The Influence of Work Motivation And Perceptions of principal Leadershipto Performance of Junior High School Teachers In Pasir Sakti Districteast Lampung Regency

Muhammad Ihsan Dacholfany*
Universitas Muhammadiyah Metro Lampung
mihsandacholfany@yahoo.com

Sunardi
Universitas Muhammadiyah Metro Lampung
sunarditridaffa@gmail.com

Ulwan Maghfur
Ulwan.maghfur@warwick.ac.uk
University Of Warwick, United Kingdom

Abstract

The research population of 140 teachers using the *Slovin formula*, obtained a large sample of 58 teachers, while the steps for determining the sample were chosen randomly. Data collection in this study used a closed-type questionnaire instrument, namely by setting alternative answers for each statement item with the weight of the alternative sample answer scores determined by the researcher. The results of the analysis obtained in this study are as follows: (1) There is a positive influence between work motivation on teacher performance, this is explained by the regression equation $= 66.586 + 0.084 X_1$ so that it can be interpreted that any change in the score of the work motivation variable will result in an increase in teacher performance scores of 49.1%, (2) There is a positive influence between perceptions of principal leadership on teacher performance, this is explained by the regression equation $= 56.507 + 0.413 X_2$ so that it can be interpreted that any change in the score of the perception variable about leadership principals will result in an increase in teacher performance scores by 22.3%, and (3) There is a positive influence between work motivation and perceptions of principal leadership together on teacher performance, this is explained by the regression equation $= 71.365 + 0.408 X_1 + 0.329 X_2$ so that it can be indicated that the better work motivation and perception of Regarding the leadership of the principal, the better the contribution to the improvement of teacher performance with a significance value of 33.4%.

Keywords: Work Motivation, Principal Leadership, and Performance, Teacher

A. Background

An educational institution must have a good education system, while a good education system is when an institution has clear goals, careful planning, regular coordination, professional, cooperative leaders who are maintained and highly disciplined supervision and work evaluation. In its implementation, it is necessary to involve all the components in it, no matter how small the capacity still has an important role in the

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* Corresponding Author

success of achieving the goals. The success of the management of an educational institution is highly dependent on the leadership of the principal. As a leader in an institution, the principal must be able to bring the institution towards achieving the goals that have been set, the principal must be able to see changes and be able to see the future in a better globalized life. The principal must be responsible for the smoothness and success of all affairs of school regulation and management formally to his superiors and informally to the community who have entrusted their students.

The principal as an educator, administrator, leader and supervisor, is expected to automatically manage educational institutions towards better development and can promise the future. Meanwhile, the effectiveness of the quality and behavior of school principals can be assessed from their performance in actualizing their functions and roles as educators *(educators)*, managers *(managers)*, administrators *(administrators)*, supervisors *(supervisors)*, leaders *(leaders)*, innovators *(innovators)*, motivators *(motivator)* and entrepreneurship, often abbreviated as EMASLIMW.

The principal as the top leader in the school is one of the important elements in providing the best service to teachers, school personnel, students and other parties with an interest in the school. In other words, the principal has the main responsibility in providing education in the school he leads. One of these responsibilities is to ensure the implementation of educational services according to the minimum service standards set by the government.

To be able to carry out their duties and responsibilities properly, the principal is required to have a minimum of competence. Permendiknas Number 13 of 2007 concerning Standards for Principals/Madrasah emphasizes that there are five minimum competency dimensions that a school principal must possess, namely: personality competence, managerial competence, entrepreneurial competence, supervisory competence, and social competence. The five minimum competencies will greatly determine the success of the principal in carrying out his duties.

The principal has a great responsibility in planning, organizing, fostering, implementing and controlling the school and human resources in the school, as a driving force in guiding and fostering students, especially in terms of moral cultivation, is generally considered to be less developed. and use their potential to the fullest. The implementation of effective learning will appear when the elements in the education unit can function in accordance with their respective main tasks and functions. Effective learning leads to the measurability of a learning goal.

