

## **The Impact of a Principal's Leadership Style and Teacher Achievement Motivation on Teacher Performance**

**Chomariah<sup>1</sup>, Bukman Lian<sup>2</sup>, Dessy Wardiah<sup>2</sup>**

<sup>1</sup>SMP Negeri 31 Palembang, <sup>2</sup>Universitas PGRI Palembang

Corresponding Author E-mail: [choandi08@gmail.com](mailto:choandi08@gmail.com)

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**Abstract:** The goal of this study was to find out if there is a partial or combined impact of leadership style and teacher achievement motivation on teaching performance. The participants in this study were 70 state junior high school teachers from Palembang City's Jakabaring District. Techniques such as descriptive analysis and data analysis utilizing the SPSS software were applied. According to the findings of the data analysis, the principal's leadership and achievement incentive have a partial and combined influence on teacher performance. This indicates that if the principal's leadership, achievement motivation, and performance continue to rise, with excellent leadership and achievement motivation, teacher performance will undoubtedly improve.

**Keyword:** Principal's Leadership, Teacher Achievement Motivation, Teacher Performance

### **1. Introduction**

Education is one of the most essential aspects of a society's and state's life. Because education may help citizens become more competent and superior, allowing the country to progress. Various endeavors and efforts are made by stakeholders and the government in education, as described in a single statute on the national education system, or *Sisikdinas*. Various things frequently sound excellent in the execution of education itself, from all the implementation of the material and also the curriculum, which always goes hand in hand with the

advancement of today's period. In an effort to address educational issues, it is projected to result in an increase in educational attainment.

If the output process or output from the school itself, namely graduates who provide various benefits wherever they are, is viewed more specifically and can be viewed from all directions of point of view, which in this case are graduates, there are various efforts and also efforts in providing formal education for him. This is extremely closely connected if it is associated with foresight, thoroughness, and correctness in finding possible implementations of the operational education program itself. This indicates that a school principal's administrative skills and the professional service of the education personnel are both essential and may be used more effectively and efficiently to achieve educational goals (Ali et al, 2015).

This paper was inspired by Sutisna's (Mulyasa, 2012) viewpoint, which states that leadership is a process that affects all types of activity rather than a single individual or a group in attempts and efforts to reach goals and objectives in various ways and in certain situations. Talking about leadership will always leave an impression, which will be used to determine if it is fascinating or not. This is because the quality of a leader has a significant impact on an organization's ability to achieve its objectives. On this basis, leadership may be defined as an action or treatment taken by each individual or person in order to influence others in the context of leading an organization. Leadership is also described as one of the aspects that play a significant influence in one's life, particularly in organizations that have or may be claimed to have a crucial function. This is because a leader's leadership style serves as a planner and regulator in the process of establishing school organizations between a leader and other persons, as well as between leaders and their subordinates or groups.

To be able to identify between one organization and another, a school principal's leadership style must be able to distinguish between them. Meanwhile, a leader's leadership style, such as that of a principal in an educational institution, has a significant influence on or may have a significant impact on the quality and performance of educators or their subordinates in schools.

Whether or not leadership will be the first basis in carrying out the speed of an organization's activities will be determined. This is significant because what a person does has an influence on the things or elements that motivate him to perform and carry out something that is critical to the operation of the organization's operations that he leads. As a leader in educational institutions, a principal must have good and high integrity in order to be developed as a talent

and to have its own benefits in leading anything. The leadership style is critical in determining and coloring the direction of the leadership path.

Performance may also be defined as a type of action that is carried out and carried out by persons in order to achieve what is wanted and planned in accordance with the original objective and purpose of executing the education. Smith (Mulyasa, 2012) interprets this as performance in the form of English “output drive from processes, human or otherwise”. Performance is defined as what is part of the task as evidenced by the output or outcomes that can influence what is the task, as well as a strong desire to improve and be more focused. As a result, it is very excellent and vital to be carried out properly and carefully in order to develop what is part of the desire to receive a decent and dependable education.

According to Lian's (2021) research on principal leadership, a leader of an educational institution or a principal's leadership style has a considerable influence on teacher performance by 99.10 percent. A principal's leadership style is a form or characteristic of a person's approach to attaining objectives in accordance with the objectives and missions to be accomplished.

