



## THE INFLUENCE OF LEADERSHIP STYLE AND MOTIVATION ON TEACHER PERFORMANCE TO STUDENTS TO IMPROVE THE QUALITY OF MIDDLE SCHOOL LEARNING IN JIRAK JAYA DISTRICT

Indah Kristian<sup>1</sup>, Nur Ahyani<sup>2</sup>, Mahasir<sup>3</sup>

<sup>1</sup>Junior High Schools Jirak Jaya District Musi Banyuasin Regency

<sup>2,3</sup>University PGRI of Palembang

Email: [indah.kristian04@gmail.com](mailto:indah.kristian04@gmail.com)

Accepted :

16 August 2022

Published :

10 January 2023

Corresponding Author:

Indah Kristian

Email Corresponding :

[indah.kristian04@gmail.com](mailto:indah.kristian04@gmail.com)

### ABSTRACT

Educational efforts are planned to influence other people, both individuals, groups, and communities so that they do what is expected by educators. This study provides a problem definition for the object of the research problem on the Influence of Leadership Style and Motivation on Teacher Performance in Junior High Schools Jirak Jaya District Musi Banyuasin Regency. The method in this research is a quantitative method with a survey approach using the Cluster Random Sampling Area technique and data analyzed using the SPSS Software For Windows Version 21 assistance program. The result in this research there are significant influence of leadership style on the performance of Junior High School teachers in Jirak Jaya District and contributes 29.7%, the performance of Junior High School teachers based on effect of teacher work motivation in Jirak Jaya District and contributes 29.4% of the influence, and the performance of Junior High School teachers based on leadership style and work motivation in Jirak Jaya District and contributes 70.8% influence, and the rest is influenced by other factors not listed in this study.

---

**Keywords:** *Leadership Style, Teacher Performance, Work Motivation*

### 1. INTRODUCTION

Educational efforts are planned to influence other people, both individuals, groups, and communities so that they do what is expected by educators. According to the Ministry of National Education (2003:263) that "Education is a process of changing attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts, processes, methods, acts of educating". Thus education is an effort that is carried out and planned to realize learning, so that students actively develop their potential to have religious spirituality, self-control, personality, intelligence, noble character, and skills needed by themselves, in order to achieve educational goals.

The achievement of educational goals that have been jointly determined by the school community requires effective, conducive and harmonious school conditions between educational staff in the school, including school principals, teachers, administrative staff, and parents/community, each of which has a different role. large enough to achieve organizational goals.

An organization will be successful in achieving its goals and programs if the people who work in the organization can carry out their duties and maximize their duties properly according to their fields and responsibilities, it takes a leader who is biased and can direct all resources and bring the organization education

**Vol 6, No 1 (2023): ESTEEM**

(school) towards the achievement of the expected goals.

Professional education personnel not only master the fields of science, teaching materials, and appropriate methods, but are able to motivate students, have high skills and broad insight into the world of education. The professionalism of education personnel is also consistently one of the driving indicators and the most important factor of the quality of education. Professional education personnel are able to teach students effectively in accordance with resource and environmental constraints. However, to produce professional teachers is also not an easy task. Teachers must be more dynamic and creative in developing student learning processes. In order for the educational process to run effectively and efficiently, teachers are required to have adequate competence, both in terms of type and content.

Educators or teachers are very dominant and strategic elements in the knowledge transfer process. Teaching skills are a hallmark of the teaching profession. The achievement of learning objectives and the success of overcoming learning problems, much depends on the ability or competence of the teacher. While at school, the knowledge that students learn depends a lot on what happens in class. And everything that happens in the classroom really depends on the initiative of the teacher who implements the curriculum into learning activities.

Therefore a teacher must be able to create good learning conditions for students so that the quality of learning in the learning process can run well. Because teaching is not just a transfer of knowledge, but also experience, and examples from interactions during the learning process. Government Regulation Number 19 of 2005 concerning National Education Standards, Article 28(1) states that educators must have competencies that include: pedagogic, personality, professional, and social.