The essence of effective learning is learning that can produce useful and focused learning on students (*student centered*) through the use of appropriate procedures. Effective learning given to students will have an impact in two ways: first, the direct impact of education, in this casescores achieved in the form of grades; and second, the impact of the accompaniment that will be seen in the community. Effective learning will be achieved if educational institutions have effective school organization and management. This will ensure the effectiveness of the learning services provided by educators. Quality learning services provided by teachers in carrying out the learning process for students in the class for which they are responsible are believed to be successful. A teaching and learning process is said to be successful if the teaching and learning activities can stimulate the learning process in students.

One of the benchmarks that can be used as a measure of the success of teachers carrying out tasks in their performance can be seen from the *output* of students in the form of evaluation results through test scores and test scores as well as changes in students'

positive behavior as a result of learning. The higher the quality of educational services provided by teachers to students, it is believed that the *output* of students will be better, and vice versa. Seeing the reality in the field, the *output* of students at the basic education level unit in Pasirsakti District when viewed from the average value in taking the National Examination has not been as expected. The average score of these students is still very low when compared to the National Examination participants from other districts. The following table shows the average score of students in taking the National Examination for the last five years:

Table 1 Average National Examination Score for Elementary Education in Pasirsakti District in the last 5 years

School Year	Subjects			quantity. Score	Average	Classification
	B.Ind	Matt.	IPA			
2010/2011	7.02	5.39	6.69	19.10	6.37	C
2011/2012	7.54	6.02	6.79	20.34	6.78	B
1012/2013	7.39	7.38	6.98	21.74	7.25	B
2013/2014	7.97	6.38	7.01	21.36	7.12	B
2014/2015	7.35	7.30	6.74	21.39	7.13	B

Source: Report on the implementation of the UPTD Dikpora National Examination, Pasirsakti District

The table above shows the average value of student achievement in taking the National Examination for the last five years showing a significant increase in the first 3 years. However, if we look at the average score obtained by students in the National Examination subjects for the last 5 years, it is still low and needs to be improved. Improving the achievement of student learning outcomes is done by improving the quality and performance of teachers in schools. Good performance will be able to produce good quality *output* (which in this case is student achievement). The performance of an employee or in this case is a teacher, can be influenced by several factors. According to Malthis and Jackson these factors are: their ability/competence, motivation, support received, the existence of the work they do, and their relationship with the organization.

Based on the results of interviews with sixth grade teachers, information was obtained that the cause of the low learning achievement of students in relation to teacher performance was the lack of supervision from the principal and the low work motivation of teachers. The role of the principal in supervising learning activities carried out by teachers is believed to have a high contribution to the success of students in participating in the learning process. Principals who often supervise the learning process carried out by teachers will at least be able to encourage teachers to improve their abilities and competencies so that they can create a better learning process. With the better the learning process for students that occurs, then it will be able to improve student learning outcomes as a sign of the good quality and performance of teachers.

To create a learning process in the classroom well, the teacher must be able to plan learning well which is then implemented in the implementation of learning in the classroom. Furthermore, the teacher must be able to evaluate the learning process that is carried out carefully and precisely and be able to follow up on the results of the evaluation that has been carried out. This can be monitored by the principal through supervising the teacher's learning process. The principal who supervises the teacher can find out the extent of the quality and performance of the teacher. As a follow-up, the principal can

provide direction and input to the teacher as a form of evaluation of the supervision that has been carried out. Thus, teachers will be encouraged to improve their performance because their duties and work achievements are monitored by the principal.

On the other hand, after knowing the results of his supervision, the principal can motivate teachers who still have low quality work, so that almost simultaneously the supervision of the principal and the increased work motivation of teachers are expected to improve the performance of the teacher. In an effort to achieve a goal, motivation is needed as a driving force or as a means of accelerating the achievement of goals. The stronger the drive or motivation that is owned, the faster the achievement of the expected goals. The motivation can come from within the teacher himself *(internal motivation)* or from outside the teacher *(extern motivation)*. Internal motivation *(internal motivation)* arises because of full awareness from within a teacher to achieve goals while external motivation *(extern motivation)* arises from seeing other things outside of a teacher which then triggers the teacher to accelerate the achievement of goals.

