

The Effect of Principal Instructional Leadership, Creativity and Teacher Achievement Motivation on Teacher Work Productivity in PAUD Institutions, Central Amuntai District, Hulu Sungai Utara Regency



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ABSTRACT: Teacher work productivity is the performance of teachers in providing the best service to students and having an attitude to always improve and improve the learning process. Some factors that affect teacher work productivity are the principal's instructional leadership, creativity and teacher achievement motivation. This study aims to describe and analyze the direct and indirect influence of principal instructional leadership on teacher work productivity through teacher creativity and achievement motivation. This study used a quantitative descriptive approach with correlational techniques. The population of this study was 168 teachers in 55 ECCE institutions. The sample of this study was 118 people. The number of samples is taken using the Slovin formula and proportional random sampling. Data collection was carried out using instruments consisting of principal instructional leadership (19 items), creativity (22 items), achievement motivation (19 items) and teacher work productivity (19 items) which had been tested for validity and reliability using product moment correlation. Data analysis of this study using Path Analysis. The results showed the influence of the principal's instructional leadership on teacher work productivity through creativity and achievement motivation.

KEYWORDS: principal instructional leadership, creativity, achievement motivation and teacher work productivity.

INTRODUCTION

A society that continues to grow and is increasingly qualified must have good education in order to be able to compete in a healthy and competitive manner in all fields. The characteristics of the 21st century are marked by various changes in economic, transportation, technology, communication, and information aspects as a result of globalization. Therefore, individuals or groups need critical thinking and problem-solving, communication, collaboration, and creativity and innovation skills (Aslamiah, et al., 2021). Education is the main highlight in responding to global challenges because through education various innovations can be developed to achieve development goals. The quality of good education is influenced by various factors, one of which is the level of productivity in educational organizations. One of the characteristics of educational productivity is seen in the achievement of educational goals effectively and efficiently through maximum increase in human resources. Zahroh (2014: 150) mentioned that educational productivity is an important expectation for every element of education in achieving goals. Educational productivity is related to the attitude and ability of teachers in carrying out tasks (Sedarmayanti, 2018: 62). The teacher is the main driving element that determines all activities in the organization. Teachers should be able to develop their abilities continuously and optimally as a measure of the quantity and quality of their work. Wahyudi (2012) stated that teacher work productivity is important in achieving school goals. The better the work of the teacher will facilitate the achievement of organizational goals. This shows that teacher work productivity is important in helping to achieve school goals effectively and efficiently.

The phenomenon in the field according to temporary observations by researchers, especially in PAUD institutions, Amuntai Tengah District, North Hulu Sungai Regency, found that the work productivity of teachers seemed partly unsatisfactory. This is characterized by various phenomena such as: (1) teachers do not make competitions as an effort to increase their work productivity, (2) character learning which is part of learning outcome evaluation activities is carried out improperly, (3) there are still teachers who do not check student work properly, (4) due to student work not being checked according to procedures, then there is no feedback and special guidance or intensive remedial teaching to children, (5) teaching and learning activities as large are still classical without stimulating children to start or choose objects Educational Game Tools (APE) used in learning, (6) learning materials mostly only take from previous examples without any innovation to make it fit the needs of early childhood learning in their schools. Improvement efforts that can be made in increasing teacher work productivity.

Teacher work productivity is the result of interactions between various factors that influence it (Ngalimun, 2016). Many factors affect the productivity of teachers' work, one of which is the leadership of the principal. In this regard, the most applicable leadership

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in schools is instructional leadership or leadership for improved learning. According to the results of Cunningham & Cordeiro (2016) states that one of the tasks of instructional leadership is to take an active role in the instructional process, to guide and nurture teachers during functioning in the teaching process to be better. The instructional leadership model is a leadership model that can encourage increased teacher work productivity.