Professional teachers are the main key to fluency and success in the learning process at school. Because only professional teachers can create an active situation for students in learning activities. Professional teachers are believed to be able to lead students in learning to find, manage, integrate their acquisitions, and solve problems related to knowledge, attitudes, values or life skills. Professional teachers are believed to be able to make students think, behave and act creatively.

Suhar Saputra (2018:16) suggests that the teacher is a professional job that requires special skills as an educator/teacher. This type of work cannot be done by anyone outside the field of education. The task of the teacher as a profession includes educating, teaching and training. Teaching means continuing and developing science and technology. Meanwhile, training means developing the skills needed by the local community in solving various problems faced by the community.

According to Rochman (2011: 28) it is the teacher who directly deals with students to transfer knowledge (transfer of knowledge) and technology (technology) as well as educate (educator) with positive values through incomparable guidance and example. The existence of teachers in education is very crucial, because their obligation is not only to transfer knowledge, but also to internalize values to students.

Based on the description above, researchers are interested in conducting research on the influence of leadership style and motivation on the performance of Junior High School teachers in Jirak Jaya District. This study is used to determine the competence of leadership style and motivation on teacher performance that has been ongoing, whether they are able to contribute and improve the quality of student learning in schools. In addition, through this research, it is hoped that this research can contribute to employees in Junior High Schools in Jirak Jaya District to increase understanding and knowledge about

**Vol 6, No 1 (2023): ESTEEM**

the influence of leadership style and motivation on teacher performance to students to improve the quality of learning in Junior High Schools in Jirak Jaya District.

**2. LITERATURE REVIEW****Leadership**

Leadership is the backbone of organizational development. If a leader is trying to influence the behavior of others, then that person needs to think about a leadership style.

According to Peter G. Northouse, in Veithzal Rivai (2011:78) leadership styles are divided into 3, namely authoritarian leadership style, democratic leadership style, and laissez faire leadership style.

**1) Authoritarian leadership style**

Authoritarian leadership style is the style of a leader who puts his personal authority approach to power to make a decision and develop its structure, so that it is his power who benefits the most in an organization with this leadership style.

This style emphasizes that they are responsible, directing influence and control over members and groups. This leadership also has a great influence on someone to obey the rules and motivates someone to quickly complete their tasks on time.

**2) Democratic leadership style**

Democratic leadership style is the attitude of the leader who treats all his subordinates fairly without any difference in status. Leaders prefer to cooperate and open forums for criticism and suggestions to achieve goals.

Democratic leadership style has strength that does not lie in its own leadership status, but lies in the active participation of each subordinate. Another advantage of this democratic leadership style is that the leader really appreciates the potential of each person,

is willing to listen to the advice / input and suggestions of subordinates, and has a friendly attitude to all his subordinates.

**3) Laissez-Faire leadership style**

Laissez-Faire leadership style is a pragmatic type of leadership, where a leader does not lead directly, he is indifferent to his group to make their own decisions. And this leadership style also does not involve much participation in group activities. The leadership style is supported by managerial.

**Managerial**

Based on the large Indonesian dictionary, the word managerial is related to the basic word manager which contains the meaning of high skills, which are needed by a leader. Managerial is an adjective that is often juxtaposed with the word executive, or administrative, so that sometimes the word managerial has a similar meaning to the two words in certain environmental conditions. In another reference, managerial is an adjective related to leadership and management. In many literatures, the word managerial has the origin of the word management which means to train horses or literally is interpreted as to handle which means to take care of, handle, or control. In nouns, management means management, leadership, management of the needs of the local community (Anggraini, 2017).

Managerial has a broad scope in life, including definitions in various fields such as economics, where the managerial definition approaches the meaning of how an organization can achieve targets in an effective and efficient manner. Thus the term 'managerial' refers to many types of areas of life. In another sense, managerial is closely related to the meaning of the word management. According to Terry translated by Hasibuan (2013) in the book Human Resource Management said that, management is a certain process consisting of planning, organizing, mobilizing, and supervising, which is carried out to determine and achieve the

**Vol 6, No 1 (2023): ESTEEM**

goals that have been set by using human and other resources.

