

E-ISSN: [2986-559X](#), P-ISSN: [2986-6103](#)

DOI: <https://doi.org/10.38035/gijtm.v1i1>

Received: February 17th, 2023, **Revised:** March 3rd, 2023, **Published:** March 16th, 2023

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The Influence of Leadership Style and Work Motivation on Teacher Performance (Study on Teachers of SMPN 18 Bandung City)

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Abstract: The purpose of this study was to determine and analyze: (1) Leadership Style; (2) Work Motivation; (3) Teacher Performance; and (4) the influence of leadership style and work motivation on teacher performance at SMP Negeri 18 Bandung, both simultaneously and partially. This study uses a quantitative approach with multiple regression analysis. The source of research data is primary data. The unit of analysis in this study was the teachers of SMP Negeri 18 Bandung. The research data was collected using a questionnaire via google form with a population of 46 respondents using the census method where all members of the population were involved in this study. The results showed that the leadership style was included in the good category, work motivation was in the doubtful/good enough category and teacher performance was in the very good category. Leadership Style and Work Motivation simultaneously have an effect on the performance of SMP Negeri 18 Bandung teachers. However, partially leadership style is more dominant in influencing teacher performance compared to work motivation. Thus the main priority is to maintain a leadership style that has been going well so that the teachers of SMP Negeri 18 Bandung can work effectively in carrying out their duties.

Keyword: Leadership Style, Work Motivation, Teacher Performance

INTRODUCTION

Indonesia is preparing for the demographic bonus era in 2030, where the productive population will outnumber the non-productive. It is crucial to prepare a competitive and excellent younger generation, who will be instrumental in realizing Indonesia's Gold in 2045. Indonesia's progress should match or even surpass that of other countries. Japan, South Korea, China, and Western European countries have built their foundation on improving healthcare and education for the younger generation, ensuring they receive proper nutrition from the fetal

stage and access to quality education. Indonesia is projected to reach its golden age in 2045, coinciding with its 100th independence anniversary. To prepare a competent and high-quality human resource to lead the country during that period, the government is currently focusing on early childhood education. By 2045, Indonesia's population is estimated to reach around 310 million (Kemenko PMK, 2021), with the productive age group depicted in the following chart:

Tabel 1.1
Proyeksi Penduduk Indonesia 2010-2035

	2010	2015	2020	2025	2030	2035
Penduduk usia 0-14 th, juta	68,1	69,9	70,7	70,0	67,9	65,7
Usia Kerja (15-64), juta	158,5	171,9	183,5	193,5	201,8	207,5
Penduduk Lansia (60+), juta	18,0	21,7	27,1	33,7	41,0	48,2
Penduduk usia 65+, juta	11,9	13,7	16,8	21,3	26,7	32,4
Jumlah total, juta	238,5	255,5	271,1	284,8	296,4	305,7
Penduduk di perkotaan (%)	49,8	53,3	56,7	60,0	63,4	66,6
Rasio Ketergantungan	50,5	48,6	47,7	47,2	46,9	47,3

Sumber Data: Proyeksi Penduduk Indonesia 2010-2035. Jumlah penduduk

From the chart above, it can be seen that the productive age is estimated at 207.5 million people, or +/- 67% of the total population of Indonesia. With a very large number of productive age, it means a golden opportunity for Indonesia to become a developed country.

Quality education is crucial for Indonesia's progress. The key lies in dedicated educators who strive to cultivate a generation of Indonesian individuals who are religious, intelligent, productive, skilled, and well-rounded. However, challenges such as the lack of synchronized long-term, medium-term, and short-term planning in the education sector hinder the country's educational development. Indonesia's education system has not yielded optimal results, as evidenced by its global ranking of 55 out of 73 countries and its position of 4 out of 5 countries in ASEAN in 2020. The current state of the education sector in Indonesia contrasts starkly with the country's past, where it had a surplus of educated teachers compared to neighboring nations. This surplus attracted the attention of countries like Malaysia, leading to the export of trained Indonesian teachers there. This move was part of the efforts to normalize Indonesia-Malaysia relations following their independence in 1966.

Indonesian teachers in Malaysia at that time were generally assigned for three years to secondary schools where Malay was the language of instruction. They were tasked with improving the Malay grammar of Malaysian students who were used to conversing in English. In addition, there was also an effort to improve the British heritage science curriculum which was considered outdated. As of June 1972, there were 175 Indonesian teachers living and working in Malaysia. (<https://tirto.id/indonesia-mengekspor-guru-ke-malaysia-tapi-itu-dulu-dFYz>).

In Indonesia, the education system is currently lagging behind Malaysia, raising concerns about its quality and competitiveness within the ASEAN region. Key factors affecting educational success include teachers, students, facilities, environment, and curriculum. While there is a tendency to blame the curriculum and facilities for declining education standards, the real issue lies in the lack of teacher competency. Addressing this is crucial to align education with the needs and potential of students.

The role of teachers is crucial in the success of education. Regardless of the curriculum used, the professionalism of teachers significantly influences students' achievements. Nana

Sudjana emphasized that teachers play a primary role in enhancing students' learning outcomes. Teacher professionalism is essential, especially in resource-constrained environments. The government aims to improve teacher quality through certification, which aims to ensure teachers' competence, enhance the learning process and outcomes, improve teacher welfare, and elevate their status. Certification is expected to enhance teachers' reliability in fulfilling their professional duties.

