

## **Correlation between Leadership Behavior, Work Stress and Work Motivation on Teacher Performance of Smpn Balangan Regency**



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**ABSTRACT:** Teacher performance is very important because it is the key to the success of the implementation of education or the teaching and learning process in schools. The demands of life are so great on the one hand, while on the other hand the responsibility and moral burden that is borne as a teacher and educator is very large, often resulting in work stress/mental pressure as a result of working on teachers. Not to mention if teachers become targets of criticism for the failure of an educational process experienced by their students. Often teachers end up taking an apathetic attitude towards their profession in the midst of the dilemma of responsibility and socio-economic demands. This study aims to describe the correlation between leadership behavior and work stress through work motivation on teacher performance. The population of this study included 203 teachers with a sample of 135 people. The sampling technique was carried out by proportional random sampling. Analysis This study used descriptive and inferential statistics through SPSS 20. Data were collected by means of a questionnaire. Data was collected using instruments consisting of principal supervision (24 items), work discipline (30 items), work motivation (26 items) and teacher performance (51 items) which have been tested for validity and reliability. The research data were analyzed using path analysis. The results showed that there were (1) leadership behavior and work motivation in the high category, while work stress and teacher performance were in the high category. (2) there is a direct correlation of leadership behavior, work stress, work motivation to teacher performance. (3) there is a correlation between leadership behavior and work stress through work motivation on teacher performance.

**KEYWORDS-** leadership behavior, work stress, work motivation, teacher performance

### **I. INTRODUCTION**

Human resources (HR) are all abilities or potentials of the population residing in a certain area along with their social and economic characteristics that can be utilized for development purposes. The teacher is one element that plays a role in the educational process. In the education process at school, the teacher holds a dual task, namely as a teacher and educator. In order for the teacher's role in the field of education to be more optimal, the teacher's performance must be considered. This is in accordance with the opinion (Sinambela, 2012) which states that success in doing a job is largely determined by performance. Teacher performance is the embodiment of work done by a teacher which is usually used as a basis for assessing teachers or schools. Good teacher performance is a step towards achieving educational goals. Employee performance (work achievement) 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 (Mangkunegara, 2013).

To improve teacher performance there must be an encouragement, namely work motivation. Another factor that affects teacher performance is leadership behavior. With the maximum leadership behavior of the principal, it is expected that the performance of teachers and fellow co-workers will provide mutual support. Helping each other in solving problems, increasing levels of compliance and discipline, always participating in all school activities and improving school quality, participating in providing and providing solutions to problems faced by schools. The behavior of leaders who pay attention to teacher work motivation needs to be obtained by all school members (Normianti, 2019).

Many factors that affect performance include stress on teachers which can be characterized by the appearance of symptoms such as impatience, both in socialization and when dealing with students in class, irritability, sensitivity or irritability, apathy, lack of concentration in teaching, forgetfulness, sensitive to criticism directed at him, or organizational/institutional effects can appear, namely frequent absences (not coming) from work for various reasons. Avoid responsibilities, work/teaching productivity is low or down, and in fact often feel hate towards work as an extreme symptom. In addition to work stress, another factor that affects performance is work motivation (Siagian, 2014), motivation in carrying out tasks is an important aspect for one's performance or productivity, this is because most of the teacher's time is used to work. Another factor that affects teacher performance is leadership

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behavior. With the maximum leadership behavior of the principal, it is expected that the performance of teachers and fellow co-workers will provide mutual support.

### II. METHOD

This study used a quantitative approach. Subsequent research designs. This research utilized a quantitative approach with a causal correlation design because this study tries to find out the causal correlation, especially on the correlated variables, and if any, how close the correlation is and whether or not the correlation is meaningful (Azwar, 2012). Population included 203 teachers with the research sample as many as 135 people. The sampling technique was carried out by proportional random sampling. Analysis This study used descriptive and inferential statistics through SPSS 20. Data were collected by means of a questionnaire (Sujarweni, 2014).