Haryanti's research (2017) found that a teacher's achievement motivation has a positive and significant impact on the performance of State Elementary School teachers in the Pringsurat District. This is supported by a value of 0.240 and a coefficient of determination of 0.006, where F-count is 8.417 and the effective contribution is 6%. Based on the findings of this study, it is suggested and concluded that achievement motivation might have an impact on a teacher's performance, which is extremely valuable. As a result, a teacher must have what is known as achievement motivation, which is a component of attempts and efforts to enhance his performance in schools, both within educational institutions and outside of educational institutions, such as in the community where he is domiciled or based. The issue arises when motivation is not accompanied by good performance, which demonstrates things that are mutually background to each other. In general, if there is motivation, there will also be performance, whose value always goes straight and always follows each other, forming the domain rather than these two variables.

SMP Negeri 15 and SMP Negeri 31 Palembang were among the schools that were sampled for this study. The Jakabaring District of Palembang City is home to these two schools. Because of a number of factors, these two colleges are appealing as research sites: 1) the optimal number of instructors to be employed

as study samples; 2) these two schools have good accreditation in the Palembang city's Jakabaring sub-district; and 3) the researcher is a teacher at SMP N 31 Palembang. The principal of SMPN 31 Palembang is a democratic and visionary leader, as evidenced by the fact that when a problem arises, the principal consults with the school community to reach a consensus and holds monthly mutual cooperation activities to foster togetherness and cohesiveness among all school members, ensuring that teachers are enthusiastic and comfortable in carrying out their responsibilities. At school, there are teaching assignments. At SMP Negeri 31 Palembang, this is helpful in increasing motivation, teacher performance, and improving the quality of learning and achievement. SMP Negeri 31 Palembang has a principal who received an award as an exemplary teacher in the Palembang city government, 75 percent of teachers have teacher professional certificates, became one of the schools that received the Adiwiyata trophy, and had several outstanding teachers in the field of education, as shown by the dapodikdasmen data of the Ministry of Education and Culture (2017); and 4) On October 26, 2017, education lantern news reported that one of the teachers at SMP Negeri 7 Palembang was named the favorite teacher at the junior high school level in Palembang City, demonstrating that the principal's role is to always encourage teachers to participate in training activities and competitions.

According to the researcher, the effect of Principal Leadership Style and Teacher Achievement Motivation on Teacher Teaching Performance at State Junior High Schools in Jakabaring District, Palembang City is important to investigate since this research has never been investigated before. The findings of this study are intended to help all principals improve their ability to grow their subordinates' talents and inspire instructors to improve their teaching performance.

## **2. Methods**

This study took place at public junior high schools in Palembang's Jakabaring sub-district. The planning and study took place over a five-month period, beginning in July 2021 and ending in October 2021. Principal Leadership Style (X1) and teacher achievement motivation (X2) are the independent factors in this study, whereas teacher teaching performance (Y) is the dependent variable. Teachers from SMP Negeri Jakabaring in Palembang City made up the study's population. The proportionate random sampling approach was used to determine the sample size in this investigation. The Taro Yaname and Slovin formula

determines the total number of sample members; this alludes to Riduwan's (2011) belief that if the population is known, the sampling strategy employs the Taro Yaname and Slovin formula. A total of 70 teachers from five junior high schools in Palembang City's Jakabaring District were used as sample members. Questionnaires and documentation studies were employed as data gathering approaches for this study (Winarni, 2018).

### **3. Results and Discussion**

The coefficient of correlation between the principal's leadership (X1) and the performance measure (Y) is 0.504, which is considered medium. As a result, the association between principals' leadership (X1) and performance (Y) in public junior high schools in Palembang City's Jakabaring District is moderate (0.504), falling between 0.40 to 0.599 (Sugiyono, 2011). While the correlation between achievement motivation (X2) and performance (Y) is 0.524, it is also in the medium range, falling between 0.40 and 0.599. Thus, at SMP Negeri Jakabaring Palembang City, the association between achievement motivation (X2) and performance (Y) is in the medium group, namely 0.524.

#### **The Impact of a Principal's Leadership Style on Teacher Performance**

The principal's leadership (X1) has a t-count value of 0.000, which is less than  $\alpha = 0.05$ . This indicates that the principal's leadership (X1) has a significant impact on performance (Y), or that  $H_0$  is rejected and  $H_a$  is accepted, indicating that the hypothesis "Principal's leadership (X1) has an impact on performance (Y) in State Junior High Schools in Jakabaring District, Palembang City" was proven correct.

It has a value of 35.913 in the regression equation, which means that the magnitude of the performance value (Y) when the principal's leadership value (X1) is zero or constant is 35.913. This score suggests that characteristics related to the principal's leadership have a significant impact on work satisfaction. If the principal's leadership value (X1) is equal to zero, the value of the principal's leadership coefficient is 0.529, which implies that if the principal's leadership grows by 1 unit score, job satisfaction increases by 0.529. As a result, the principal's leadership (X1) influences the performance (Y) of public junior high schools in Palembang City's Jakabaring District.