Another factor that affects work productivity is teacher creativity. Meaningful education can later inspire students in the world of education in the all-digital era, in order to build a learning climate that is fun, inspiring, meaningful and carried out effectively and efficiently (Suriansyah, et al., 2022). Creativity allows man to improve his quality of life. Creativity is important because by creating people can manifest (actualize) themselves, and self-realization is the highest level of basic needs in human life. Azra (2017) if associated with the creativity of a teacher, productivity can be seen from the quality of teacher work in the field of teaching. This shows that teachers with high work productivity always empower their abilities and develop their skills in order to be productive in educational organizations. Another factor that also affects work productivity is motivation. One of the motivations needed by teachers to support their work productivity is motivation in terms of achievement. Wahjosumidjo (2015:105) states that people who have high achievement motivation are characterized by being excited if they excel, setting goals realistically and taking calculated risks, being responsible for the results, acting as entrepreneurs, choosing challenging tasks and initiatives, wanting quick concrete feedback on achievements, and the main purpose of working is not to get material but satisfaction with the results of the work achieved.

METHOD

This research uses a quantitative approach with a descriptive method, which is research that focuses on presenting data in the form of numbers using statistics. The population in this study is all teachers of Early Childhood Education (PAUD) institutions in Amuntai Tengah sub-district totaling 168 people. A sample of 118 people was taken using the Proportional Random Sampling technique to determine the sample members. Data were collected through the principal's instructional leadership instrument 19 items (formulating the school's vision and mission, managing instructional programs and promoting a positive learning climate), 22 items creativity (fluency of thinking, flexibility of thinking, elaboration and originality) achievement motivation 19 items (need for achievement, need for affiliation, need for power and teacher work productivity 19 items (improving the quality of work results, recognition and appreciation as well as self-actualization, motivation and belief in yourself, enthusiasm as teaching staff and developing individual potential). Before the instrument is used, it is first tested. The data from the instrument trials are analyzed to determine their validity and reliability. Description of the collected data using path analysis to see direct and indirect relationships by first performing normality, linearity, and homogeneity tests.

RESULTS

Based on the results of the data analysis using path analysis were found as described in:

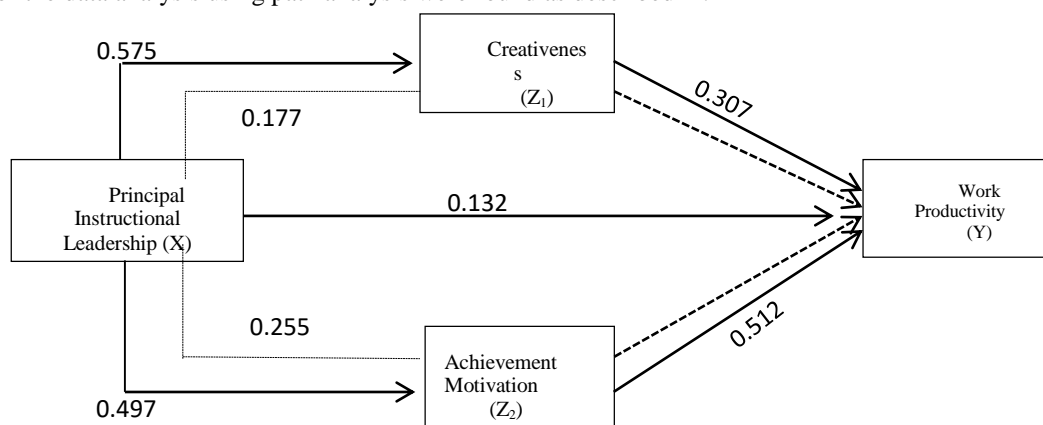


Figure 1. Results of Analysis of Influence Between Variables

Based on Table 3 and Figure 1 above, the rejection of the hypothesis in this study can be seen in Table 4 and Table 5 below:

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Table 4. Summary of Hypothesis Test Results H₁ H₂ H₃ H₄ H₅

