The Influence of Leadership and Motivation on the Performance of an Educational Institution: A Case Study

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ABSTRACT

This study aims to determine the effect of leadership and work motivation on teacher performance in educational institutions. This research is quantitative research. The sample in this study were all teachers totaling 49 teachers. The research data used SPSS version 23. It was found that the F count was 22,052 > F table 3,20 so that simultaneously the variables of leadership and work motivation had a significant effect on teacher performance. the contribution of the influence of competence and work environment on teacher performance is 47.3%, while 52.7% is influenced by other factors that are not cultivated in this study.

INTRODUCTION

The performance of teachers in schools is so important, because teachers are an important element in the education process and the realization of quality educational outcomes. Bearing in mind that all efforts to improve the education system, such as new methods and curricula, are highly dependent on teachers. (Mulyasa, 2012). This means that teachers must also continue to develop themselves to learn learning methods and models so that students are eager to understand the important points of each subject. Zuhriayah (2015) argues that the factors that influence teacher performance are competence, motivation, work environment and principal's leadership (Iskamto, 2020; Iskamto et al., 2021). This study found several phenomena regarding principals' leadership and teacher motivation that were associated with teacher performance during the COVID-19 pandemic outbreak since March 2020. A world epidemic that killed all human activities, including the education process. All schools are closed and there is no face to face, teachers are required to teach online using technology as a connecting device with students who are at home.

Siregar (2021) found the fact that the performance of teachers during Covid did not exceed 70% of the specified performance, due to constraints in the ability, tools and motivation of teachers to decline. There are indeed efforts by the principal to conduct training for teachers and students. During this covid-19, school principals often attend coordination meetings to Pekanbaru and even outside the province of Riau so that they have a distance of communication with teachers for the problems they face. (5). During this pandemic, it is difficult for school principals to apply strict regulations to

students in online learning, or learning runs as low as possible due to the condition of students for various reasons, the network is not good and there are no smartphones (Gultom, 2021; Lussianda et al., 2021).

LITERATURE REVIEW

Leadership

According to Putri (2019), leadership comes from the word lead which contains two main things, namely: the leader as the subject, and the led as the object. The word lead contains the meaning of directing, fostering, regulating and influencing. Leaders have duties and responsibilities both physically and spiritually for the success of the work activities of those they lead. Meanwhile, according to Danim and Suparno (2019) that leadership is the ability to influence a group towards certain achievements. The influence is generated from interactions on the basis of formal or informal positions. The principal is a functional teacher who is given the task of leading a school where the learning and teaching process is held, or where there is interaction between educators who provide learning and students receive lessons. According to Mulyasa (2012) the principal has at least a role and function as an Educator, Manager, Administrator, Supervisor, Leader, Innovator and Motivator. The abilities that must be realized by the principal as a leader can be analyzed from personality, knowledge of education, school vision and mission, decision-making abilities, and communication skills.

Motivation.

The term motivation comes from the Latin word movere, which means pushing or moving. Motivation is also defined as a power resource that moves and controls human behavior. Motivation is an effort that can provide encouragement to someone to take a desired action, while motive is a person's driving force to act. Because a person's behavior tends to be goal-oriented and driven by the desire to achieve certain goals. According to Husaini, in Indahingwati, et al (2020) that motivation is a tool used by superiors for subordinates to want to work hard as expected. Achievement motivation is an encouragement that grows and develops from within the teacher to do the best work possible.

In summary, motivation is an encouragement from others and from oneself to do a job consciously and enthusiastically to achieve certain targets.

Teacher Performance

Performance issues always get attention in management because they are closely related to the productivity of the institution or organization. The main factors that affect performance are ability and will. It is recognized that many people are able but do not want it so that it does not produce performance. Likewise, many people are willing but unable to also still not produce performance. Performance is something that is achieved or demonstrated achievement or ability to work, in other words that performance can be interpreted as work performance (Iskamto, 2019, 2021; Marlinda, 2021). In an effort to improve the quality of national education, the government, especially through the Ministry of National Education, continuously strives to make various changes and reforms to the education system. The birth of Law no. 14 of 2005 concerning teachers and lecturers, and Government Regulation No. 19 of 2005 concerning National Education Standards, are basically government policies which include government efforts to organize and improve the quality of teachers in Indonesia. Michael G. Fullan stated that "educational change depends on what teachers do and think ...". This opinion implies that the change and renewal of the education system is very dependent on mastering the competence of teachers. Furthermore, Mulyasa (2013: 136), In line with that Smith quoted by Mulyasa, states that "Performance is the result or output of a process.". Furthermore, Hasibuan (2016: 94), states "Performance or work performance is a result of work achieved by a person in carrying out the tasks assigned to him based on skills, experience, and sincerity and time. "

Then Ansori (2019) argues that teacher performance is the result of work or work ability that can be achieved by a teacher in accordance with his responsibilities in order to achieve the goals of the organization concerned. Teacher teaching performance is good if the teacher has carried out elements consisting of high loyalty and commitment to teaching tasks, mastering and developing lesson materials, discipline in teaching and other tasks, creativity in carrying out teaching, cooperation with all school members, good leadership be a role model for students, good personality, honest and objective in guiding students, and be responsible for their duties (Efdison, 2021; Srimulatsih, 2021).