To be able to identify between one organization and another, a leader's style of leadership, in this example the principal is essential. Meanwhile, the leadership

style used by a leader in an educational institution, such as a school principal, has a significant influence on or can have an impact on the quality and performance of educators and their subordinates in schools.

Whether or if the leadership style will perform well and successfully, and whether or not it will be the original foundation in carrying out an organization's pace of operations This is significant because what a person does has an influence on the things or elements that motivate him to perform and carry out something that is critical to the operation of the organization's operations that he leads. As a leader in educational institutions, a principal must have good and high integrity in order to be developed as a talent and to have its own benefits in leading anything. The leadership style is critical in determining and coloring the direction of the leadership path.

According to Adam's research (2014), a leader, in this example a school principal, has failed to carry out and perform the functions of a good and optimum leadership style to deliver instructions or policies to his subordinates. This is founded on the fact that policies adopted by a school principal do not start or come from the thinking of the school principal as a leader, but rather from the thoughts of the teacher as the subordinate he leads. Another issue is that school administration sometimes treats or treats teachers unjustly without first engaging in a conversation or reaching an agreement with the school's teacher councils. This has a significant impact on the obligations and responsibilities of providing education to kids in schools, as well as their performance in carrying out their duties and functions in the school.

A teacher entrusted with educating and delivering information to pupils must always be able to carry out their responsibilities effectively and of high quality in order to achieve or carry out the objective of education properly and of high quality. Teachers must be able to contribute and benefit pupils, as well as make their own contributions to students as part of the provision for a better or brighter future. The word educator refers to someone who engages in learning and teaching activities in which instructors, also known as educators, and students, also known as students, collaborate to deliver teachings that are helpful or valuable to students or the students themselves. Meanwhile, rather than the students themselves, teachers or teachers play an important role in creating, developing, and maintaining information, as well as training and sharpening intellectual skills (Kristiawan et al, 2018).

The teacher is one of the people that serves as a role model for pupils, providing teachings as well as incentive to complete the learning process (Daryanto, 2017). In the learning and teaching process, the instructor is also one of the human aspects that contributes to expanding knowledge and also the knowledge of pupils (Sardiman, 2014). The teacher is also defined as someone who gives students lessons in the form of material that they must learn and study in order for it to be useful in their lives. The material presented must be applied or implemented in daily life activities in order for it to provide capital and foundations for moving forward.

### **The Impact of Motivation for Achievement on Teacher Performance**

Achievement Motivation (X2) has a t-count value of 0.000, which is lower than the value  $\alpha = 0.05$ . This indicates that Achievement Motivation (X2) has a considerable impact on Performance, or that  $H_0$  is rejected and  $H_a$  is accepted, indicating that the hypothesis "Achievement Motivation (X2) influences Performance (Y) in Public Junior High Schools in Jakabaring District, Palembang City" is accurate (Fredianto, 2016).

The principal's leadership coefficient is 0.453, which suggests that if the principal's leadership improves by one unit score, so does the performance. If the value of the principal's leadership (X1) is zero and the value of the achievement motivation coefficient is 0.446, this value signifies that if achievement motivation grows by one unit score, achievement motivation is 0.446 (Choliq, 2013).

Motivation for Achievement data from the research was collected through the distribution of questionnaires to 70 teachers at State Junior High Schools in Palembang City's Jakabaring District. The questionnaire is made up of 20 items that have already been verified.

The information gathered was then evaluated to see how achievement motivation affected teacher performance in public junior high schools in Palembang City's Jakabaring District. The respondent's questionnaire responses are good, with an average score of 4.10, putting them in the good category. Overall, the shutter achievement motivation indicator is good, falling within the range of 3.40 to 4.19. This indicates that the achievement motivation of State Junior High School teachers in Palembang City's Jakabaring District is now good.

The capacity of a teacher to carry out the learning task itself and has a high responsibility for students where he may have a high effect on the self and soul of the students themselves is defined as the teacher's performance (Supardi, 2013).

The teacher's performance might be judged not only on the basis of his or her professional achievements, but also on the basis of his or her behavior toward coworkers, pupils, and other people in the environment where he or she works or lives (Lembaga Administrasi Negara RI, 2015). If it is linked to the instructor, it may be deduced that performance has a larger meaning in terms of developing the educator's task of giving teaching, input, guidance, role models, and other things deemed exemplary by students or the students themselves.

