

The Principal Leadership, Motivation, Work Environment and its Influence on Teacher Performance in Public Junior High School 1 Wolo and Public Junior High School 1 Yalengga, Jayawijaya Regency



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ABSTRACT: As a leader, the principal can provide guidance and supervision and improve the ability of education personnel. Therefore, teachers who are highly motivated will pay attention and involve themselves in activities. A good working environment improves teacher performance. Teacher performance is one of the benchmarks for teacher success in education, so improving teacher quality can be done through innovation that must be done on an ongoing basis. The basis of school leadership, work motivation, and work environment for teacher performance must have a sense of ownership and a sense of responsibility. This study aims to determine the influence of the principal's leadership, work motives, and work environment on teacher performance. This study used quantitative data. The data used consists of primary and secondary data. Primary data are obtained through questionnaires, while secondary data are obtained through scientific journals, books, and the Internet. The sample of this study was all 30 teachers of SMP Negeri 1 Wolo and SMP Negeri 1 Yalengga Kab Jayawijaya. This research uses the saturated sampling method, a sampling technique for all population members. The results of this study show that the principal's leadership and work motivation have a significant influence, but the work environment is not significant. So, the results of this study are expected to improve the work environment so that teachers are comfortable with the work environment.

KEYWORDS: Leadership, Motivation, Work Environment, Teacher Performance

I. INTRODUCTION

A good quality of human resources is shown by how an individual can develop himself. In this era of globalization, competition for human resources is intense. Therefore, an individual needs to have the skills to be competitive. The same thing also happens in the world of education and school. There is a strong correlation between the quality of education and the quality of human resources (Zubaedi, 2015). The triumph of education and school can be seen in the principal's wisdom and how they can regulate good school management. The principal needs to have an excellent strategy to create a compelling and pleasant work environment according to the teacher's necessity. Therefore, the principal leadership plays a vital role in the school. Handayani and Rasyid's (2015) research revealed that principal leadership has a significant impact on teacher performance.

Besides principal leadership, teacher motivation must be noticed to manage a successful school. Work motivation is important because motivation and passion from teachers can lead to good teacher performance. On the other hand, one of the variables that can influence teacher performance is the work environment. In this research, the environment is a school. The work environment includes ambiance and conditions, such as facility, teacher room, table and chair, and anything else that helps teachers work and increase their performance.

Therefore, teacher performance is interpreted as a condition that shows teachers' skill in performing their work and as an activity that teachers do for learning (Supardi, 2013). According to Sririska (2021), teacher performance is teachers' perception of their achievement related to work quality, responsibility, honesty, and other supporting factors.

Teachers are responsible for providing education from elementary school through high school. Junior high school education aims to equip students with the necessary knowledge and skills to prepare them for various career paths and future endeavors. According to the Indonesian Ministry of Women Empowerment and Child Protection regulation Number 8, in 2014, a healthy and clean school is a school that has a considerate environment, protects children from violence, discrimination, and other wrong treatment, and has a skilled human educator resource. As a part of the education system in junior high school, in general, Public

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Junior High School 1 Wolo and Public Junior High School Yalengga, Jayawijaya Regency aim to provide the students to live independently, decently, and responsibly. The two public junior high schools were chosen as the research object because of their location, which is near each other and far from another school in the city.

When the COVID-19 pandemic occurred, these two schools experienced a decline in performance. Because the teacher could not perform teaching and learning activities, the students got to have a long holiday. Moreover, online classes are also impossible because there is no signal, and the teacher cannot do Zoom or Google Classroom. It shows that the technology era could not replace the role of the teacher. Conversely, the technology era has become a challenge for teachers and schools to increase their performance and quality by providing a good facility and infrastructure (Fathurrahman, 2018).

Nowadays, offline teaching activities can be done again. However, a few things still obstruct the activity, such as the minimal infrastructure, library, and curriculum. Other schools around Indonesia have already done the Merdeka Curriculum for the school, but Public Junior High School 1 Wolo and Public Junior High School 1 Yalengga still use the 2013 curriculum. Therefore, this research examines the principal leadership, motivation, and work environment that allegedly can influence teacher performance in Public Junior High School 1 Wolo and Public Junior High School 1 Yalengga, Jayawijaya Regency.