Departing from these problems, the authors are interested in conducting a study to reveal the role of the principal by taking the research title "The Influence of Class Supervision and Work Motivation on Teacher Performance at the State Elementary Education Level in Pasirsakti District, East Lampung Regency."

LITERATURE REVIEW
a. Teacher Performance (Y)

According to the Big Indonesian Dictionary, performance is something that is achieved, the performance shown, the ability to work. While "Teacher" means a person whose job is to teach. According to Anwar[1] states that the performance related to the teaching profession is a real behavior shown by the teacher when giving lessons to his students. Teachers are adults who because of their formal positions always strive to create the right teaching situation so that it is possible for the learning experience to occur from students by seeking all sources and using appropriate learning strategies.

In addition, the teacher has a function as stated by Muhibin[2], namely the teacher must be able to function as a learning designer, learning manager, and learning evaluator at the same time. Based on the description above and with reference to the notion of performance as described in the definition of performance above " performance is the result/output of a process or work application capability in a tangible form".

b. Work Motivation (X 1)

According to Isbandi[3] (in Uno) Motivation comes from the word motive which can be interpreted as the power contained within the individual, which causes the individual to act or deed. Motivation cannot be observed directly, but can be done in behavior, in the form of stimulation, encouragement, or power generation for the emergence of a behavior.

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[1] M. I, Anwar. *Manajerial: Jurnal Manajemen dan Sistem Informasi UPI.* (Bandung: 2003). p. 22
[2] Syah, Muhibbin. *Psikologi Belajar*. (Jakarta: PT. Rineka Cipta, 2003). p. 252
[3] Uno, Hamzah B. *Teori Motivasi dan Pengukurannya*. (Jakarta: Bumi Aksara, 2007). p. 3

According to Drucken as quoted by Koeswara[4] are: 1) decent wages, 2) steady work, 3) good colleagues, 4) opportunity to gain experience, 5) good leadership, 6) pleasant work atmosphere, and 7) opportunities for growth.

From the description above, it can be understood that the nature of teacher work motivation is the overall driving force in a teacher who is endeavored to generate and ensure the continuity of his work so that the work objectives that have been formulated can be achieved. Indicators of teacher work motivation as the essence of the description above: 1) Need for performance, 2) Opportunity for growth, 3) Pride in one's own work, 4) Need for recognition, and 4) Salary received.

c. Principal Leadership (X_2)

Leadership is the ability to *constructively influence* others to make a cooperative effort to achieve the stated goals[5] meanwhile, Wahyudi[6] argues that leadership is the ability to empower *subordinates* or members so that initiatives arise to be creative at work and the results are more meaningful for the organization by occasionally directing, mobilizing, and influencing members. The leader's initiative must be responded to so that it can encourage the emergence of an independent attitude in work and dare to make decisions in the context of accelerating the achievement of organizational goals.

According to Sagala[7] leadership is a process in which the leader is described as giving orders or directing, guiding or influencing the work of others in choosing and achieving the goals that have been set.

Based on the opinion of the experts above that leadership is the ability to deceive subordinates or group members so that there is initiative in working to achieve the goals that have been set together.

RESEARCH METHODS

This study uses an *ex post facto* (nonexperiment) with a correlational design.

The population in this study were junior high school teachers in Pasir Sakti District as many as 140 people are spread over 6 schools. Based on the Slovin formula, the population used an inaccuracy allowance of 10%, so that a sample of 58 teachers was obtained. The sample was taken using the *Random Sampling technique*. The instrument in this study used a questionnaire with primary and secondary methods while the data analysis technique used regression analysis.