Preference Expectancy theory, often known as Victor H. Vroom's expectancy theory (Djamaludin, 2017), is the most accurate model for describing motivation. According to the idea, an individual's motivation to create at any given time is determined by his specific objectives and his judgment of the relative value of performance as a means of achieving these goals. According to this idea, an individual's motivation to produce at the time available is determined by specific objectives and perceptions, as well as the relative value of appearance as a means of achieving goals. The expectation theory provided by Vroom is then described by Siagian (2016), in which motivation is a result and a result to be obtained by a person, and the concerned estimate that his activities will lead to the consequences he desires. That is, if someone truly desires something and the path to obtaining it appears to be clear, the individual will make every effort to obtain it.

Sutikno (2012) defines motivation as “a driving force that causes anything to feel more eager and continue out the action”. Hasibuan (2013) defines motivation as “the fundamental foundation that offers the will and also the capacity to perform something in such a way that it goes well and is also in line with the activity's base”. Motivation, according to Danim (2014), is defined as “any driving force or urge that comes from a person to actively commit himself to attaining what he desires in the future”. According to Uno (2011), encouragement is for someone who is doing something or has a core thought that has a greater impact on his goals and actions than humans themselves.

### **Teacher Performance and the Influence of Principal Leadership on Achievement Motivation**

The multiple correlation analysis (R) results based on the Summary Model output yielded a R number of 0.676, which falls into the strong category (Sugiyono, 2009). With a double correlation value of 0.60-0.799, it can be stated that at SMP Negeri Jakabaring, Palembang City, there is a significant association

between the principal's leadership (X1) and achievement motivation (X2) on performance (Y) (Ahmadiansah, 2016).

According to the model summary table, the coefficient of determination R<sup>2</sup> (R Square) is 0.393, indicating that the principal's leadership and achievement motivation can influence performance 45.7 percent of the time, with the remaining 54.3 percent explained by characteristics not included in this study. The F value computed is 34,899. While the value of significant F is 0.000, indicating that there is a significant influence between Principal Leadership (X1) and Achievement Motivation (X2) on Performance (Y) in State Junior High Schools in Jakabaring District, Palembang City, this means that there is a significant influence between Principal Leadership (X1) and Achievement Motivation (X2) on Performance (Y) in State Junior High Schools in Jakabaring District, Palembang City (Riyadi and Mulyapradana, 2017).

Purwanto (2014) defines leadership as “a person's capacity to influence other people so that they can accomplish what is ordered and also what is instructed about the duties that have been requested so that they may be completed properly and appropriately”. Meanwhile, leadership, according to Hartani (2011), is “the process of motivating all workers to work as hard as they can to attain the desired goals”.

The name "performance" is derived from one of the English interpretations, "work performance" or "job performance," however it is sometimes abbreviated to "performaance" in English. Work achievement is another term for performance in Indonesian. Performance, also known as job performance, is described as a demonstration of ability based on a thorough understanding of all aspects of attitudes, skills, and motivation in the production of anything (Susanto, 2016).

According to Ruky (2012), the term "performance" has three meanings: (1) "achievement" as in the context or sentence "high performance car" or "a very fast car"; (2) "performance" as in the context or sentence "folk dance performance" or "giving dance presentations to the attendees"; and (3) "implementation of tasks" as in the context or sentence "in performing his/her duties". Performance refers to all aspects of a common activity, and that performance in a foreign language is frequently referred to as performance will have an impact on what are the duties and responsibilities that must be carried out as well as possible in order to contribute to the development of something beautiful from what has become a common desire.

SMP Negeri 15 Palembang has a principal who was recognized by the Palembang city administration as an excellent teacher, 75 percent of instructors have a professional certificate, an adiwiyata trophy, and other outstanding teachers in the area of education. Every month, the principal interacts with the school community to achieve a consensus, and mutual cooperation activities are carried out to promote togetherness and cohesion among all school members, so that instructors are passionate and comfortable in carrying out their teaching tasks. News from the education lantern One of the teachers at SMP Negeri 7 Palembang was named the favorite teacher at the junior high school level in Palembang City on October 26, 2017, demonstrating that the principal's responsibility always engages teachers in training activities and contests.

#### 4. Conclusions

The principal's leadership has an impact on teacher's performance. That is to say, the more maximal the principal's leadership, the more maximal the teacher's performance. The principal's leadership influences achievement motivation. That is, the more maximal the principal's leadership, the more maximal the teacher's performance. Principal leadership and achievement motivation both have an impact on teacher performance in public junior high schools in Palembang City's Jakabaring District. This means that if the principal's leadership, achievement motivation, and performance continue to improve, teacher performance will almost probably improve as well.

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