Hipotesis	P	Result
H ₁ Direct influence of principal instructional leadership on work productivity	0.013	Accepted
H ₂ The direct influence of creativity on work productivity	0.001	Accepted
H ₃ The direct influence of achievement motivation on work productivity	0,000	Accepted
H ₄ Direct influence of principal instructional leadership on creativity	0,000	Accepted
H ₅ Direct influence of principal's instructional leadership on achievement motivation	0,000	Accepted

Table 5. Summary of Hypothesis H₆ and H₇ Test Results

Hypothesis	Immediately Indirect	Result
H ₆ The indirect influence of principal instructional leadership on work productivity through creativity	0.575 2,855	Accepted
H ₇ The indirect influence of the principal's instructional leadership on work productivity through achievement motivation	0.497 4,322	Accepted

The results of the path analysis as shown in Table 1 were used to answer the seven research hypotheses formulated, whose decisions are given in Table 2 and Table 3. Table 4 summarizes the decisions of H₁, H₂, H₃, H₄, and H₅ with a significance value criterion of less than 0.05, the hypothesis is accepted. Table 5 summarizes the decision of testing hypotheses H₆ and H₇, provided that if the direct correlation coefficient is smaller than the indirect correlation coefficient, then the hypothesis is accepted. Based on the results of the analysis in Tables 1, 2, and 3 above, correlations between variables were found in this study.

DISCUSSION

A. Direct Influence of Principal's Instructional Leadership on Teacher Work Productivity in ECCE Institutions, Amuntai Tengah District, North Hulu Sungai Regency.

The direct influence between the Principal's Instructional Leadership on the Work Productivity of ECCE Teachers in Amuntai Tengah District, North Hulu Sungai Regency, which is shown by the Standardized Coefficients Beta value of 0.132 with a significance value of $0.013 < 0.05$, then H₀₁ is rejected; thus there is an influence Direct Instructional Leadership of School Principals on Teacher Work Productivity of ECCE institutions in Amuntai Tengah District, North Hulu Sungai Regency. The higher the instructional leadership of a principal, the more productive the teacher should be in producing work.

The instructional leadership of a principal emphasizes the importance of teachers being able to understand and understand the vision, mission and goals of the school as well as mastering the substance of learning materials and the ability to manage the learning process. If teachers can improve these abilities, it will have a positive impact on the quality of learning. According to Suriansyah (2019: 260-270) optimal leadership must be able to evaluate every activity from all activities carried out in schools, must be responsible, direct, and provide recommendations for personal and professional development in accordance with the individual needs of teachers who refer to the maximum learning outcomes. Teachers with high work productivity will be able to develop and implement the mission and vision as well as learning goals and objectives referring to the curriculum that has been set so that classroom activities are in accordance with what is the school's learning objectives. Teachers like this will evaluate and are ready to get supervision for learning progress so that they can make improvements to learning programs according to student needs. In addition, teachers with high work productivity will also always communicate in an effort to achieve school goals, discipline in time and attendance and always participate in achievements so that they often want to be praised for their success, they will also try to always develop professionalism such as attending education and training. The influence of the principal's instructional leadership on teacher work productivity is how the principal as a leader can influence teachers to carry out their duties starting from program planning, implementing the teaching and learning process, conducting evaluations and feedback, to reporting student learning outcomes. One of the competencies that a superior must have is the ability to motivate his subordinates (Aslamiah, 2012: 10). Principals who act as professional leaders will be able to act as leaders, managers, supervisors, and motivators for teachers who are subordinates. This research is in line with the research of Malik Bulki Hadi (2018) which states that the majority of principals of public junior high schools in Karanganyar Regency, Surakarta have an instructional leadership style in the high category with an effective contribution of 25%. This condition indicates that teachers led with an instructional leadership style by a principal have a willingness to contribute to the school or organization beyond what is formally required in the organization or school. The results of this study are also relevant to the research conducted (Sururi, 2018; Anis Fatkhan, 2021) who states that there is a significant and positive relationship between instructional leadership and teacher work productivity.

