

The Effect of Principal Managerial Competency, School Principal Leadership Style, and Teacher Work Motivation on Teacher Performance in SDN Jekan Raya District, Palangka Raya



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ABSTRACT: This study aims to determine and analyze the influence of the principal managerial competence, principal leadership style and teachers' work motivation on teacher performance. This research is quantitative research with a path analysis approach. The study population was 440 with 200 studyampelous. Data collection was carried out using instruments consisting of managerial competence (11 items), principal leadership style (30 items), teacher work motivation (44 items), teacher performance (40 items) that had been tested for validity and reliability. The data analysis of this study used jalur analysis (Path Analysis). The results found that there was an influence of managerial competence on teacher work motivation (0.097), principal leadership style on work motivation(0.075), principal managerial competence on teacher performance (0.341),Principal leadership style towards performance (0.345), teacher work motivation towards performance (0.320), principal managerial competence towards teacher performance through teacher work motivation (0.420), principal leadership towards teacher performance through teacher work motivation (0.387).

KEYWORDS: Managerial Competence, Leadership Style, Work Motivation , Performance

I. INTRODUCTION

The quality of education services is influenced by several factors including teacher performance. Teachers have and play a vital role in the advancement of the world of education. Therefore, it is very important to build information that can be utilized to improve the quality of teacher work while according to , there are two key elements that greatly affect the effectiveness of teachers in teaching: other educational facilities and infrastructure. Infrastructure consists of school management, learning systems, curriculum, learning programs, and so on. These facilities include study rooms, practicum equipment, laboratories, libraries, and so on. The performance of elementary school teachers is a serious major problem, as well as in Palangkaraya City, especially Jekan Raya sub-district which is the center of Jekan Raya sub-district. Jekan Raya sub-district is quite large with 33 public elementary schools.(Cintamulya, 2018; Kusumaningrum et al., 2019).

Performance is a combination of skills and motivation interpreted in the formula: $Performance = f (expertise \times motivation)$. The influence of talent and inspiration on success is neither additive nor multiplicative. To work well, people need talent and drive, and if one of them doesn't show up, there won't be a successful outcome (Shin & Hur, 2020). Raberi et al (2020) reported that many aspects affect teacher teaching performance. Factors that influence teacher performance are the level of teacher learning, teaching supervision, upgrading activities, conducive air, facilities and infrastructure, leadership style of school leaders, among others, there are some teachers who are lazy to enter the classroom, teachers leave the classroom before the end of education hours, teachers only distribute assignments and do not carry out face-to-face with students while there are not many activities, There are teachers who do not understand the teaching modules taught to them, there are teachers who like to skip work and work outside, there are teachers who do not master how to make lesson plans correctly, and are lazy to explore training held by the school.

With simple and multiple regression analysis, t test and F test, research shows that the leadership possessed by a school principal has an influence on the performance of teachers of SMA Negara 7 Banda Aceh by 35.8%. Motivation affects 96.7 percent of teacher performance. This matter shows that 2 aspects of leadership, principles and motivation are linked to teacher performance; Continue to be good leadership and continue to be great teacher motivation until teacher performance continues to be good.(Firmawati, 2017) Maghfiroh (2018) conducted research at SMP Bahudin Ngelom Sidoarjo on the influence of principal management skills, climate in the world of work, and work motivation on PAI teacher performance, using quantitative procedures such as simple linear regression and multiple linear regression. The results showed that managerial skills greatly influenced teacher performance by 0.733, work atmosphere by 0.520, and work motivation by 0.917.

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Maghfiroh (2018) conducted research at SMP Bahudin Ngelom Sidoarjo on the effect of principal management competence, work climate, and work motivation on PAI teacher performance, using quantitative methods such as simple linear regression and multiple linear regression. The results showed that managerial competence had a major effect on teacher performance by 0.733, work atmosphere by 0.520, and work motivation by 0.917.

