

## The Relationship Between Principals' Instructional Leadership, Achievement Motivation, and Job Satisfaction with the Performance of Public Primary School Teachers in Telaga Langsat Sub-District, Hulu Sungai Selatan District



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**ABSTRACT:** This study aims to analyze the direct and indirect relationship of principal instructional leadership, achievement motivation, job satisfaction with teacher performance. The method used in this study is descriptive correlational with a quantitative approach formulated into a path analysis model. The study population was 172 teachers from 18 elementary schools in Telaga Langsat sub-district and 120 respondents were taken as research samples using a proportional allocation formula. Data collection using questionnaire instruments and data analysis using descriptive analysis, classical assumption test, hypothesis test, and *path analysis*. The results of this study show that there is a significant direct relationship between principal instructional leadership, achievement motivation and job satisfaction with teacher performance. There is an indirect relationship between the principal's instructional leadership and achievement motivation with teacher performance through job satisfaction at SDN Telaga Langsat District.

**KEYWORDS:** Instructional Leadership, Achievement Motivation, Job Satisfaction, Teacher Performance

### I. INTRODUCTION

In the era of increasingly fierce global competition, it places the importance of efforts to improve the quality of education as a vehicle in building and forging the quality of human resources so that every educational institution must display excellent performance in various fields, especially those related to its stakeholders, because the current increasingly complex environmental situation requires an organization to be able to satisfy the interests of diverse stakeholders. Education makes human resources more able to quickly understand and be ready to face changes in the work environment. One of the main objectives of education is to strive to improve the quality of human resources who are able to compete in the face of the development of an era that has high mobility. In the education system, for example, human resources, especially teachers, are recognized as an important part of developing the quality of education. On the other hand, the quality of education cannot be separated from the role of teacher performance, without good teacher performance, the achievement of quality education will be difficult to achieve. One of the main objectives of education is to strive to improve the quality of human resources who are able to compete in the face of the development of an era that has high mobility. Teacher performance is a determinant aspect of high and low quality of education.

According to Supardi (2013), teacher performance is the ability of a teacher to carry out learning tasks at school and be responsible for students under his guidance by increasing student achievement. The definition of performance is the result of work in quality and quantity that can be achieved by an employee in carrying out his main duties and functions as an employee in accordance with the responsibilities imposed or given to him. Performance is very important for an organization because it will determine the effectiveness of the organization, performance is also important because it reflects the measure of success in managers in managing the organization and its human resources. Organizational goals will be achieved through good performance of its employees. Conversely, the organization will face obstacles in achieving its goals when the performance of employees is ineffective, in the sense of not being able to meet the demands of the job desired by the organization.

Therefore, teacher performance is defined as a condition that shows the ability of a teacher to carry out his duties at school and describes an action displayed by the teacher in or during learning activities. Teacher performance supports all activities carried out by a teacher in developing his mandate and responsibility in educating, teaching, guiding, directing and guiding students to reach their level of maturity and maturity. Coaching teachers through workshops, teacher performance assessments, discussions and supervision must be continuously carried out so that teacher performance improves.

The principal's instructional leadership has an influence on teacher work productivity. The roles and functions that must be

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carried out by teachers as a leader in the classroom as explained by the Education Office in Mulyasa (2015: 97) include as educators, managers, administrators, supervisors, leaders, innovators and motivators. In addition to the principal's leadership, the factor that influences performance is Achievement Motivation. Achievement motivation is also an important part, because according to Gellerman (2013: 67) people who have high achievement motivation will be very happy if they succeed in winning a competition, and dare to bear all risks as a consequence of their efforts to achieve goals. In addition to leadership and achievement motivation, the factor that affects performance is job satisfaction. Job satisfaction is also one of the important factors affecting performance because most of the human time is spent at work. Performance is formed from job satisfaction that is felt, perceived and evaluated by a person. In the context of the teaching and learning process, teachers have the duty to encourage, guide, and provide learning facilities for students to achieve goals. If it is implemented, teachers will get high job satisfaction.