With a principal who is able to maintain instructional time, discipline in attendance and always give awards to outstanding teachers and students, it will make a harmonious and synchronous relationship in managing school management. The principal's instructional

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leadership is very important for a teacher who wants to achieve high work productivity because with the instructional leadership of a principal, the teacher will be able to formulate the school's vision and mission and common goals, communicate school goals, be willing to be supervised and evaluated, ready to coordinate related to the curriculum and will always monitor student progress and carry out reports. In addition, teachers will also be able to maintain time, maintain attendance due to the figure of the principal who always gives awards to outstanding teachers and maximally provides opportunities for teachers to develop professionalism.

B. The Direct Influence of Creativity on Teacher Work Productivity in PAUD Institutions, Amuntai Tengah District, North Hulu Sungai Regency.

The direct influence between Creativity on the Work Productivity of ECCE Teachers in Amuntai Tengah District, North Hulu Sungai Regency, which is shown by the Standardized Coefficients Beta value of 0.307 with a significance value of $0.001 < 0.05$, then H_0 is rejected; thus there is a direct influence Creativity on the Work Productivity of ECCE Teachers in Amuntai Tengah District, North Hulu Sungai Regency. The higher the creativity of a teacher, the more productive the teacher should be at work.

Creative teachers will be able to generate many ideas / solve problems, be able to spark many answer ideas, provide many ways of doing things. Creative teachers are flexible in thinking by using various approaches / ways of thinking in overcoming problems, producing a number of ideas, having varied answers / questions and can see a problem from different points of view. Creative teachers can enrich and develop ideas / products, able to add / detail the details of an object of ideas / situations in such a way that it becomes more interesting, and creative teachers certainly have the ability to give birth to new unique ideas and think of unusual / unusual ways of parts / elements that are certainly used in the delivery of learning for students. Mayesky (2019: 87) stated that creativity is a way of thinking and acting or making something original from himself and has value for oneself and others. From a creative teacher will produce maximum work on learning so that teacher productivity in their work can also be said to increase. According to Suriansyah, et al (2020) creative thinking is shown from the creative way of thinking and to develop creative thinking, starting with the teacher's interest in something that can be used as a reference in the development of learning plans to the implementation of the learning process. One form of performance of potential teacher work productivity is the results of work that in quality and quantity are achieved by a teacher when carrying out his duties in order to plan also to the learning process. The relationship between creativity and teacher productivity is illustrated in the design process as well as the practice of learning carried out by teachers. Learning both in terms of planning and arriving at the learning process itself requires creative developments so as to provide meaningful meaning and value for students. The results of this study support previous research by Baiti (2020) that there is a significant correlation between creativity and work productivity. Similarly (Manurung, 2015; Ambarwati, 2021) which states that teacher creativity has a high effect on teacher work productivity. Teachers as drivers of creativity, because creativity is very important in learning, and teachers are required to demonstrate and show the process of creativity. Creativity is something that is universal and characterizes aspects of the living world around us.

C. The Direct Effect of Achievement Motivation on Teacher Work Productivity in PAUD Institutions, Amuntai Tengah District, North Hulu Sungai Regency.

The direct influence between Achievement Motivation on the Work Productivity of ECCE Teachers in Amuntai Tengah District, North Hulu Sungai Regency, which is shown by the Standardized Coefficients Beta value of 0.512 with a significance value of $0.000 < 0.05$, then H_0 is rejected; thus there is influence Direct Achievement Motivation for Teacher Work Productivity of ECCE institutions in Amuntai Tengah District, North Hulu Sungai Regency. The higher the motivation for achievement of a teacher, the higher the productivity of his work.