The results found that the managerial ability of the head and the motivation of TMI Tarbiatul Muallimin Al Islamiah Putri lecturers' performance had a considerable influence on the t-test, with a magnitude of 65.7 percent, while the remaining 34.3 percent was influenced by other variables. than both. The R square of the variable containing the ANOVA test result is 0.657 (El-Faradis, 2016). According to , discussing the principal style and abilities has a significant impact on teacher effectiveness. In SD Lintang Kanan, quantitative studies show that the principal leadership style and managerial ability have a combined influence on teacher performance. found that the leadership and motivation of school principals have a good and substantial influence on the performance of vocational school teachers in Cimahi City, as shown by the Likert scale questionnaire (Muslims, 2018;Conscience & Sarino, 2018).

II. METHODOLOGY

This research includes quantitative research with a pathway analysis approach, namely research aimed at explaining existing facts and knowing how much influence between variabel. The population in this study was 440 public elementary school teachers. The sampling technique used is propotional random sampling. The number of samples was determined based on the Slovin formula as many as 200 people. Data were collected through the principal managerial competency instruments (planning, organizing, actuating, controlling), the principal leadership style (task-oriented leadership, human relations-oriented leadership), work motives (driving factors, causal factors), teacher performance (pedagogic competence, personality competence, social competence, professional competence) instruments were analyzed through validity and reliability tests of the description of the collected data using path analysis To see the direct and indirect influences, by first performing a test of normality, linearity, homogeneity.

III. RESULTS OF RESEARCH AND DISCUSSION

Based on the results of data analysis using path analysis as described above from influence, direct and indirect influence coefficients were found as described below

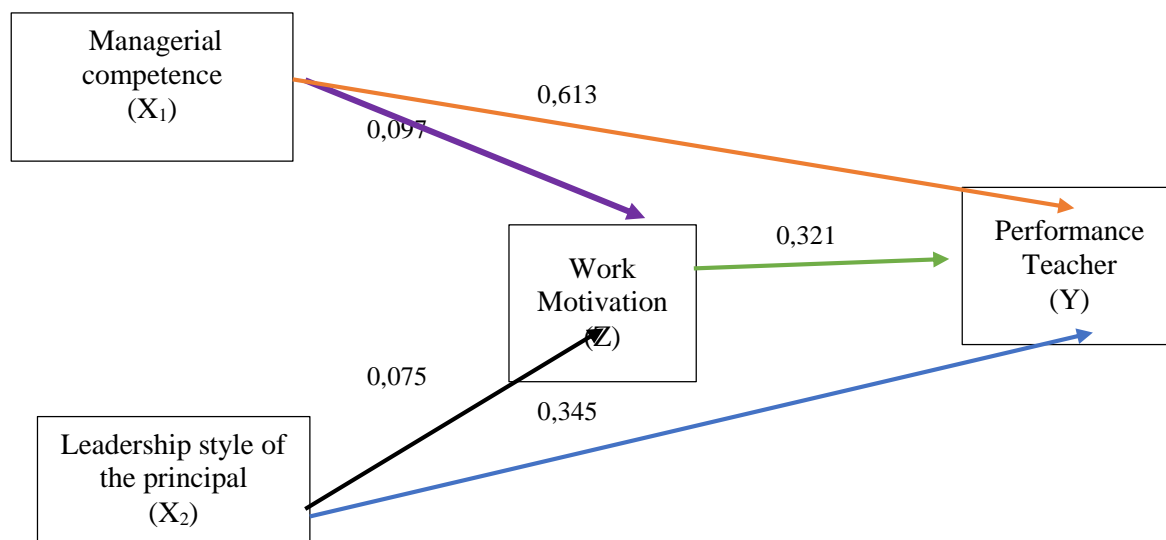


Figure 1. X1, X2, Z and Y Path Analysis Model

Based on the figure1 above, the hypothesis in this study can be seen in tables 2 and 3