Teacher performance is still far from maximum, both in terms of planning the learning process, implementing the learning process, assessing learning outcomes, and supervising the learning process. In making lesson plans, for example, most teachers have not been able to make ideal lesson plans, which are in accordance with the environment and needs of students, because so far they mostly only adopt learning plans obtained in trainings, there are also those who only copy and paste from learning plans on the market. Likewise, in the learning process, in teaching teachers have not been able to condition the state of an active, innovative, creative, effective, and fun classroom. Most teachers consider teaching only as a routine task in fulfilling teaching hours and to get a salary so that teachers are less motivated in improving their performance. Teachers in the implementation of learning also have not used their knowledge in implementing varied learning strategies so that learning feels boring, even in terms of the simplest actions such as using learning media, many teachers are also reluctant to carry out. Similarly, in the learning assessment process, many carry out improvised impressions, only struggling with the same types and procedures of tests, even though now many types of tests have been developed, which are certainly more interesting and challenging for students.

One of the factors that influence performance is leadership. Instructional leadership is leadership that focuses on teaching and learning and on teacher behavior in working with students. This influence of leadership is targeted at student learning through teachers. Instructional leadership focuses on instruction and instruction, fosters learning communities, collaborates in decision-making, maintains and maintains basics, benefits and optimizes time, supports continuous staff development, designs all resources to support school programs. The principal's leadership style in carrying out his duties and responsibilities is very influential on teacher performance, because a successful leader is a leader who is able to manage and empower the resources contained in the school effectively and efficiently to achieve school goals or educational goals.

Instructional leadership is very important to use in carrying out tasks. However, it is not uncommon for a school principal to be indifferent and have not fully implemented effective instructional leadership in carrying out his duties. Given the important role of the principal in leading the school, the principal must be able to establish good cooperation with teachers, students, parents and the surrounding community. Without good cooperation between teachers, students, parents and the surrounding community, the quality of education in schools will not be optimal. The creation of professional quality teacher performance in schools requires the support of a competent school principal as a leader and manager. Research conducted by Satriadi (2016) found that Principal Leadership and Teacher Performance had a direct influence. This means that if the principal's leadership is good, the teacher's performance will look good. An organization that can achieve success or failure in the implementation of tasks and administration, is influenced by leadership, through leadership and supported by adequate organizational capacity.

On the one hand, the principal plays a role as a leader who has a clear and achievable vision for the future and is able to promote transparency in schools. On the other hand, the principal acts as a manager, who has effective and efficient strategies for implementing various policies and decisions that have been set. In implementing school-based management effectively and efficiently, it requires school principals who have leadership skills, planning, and a broad view of schools and education.

The principal is the spearhead and rudder for the running of educational institutions. If an educational institution is without an adaptive and creative leader, then school management is likely to cause a setback in an educational institution. Krajewsky, et al said: "Principal is the key to quality in the school and must be a catalyst when it comes to the quality of educational programs" (Idris, 2005:23). This means that the principal is the key to the quality of a school and must be a catalyst in terms of the quality of educational programs.

In addition to leadership and achievement motivation, the factor that affects performance is job satisfaction. Job satisfaction is also one of the important factors affecting performance because most of the human time is spent at work. Teachers who have high job satisfaction will work with enthusiasm so as to provide opportunities to achieve high work results. Suriansyah, (2013) in his research concluded that performance is formed from job satisfaction that is felt, perceived and evaluated by a person. In the context of the teaching and learning process, teachers have the duty to encourage, guide, and provide learning facilities for students to achieve goals. If it is implemented, teachers will get high job satisfaction. Teachers who have high job satisfaction will be willing to do work outside the teacher's duties, have a sense of responsibility, security, and comfort in carrying out their work activities.

## **II. METHODOLOGY**

This research includes a quantitative approach. Correlational. This study aims to describe and explain and analyze the relationship between 4 (four) variables, namely the variables of instructional leadership of the principal (X1), teacher achievement motivation

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(X2), teacher job satisfaction (Z) and teacher performance (Y) of SD Negeri in Telaga Langsat District. The four variables above at once will be tested for relationships and the level of relationship in this study.