Abraham Maslow put forward the hierarchy of human needs as follows:

- 1) Physiological needs, namely the need for food, drink, breathing, and sexual. Physiological needs are the most basic needs that are always needed by every individual.
- 2) Security needs, namely the need for protection from threats, a sense of danger, or other sources that make a person feel threatened.
- 3) The need for belonging, namely the need to feel loved, accepted, interacted, and affiliated.
- 4) The need for self-esteem, namely the need to be appreciated and respected by others.
- 5) The need for self-actualization, namely the need to use the abilities, potential, and skills possessed by each individual.

The following is the hierarchy of needs according to Abraham Maslow in the form of a pyramid of needs:



### Teacher Performance

Performance is a translation of performance in English. In some references reflect the meaning of performance as a result of work or work performance. According to Armstrong and Baron in Wibowo (2007) performance is the result of work that has a strong relationship with the organization's strategic goals, customer satisfaction and

contributes to the economy. Thus, the definition of performance talks about doing the job and the results achieved from the job. Hasibuan (2013) who calls performance as a work achievement reveals that, "work achievement is a work achieved by a person in carrying out the tasks assigned to him which are based on skills, experience, and sincerity and time." In another point of view, Mangkunegara in Karweti (2010) argues, "work performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him."

So it can be concluded in general that performance is a person's level of success in realizing the strategic goals that have been set with the expected behavior. The achievement of a performance can be measured from various perspectives of each stakeholder, such as legislative institutions, government agencies, customers, suppliers, and the general public. Performance is divided into two types, first is individual performance (individual performance) and second is organizational performance (corporate performance) or institutional performance (institutional performance). These two performances have a close relationship, where when employee performance is good, the organizational performance will also improve (Prawirosentono, 1999).

### 3. METHODS

This research was conducted at SMP Negeri 1 Jirak Jaya, SMP Negeri 2 Jirak Jaya and SMP Muhamadiyah Jirak Jaya. This research was carried out from August 2021 to November 2021 at SMP Negeri 1 Jirak Jaya, SMP Negeri 2 Jirak Jaya and SMP Muhamadiyah Jirak Jaya.

According to Arikunto (2010:327), the research method is a scientific way to obtain data that has special rational, empirical and systematic characteristics. Furthermore, Sugiyono (2015:312) suggests that quantitative

**Vol 6, No 1 (2023): ESTEEM**

research methods can be interpreted as research methods based on philosophy positivism, is used to examine certain populations and samples, sampling techniques are generally carried out randomly, data collection using research instruments, data analysis is quantitative/statistical with the aim of testing predetermined hypotheses.

**POPULATION**

The population is the entire research subject (Arikunto, 2010:372). Furthermore, Sugiyono (2014:297) suggests that the population is a generalization area consisting of: objects/subjects that have certain quantities and characteristics determined by researchers to be studied and then drawn conclusions. The population in this study is a public Junior High School located in the Jirak Jaya sub-district totaling 5 public schools and 1 Muhammadiyah Junior High School with a total population of 6 Junior High Schools, as shown in the following table.

**Table 1. Research Population**

No.	School name	Total number of teachers
1	SMP Negeri 1 Jirak Jaya	25
2	SMP Negeri 2 Jirak Jaya	17
3	SMP Negeri 3 Jirak Jaya	15
4	SMP Negeri 4 Jirak Jaya	15
5	SMP Negeri 5 Jirak Jaya	13
6	Jirak Muhammadiyah Middle School	20
<b>Total</b>		<b>105</b>

(Source: Jirak District Education Office, 2021).

**SAMPLE**

The research sample is part of the number and characteristics of the population

(Sugiyono, 2014: 298). Considering that the population of Junior High Schools in Jirak Jaya District is very large and researchers cannot do research optimally, the researchers only take research samples using the Cluster Random Sampling Area technique, namely the technique used in sampling is determined based on the distance / area traveled which is homogeneous. Based on the cluster random sampling technique used in this study, the researchers took 3 (three) Junior High Schools in the Jirak Jaya sub-district, as shown in the following table.