Teacher performance is a union of three interrelated elements, namely skills, efforts, the nature of circumstances and external conditions. Skill level is the raw material that a person brings to the workplace such as experience, abilities, interpersonal skills and technical skills. These efforts are expressed as the motivation shown by employees to complete their work tasks. Meanwhile, external conditions are the extent to which external conditions support work productivity (Adel et al., 2020; Marlinda, 2021). The teacher's performance can be seen clearly in the learning that he shows from the achievement of the learning outcomes of his students. Good teacher performance will result in good student learning achievement (Supardi 2013: 55). The standard workload of teachers refers to the Law of the Republic of Indonesia Number 14 of 2005 Article 35 Paragraph 1 concerning Teachers and Lecturers, it is stated that the workload of teachers includes main activities, namely: planning lessons, implementing learning, and assessing learning outcomes, guiding and training students, and perform additional tasks.

The Effect of Principal's Leadership on Teacher Performance
According to Handayani, et al (2015: 276) there is a significant influence of participatory leadership on teacher performance ($p < 0.05$), and contributes with a coefficient of determination ($R2$) of 0.189, this means that teacher performance in Wonosobo Regency is influenced by the leadership of the principal. schools and contributed 18.9%. The results of the research by Hendriyati, et al (2020) that the principal's leadership has a positive and significant effect on teacher performance in teaching at the Bengkulu City Public High School by 30.7%. This means that the better the principal's leadership will improve the performance of Bengkulu City Senior High School teachers.

The Effect of Motivation on Teacher Performance
According to Handayani, et al (2015) There is a significant influence of teacher work motivation on teacher performance ($p < 0.05$), and contributes with a coefficient of determination ($R2$) of 0.202. This means that teacher performance in Wonosobo Regency is influenced by teacher work motivation and contributes 20.2%. Furthermore, according to Indahingwati, et al (2020) shows that motivation has a positive and significant effect on the performance of MI Tarbiyatus Syarifah teachers. This means that motivation has an effect on improving teacher performance at MI Tarbiyatus Syarifah Sidoarjo, East Java.

The Influence of Leadership and Motivation on Teacher Performance
Firmawati, et al (2017) with research results, namely that there is a significant influence between principal leadership and work motivation together on teacher performance at SMA Negeri 7 Banda Aceh, which is 96.8%. The two variables, namely the principal's leadership and work motivation, go hand in hand with the teacher's performance variable, meaning that the better the principal's leadership and work motivation, the higher the teacher's performance. Motivation will appear in teachers if there is conformity, trust and satisfaction given by the principal, as well as smooth communication between teachers and principals, teachers and teachers, these conditions can improve performance.

Hypothesis

Hypotheses are arranged in the form of statement sentences. It is said to be temporary because the answers given are only based on relevant theories, not based on empirical facts obtained through data collection. The following are some of the hypotheses in this study, namely:

H1: There is a significant influence of leadership and motivation simultaneously on teacher performance at ABC High School .
H2:There is a significant influence of leadership partially on teacher performance at ABC High School .
H3:There is a significant effect of work motivation partially on teacher performance at ABC High School .

RESEARCH METHODS
This research uses quantitative. With multiple linear regression method, which is a statistical method used to determine the effect of several independent variables, namely Leadership (X1) and work motivation (X2) on the dependent variable, namely Teacher Performance. The population in this study were all teachers of ABC High School , totaling 49 people. According to Sugiyono (2012: 68): "The sample is part of the number and characteristics possessed by the population". As a basis for researchers based on Sugiyono's book (2012: 68) it is said that saturated sample is a sampling technique when all populations are used as samples. So the research sample was 48 people, not including the principal. Data collection methods used in this study include questionnaire, interview and observation methods (Husein Umar, 2013). In accordance with the type and nature of this research, all the data to be collected is arranged systematically and descriptively. The data analysis method used in this study is the Likert scale used to measure attitudes, opinions, and social perceptions, the score of respondents' answers in the study (Sekaran & Bougie, 2013). To assist in processing the data, the SPSS (Statistical Package for Social Science) program was used. While the test equipment used to test the regression equation as well as the coefficient of determination and standard error and to see the effect of the independent variable (independent) on the dependent variable (dependent).