II. LITERATURE REVIEW

Teacher Performance

Robbins in Supardi (2013) found that performance includes how an individual has a high ability with high motivation. Therefore, the combination of ability and motivation is essential for performance. Other than that, teacher performance can be measured by some determined standard or has been mutually agreed upon. In this case, teacher performance based on Mangkunegara (2007) relates to teacher behavior when teaching, including the ability of the teacher to master their subject and competence, which are pedagogy, social, professional, and individual competence. Teacher performance is a form of embodiment of teacher ability and responsibility to their occupation.

Principal Leadership

In school and education, the principal has an essential role because the principal is a policymaker and needs to pay more attention to the school environment and the people inside. The role of the principal in the school organization is educator, manager, administrator, supervisor, leader, innovator, and motivator. According to Mulyasa (2009), the principal must have managerial ability because the ambiance of the school depends on the principal. Moreover, the principal needs to give guidance, increase motivation, task delegation, and need to have great 2-way communication.

Motivation

Mulyasa (2009) said that teachers who work in earnest are the ones who have high motivation. High motivation will show the teacher's interest and contribution to the task or other activity. Conversely, the teacher is an essential factor in education quality because the teacher plays a direct role in the teaching activity. Meanwhile, teachers need to have motivation. Herzberg in Winardi (2001) stated that motivation consist of two factors; first is motivator factor which is factors that cause motivation such as work achievement, recognition, and so on; second is hygiene factor which is an extrinsic factors such as administration, policy, supervision, colleagues, salary, security and so on.

Work Environment

The work environment needs to be conducive so the worker can work optimally. In this case, the school needs to be ready for education activities so that students and teachers can study comfortably. Nitisemito in Nuraini (2013) found that there are two indicators of work environment, including physical environment and non-physical environment.

III. METHODS

This research uses quantitative methods with independent variables as Principal Leadership (X1), Motivation (X2), and Work Environment (X3). The dependent variable is Teacher Performance (Y). This research uses the entire population of 30 teachers, including permanent and honorary teachers in Public Junior High School 1 Wolo and Public Junior High School 1 Yalengga, Jayawijaya Regency. The data collection techniques used a questionnaire with a likert scale. During the data analysis process, we engaged in descriptive analysis and classic assumption testing. Moreover, we utilized SPSS to excute multiple linear regression, F-tests, t-tests, and R-squared tests.

IV. RESULTS

A. Respondent Characteristics

Initially, the questionnaire was distributed to 30 respondents which are all of the teacher of SMPN 1 Wolo and SMPN 1 Yalengga. Furthermore, the characteristics of the respondent explain in Table 1:

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Table 1: Respondent Characteristics

Characteristics	Category	N	Percentage
Gender	Female	8	27%
	Male	22	73%
Age	18-20	2	6%
	21-31	15	50%
	32-40	8	26%
	41-50	4	18%
Education	High School	3	10%
	Diploma (D3)	7	23%
	Bachelor (S1)	20	67%
	Post Graduate (S2)	0	0%

Table 1 indicate that most of the respondent are 22 male respondents, most of them are 21-31 years old and their last education was in Bachelor degree.

B. Classic Assumption Test

This study had four assumption tests. First is the multicollinearity test, and the result is found to have a tolerance value of 0,1, which is bigger than the regression, so the research is free from multicollinearity. The second is the heteroskedasticity test; the result is that the scatterplot is scattered, and there is no particular pattern. Next is the normality test; all of the data is scattered in line with the diagonal, so the data is normal. Last is the autocorrelation test, and the result is found that the DW value is 2.01, so there is no correlation between the variables.

C. Hypothesis Test

This research using significant level in α 5%, so the significance level is 0.05. Accepted hypothesis if the significance is < 0.05 . The research consists of three hypothesis and explained in the Table 2:

Table 2: Hypothesis Test

Variables	Coefficients	Sig.
	Beta	
Principal Leadership (X1) -> Teacher Performance (Y)	0.950	0.000
Work Motivation (X2) -> Teacher Performance (Y)	0.558	0.000
Work Environment (X3) -> Teacher Performance (Y)	0.000	1.000