**Table 2. Research Sample**

No.	Middle school name	Total number of teachers
1	SMP Negeri 1 Jirak Jaya	25
2	SMP Negeri 2 Jirak Jaya	17
3	Jirak Muhammadiyah Middle School	20
<b>Amount</b>		<b>62</b>

**DATA COLLECTION TECHNIQUE**

Arikunto (2010: 183) suggests that in a study data is needed. In collecting data, techniques are needed, both techniques in providing data, as well as techniques in classifying the data that has been collected. The same thing was also stated by Sugiyono (2015: 312) that the data collection method is the method used to collect data, while the data collection technique is the method taken in carrying out the chosen method. In short it can be said that the method is a way, while the technique is a way to carry out the method that has been chosen. In connection with this research, data collection techniques include the questionnaire and documentation.

**INSTRUMENT GRID**

The instrument grid based on each variable in this study can be seen in the following table:



Table 3. Research Instrument Grid

Variable	Indicator	Number Item	Amount Item
Leadership (X <sub>1</sub> )	1. Leadership ability Mastery of Subject matter	1,2,3,4,5	5
	2. Leadership ability Research and Scientific Writing	6,7,8,9,10	5
	3. Leadership Proficiency Development	11,12,13 14.15	5
	4. Leadership Ability Against Educational Insights and Foundations	16,17,18	3
	5. Leadership Ability Against Educational Insights and Foundations	19,20	2
Number of Items			20

(Source: Ministry of Education and Culture RI, 2015).

### Instrument Trial

A study requires calibration or measuring instruments in order to find out the results of the study (Sugiyono, 2015: 305). Based on this opinion, the calibration of the independent variable instrument on this dependent variable is Leadership Style (X<sub>1</sub>) on the performance of Jirak Jaya Junior High School teachers (Y) and teacher performance motivation (X<sub>2</sub>) on Jirak Jaya Junior High School teachers' performance (Y). The measuring instrument used is a questionnaire/questionnaire containing statements addressed to teachers outside of the research sample, but still included in the research population with a total of 48 teachers

teaching at each school. The questionnaires/questionnaires presented varied with alternative answers, namely: 1) Always (SL), 2) Often (SR), 3) Sometimes (KD), 4) Rarely (JR), 5) Never (TP) (Sugiyono, 2015:199).

Testing each item used item analysis, which correlated item scores with the total score which was the sum of each item score, as shown in the following table.

Table 4. Scores of Alternative Answer Choices

No.	Alternative Answer	Symbol	Item Score
1	Always	SL	4
2	Often	SR	3
3	Seldom	JR	2
4	Never	TP	1

(Source: Riduwan, 2013).

### Statistical Hypothesis

The hypothesis is a temporary answer to the formulation of the problem, because the answer is only theoretically based on the framework of the researcher's thinking whose truth must be proven empirically through research in the field. There are two kinds of hypotheses, namely:

1. The null hypothesis (H<sub>0</sub>) is a hypothesis which states that there is no influence between the independent variable and the dependent variable.
2. Alternative hypothesis (H<sub>a</sub>), which is a hypothesis which states that there is an influence between the independent variable and the dependent variable.

The hypotheses proposed in this study are:

1. There is a significant influence of leadership style on the performance of the Jirak Jaya Junior High School teachers.
2. There is a significant effect of work motivation on the performance of teachers at the Jirak Jaya Junior High School.

**Vol 6, No 1 (2023): ESTEEM**

3. There is a significant influence of leadership style and work motivation together on the performance of the Jirak Jaya Junior High School teacher.

To test the hypothesis that has been proposed or to determine the effect on each variable, multiple regression analysis is used with the criteria  $F_{count} > F_{table}$ . The implementation of this hypothesis test was carried out with the help of the SPSS version 21 program. Hypothesis testing was used to calculate the frequency distribution  $F$  at the 5% significance level ( $\alpha$ ).  $H_0$  is rejected if the calculated  $F$  value  $> F_{table}$  or the significance of is less than.

To determine the magnitude of the contribution or influence between independent variables on the dependent variable either partially or simultaneously, the calculation of the results obtained is analyzed using the SPSS Software For Windows Version 21 assistance program.

The data analysis technique in this study uses simple correlation data analysis techniques and multiple regression with the help of SPSS Windows Version 21. The implementation stages of the analysis include: (1) descriptive analysis, (2) analysis requirements test, and (3) hypothesis testing.