Teachers who have high achievement motivation will work with all their competencies without coercion, enthusiasm and totality in order to achieve work results as the standards that have been set, even exceeding these standards. According to McClelland, one of the factors that encourage motivation in a person is the need for achievement (Usman, 2013). These needs include the desire to achieve success, overcome obstacles, accomplish something difficult and the desire to be able to exceed that of others. The success of a teacher can be measured by the productivity of his work. This success can be seen from how a teacher is motivated to excel in the task of planning, implementing, and evaluating the teaching and learning process. Teachers who have high achievement motivation will have good work productivity in carrying out their duties as teachers and educators, and always want to do the best for the school. According to Suriansyah (2013), achievement motivation is a driving factor to determine success in learning and to achieve or achieve something he wants in order to achieve success. This research is in line with Wahyuni's research (201: 9) which states that achievement motivation has a significant effect on teacher work productivity, it is stated that achievement motivation simultaneously and partially affects work productivity teacher. The results of this study are also relevant to the research conducted (Indriana Shinuranti, 201: 9; Agung Sutopo, 2012) whose research results show that there is a close relationship between achievement motivation and teacher work productivity.

With the motivation of achievement possessed by a teacher, there is a desire to do something better or more efficient by the teacher, they can solve problems and are able to master difficult tasks. Such teachers always have the desire to build and maintain friendly and warm relationships with others and even want to be influencers of other people's actions, supervise and control others and be

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responsible for others which of course is still in a positive corridor for school development. This is a supporting factor for increasing teacher work productivity.

D. Direct Influence of Principal's Instructional Leadership on Teacher Creativity in ECCE Institutions, Amuntai Tengah District, North Hulu Sungai Regency.

The direct influence between the Principal's Instructional Leadership on the Creativity of ECCE Teachers in Amuntai Tengah District, North Hulu Sungai Regency, as shown by the Standardized Coefficients Beta value of 0.575 with a significance value of $0.000 < 0.05$, then H_0 4 rejected; thus there is a direct influence of the Principal's Instructional Leadership on the Teacher Creativity of ECCE institutions in Amuntai Tengah District, North Hulu Sungai Regency. The higher the instructional leadership of a school principal is expected to be able to maximize the creativity of teachers in work.

With the instructional leadership of the principal who is able to formulate the goals, vision and mission of the school, communicate school goals, conduct instructional supervision and evaluation, coordinate the curriculum and monitor student progress, be able to maintain time, maintain attendance, provide rewards or incentives for teachers and develop professionalism, it will be one of the supporting factors for teachers to maximize their creativity. Instructional leadership is leadership that focuses on student learning processes and outcomes through empowering teachers professionally. The concept of instructional leadership or learning leadership is focused on improving academic quality, not on busy handling school administration such as buildings, facilities or finances, all activities are intended to affect school academic activities related to learning (Syarifudin, 2022).

Creative teachers will be able to generate many ideas / solve problems, be able to spark many answer ideas, provide many ways of doing things. Creative teachers are flexible in thinking by using various approaches / ways of thinking in overcoming problems, producing a number of ideas, having varied answers / questions and can see a problem from different points of view. Creative teachers can enrich and develop ideas/products, are able to add/detail the details of an object of ideas/situations in such a way that they become more interesting, and creative teachers certainly have the ability to generate new unique ideas and think of unusual / unusual ways of parts / elements. Sternberg (2018: 89) says that creativity reflects the ability to create more. The ability to create more can be interpreted as thinking divergen or thinking with many answers to a problem. The results of this study are also relevant to research conducted by Nilam Nur Khotimah (2017) which states that there is a positive and strong influence between the principal's instructional leadership on teacher creativity. Similarly, Putri Tobing's research (2020) states that the principal's instructional leadership directly affects teacher creativity.

School principals should also always provide positive support for the results of teacher work which is certainly useful for building and nurturing the spirit of creativity possessed by teachers in schools. All of this is carried out as an effort to achieve organizational goals and learning objectives. The leadership of the principal who provides direction and instruction like this will affect the creativity of teachers and will have a positive impact on the results of their work.

