkasa Astra Ksetra Middle School in Tulang Bawang Regency by 0.966 points.
3. The results of simultaneous hypothesis testing of leadership and work motivation on teacher performance is proven by the results of the calculation of the Fcount test, which obtained 91.432 results and is far greater than the value of F table = 3.555 at a significant level of 5%. So Fcount is bigger than Ftable (F arithmetic > F table). The magnitude of the coefficient of leadership determination and work motivation on teacher performance is 90.6%. These results indicate that there is an influence of leadership and work motivation on teacher performance in Angkasa Astra Ksetra Middle School in Tulang Bawang Regency by 90.6%. Equation of Leadership Regression and work motivation on teacher performance is 

\[ Y = 1.230 + 0.161X1 + 0.825X2, \]

that is, every time there is an increase in the leadership variable by one point, the teacher's performance will increase by 0.161 points and every time there is an increase in the value of the work motivation variable one point, the teacher's performance will increase by 0.825 points.

Suggestions

Based on the research results above, the implications for the future are formulated as follows:

1. On the leadership variable, which needs attention to improve this indicator is about the leader asking the teacher to make a report on the planning, implementation and evaluation of learning activities that he made and assigning tasks to teachers who are considered capable of being done by the teacher because the indicator values are the lowest. Improvement of this indicator can be done with the leadership in this case the principal gives direction and guidance in making learning tools and can see which teachers can be given an assignment so that the given task can be carried out.

2. Motivational variables for principals that need attention are indicators of work responsibilities even though they have not received appropriate incentives and salaries that have fulfilled daily needs because this indicator gets low scores. Improving this indicator can be done by giving teachers an understanding of the duties and responsibilities of a teacher as an educator.

3. Teacher performance variables that need attention are indicators regarding the determination of procedures and types of evaluations, and assessment tools in learning activities because these indicators get low scores. Improving this indicator can be done by the teacher by implementing learning tools that have been made well

REFERENCES