**HYPOTHESIS TESTING CRITERIA**

The hypothesis is a temporary answer to the formulation of the problem, because the answer is only theoretically based on the framework of the researcher's thinking whose truth must be proven empirically through research in the field. There are two kinds of hypotheses, namely:

1. The null hypothesis ( $H_0$ ) is a hypothesis which states that there is no influence between the independent variable and the dependent variable.
2. Alternative hypothesis ( $H_a$ ), which is a hypothesis which states that there is an influence between the independent

variable and the dependent variable. The hypotheses proposed in this study are:

1. There is an influence of leadership style on the teacher's performance at SMP Negeri Jirak Jaya.
2. There is an effect of work motivation on the teacher's performance at SMP Negeri Jirak Jaya.
3. There is an effect of leadership style and work motivation together on the teacher's performance at SMP Negeri Jirak Jaya.

To test the hypothesis that has been proposed or to determine the effect on each variable, multiple regression analysis is used with the criteria  $F_{count} > F_{table}$ . The implementation of this hypothesis test was carried out with the help of the SPSS version 21 program. Hypothesis testing was used to calculate the frequency distribution  $F$  at the 5% significance level ( $\alpha$ ).  $H_0$  is rejected if the calculated  $F$  value  $> F_{table}$  or the significance of is less than.

To determine the magnitude of the contribution or influence between independent variables on the dependent variable either partially or simultaneously, the calculation of the results obtained is analyzed using the SPSS Software For Windows Version 21 assistance program.

**4. RESULTS AND DISCUSSION****Research result**

As stated in the previous chapter, that this study aims as follows: 1) to determine whether there is an influence of leadership style on the performance of Junior High School teachers in Jirak Jaya District, 2) To determine whether there is an influence of motivation and leadership style on the performance of Junior High School teachers in Jirak Jaya District, 3) to determine whether there is an influence of leadership style on the performance of Junior High School teachers in

**Vol 6, No 1 (2023): ESTEEM**

Jirak Jaya District. The samples of this study were teachers at SMP Negeri 1 Jirak Jaya with 25 teachers, SMP Negeri 2 Jirak Jaya with 17 teachers, and SMP Muhammadiyah Jirak Jaya with 20 so the total sample in the study was 62. The description of the research data describes the results of the questionnaire distribution, namely leadership style, motivation, and teacher performance. Before the questionnaire was given to the sample teachers, a feasibility test of the questionnaire was first conducted to 62 teachers outside the research sample, but still included in the study population. The results obtained from each questionnaire are: 1) a leadership style questionnaire as many as 25 statement items are declared valid and reliable; 2) a teacher's work motivation questionnaire of 26 statements was declared valid and reliable; and 3) teacher's performance questionnaire with 25 statement items declared valid and reliable. Thus, the overall questionnaire used as a research can be included in this study.

**2. Research Data Analysis**

Based on the results of the questionnaire data analysis obtained from the teacher's answers who chose each statement about: 1) leadership style on the X1 variable ; 2) teacher motivation on variable X 2 , and 3) teacher performance at SMP Jirak Jaya on variable Y which were analyzed using SPSS Software For Windows Version 21 application.

**a. Normality test**

The normality test of the classroom teacher's leadership style and pedagogic questionnaire data on teacher performance at the Jirak Jaya District Junior High School, as can be seen in the following table.

**Table 5. Normality Test**

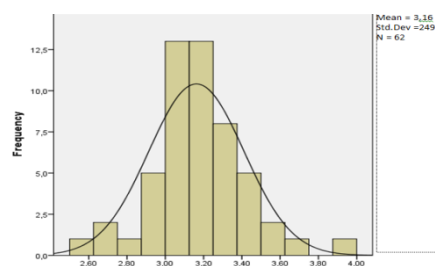
One-Sample Kolmogorov-Smirnov Test			
	Leadership Style	Work motivation	Teacher Performance

N		62	62	62
Normal Parameters a,b	Mean	3.1625	3.2285	2.9052
	Std. Deviation	,2490	,2242	,1579
Most Extreme Differences	Absolute	100	232	127
	Positive	0622	0496	0599
	negative	,064	0146	0083
Kolmogorov-Smirnov Z		485.06	567.14	483.08
asymp. Sig. (2-tailed)		0.62	0.49	0.59

- a. Test distribution is Normal.
- b. Calculated from data.