Table 1. Summary of Hypothesis Testing Decisions H₁ H₂ H₃ H₄ H₅

Hypothesis	P	Decision
H ₁ There is a significant positive influence of the principal managerial competence on performance	0,000	Receive
H ₂ There is a significant positive influence of the principal leadership style on performance	0,000	Receive
H ₃ There is a significant positive influence of teacher work motivation on performance	0,000	Receive

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H ₄	There is a significant positive influence of the managerial competence of the principal on the work motivation of teachers	0,000	Receive
H ₅	There is a significant positive influence of the principal leadership style on the work motivation of teachers	0,000	Receive

Table 2. Summary of Hypothesis Testing Decisions H₆ and H₇

Hypothesis		Immediately	Indirect	Decision
H ₆	There is an indirect positive influence of the principal managerial competence on performance through work motivation	0.613	0.420	Receive
H ₇	There is an indirect positive influence of the principal leadership style on performance through teacher work motivation	0.345	0.387	Receive

Table 1 is a summary of decisions H₁, H₂, H₃, H₄, and H₅ with a significance value criterion of less than 0.05, then the hypothesis is accepted. Table 2 is a summary of the decision to test hypotheses H₆ and H₇ provided that if the coefficient of direct influence is less than the coefficient of indirect relations, then the hypothesis is accepted. Based on the results of the analysis in Table 1, this study succeeded in finding relationships between variables that can be explained as follows.

A. The Effect of Managerial Competence on Teacher Performance

Based on the results of hypothesis testing, a Sig value of < 0.05 was obtained so that H₀ was rejected. This shows that there is a direct contribution of the principal supervision to the performance of elementary school teachers in Jekanraya District, Palangka Raya City. The results of the correlation test showed that the large coefficient of determination R₂ (R Square) was 0.365 which means the contribution of the principal managerial competence to the performance of elementary school teachers in Jekan Raya District, Palangka Raya City. The results of regression testing in the form of every increase in one principal managerial competency score will increase the teacher's performance score by 0.613 and vice versa if there is a decrease in one principal managerial competence score, it will decrease the teacher's performance score by 0.613.

The results of the study and those mentioned that the managerial competence of the principal contributed significantly to teacher performance. It also found that educational supervision carried out by the principal had an influence on teacher performance. Teacher performance is very important in maintaining and improving professionalism because it affects the behavior and daily activities of teachers. Professional behavior will be more easily realized if the institution in which he works pays more attention to coaching, forming, and developing a more identical professional attitude called (Herdiyana & Rohendi, 2021; Suriansyah &, 2015; Wibowo & Supriyanto, 2021)

B. The Influence of the Principal Leadership Style on Performance

Based on the results of hypothesis testing, a Sig value of < 0.05 was obtained so that H₀ was rejected. This shows that there is a direct influence of the principal leadership style on the performance of elementary school teachers in Jekan Raya District, Palangka Raya City. The results of the correlation test showed that the coefficient of determination R₂ (R Square) was 0.345 which means that the contribution of the principal leadership to the performance of elementary school teachers in Jekan Raya District, Palangka Raya City was 34.5%. Based on the regression test equation, it is known that every increase in one principal leadership style score will increase the teacher's performance score by 0.714 and vice versa, if there is a decrease in one principal leadership score, it will decrease the teacher's performance score by 0.714. In line with the results of the study which states that one of the factors that influence the high and low performance of teachers is the leadership of the principal, in addition, the results of the analysis also found that the leadership style of the principal has a positive effect on teacher performance. (Zuldesiah et al., 2021)(Jaya, 2022)

The results of research by and the performance of qualified and effective teachers are a combination of many factors, such as commitment, personal growth, school environment, prevailing culture, teacher innovation and others. In line with that, the principal as the highest leader who is very influential and determines the progress of the school has administrative abilities, has high commitment, and is flexible in carrying out his duties. The leadership style of a qualified principal can create improved teacher performance through a program to develop the ability of education personnel according to them. Agree with this and a principal must have personality or traits and abilities and competencies to lead an educational institution. In his role as a leader, the principal must be able to pay attention to the needs and abilities possessed by teachers and strive to improve the abilities and performance of teachers stated by (Ellya Novera, DaharnisYeni Erita, 2021; Mutholib et al., 2021; Ndoen & Manurung, 2021; Samsilayurni, 2020; Suriansyah, 2014; ; Suriansyah, 2021; Wahyuni & Satiman, 2020).