RESULTS AND DISCUSSION
In this study, the authors used an instrument in the form of a questionnaire consisting of 10 items of Leadership (X1), 10 items of Work Motivation (X2) and 10 statement items on Teacher Performance.

Validity Test
Test validity aims to determine the items or questions that are valid in determining a variable. The test is done by comparing the value of correlation (r) count with r table. Where the test criteria are if the value of r count > r table, it is said that the question item is valid and if the value of r count < r table, it is said that the question item is invalid and the question is declared invalid. The validity test will test each of the variables used in this study, where all of the variables obtained the value of r count all statements > r table (0.2845).
Based on the results of the calculation of the validity of the Leadership variable (X1) as many as 10 items, Work Motivation (X2) as many as 10 items and Teacher Performance as many as 10 items, all of these statements are declared valid. This means that the measuring instrument used is valid and can be used as a data collection tool.

Reliability Test
Coefficient *cronbach alpha* which is more than 0.70 indicates the reliability (reliability) of the instrument. In addition, the closer to 1, the higher the internal consistency of the reliability.

Table 1

Reliability test results

Variabel	Standar koefisien alpha	Cronbach Alpha	Keterangan
Kepemimpinan (X1)	0,7	0.855	Reliable
Motivasi (X2)	0,7	0.849	Reliable
Kinerja Guru (Y)	0,7	0.867	Reliable

The results of the reliability test in the table above show that the Alpha coefficient values of the variables studied showed various results and the variables produced Cronbach's Alpha values greater than 0.70. Thus it can be concluded that the measuring instrument used in this study is reliable.

Coefficient of Determination (R2)

The contribution of the independent variable, namely Leadership (X1) and Work Motivation (X2), to the dependent variable, namely Teacher Performance (variable Y) can be calculated by looking for the coefficient of determination. From the results of SPSS output obtained:

Table 2 Determination Analysis

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.704[a]	.495	.473	3.93066

a. Predictors: (Constant), Motivasi, Kepemimpinan

b. Dependent Variable: Kinerja guru

From these results, the coefficient of determination (Adjusted R Square) was 0.473 or 47.3%. So it can be concluded that the variables of Leadership and Work Motivation contributed to changes in the Teacher Performance variable by 47.3%. while the remaining 52.7%. (100%-47.3%) is influenced by other variables not examined in this study.

Multiple Regression.

The hypothesis that will be tested is the possibility of an influence between the Leadership variable (X1) and the Motivation variable (X2) on Teacher Performance by using multiple regression analysis. The complete test results can be seen in the table below:

Table 3 Multiple Linear Regression

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	7.730	4.944		1.574	.123
	Kepemimpinan	.443	.109	.430	4.052	.000
	Motivasi	.423	.097	.471	4.354	.000

a. Dependent Variable: Kinerja guru

The table above shows the effect of the independent variables, namely Leadership (X1) and Work Motivation (X2) on the dependent variable, namely Teacher Performance (Y), using multiple regression analysis with the results Y = 7,780 + 0,443X1 + 0,423X2. This shows the value of a (constant) of 7.780, meaning that without the leadership variables (X1) and motivation (X2) or is zero, then Teacher Performance (Y) is worth 7.988. While the value of the regression coefficient of the Leadership variable (X1) of 0.443 means that the influence of the leadership variable (X1) on Teacher Performance (Y) has a positive effect. This shows that every increase in the leadership variable (X1) by 1 unit, it will increase teacher performance by 0.443. Then the value of the regression coefficient of the motivation variable (X2) is 0, 423 means it has a positive direction of relationship as well. This shows that every increase in the work motivation variable (X2) by 1 unit, it will increase teacher performance by 0.423.

Partial test

The t-test is used to see the effect of the independent variables on the dependent variable partially/one by one, here are the results of the SPSS output for the t-test. Based on the results of calculations using SPSS, the following data were obtained:

Table 4 t test results

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.780	4.944		1.574	.123
	Kepemimpinan	.443	.109	.438	4.052	.000
	Motivasi	.423	.097	.471	4.354	.000

a. Dependent Variable: Kinerja guru

Based on table 3 above, the calculated t value for Leadership (X1) is (4.052) and Work Motivation (X2) is (4,354). While the critical value according to the table with a significance level of 5% using the t table formula (α / 2; n – k) k = 3 and n = 48 is 2.01290. Based on the results above, the t_count values for each variable are as follows: For the Leadership variable (X1) has a t_count value (4.052) > from the t_table value (2.01290) and Work Motivation (X2) has a t_count value (4.354) > t_table (2.01290) then it can be concluded that partially the leadership variable (X1) and work motivation (X2) have a significant effect on the teacher performance variable at ABC High School .