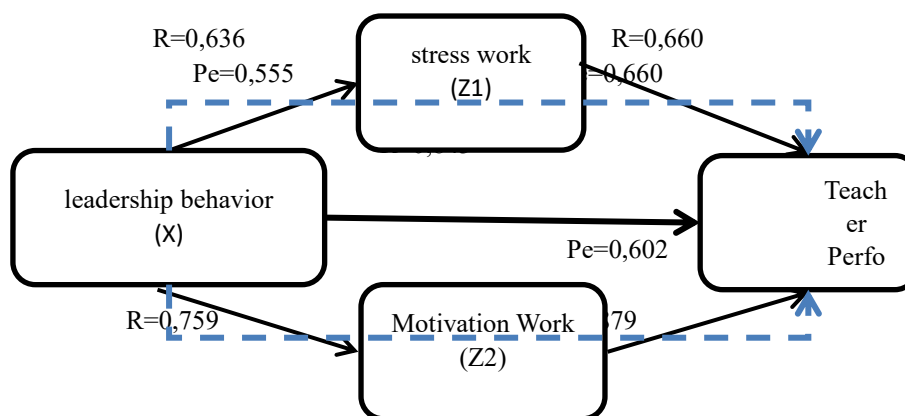
### III. FINDINGS AND DISCUSSION

Data obtained in study is data about implementation behavior leadership (X), stress work (Z1), motivation teacher work (Z2), and teacher performance (Y) Details of the data obtained data description as following:

**Table 1. Recapitulation of Calculation Results behavior leadership (X), stress work (Z1), motivation teacher work (Z2), and teacher performance (Y)**

	N	Range	Minimum	Maximum	mean	Std. Deviation	Variance
Leadership Behavior	135	122	113	235	183.30	5.78	33.46
Work Stress	135	50	50	100	75.87	8.16	66.63
Work Motivation	135	66	83	149	115.00	10.59	112.12
Teacher Performance	135	31	84	115	95.84	8.11	65.82

Furthermore, the path analysis model of leadership behavior, work stress and work motivation on teacher performance is as presented in Figure 1.



**Figure 1. Model Behavioral Path Analysis leadership, stress work and**

Motivation Work on Teacher Performance

Hypothesis		p	Decision
H <sub>1</sub>	There is a correlation direct Among leadership behavior and stress teacher work	0.000	Accepted
H <sub>2</sub>	There is a correlation direct between leadership behavior and motivation teacher work	0.000	Accepted
H <sub>3</sub>	There is a correlation direct between leadership behavior and teacher performance	0.000	Accepted

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H <sub>4</sub>	There is a correlation direct Among stress teacher work and performance	0.000	Accepted
H <sub>5</sub>	There is a correlation direct Among motivation teacher work and	0.000	Accepted
H <sub>6</sub>	performance There is a correlation no direct between leadership behavior and	0.000	
	performance through stress teacher work		
H <sub>7</sub>	There is a correlation no direct between leadership behavior and	0.000	
	performance through motivation teacher work		

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Based on the results of path analysis research between leadership behavior, work stress and work motivation on teacher performance at SMPN in Balangan Regency, the discussion of each hypothesis is as follows:

### 1. The Direct Effect of Principal Leadership Behavior on Work Stress at SMPN Balangan Regency

The results of the analysis conducted in this study indicate that there is a direct positive and significant correlation between the principal's transformational leadership and work culture. This is evidenced by the path coefficient value of 0.832 with a t count of 19.866 and a significance of 0.000 so that the significance value is less than 0.05. This proves that the leadership behavior of the principal can have a direct effect on teacher work stress in teaching and improve the achievement and creativity of teachers at SMPN Balangan Regency. The magnitude of the effect given by the principal's leadership behavior variable on work stress is indicated by an R<sup>2</sup> value of 0.636 meaning that 63.6% of high teacher work stress is caused by a direct effect on the principal's leadership behavior.

The results of this study are in accordance with the opinion of experts, (Robbins, S., P. & Timothy A., 2016), (Octavia, 2016) and (Kailola, 2016) which state that a work culture is built and maintained based on the philosophy of the founder or leader. Culture is strongly affected by the criteria used in hiring followers. The leader's actions will greatly affect the behavior that is acceptable or unacceptable to his followers.

### 2. Direct effect of Principal Leadership Behavior with Work Motivation at SMPN Balangan Regency

The results of the analysis in this study indicate that there is a direct positive and significant correlation between the principal's leadership behavior and work motivation. This is evidenced by the Path coefficient of 0.759 with tcount 43.900 and significant 0.000 so that the significance value is less than 0.05. This proves that the principal's leadership behavior can have a positive and significant direct effect on the work motivation of teachers at SMPN in Balangan Regency. The magnitude of the effect given by the principal's leadership behavior variable on work motivation is indicated by the R<sup>2</sup> value of 0.916 meaning that 91.6% of high teacher work motivation is due to the direct effect of the principal's leadership behavior.