Based on the description in table 10 above, it is known that the influence of leadership style on teacher performance at Jirak Jaya Junior High School is stated to be normally distributed. This is evidenced by the value obtained is  $0.62 > 0.05$ . The influence of teacher motivation on teacher performance at Jirak Jaya Junior High School is stated to be normally distributed. This is evidenced by the value obtained is  $0.49 > 0.05$ . Likewise, the effect of leadership style and classroom teacher motivation on teacher performance at Jirak Jaya Junior High School is stated to be normally distributed. This is evidenced by the value obtained is  $0.599 > 0.05$ . The histogram, the researchers describe as follows.

**Figure 1. Histogram of Leadership Style**



**Figure 2. Histogram of Teacher Work Motivation**

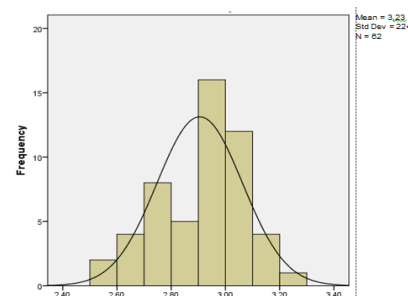
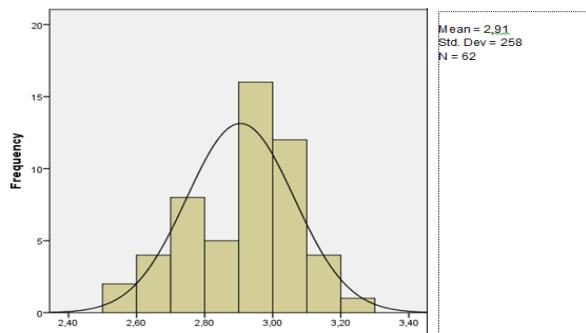




Figure 3. Teacher Performance Histogram



b. Homogeneity Test

Based on the results of the questionnaire distribution of the influence of leadership style and work motivation of classroom teachers on teacher performance in Jirak Jaya District Junior High School, the homogeneity test can be seen in the following table.

Table 6. Homogeneity Test

Statistics			
	Leadership Style	Teacher's Motivation	Teacher Performance
N	62	62	62
Mean	3.1625	3.2285	2.9052
Std. Error of Mean	0.03453	.03110	0.02190
Median	3,2100	3,2400	2,9200
Mode	3.21	3.20	2.92
Std. Deviation	,24902	,22423	,15793
Variance	,062	,073	,085
Skewness	,092	-,536	-,348
Std. Error of Skewness	,330	,330	,330
Kurtosis	1.056	,650	-,320

Std. Error of Kurtosis	,650	,650	,650
Range	1.36	1.08	,67
Minimum	2.53	2.64	2.54
Maximum	3.89	3.72	3.21
Sum	164.45	167.88	151.07

Data analysis obtained the results of the magnitude of the influence of leadership style and teacher work motivation on teacher performance of 7 0.8 %. Likewise, the acquisition of a significant value of 0.000, means that there is a significant influence between leadership style and teacher work motivation on teacher performance at the Jirak Jaya District Junior High School . Regression processing obtained the equation =  $a + b_1 X_1 + b_2 X_2 = 0.827 + 0.648 X_1 + 0.493 X_2$  . The organizational culture variable (X1 ) and the work motivation variable (X2 ) have a positive sign meaning that a positive change in the leadership style and work motivation of the teacher will produce a positive value on the teacher's teaching performance. Teaching and learning are teacher activities because the main task of the teacher is teaching and learning. Teacher performance is a measure of the extent to which the teacher's duties are carried out by the teacher.

The results of this study were then corroborated by the research of Herni Ari Subekti (2020) postgraduate student at PGRI Palembang University, with a study entitled "The Influence of Principal Leadership, Teacher Performance, and Facility Management on Student Interest in Studying in Agricultural Vocational Schools throughout South Sumatra". This research uses a quantitative approach to survey research results: 1) Principal leadership has a significant effect on students' interest in learning at Agricultural Vocational Schools; 2) teacher performance has a significant effect on student interest in learning at SMK Agriculture; 3) facility management has a significant effect on students' interest in studying at SMK Agriculture; and 4) the principal's leadership,

**Vol 6, No 1 (2023): ESTEEM**

teacher performance, and facility management together have a significant effect on student interest in learning at Agricultural Vocational Schools.