F Test

The F_test is used to see the effect of the independent variables on the dependent variable together, here are the results of the SPSS output for the F_test

Table 5 F . Test Results

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	681.412	2	340.706	22.052	.000ᵇ
	Residual	695.254	45	15.450		
	Total	1376.667	47			

a. Dependent Variable: Kinerja guru

b. Predictors: (Constant), Motivasi, Kepemimpinan

Based on the results of SPSS obtained Fcount of 22,052. While Ftable is obtained by (nk)/(k-1): equal to (48-3=45 (3-1=2/column), then the F table value is 3.20 (a=5%). Then it was concluded that Fcount of 22.052 > Ftable of 3.20 so that simultaneously the variables of Leadership (X1) and Work Motivation (X2) had an effect on teacher performance at ABC High School .

The influence of leadership and motivation on teacher performance
Based on the results of the F test, it is concluded that Fcount is 22.052 > Ftable is 3.20, so that simultaneously the variables of Leadership (X1) and Work Motivation (X2) affect teacher performance at ABC High School . Means that the first hypothesis (H1) is proven.

This strengthens the previous research conducted by Firmawati, et al (2017) with the results of the study, namely that there is a significant influence between principal leadership and work motivation together on teacher performance at SMA Negeri 7 Banda Aceh. Another study conducted by Hendriyati, et al (2020) that the principal's leadership and work motivation together have a positive and significant effect on teacher performance in teaching at Bengkulu City Public High School by 21.1%. That is, the better the principal's leadership and work motivation together will improve the performance of Bengkulu City Senior High School teachers.

The influence of leadership (X1) on teacher performance
Based on the results of hypothesis testing, it is suspected that the leadership variable (X1) has an effect on teacher performance at ABC High School , which is proven to have a positive and significant effect. Where leadership (X1) has a value of t_count (4.052) > from the value of t_table (2.01290) and a significance value (P Value) of 0.00 which is below 0.05 and a regression coefficient value of 0.443.

In this study, leadership (X1) needs to be considered by ABC High School that it is necessary to improve the leadership of the principal by increasing the quantity of discussion and consultation with school residents (teachers, staff and parents). Because according to Putri (2019) that effective principal leadership is to encourage teachers to solve work problems, and to be willing to provide proportional and professional assistance. In addition, the principal provides broad opportunities for all school members and the community to consult and discuss problems faced related to education and learning faced by schools..

The effect of motivation (X2) on teacher performance
Based on the results of hypothesis testing, it is suspected that there is a significant influence of work motivation partially on teacher performance at ABC High School . The results obtained are work motivation (X2) has a value of t_count (4.354) > t_table (2.01290), a significance value (P Value) of 0.00 which is below 0.05 and a regression coefficient value of 0.423. It can be concluded that work motivation has a positive and significant effect on teacher performance.
In this study, work motivation needs to be considered because it is related to performance, so schools must always involve teachers in efforts to improve school achievement and ensure that different

teacher motivations can be made as a channel for self-actualization. In accordance with the government program, the teacher is the driving force for learning activities in schools.

This study strengthens the research of Handayani, et al (2015: 276). There is a significant influence of teacher work motivation on teacher performance in Wonosobo Regency. And research by Indahingwati, et al (2020) shows that motivation has a positive and significant effect on teacher performance at MI Tarbiyatus Syarifah Sidoarjo, East Java.

CONCLUSION

There is an effect of leadership and work motivation on the dependent variable, namely Teacher Performance (Y), using multiple regression analysis with the result Y = 7,780 + 0,443X1 + 0,423X2. This shows that the value of a (constant) is 7.780, meaning that without the leadership and motivation variables or is zero, the teacher's performance at ABC High School is 7.988. And has a positive direction of influence both the leadership variable and the motivation variable. Based on the results of the F test (simultaneous test) obtained Fcount of 22,052 > Ftable of 3.20 so that simultaneously the variables of leadership (X1) and work motivation (X2) affect teacher performance at ABC High School . Based on the results of the t-test on the leadership variable (X1), it is proven that: leadership (X1) has a positive and significant effect on teacher performance at ABC High School . Where leadership (X1) has a value of t_count (4.052) > from the value of t_table (2.01290) and a significance value (P Value) of 0.000 which is below 0.05 and a regression coefficient value of 0.443. Based on the results of the t test on work motivation partially positive and significant effect on teacher performance at ABC High School . The results of Work Motivation (X2) have a value of t_count (4,354) > t_table (2,01290), a significance value (P Value) of 0.00 which is below 0.05 and a regression coefficient value of 0.423. The value of the coefficient of determination (Adjusted R Square) is 0.473 or 47.3%. So it can be concluded that the variables of Leadership and Work Motivation contributed to changes in the Teacher Performance variable by 47.3%. while the remaining 52.7% is influenced by other variables not examined in this study.

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