Table 2 found that principal leadership had a significance value of 0.000 and work motivation also had a significance value of 0.000, which means the two variables positively and significantly influence teacher performance. Therefore, the work environment had a significance value of 1.000, which is bigger than 0.05, and it can be concluded that the work environment did not significantly and positively influence teacher performance. The F-test found that the F value is 0.883, which stated that principal leadership, motivation, and work environment had simultaneous and positive effects on teacher performance. Therefore, the dominant variable is principal leadership, with β value of 0.950, which positively influences teacher performance. For further details, the hypothesis result is explained:

- (1) The first hypothesis is accepted. Principal leadership, motivation, and work environment have a positive and simultaneous influence on teacher performance in Public Junior High School 1 Wolo and Public Junior High School 1 Yalengga, Jayawijaya Regency.
- (2) Second hypothesis shows that principal leadership and motivation positively and significantly influence teacher performance, meanwhile work environment did not significantly influence teacher performance in Public Junior High School 1 Wolo and Public Junior High School 1 Yalengga, Jayawijaya Regency. The Second hypothesis shows that principal leadership and motivation positively and significantly influence teacher performance. Meanwhile, the work environment did not significantly influence teacher performance in Public Junior High School 1 Wolo and Public Junior High School 1 Yalengga, Jayawijaya Regency.
- (3) The third hypothesis is accepted. Principal leadership has a dominant influence on teacher performance.\

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V. DISCUSSION

a. Principal leadership, motivation, and work environment have positive and simultaneous influence teacher performance in Public Junior High School 1 Wolo and Public Junior High School 1 Yalengga, Jayawijaya Regency.

The principals of Public Junior High School 1 Wolo and Public Junior High School 1 Yalengga in Jayawijaya Regency are native people. Their concern for teacher performance shows their commitment to building a solid and competitive human resource. Therefore, the leadership of the principal is significantly influencing teacher performance. This is supported by Sudarsana and Putra (2019), who found that outstanding leadership can lead to good teacher performance. Education plays an important role in improving human resources. Mulyasa (2009) also found that the principal, as a leader, needs to give instruction and control to the teacher and improve the teacher's motivation.

That is why motivation also plays an important role in teacher performance. his research shows that even though the school is far from the city, the teacher is motivated to show up every day and teach passionately. The questionnaire found that the highest score is how teachers motivate the students. To give motivation, the teachers need to have a high motivation first. Meanwhile, the work environment has a simultaneous effect, supported by Nitisemoto in Nuraini (2013). This research found that in Public Junior High School 1 Wolo and Public Junior High School 1 Yalengga, Jayawijaya Regency, the teacher rooms and classrooms are quite good, although electricity needs to be used by a generator, and the fence is only made of small wood.

b. Principal leadership, motivation and work environment have partial and positive effect towards teacher performance in Public Junior High School 1 Wolo and Public Junior High School 1 Yalengga, Jayawijaya Regency

Principal leadership and motivation have a partial and positive influence on teacher performance. This means that better principal leadership also motivates teachers and automatically increases their performance. On the other hand, the work environment does not influence teacher performance. This is allegedly because the facility is inadequate. There is no electricity or clean water, so teacher performance does not improve because of the minimalist facility.

c. Principal leadership have dominant influence towards teacher performance in Public Junior High School 1 Wolo and Public Junior High School 1 Yalengga, Jayawijaya Regency

Principal leadership is an important rule for teacher performance in Public Junior High School 1 Wolo and Public Junior High School 1 Yalengga, Jayawijaya Regency. The principal can be a role model for the teacher to achieve a high standard of performance. On the other hand, the principal needs to show their responsibility for the school and how they control the school, including the teacher and the students.

VI. CONCLUSION

1. Principal leadership, motivation, and work environment have positive and simultaneously influence teacher performance in Public Junior High School 1 Wolo and Public Junior High School 1 Yalengga, Jayawijaya Regency.
2. Principal leadership and motivation have positive and significant influence towards teacher performance, meanwhile the work environment does not have significant effect towards teacher performance in Public Junior High School 1 Wolo and Public Junior High School 1 Yalengga, Jayawijaya Regency.
3. Principal leadership have dominant influence towards teacher performance, it's shows that principal leadership become role model for the teacher to increasing their performance in Public Junior High School 1 Wolo and Public Junior High School 1 Yalengga, Jayawijaya Regency.

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