This study is in line with the results of research (Heriana, 2016) in his thesis entitled "The correlation between Supervision and Work Motivation with Work Effectiveness of Employees at the Regional Office of the Ministry of Religion of North Sulawesi Province, revealing that there is a positive correlation between work motivation and employee work effectiveness, which is determined by the degree of strength of the correlation in the form of correlation coefficient and coefficient of determination. The results of this study are supported by the theory put forward by (Robbins & Timothy, 2016) who stated that: "an enabling environment will create the conditions that encourage high performance and effective discretionary behavior". Good motivation will form conditions that will improve performance and behavior that leads to effectiveness.

### 3. The Direct Effect of Principal Leadership Behavior on Teacher Performance at SMPN Balangan Regency

The results of the analysis in this study indicate that there is a direct positive and significant correlation between the principal's leadership behavior and teacher performance. This is evidenced by the path coefficient of 0.847, this means that there is a positive effect with a high category between the Principal's Leadership Behavior and the performance of the SMPN Balangan Regency teachers. In other words, the higher the principal's leadership behavior, the higher the teacher's performance. The magnitude of the effect is indicated by the R<sup>2</sup> price of 0.717 with Sig. 0.000 and tcount of 16.913 is evidence to state that there is a significant effect of the principal's leadership behavior on teacher performance that cannot be ignored.

The magnitude of the effect given by the principal's leadership behavior variable on teacher performance as indicated by an R<sup>2</sup> value of 0.717 means that 71.7% of high teacher performance is due to the principal's leadership behavior. The results of this study are in line with the opinions (Suharsaputra, 2013) and (Barnawi, 2012) who stated that if the superior-subordinate interaction is of high quality, then a superior will have a positive view of his subordinates so that his subordinates will feel that his superior provides a lot of support and motivation. This increases the trust and respect of subordinates in their superiors so that they are motivated to do more than what is expected by them.

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### **4. The Direct Effect of Work Stress on Teacher Performance at SMPN Balangan Regency**

The results of the analysis conducted in this study indicate that there is a direct positive and significant correlation between job stress and teacher performance. This is evidenced by the path coefficient of 0.752, with  $t$ -count 12.109 and significant 0.000. This means that there is a positive correlation with a high category between work stress and teacher performance at SMPN Balangan Regency. Based on the acquisition of these values, it can be interpreted that work stress is one of the factors that affect teacher performance, and when the value of work stress increases, it is followed by an increase in teacher performance scores.

The magnitude of the effect given by the work stress variable on teacher performance as indicated by the  $R^2$  value of 0.565 means that 56.5% of teacher performance is caused by work stress. So far it has happened in the field that the work stress experienced by teachers at SMPN South Balangan Regency is due to teacher problems sometimes arriving late to school so they tend to be absent at work, sometimes they also complain about having difficulty to sleep early due to work that is too burdened on them, while their age is not young anymore. Another problem that they complain about is the lack of appetite due to the workload so they think about having to complete the task. In addition, because of work stress, it is not uncommon for the desire to procrastinate to cross their minds. They also feel the emergence of a tendency to be lazy to do work.

### **5. The Direct Effect of Work Motivation on Teacher Performance at SMPN Balangan Regency**

The results of the analysis conducted in this study indicate that work motivation is directly related to teacher performance. This is evidenced by the path coefficient of 0.798, with  $t$ -count 14.081 and a significant 0.000. This means that there is a positive correlation with a high category between work motivation and teacher performance at SMPN Balangan Regency. This means that the higher the perceived work motivation, the higher the performance and conversely the lower the perceived work motivation, the lower the performance.

The magnitude of the effect of work motivation on teacher performance can be seen from  $R^2$  which is 0.637 or 63.7%, this shows that work motivation has a major effect on teacher performance. Among work motivations, it turns out that the one that has a big effect on teacher performance is 63.7%. Work motivation is an external factor that affects the performance of SMPN Balangan Regency teachers. The results showed that the teachers of SMPN Balangan Regency, the motivation they experienced psychologically made them less enthusiastic in working so that the expected performance would increase to be lower. Sometimes there are teachers who have motivations that make them feel useful for themselves, especially being able to complete their daily tasks, carry out the work that is expected to complete the work as a teacher. Work motivation is a force that drives a person to make certain efforts and achieve good results.