Research design

In a study, the research method becomes very important for a researcher. Accuracy in using a research method will produce accurate and scientifically accountable data in the form of research reports. In carrying out research, a researcher must develop a research design in accordance with the research objectives, as well as in this study. In accordance with the purpose of this study, namely to determine the significance of the influence of principal supervision and work motivation on the performance of teachers at the state elementary education level in Pasirsakti District, this research design includes descriptive research with a quantitative approach with path analysis method. Descriptive research method is to reveal a picture of the problems that occurred during this research . Descriptive method is

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[4] Koeswara, E. *Teori Motivasi dan Penelitiannya.* (Bandung: Angkasa, 2004). p. 61

[5] Kartono, Kartini. *Pemimpin dan Kepemimpinan.* (Jakarta: PT. Raja Grafindo Perkasa, 2010). p. 153

[6] Wahyudi. *Kepemimpinan Kepala Sekolah Dalam Organisasi Pembelajaran /Learning Organization.* (Pontianak: Alfabeta. 2009). p. 119

[7] Syaiful, Sagala. *Konsepdan Makna Pembelajaran.* (Bandung: Alfabeta, 2008). p. 145

a method in examining the status of a human group, an object, a set of conditions, a system of thought, or a class of events.

Research with path analysis method is intended to determine whether there is an influence between two or more variables. Research with this study will be able to predict the influence between independent variables on the dependent variable. This study also uses a non-experimental design, because in this study it does not use treatment of research variables but examines the facts that have occurred and have been carried out by research subjects.

In this study, the researcher only acts as an observer and does not affect the occurrence of the data. The researcher only records the data as it is and then tries to analyze and interpret the data to then draw conclusions from the results of the research conducted. The results of the study are expressed in numbers and explained by comparing existing theories and using data analysis techniques that are in accordance with the variables of this study. The data collection method used this research method, namely by collecting information from a sample by asking through a questionnaire so that later it described the attitudes and statements of the population.

This study places the supervision of the principal, work motivation as the independent variable and teacher performance as the dependent variable by using a questionnaire that contains a number of statements that reflect the current condition of the variables studied.
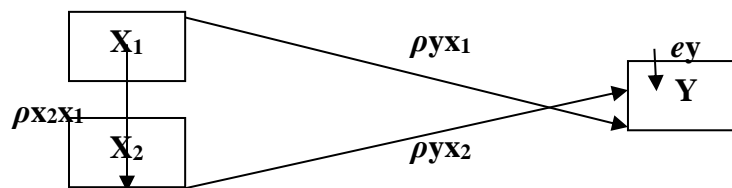

Figure 2 Theoretical Model of Path Analysis

A. Population, Sample, and Sampling Technique
1. Population

In this case the subject that has been determined by the researcher to be studied and then the conclusion is drawn are the teachers at the public elementary education level schools throughout the Pasirsakti District as many as 151 State Elementary School teachers spread into 10 schools and 60 State Junior High School teachers spread throughout the country. in 2 schools, so that the total population in this study amounted to 211 teachers. More details are presented in Table 2 below.

Table 2. Distribution of Population Members

No	School name	Total number of teachers	Percentage
1.	SD Negeri 1 Pasirsakti	18	$\frac{18}{211} \times 100 = 8.53$
2.	SD Negeri 2 Pasirsakti	15	$\frac{15}{211} \times 100 = 7.10$
3.	SD Negeri 1 Mulyosari	16	$\frac{16}{211} \times 100 = 7.58$
4.	SD Negeri 2 Mulyosari	17	$\frac{17}{211} \times 100 = 8.06$

5.	Purworejo State Elementary School	14	$\frac{14}{211} \times 100 = 6.64$
6.	Rejomulyo State Elementary School	16	$\frac{16}{211} \times 100 = 7.58$
7.	Kedung Ringin State Elementary School	15	$\frac{15}{211} \times 100 = 7.10$
8.	Wells Cat Elementary School	16	$\frac{16}{211} \times 100 = 7.58$
9.	Labuhan Ratu Elementary School	14	$\frac{14}{211} \times 100 = 6.64$
10.	Mekarsari State Elementary School	10	$\frac{10}{211} \times 100 = 4.74$
11.	SMP Negeri 1 Pasirsakti	33	$\frac{33}{211} \times 100 = 15.64$
12.	SMP Negeri 2 Pasirsakti	27	$\frac{27}{211} \times 100 = 12.80$
Amount		**211**	**100**