According to teacher performance, it is a skill that will foster confidence to perform and can be recognized by others. Teacher performance can also be interpreted as the ability of a teacher to do something with full confidence but in accordance with the rules that have been made. The main factor of teacher performance is the leadership of the principal, whether he wants to move

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forward or stay the same. Teacher performance can be said to be good if the principal leadership always provides input to the teacher so that teacher performance is better. Improving teacher performance is also a major task for school principals. In order for teacher performance to increase, it is necessary to have an activity program held by the principal to support each teacher's performance competence. (Abdul Mun'im, et al (2021)

C. The Effect of Teacher Work Motivation on Performance

Based on the results of hypothesis testing, a Sig value of < 0.05 was obtained so that H_0 was rejected. This shows that there is a direct contribution of teacher work motivation to the performance of elementary school teachers in Jekan Raya District, Palangka Raya City. The results of the correlation test show that the magnitude of the coefficient of determination R^2 (R Square) is 0.321 which means that the contribution of teacher work motivation to the performance of elementary school teachers in Jekanraya District, Palangka Raya City is 32.1%.

The results of the regression test found that every increase in one teacher's work motivation score will increase the teacher's performance score by 0.613 and vice versa if there is a decrease in one teacher's work motivation score, it will decrease the teacher's performance score by 0.613. This is in line with research that states that there is a significant influence of work motivation on teacher performance. Research has also found that there is a significant correlation between the contribution of achievement motivation and performance (Utami & Country, 2021; Oktaviani & Son, 2021)

According to motivation, it is a driving factor so that a person can carry out his duties. Motivation is a psychic process that encourages a person to do something or support human behavior to work hard and enthusiastically to achieve optimal results. Motivation is formed from a person's attitude in dealing with work situations. Motivation can come from within or outside the self. Work motivation has an important role in achieving work goals in accordance with predetermined standards (Darmawan et al., 2019).

According to the effort to foster motivation in teachers is very important because teachers are one of the components in teaching and learning activities that have a role that greatly determines the success of learning. This relates to the main function of the teacher, namely designing, managing, implementing and evaluating learning activities) (Arianti, 2018).

D. The Effect of Principal Managerial Competence on Teachers' Work Motivation

The findings of the hypothesis testing results obtained a Sig value of < 0.05 so that H_0 was rejected. This shows that there is a significant influence on the managerial competence of school principals on the work motivation of elementary school teachers in Jekan Raya District, Palangka Raya City. Based on the results of the correlation test, it shows that R^2 (R Square) is 0.097, which means that the managerial competence of the principal of the principal on the work motivation of elementary school teachers in Jekan Raya District, Palangka Raya City is 9.7%. The results of the regression test found that every increase in one principal supervision score will increase the teacher's work motivation score by 0.268 and vice versa if there is a decrease in one principal managerial competency score, it will decrease the teacher's work motivation score by 0.268. The results of this study are comparable to research by which states that there is a significant influence between managerial competence and teacher work motivation (Faelasufatunnajah et al., 2021).

E. The Influence of the Principal Leadership Style on Gur's Work Motivation

Based on the results of hypothesis testing, a Sig value of < 0.05 was obtained so that H_0 was rejected. This shows that there is a direct contribution of the principal leadership style to the work motivation of elementary school teachers in Jekanraya District, Palangka Raya City. The results of the correlation test show that the magnitude of the coefficient of determination R^2 (R Square) is 0.075. This shows that the contribution of the principal leadership style to the work motivation of elementary school teachers in Jekanraya District, Palangka Raya City is 7.5%. The results of the regression test found that every increase in one principal leadership score would increase the teacher's work motivation score by 0.345 and vice versa if there was a decrease in one principal leadership style score, it would decrease the teacher's work motivation score by 0.345.