Pedagogic competence is one type of competence that absolutely needs to be mastered by teachers. Pedagogic competence is basically the teacher's ability to manage student learning. Pedagogic Competence is a distinctive competence, which will distinguish teachers from other professions and will determine the level of success of the process and learning outcomes of their students (Sudrajat, 2014:94). This competency is not obtained suddenly but through continuous and systematic learning efforts, both during the pre-service period (teacher candidate education) and while in office, which is supported by the talents, interests and other teacher potential of each individual concerned.

Rusyan (2016: 24) suggests that performance the teacher is carrying out the learning process both in the classroom and outside the classroom in addition to doing other activities, such as working on school administration and learning administration, carrying out guidance and services to students, and carrying out assessments. Furthermore, Zahroh (2015:20) defines performance as a reflection of the overall way a person sets his achievement goals.

Simamora (2012:23) gives performance limits, performance is a translation of English, performance or job performance but in English it is often shortened to just performance. Performance in Indonesian is also called work performance. Performance or work performance (performance) is defined as an expression of ability based on knowledge, attitudes, skills and motivation in producing something. Work performance (performance) is defined as an achievement of certain job requirements which ultimately can be directly reflected in the output produced both in quantity and quality. The definition above highlights performance

based on the results achieved by someone after doing work.

Furthermore, Mulyasa (2013:42) suggests that teacher performance is a learning process as an effort to develop existing activities into better activities, so that the educational goals that have been set are achieved well through a learning activity carried out by the teacher in accordance with the targets and objectives.

Performance is a path to meet his needs, so he will follow that path. While the situational factor states that performance is the result of the interaction between motivation and basic abilities. If the motivation is high but the basic ability is low, then the performance will be low and if the ability is high but the motivation is low then the performance will be low, or vice versa (Yamin, 2015:81).

**5. CONCLUSION**

Based on the research results obtained through the distribution of questionnaires calculated analytically using the SPSS Software For Windows Version 21 application program, it can be concluded as follows:

1. There is a significant influence of leadership style on the performance of Junior High School teachers in Jirak Jaya District and contributes 29.7% of the influence;
2. There is a significant effect of teacher work motivation on the performance of Junior High School teachers in Jirak Jaya District and contributes 29.4% of the influence.
3. There is a significant influence of leadership style and work motivation of teachers together on the performance of Junior High School teachers in Jirak Jaya District and contributes 70.8% influence, and the rest is influenced by other factors not listed in this study.