2. Sample

The sample is part of the number and characteristics possessed by the population, or a small part of the population members taken according to certain procedures so that they can represent the population. The formula used to determine the sample is using the *Slovin formula*[8], which is as follows:

$$n = \frac{N}{1 + Ne^2}$$

Information :
n : Target sample
N : Population Size
e : Percentage of allowance for inaccuracy due to sampling error in this study, the value of e = 10% (0.1)
So when used in determining the sample of this study, they are as follows:

$$n = \frac{211}{1 + 211 \, (0.1)^2}$$

$$n = \frac{211}{3.11}$$

$$n = 67.85$$

Based on the calculation of the *Slovin formula* above, the sample size taken is 67.85 teachers. To facilitate the calculation, the authors rounded the sample members used in this research method into a sample of 68 teachers, while the names of the sample members are detailed in Table 3 below:

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[8] Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R & D.* (Bandung: Alfabeta,2006). p. 57

Table 3. List of Sample Distribution

No	Elementary School Name	Pop u lasi	Percentage of Sampling Calculation	Sample Count Results (n)	Sample (round ed)
1.	SD Negeri 1 Pasirsakti	18	$\frac{18}{211} \times 100 = 8.53$	$\frac{18}{211} \times 68 = 5.80$	6
2.	SD Negeri 2 Pasirsakti	15	$\frac{15}{211} \times 100 = 7.10$	$\frac{15}{211} \times 68 = 4.83$	5
3.	SD Negeri 1 Mulyosari	16	$\frac{16}{211} \times 100 = 7.58$	$\frac{16}{211} \times 68 = 5.16$	5
4.	SD Negeri 2 Mulyosari	17	$\frac{17}{211} \times 100 = 8.06$	$\frac{17}{211} \times 68 = 5.48$	5
5.	Purworejo State Elementary School	14	$\frac{14}{211} \times 100 = 6.64$	$\frac{14}{211} \times 68 = 4.51$	5
6.	Rejomulyo State Elementary School	16	$\frac{16}{211} \times 100 = 7.58$	$\frac{16}{211} \times 68 = 5.16$	5
7.	Kedung Ringin State Elementary School	15	$\frac{15}{211} \times 100 = 7.10$	$\frac{15}{211} \times 68 = 4.83$	5
8.	Wells Cat Elementary School	16	$\frac{16}{211} \times 100 = 7.58$	$\frac{16}{211} \times 68 = 5.16$	5
9.	Labuhan Ratu Elementary School	14	$\frac{14}{211} \times 100 = 6.64$	$\frac{14}{211} \times 68 = 4.51$	5
10.	Mekarsari State Elementary School	10	$\frac{10}{211} \times 100 = 4.74$	$\frac{10}{211} \times 68 = 3.22$	3
11.	SMP Negeri 1 Pasirsakti	33	$\frac{33}{211} \times 100 = 15.64$	$\frac{33}{211} \times 68 = 10.64$	11
12.	SMP Negeri 2 Pasirsakti	27	$\frac{27}{211} \times 100 = 12.80$	$\frac{27}{211} \times 68 = 8.40$	8
	Amount	**211**			68

Source of data: taken from the calculation of the determination of the sample in Appendix 1

3. Sampling Technique

Sampling technique is a way of determining the sample of this study, based on the results of the determination of the sample above, then this sampling uses the

lottery method. The steps used in determining the sample that have been set in the sub-sample above are as follows:

a. All members of the population are written on paper;
b. Roll up the entire paper that has been filled with the names of the members of the population, then shuffled and selected one by one a predetermined number of samples;
c. Write sample members into the sample member list sheet.

DISCUSSION
a. The Effect of Work Motivation on Teacher Performance

From the results of the significance test obtained a probability score (sig.) of 0.046, thus the regression coefficient is significant. Then it can be used to predict the significance of the influence of work motivation on teacher performance is very significant. So that it can be explained that the teacher's performance without being supported by work motivation (constant) is 62.192 and every change/increase in work motivation will determine the level of teacher performance. Every one point increase in work motivation will result in an increase in the teacher's performance variable score of 0.095. Thus the teacher's performance hypothesis is 5.5%. The results of this study indicate that the better work motivation will be followed by an increase in teacher performance. This is in line with the opinion of Notoatmodjo[9] performance motivation is an impulse that exists in every human being to achieve the results of his activities or work results to the fullest. In order to carry out certain tasks, teachers must have knowledge and skills required.

b. The Influence of Perceptions on Principal Leadership on Teacher Performance .