The population in this study is all public elementary school teachers in Telaga Langsat sub-district spread across 18 schools. The sample in this study amounted to 120 (one hundred and twenty) teachers of State Elementary Schools in Telaga Langsat District, South Hulu Sungai Regency, with a sampling technique based on calculations with the Slovin formula. The data collection technique used in this study was a questionnaire. Opinions or answers to questions asked in questionnaires are used Likert scale measurements.

### III. RESEARCH RESULTS AND DISCUSSION

Based on the results of data analysis and using path analysis, direct and indirect relationship coefficients were found, as illustrated below:

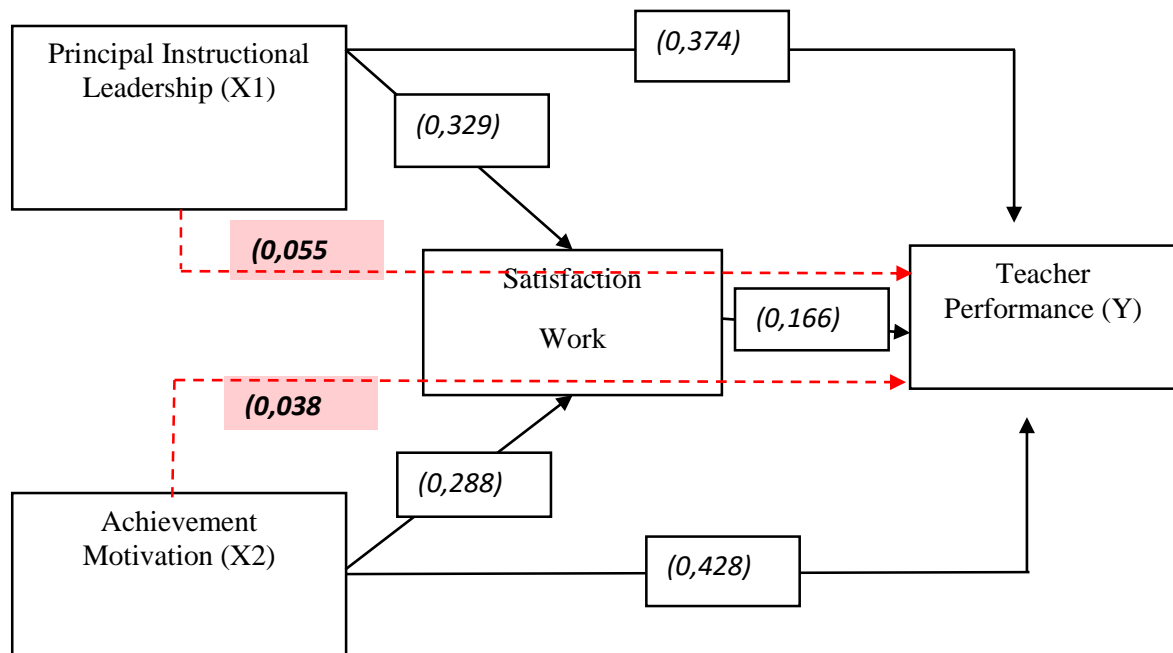


Figure 1: Path Analysis

Based on Figure 1 above, the hypothesis in this study can be seen in Tables 2 and 3

Table 1. Summary of Hypothesis Testing Decisions H<sub>1</sub> H<sub>2</sub> H<sub>3</sub> H<sub>4</sub> H<sub>5</sub>

hypothesis		P	Decision
H <sub>1</sub>	There is a direct relationship between principal instructional leadership and teacher performance	0.000	Accept
H <sub>2</sub>	There is a direct relationship between principal instructional leadership and job satisfaction	0.000	Accept
H <sub>3</sub>	There is a direct relationship between achievement motivation and teacher performance	0.000	Accept
H <sub>4</sub>	There is a direct relationship between achievement motivation and job satisfaction	0.000	Accept
H <sub>5</sub>	There is a direct relationship between job satisfaction and teacher performance	0.000	Accept