**REFERENCES**

- Ahmad. S & Sepriadi. (2017). The Influence of the Principal's Role as Academic Supervisor on Teacher Performance at SMK PGRI Tanjung Raja. *Journal of Educational Management, Leadership, and Supervision* , Volume 2 Number 1, June 2017.
- Agus. Thunder (2019). The Influence of Principal Leadership and Work Motivation on Teacher Work Achievement in Senior High Schools in Muara Telang District, Banyuasin Regency. *Thesis* . Palembang: PGRI Palembang University.
- Ahmad Maulid. 2016. The Effect of Principal Supervision and Educator Development on the Performance of Private Madrasah Aliyah Teachers in Fifty Cities District. *Thesis* . Palembang: PGRI Palembang University.
- Arikunto, Suharsimi, 2010. *Research Procedure A Practical Approach*. Revised Edition. Jakarta: Rineka Cipta.
- Addriana. 2012. The Development of Physical Education Teacher Professional Standards Competency. Semarang *International Journal : Postgraduate Program, State University of Semarang*. <http://journal.unnes.ac.id/sju/index.php/jpes> (Accessed on 20 December 2019).
- Ahmadi. A. 2010. *Learning and Learning* . Jakarta: Rineka Cipta.
- Anwar, Moh. 2013. *Education Administration and Education Cost Management* . Jakarta: Raja Grafindo Persada.
- Avoid, L and Black, WL, Jr. 2014. *The Changing Role of the Principal-How Achieving Districts are Recalibrating School Leadership* . Center for American Progress: www.americanprogress.org July,2014.
- Bafadal, I. 2014. *Improving Teacher Professionalism in the Framework of School-Based Quality Improvement Management*. Jakarta: Earth Literacy.
- Buchori. Ahmad. 2012. *Teacher Performance* . Jakarta: Raja Grafindo Persada.
- Damayanti. Titin. 2020. The Effect of Principal Leadership and Work Motivation on the Performance of State Junior High School Teachers in Sungai Lilin District. *Thesis*. Palembang: PGRI Palembang University.
- Fitria. Happy. (2020). The Effect of Principal Supervision and Teacher Work Motivation on Teacher Performance. *Journal of Education* Volume 1 Number 2. June 2020.
- Hakam M Naja. 2013. *Law on Teachers and Lecturers* , Jakarta: Student Library.
- Hamalik, Omar. 2016. *Personality of Indonesian Teachers* . Jakarta: Raja Grafindo Persada.
- Hendarman and Rohanim. 2018. *Principal as Manager of Theory and Practice* . Bandung: Rosdakarya Youth.
- Jamal Asmani, Ma'mur. 2009. *Becoming an Inspirational, Creative, and Innovative Teacher* . Yogyakarta: Diva Press.
- Kunandar. 2017. *Professional Teachers Implementation of Education Unit Level Curriculum* , Jakarta: Raja Grafindo Persada.
- Marleni., Jaya. A., Hidayad. F. 2022. *Integrated Curriculum Used in Learning English. Esteem Journal English Study Program. Vol 5 No 2. 304-308* .Bandung: Alfabeta.
- Moeljono. 2015. *Professional Ability of Teachers and Education Personnel* .Bandung: Alfabeta.
- Mulyasa, E. 2013. *Standards of Teacher Competence and Certification*. Bandung: Rosdakarya.
- Mulyadi. & Fitria, Reni. (2017). The Influence of Principal Leadership and Work Commitment on Teacher Professionalism. *Al-Qiyam Journal* . Volume 1 Number 1. June 2020.
- Naim, Hasibuan. 2009. *Basic Management, Understanding*. Jakarta: Haji Masagung.

**Vol 6, No 1 (2023): ESTEEM**

- Poerwadarminta. 2015. *Work Motivation and Teacher Performance* . Jakarta: Erlangga.
- Riduwan. 2013. *Research Variables* . Bandung: Rosdakarya Youth.
- Rochman, C. 2011. *Development of Teacher Personality Competence* . Jakarta: Rajawali Press.
- Rusman. 2012. *Teachers and their Profession* . Jakarta: Rineka Cipta.
- Sally, Edward. 2015. *Total Quality Management in Education* . London: Taylor&Francis e-Library.
- Sari. A, Jaya.. A., , Mortini. A. 2022. *Using Mixidea Online Debating Strategy to Promote the Students' Speaking Ability. Esteem Journal English Study Program*. Vol 5 No 2. 298-303.
- Simamora, H. 2012. *Human Resource Management* . Yogyakarta: BP YKPN.: Raja Graffindo Persada.
- Sudrajat. Rachmad. 2014. *Supervision of Learning* . Jakarta: Rineka Cipta.
- Sugiyono. 2015. *Educational Research Methods, Quantitative, Qualitative and R&D Approaches* . Bandung: Alfabeta.
- Suharsaputra. 2018. *Education Supervision (Performance Based Systems Approach)* . Bandung: Refika Aditama.
- Yamin. M. 2016. *Classroom Learning Management: Strategies to Improve the Quality of Learning* . Jakarta Raja Graffindo Persada.
- Yamin, M. 2017. *Quality Management of Education Curriculum* . Jakarta: Rajawali Press.
- Yusutria. 2016. *Journal. Teacher Professionalism in Improving Human Resources* . Padang : STKIP-PGRI West Sumatra.
- Zahroh, A. 2015. *Building Quality of Learning Through Teacher Professionalism Dimensions*. Bandung: Yrama Widya.