There is a significant influence on the perception of the principal's leadership on teacher performance .From the results of the significant test , the probability score (sig.) is 0.000, thus the regression coefficient is significant. Then it can be used to predict the significance of the perception of the principal's leadership on teacher performance is very significant. So it can be explained that the teacher's performance without being supported by the perception of the principal's leadership (constant) is 1.086 and any change/increase in the perception variable about the principal's leadership will determine the level of teacher performance every time there is an increase of one point in the perception variable about the principal's leadership will result in the increase in the score of the teacher performance variable is 1.025.

Empirically, the results of this study inform that the perception of the principal's leadership reflected by the teacher has a significant effect on teacher performance with a magnitude of 89.4%. These results indicate that the higher the perception of the principal's leadership of a teacher will be followed by an increase in the effectiveness of the implementation of learning through the achievement of learning objectives and targeted learning.

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[9] Soekidjo, Notoatmodjo. *Pengembangan Sumber Daya Manusia.* (Jakarta: Rineka Cipta, 2009). p. 116

The above is in line with the opinion of Yulk[10] which says that leadership is the behavior of an individual who leads the activities of a group to a goal to be achieved together.

c. The Effect of Work Motivation and Perceptions on Principal Leadership Together on Teacher Performance.

There is a significant influence between work motivation and perceptions of the principal's leadership together on teacher performance teacher. The results of this study indicate that the better the work motivation and the higher the motivation in teaching, the higher the effect on learning effectiveness. This can be explained by the regression equation = $3.656 + 1.025 X_1 + 0.086 X_2$, thus the regression equation can be interpreted that if the variables of work motivation and perceptions of the principal's leadership on teacher performance are measured using the instrument developed in this study with each change in the work motivation score and perception of the principal's leadership of one unit it can be estimated the teacher's performance score will change by 0.000 units X_1 and 0.342 units X_2 in the same direction. From the calculation of the regression between work motivation and perceptions of principals' leadership on teacher performance, it is classified as moderate, which is 0.408, thus between work motivation and perceptions of principals' leadership together has a significant effect even though the regression is classified as moderate.

The magnitude of the effect of work motivation and perceptions of the principal's leadership together on teacher performance is 89.8%. Empirically the results of this study prove that work motivation and perceptions of principal leadership together have a significant effect on learning effectiveness. Based on these empirical findings, the results of this study provide some information that work motivation and perceptions of principals' leadership have a positive influence on learning effectiveness. This is in line with the opinion of Sagala[11] which states that leadership is a process in which the leader is described as giving orders or directing, guiding or influencing the work of others in choosing and achieving the goals that have been set.

CONCLUSION

This conclusion is realized from the findings of the analysis as follows: (1) There is a positive influence between work motivation on teacher performance. The results of the significance of work motivation data analysis directly affect teacher performance. In this study, based on the results of the calculation of the coefficient value, it is shown in the sufficient category, namely 5.50%, the rest is influenced by factors from other variables of this study. (2) There is a positive influence between perceptions of the principal's leadership on teacher performance. The results of the significance of the perception data analysis about the principal's leadership directly affect the teacher's performance .In this study, based on the results of the calculation of the coefficient value shown in the sufficient category of 89.40%, the rest is influenced by factors from other variables of this study. (3) Simultaneously there is a positive influence between work motivation and perceptions of the principal's leadership together on teacher performance. The results of the significance of the data analysis of the influence of teachers' perceptions on the perception of the principal's leadership together on teacher performance based on the results of the calculation of the coefficient value of 89.80%, the rest is influenced by other factors outside of this study.

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[10] Gary, Yukl. *Kepemimpinan dalam Organisasi.* (Jakarta: PT. Indeks, 2005). p. 2

[11] Syaiful, Sagala. *Konsepdan Makna Pembelajaran*. (Bandung: Alfabeta, 2008). p. 145

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