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**Table 2. Summary of Hypothesis Testing Decisions H<sub>6</sub> and H<sub>7</sub>**

hypothesis		
	Direct	Indirect
H <sub>6</sub> There is an indirect relationship between principal instructional leadership and teacher performance through job satisfaction		0,055
H <sub>7</sub> There is an indirect relationship between achievement motivation and job satisfaction with teacher performance		0,038

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 H6 and H7 hypothesis testing decisions for indirect relationships between variables. Based on the results of the analysis in Tables 1 and 2 above, in this study managed to find a

### A. Direct Relationship between Principal's Instructional Leadership and Teacher Performance in SDN in Telaga Langsat Sub-District

Based on the results of the hypothesis test, there is a direct relationship between instructional leadership and the performance of elementary school teachers in Telaga Langsat sub-district. This is evident from the partial test (t-test) obtained a significance value of  $0.000 < 0.05$  and a  $T_{hitung}$  value of  $6.909 > 1.972$  ( $T_{table}$ ). Based on the basis of decision making, there is a direct relationship between the principal's instructional leadership and teacher performance

The results of this analysis are supported by research by (Ibrahim, 2019; Iresha, 2020; Margarita, 2017) who both carried out research on instructional leadership on performance with the results of their research concluding that proving that the principal's instructional leadership is positively and significantly related to teacher performance. The research results demonstrate the influence of the principal's instructional leadership on student achievement directly (Asmawati et al., 2022; Birhasani, Muhammad, Sulaiman, 2022; Suriansyah & ., 2015; Syarifuddin A, Suriansyah, A, 2022; Wahyu et al., 2022).

### B. Direct Relationship between Principal's Instructional Leadership and Job Satisfaction in SDN in Telaga Langsat Sub-District

Based on the results of the hypothesis test, it appears that there is a significant relationship between instructional leadership and teacher satisfaction of SDN in Telaga Langsat District. This is evidenced by the results of the t-test significance value of  $0.000 < 0.05$  and the Calculated T value of  $4.425 > 1.972$  ( $T_{table}$ ), so there is a direct positive relationship between the principal's instructional leadership and job satisfaction. The results of this study are in line with research conducted by Verawati (2017) that instructional leadership significantly has an influence and significantly on job satisfaction in teachers and Elementary School Student Achievement. In line with research by Margarita (2017), her research concluded that leadership has a positive and significant effect on teacher job satisfaction (Aminudin, Suriansyah, 2022; Birhasani, Muhammad, Sulaiman, 2022; Hidayat, rahmad, Suriansyah, 2022; Norliani, Ahmad Suriansyah, 2022; Rizkie, Muhammad, Ahmad Suriansyah, 2022; Suriansyah & Aslamiah, 2018).

### C. Direct Relationship between Achievement Motivation and Teacher Performance in SDN in Telaga Langsat District

Based on the results of the regression test, it is known that the value of the coefficient of the achievement motivation variable with teacher performance is 0.428, which means that if the achievement motivation variable increases by 1 point, teacher performance will increase by 0.428 points. Empirically, a number of studies have proven that there is a positive relationship between achievement motivation and teacher performance achievement such as research which states that there is a significant influence of achievement motivation on teacher performance with a contribution percentage of 23.7% (Jarminto, Aslamiah, 2022; Kardata et al., 2023; Lista Hartini, Rustam Effendi, 2022; Norlatipah, Norlatipah, Muhammad Saled, 2022). The results of (Aslamiah, 2018; Wardana's research, 2020) also found that there was a significant influence between achievement motivation and teacher performance with  $r$  count = 0.276, effective contribution of 7.42%, and determination of 7.60%. The results of research by Wardani (2019) and Yovitha (2020) both concluded that there is a significant influence of achievement motivation on teacher performance.