This result is in line with those mentioned that the principal leadership style has a significant influence on work motivation. The study also found that the principal leadership style had a positive influence on teachers' work motivation in the moderate or sufficient category (Nurussalami, 2018; Setyati, 2021).

According to leadership style is the ability of individuals to exert influence on others, motivating a number of people to work together in carrying out activities directed at a common goal that involves the process of distributing power between leaders and members. The leader does not stand on the side, but provides encouragement and encouragement, standing in front that provides convenience for progress and provides inspiration in achieving goals. The essence of leadership is the followly, the will of others or subordinates to follow the wishes of the leader, which is what causes a person to become a leader. In other words, leaders will not be formed if there are no subordinates (Yusuf et al., 2021).

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F. The Effect of Principal Managerial Competence on Teacher Performance through Teacher Work Motivation

Based on the results of hypothesis testing, a Sig value of < 0.05 was obtained so that H_0 was rejected. This shows that there is an indirect influence of managerial competence on teacher performance through the work motivation of SDN teachers in Jekanraya District, Palangka Raya City. The correlation test analysis concluded that the principal managerial competence is a determining variable in the performance of a teacher's teacher who has work motivation because the value of the direct influence coefficient is greater than the value of the indirect influence coefficient. The large coefficient of determination R^2 (R Square) is 0.341 which means that the indirect contribution of the principal supervision to teacher performance through the work motivation of elementary school teachers in Jekan Raya District, Palangka Raya City is 34.1%. The result of the regression equation from the principal supervision of teacher performance through the work motivation of elementary school teachers in Jekanraya District, Palangka Raya City is $Y = 22.654 + 0.341 X_1 + 0.281 Z$.

The results of this study are in line with research that states that managerial competence and work motivation have a significant positive effect on teacher performance (Sari, 2018).

It also found that there was a positive and significant relationship between the principal managerial competence and achievement motivation and teacher performance, meaning that the better the teacher's perception of the principal competence and a teacher's motivation, the better his performance (Nurdin, 2017).

G. The Influence of Principal Leadership Style on Teacher Performance through Teacher Work Motivation

Based on the results of hypothesis testing, a Sig value of < 0.05 was obtained so that H_0 was rejected. This shows that there is an indirect contribution of the principal leadership to teacher performance through the motivation of elementary school teachers in Jekanraya District, Palangka Raya City. The results of the correlation test show that the magnitude of the coefficient of determination R^2 (R Square) is 0.328 which means that the indirect contribution of the principal leadership to teacher performance through the work motivation of elementary school teachers in Jekanraya District, Palangka Raya City is 32.8%. While the regression equation from the principal leadership to teacher performance through the work motivation of elementary school teachers in Jekanraya District, Palangka Raya City is $Y = 38.911 + 0.506 X_2 + 0.328 Z$.

Research by provides analyst results that there is a significant influence between the principal leadership and work motivation on teacher performance. The two variables, namely the principal leadership and work motivation, go hand in hand with the teacher's performance variables, meaning that the better the principal leadership and work motivation, the higher the teacher's performance (Nurussalimi, 2020).

The results also found that the principal leadership style and teachers' work motivation together had a significant effect on teacher performance. One of the strongest factors affecting teacher performance is teacher motivation and principal leadership. Motivation will arise in teachers if there is attention, suitability, trust and satisfaction given by the principal, as well as smooth communication between teachers and principals and teachers with teachers, so that these conditions can improve performance (Rukmana, 2019).

IV. CONCLUSION

There is a direct and indirect influence between the principal managerial competence, the principal leadership style, the teacher's work motivation and the teacher's performance. Teachers further improve their mastery of well-taught subject matter that is well suited by attending training or workshops for teacher professional development.

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