E. Direct Influence of Principal's Instructional Leadership on Teacher Achievement Motivation in PAUD Institutions, Amuntai Tengah District, North Hulu Sungai Regency.

The direct influence between the Principal's Instructional Leadership on the Achievement Motivation of ECCE teachers in Amuntai Tengah District, North Hulu Sungai Regency, as shown by the Standardized Coefficients Beta value of 0.497 with a significance value of $0.000 < 0.05$, then H_0 5 rejected; thus there is a direct influence of the Principal's Instructional Leadership on the Motivation of ECCE Teacher Achievement in Amuntai Tengah District, North Hulu Sungai Regency. The higher the instructional leadership of a school principal is expected to be able to motivate his teachers in achieving and working.

With the instructional leadership of the principal who is able to formulate the goals, vision and mission of the school, communicate school goals, conduct instructional supervision and evaluation, coordinate the curriculum and monitor student progress, be able to maintain time, maintain attendance, provide rewards or incentives for teachers and develop professionalism, it will be one of the supporting factors for teachers to get motivation in carrying out their professional duties. Rutherford (2017: 57) also explained that effective principals bridge teachers in a supportive and positive way, for example through giving gifts for positive work and motherhood. Or, once a learning problem arises, the principal immediately provides supportive assistance that results in improvement, not the other way around.

This research is in line with Aunurrahman's research (201: 9) which states that in Surakarta City, most principals of private elementary schools with instructional leadership styles are in the high category. This condition shows that teachers led with an instructional leadership style by the principal have high achievement motivation in their service as a teacher. The results of this study are also relevant to research conducted by Arfan Arsyad (2021) which states that there is a significant and positive influence of the principal's instructional leadership on teacher achievement motivation.

Achievement motivation will arise when there is support and encouragement from the leadership. A teacher will be motivated to be active, creative, achieve, develop themselves, and accept criticism with support from the principal. This motivation cannot be separated from the principal's instructional leadership. High achievement motivation will result in good work productivity.

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F. The Indirect Influence of Principal's Instructional Leadership on Work Productivity through Teacher Creativity in PAUD Institutions, Amuntai Tengah District, North Hulu Sungai Regency.

The indirect influence of the Principal's Instructional Leadership on Work Productivity through teacher creativity in PAUD Institutions, Amuntai Tengah District, North Hulu Sungai Regency refers to the calculation of the Sobel, it is known that the Sobel Test Statistic value has an indirect influence of the Principal's Instructional Leadership variable (X) on Work Productivity (Y) through Creativity (Z_1) guru in PAUD Institute Amuntai Tengah District, North Hulu Sungai Regency is 2,855. The value of the Sobel Test Statistic is greater than t_{table} 1.96, then H_0 is rejected; so it can be said that the Principal's Instructional Leadership indirectly has a significant effect on the variable of Work Productivity through Creativity in PAUD Institutions, Amuntai Tengah District, North Hulu Sungai Regency.

Efforts to achieve high work productivity require a principal with mature instructional leadership in order to be able to produce quality teacher output. This is certainly not easy, considering the need for consistent behavior both from the principal as a manager and leader as well as from teachers to continuously improve their work. Therefore, there needs to be other factors that participate in helping so that the abilities possessed by teachers are not only limited to abilities but full of creative actions in a lesson. Susanto (2016) stated that the factors that affect the level of teacher work productivity are: the existence of work ethic, namely an attitude to life that is willing to work hard, enthusiasm and able to think forward for the future. In line with Greenfield's opinion, instructional leadership is one of the competencies possessed by school principals by focusing on developing a satisfactory work environment for teachers, increasing teacher work productivity and ultimately being able to develop learning conditions that allow student learning outcomes to increase (Wahjosumidjo (2015: 32) So teachers are always required to be able to develop their creativity through coaching from the principal. A high level of teacher creativity will have an impact on the productivity of teachers' work in carrying out their duties so that it will cause maximum results from their work. According to Suriansyah, et al (2020) creative management is shown from their creative way of thinking. To develop a creative way of thinking, it begins with the teacher's interest in something that can be used as a reference in the development of lesson plans to the implementation of the learning process.