This is in line with the opinion (Iskandar, 2013) and (Suharsaputra, 2013) that the main benefit of motivation is to create work passion, so that work productivity increases. Meanwhile, the benefit of working with motivated people is that the job gets done right. This means that the work is completed according to the correct standard and within the time scale that has been determined, and people enjoy doing the work. Something that is done because there is a motivation that drives it will make people happy to do it. People will also feel appreciated/recognized, this happens because the work is really valuable for motivated people, so that person will work hard. This is understandable because the drive is so high that they produce according to the targets they set. His performance will be monitored by the individual concerned and will not require too much supervision and his fighting spirit will be high. The factors that effect motivation: Motivation, Willingness, Willingness, Building Expertise, Building Skills, Responsibilities, Obligations and Goals.

### **6. Indirect effect of Principal Leadership Behavior on Teacher Performance through Teacher Job Stress at SMPN Balangan Regency**

The path coefficient is 0.626, the significance value of the Sobel test is 0.039007, the  $z$ -count value of the Sobel test is 16.040, therefore it can be concluded that by using a 95% confidence level there is a positive and significant indirect effect of the head leadership behavior variable. schools through work stress on teacher performance at SMPN Balangan Regency. This can be seen from the attitude of the teacher who shows a sense of satisfaction being fulfilled so that he feels that he always provides openness, and does not feel rivaled by other colleagues but will instead help share knowledge and work together with other colleagues.

Although there is an effect of leadership behavior on performance through work stress, the acquisition of the value of the direct effect between the principal's leadership behavior and performance is much greater than the acquisition of indirect effect, it is better that the principal's leadership behavior variable affects the teacher's performance variable directly.

The results of this study are in line with the opinions of (Winardi, 2014) and (Ryanta, 2016) who suggest that leadership behavior motivates personnel to fully realize their potential. They allow ordinary people to be extraordinary. However, to be successful in cross-cultural issues, leadership behavior must be a team too, and be prepared to be effected by, and learn from other members of the organization.

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### 7. Indirect effect of Principal Leadership Behavior on Teacher Performance through Work Motivation of SMPN Balangan Regency Teachers

The results of the analysis carried out in this study indicate that leadership behavior is indirectly related to teacher performance through work motivation. This is evidenced by the Path coefficient of 0.762, the significance value of the Sobel test obtained a value of 0.02018, the z-count value of the Sobel test is 37.744, therefore it can be concluded that by using a 95% confidence level there is a positive and significant indirect effect of variable teacher performance through work motivation on the leadership behavior of the principal of SMPN Balangan Regency teachers. This can be seen from the attitude shown by the teacher related to performance to always listen to the leader and do the task according to the leader's orders. Although there is a correlation between the principal's leadership behavior and teacher performance through work motivation, the acquisition of the value of the direct correlation between leadership behavior and performance is much greater than the acquisition of an indirect correlation, so it is better that the principal's leadership behavior variable affects the teacher's performance variable directly.

This is in line with research conducted by (Normianti, 2019) who states that there is an effect of work motivation on teacher performance. Positive results also obtained work motivation, work motivation has a correlation with increasing teacher performance, teachers can work well and can be supported by conducive work motivation.

The results of this study are in accordance with the opinion (Sedarmayanti, 2018) stating that the condition of work motivation is said to be good or appropriate if humans can carry out activities optimally, healthy, safe and comfortable. The suitability of work motivation can be seen as a result in a long period of time, furthermore, poor work motivation can demand more manpower and time and does not support obtaining an efficient work system design.

The results of this study are in line with research (Mubarak, 2021) on leadership behavior that affects employee performance. The results of this study indicate that the leadership behavior variable has a positive regression coefficient (b1) of 0.184, supported by a tcount of 2.267 and sig. of 0.028, it can be said that H1 is accepted. H1 accepted means that leadership behavior has a positive effect on the performance of BMT Amanah Ummah Sukoharjo employees. The more leadership behavior is improved, the more employee performance increases.

## IV. CONCLUSION

Based on the results of the analysis and discussion of research results as described above, it can be concluded: (1) leadership behavior, work stress, work motivation, and teacher performance are included in the very high classification category. (2) There is a direct correlation between leadership behavior and performance; work stress and performance; work motivation and performance; leadership behavior and work motivation; work stress and work motivation. (3) There is an indirect correlation between leadership behavior and performance through work motivation; work stress and teacher performance through work motivation.

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