### D. Direct Relationship between Achievement Motivation and Teacher Performance in SDN in Telaga Langsat District

Based on the results of the regression test, it is known that the value of the relationship coefficient between the achievement motivation variable and job satisfaction is 0.228, which means that if the achievement motivation variable increases by 1 point, job satisfaction will increase by 0.228 points. So the higher the achievement motivation will increase job satisfaction. Blum (Dessler, 2015: 80) suggests that job satisfaction is a general attitude that is the result of several specific attitudes towards job factors, self-adjustment, and individual social relationships outside work. A teacher with a high achievement drive differs from others in their strong desire to do things better. Highly motivated teachers look for opportunities where they have personal responsibility in finding answers to problems (Dudy Rachmat, Aslamiah, 2022; Patriah, Bawi, Wahyu, 2022; Purwanti, 2021; Suprpto & Kurniawan, 2020).

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### **E. Indirect Relationship between Principal's Instructional Leadership and Teacher Performance through Job Satisfaction in SDN in Telaga Langsung Sub-District**

Based on the interpretation of the regression test, it can be seen that there is a positive relationship between job satisfaction variables and the performance of elementary school teachers in Telaga Langsung District. This can be seen from the regression coefficient value of the teacher job satisfaction variable of 0.166, which means that if the teacher achievement motivation variable increases by 1 point, teacher performance will increase by 0.166 points. So the better the teacher's achievement motivation will improve teacher performance. These results are in accordance with the effect of achievement motivation and job satisfaction components on the organizational citizenship behavior of civil servants in the east java bappeprop environment. the results of his research both concluded that job satisfaction will affect performance (Riski Emilia, Aslamiah, 2022; Syarifuddin A, SURIANSYAH, A, 2022).

### **F. Indirect Relationship Between Principal's Instructional Leadership And Teacher Performance Through Job Satisfaction In SDN In Telaga Langsung Sub-District**

The indirect relationship between the principal's instructional leadership through job satisfaction with teacher performance in SDN in Telaga Langsung sub-district has a coefficient value of 0.055. The value shows that the positive value and the calculation results of the Sobel test show that  $3.601 (T_{count}) > 1.972 (T_{table})$ . So it can be concluded that the intervening variable of job satisfaction is significant, thus it can be concluded that job satisfaction is able to function as a mediation/intervention of the principal's instructional leadership and teacher performance in SDN throughout Telaga Langsung District. The results of this study are in accordance with Bass's theory (Aslamiah, 2019) states that the interaction between instructional leaders and subordinates is able to change subordinates' behavior to feel capable and high satisfaction so as to strive to achieve higher and quality work performance (Asmawati et al., 2022; Birhasani, Muhammad, Sulaiman, 2022; Syarifuddin A, SURIANSYAH, A, 2022).

### **G. Indirect Relationship Between Achievement Motivation And Teacher Performance Through Job Satisfaction In Sdn In Telaga Langsung District**

Based on the results of the path analysis, the relationship between the achievement motivation variable and teacher performance through the job satisfaction variable has a coefficient value of 0.038. This value shows that the value is positive, so it can be concluded that there is an indirect relationship between teacher achievement motivation and teacher performance at SDN Telaga Langsung District through job satisfaction. The results of this study found that; Together, there is a significant positive influence of work motivation and job satisfaction on teacher performance and job satisfaction can be intervening (Ahmadiyanto, Ahmad SURIANSYAH, 2022; Birhasani, Muhammad, Sulaiman, 2022; Haji Munirah, Aslamiah, 2022; Hidayati, Risna, Ahmad SURIANSYAH, 2022; Imron et al., 2022; Rahman et al., 2022; Suratman, Wahyu, 2022). The results of this study are in accordance with Hidayat's theory (2018), work motivation can be a driver that exists in humans and can direct their behavior to carry out tasks

## **IV. CONCLUSION**

There is a direct relationship between the principal's instructional leadership, achievement motivation, job satisfaction and teacher performance. In addition, there is also an indirect relationship between the principal's instructional leadership, achievement motivation and teacher performance.

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