In this case, guru always requires coaching from the leader so that their creative skills can still develop properly. Through coaching carried out by the principal to teachers, it can contribute to improving the implementation of more optimal education, so that work productivity also increases.

G. Indirect Influence of Principal's Instructional Leadership on Work Productivity through Teacher Achievement Motivation in PAUD Institutions, Amuntai Tengah District, North Hulu Sungai Regency.

The indirect influence of the Principal's Instructional Leadership on Work Productivity through teacher achievement motivation in PAUD institutions, Amuntai Tengah District, North Hulu Sungai Regency refers to the calculation of the Sobel, it is known that the value of the Sobel Test Statistic is an indirect influence of the Principal's Instructional Leadership variable (X) on Work Productivity (Y) through The achievement motivation (Z_2) in PAUD Institute of Amuntai Tengah District, North Hulu Sungai Regency is 4,322. The value of the Sobel Test Statistic is greater than t_{table} 1.96, then H_0 is rejected; so it can be said that the Principal's Instructional Leadership indirectly has a significant effect on the variable of Work Productivity through Achievement Motivation in PAUD Institutions, Amuntai Tengah District, North Hulu Sungai Regency.

Behind the achievement of high teacher productivity is a principal with instructional leadership who can produce qualified teachers. The principal's policies regarding learning certainly cannot be separated from the supervision and evaluation that lead to efforts to improve the resulting learning. Tohardi (2017: 100) stated that work productivity is a mental attitude that always seeks improvement in what already exists. A belief that one can do a better job today than yesterday, and tomorrow must be better than today. Handoko (2019: 67) said that the fulfillment of the right work by concentrating human resources and effort on work can affect organizational productivity. Productivity in an organization largely depends on the motivation of its members where the actions of members are aimed towards achieving organizational goals.

A good leader is also a motivator to his subordinates, in this case a principal is able to direct teachers to be able to carry out the learning process well starting from planning, implementation to evaluating students. One of the competencies that a superior must have is the ability to motivate his subordinates (Aslamiah, 2012: 10). This certainly requires synchronous coordination between teachers and principals. Nanang, Fattah (2016: 19) stated that the appearance of work is interpreted as an expression of ability based on knowledge, attitudes and skills and motivation in producing something. People whose motivation high achievement are characterized by daring to take calculated risks, superior, wanting to achieve the best, carrying out tasks in accordance with competence, working hard and proud of the results achieved and paying attention to the future (Solekah, Rizalie. A.M., et al., 2022). In line with that, Hiks (Winardi, 2000: 36) said productivity is one function of motivation. Motivation according to Hiks can be positive or negative, this shows that if motivation is positive it can encourage increased work productivity. Conversely, if motivation decreases it can reduce work productivity. Achievement motivation supported and fostered by a principal will be able to make his teachers able to compete in achieving what is the vision and mission and goals of the school, and this of course will make teacher work productivity increase because teachers always develop both personally and in school organizations.

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CONCLUSIONS

Based on the results of data analysis, the conclusion of the study is that there is a direct and indirect influence between the principal's instructional leadership, creativity and achievement motivation on teacher work productivity. The principal conducts coaching to teachers in an effort to increase teacher work productivity. In addition, the creativity and motivation of a teacher if maximized can make work productivity increase which ultimately has an impact on efforts to achieve a goal. This brings synergy between the principal and teachers in achieving the goals of the school organization. Supervisors and Disdikbud of North Hulu Sungai District also need to always carry out coaching by always paying attention to the development of teacher productivity in the district. Researchers can then conduct research using other variables, such as work commitment, organizational culture, work discipline and training which are also thought to affect teacher work productivity.

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