Professional teachers are teachers who have high performance. Performance is an absorption from English which is commonly called performance. Performance is a function and interaction between ability and motivation (Robbins, 2006) Performance is the result of work in quality, quantity that a person achieves in carrying out his duties in accordance with the responsibilities given to him (Mangkunegara, 2004). Meanwhile, according to Darma (2005), there are many ways that can be done to measure performance, including measuring quantity, quality and timeliness. According to P2TK Ditjend Dikti in Mulyasa (2008: 20) teachers who have high performance in carrying out their duties as teachers are able to:

1. plan learning,
2. carry out educational learning,
3. assess the learning process and results

Work motivation plays a significant role in supporting teacher performance and the achievement of organizational goals. It is a process that determines individuals' intensity, direction, and persistence in pursuing their goals. Motivation serves as a driving force that causes individuals to work hard and enthusiastically to achieve optimal results. David McClelland and his colleagues introduced a theory of motivation in 1961, which is still relevant today. The theory focuses on three needs: the need for achievement (nAch), the need for power (nPow), and the need for affiliation (nAff). These needs are associated with modern human needs and can influence an individual's motivation. Overall, understanding and catering to the different motivational needs of teachers can lead to improved performance and outcomes in educational settings.

In his study, McClelland discussed individuals' strong drive for achievement, power, and affiliation, known as nAch, nPow, and nAff respectively. He highlighted that most people show a combination of these characteristics, influencing their behavior. Research, such as that conducted by Cici Asteria Dewi (2012), has proven the significant positive impact of work motivation on teacher performance.

The school, as an educational institution, can be likened to a company operating in the field of education. Like a company, a school aims to produce competitive graduates. Effective leadership plays a crucial role in the advancement of the school. The head of the school, as a manager, is essential in improving the quality of education. The headmaster's tasks include developing the school and ensuring compliance with the national education standards. It is also their responsibility to create a pleasant and high-quality school environment.

The quality of education is influenced by the leadership of school principals and the role of teachers, who have the dual task of educating, teaching, mentoring, guiding, training, assessing, and evaluating students to produce high-quality human resources for the future. The government has made various efforts to improve the quality of education in Indonesia, including providing training for teachers to produce outstanding human resources. Motivation plays a crucial role in supporting teacher performance and achieving organizational goals. Research has shown a connection between work motivation and teacher performance.

Based on this background, the authors are interested in conducting research about: "The Effect of Leadership Style and Work Motivation on Teacher Performance Teachers (Study on State Junior High School Teachers 18 Bandung City)"

METHOD

The data collection techniques used in this study are:

1. Questionnaires Another tool for collecting data is a list of questions which is often mentioned in general by the name of a questionnaire (Nazir, 2014: 179).
2. Literature Study In carrying out the documentation method, researchers investigate written objects, such as books, magazines, documents, regulations, meeting minutes, diaries, and so on (Arikunto, 2013: 201).

Research Instrument Test

1) Validity Test

Validity shows the degree of accuracy between the data that actually occurs on the object and the data that can be collected by researchers. To find the validity value of an item, you must correlate the item score with the total of these items. If the correlation coefficient is equal to or above 0.300 then the item is declared valid, but if the correlation value is below 0.300 then the item is declared invalid.

$$r_{xy} = \frac{n \sum XY - \sum X \sum Y}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

Dimana :

- rxy= koefisien korelasi
- n= jumlah sampel
- x= Cari tempat pernyataan
- y= skor total item pernyataan
- $\sum x$ = jumlah skor item pernyataan
- $\sum y$ = jumlah skor total item ternyata
- $\sum xy$ = jumlah perkalian x dan y

An item is said to be valid if r count > r table (Sugiyono,2004:329).

2) Reliability Test

This study uses the Alpha Cronbach reliability calculation. Because Cronbach's alpha is the most common / widely used reliability coefficient for items that describe the variation of attitude scale items (Anastasia and Urbina, 1998: 73).

$$R = \partial = \frac{n}{(n-1)} \left[\frac{S^2 - \sum S^2}{S^2} \right]$$

Dimana:

∂ = Koefisien reliabilitas Alpha Cronbach

2 S = Varian skor keseluruhan

Si2 = Varian maing-masing item

n = banyak butir item

Dengan kriteria sebagai berikut:

0,00 < ∂ < 0,20: Sangat tidak reliabel

0,20 < ∂ < 0,40: Tidak reliabel

0,40 < ∂ < 0,70: Cukup reliabel

0,70 < ∂ < 0,90: Reliabel

0,90 < ∂ < 1,00: Sangat reliable

3) Path Statistical Analysis

In this study, what will be tested is the effect of leadership style and motivation on performance both simultaneously and partially. By considering the characteristics of the variables to be tested, the statistical test used is path analysis Wirasasmita (2004; 1).

Path Structure Equation:

$$Y = P_{yx_1} X_1 + P_{yx_2} X_2 + \epsilon$$

Hypothesis

- Reject Ho if $F_{count} > F_{table} (0.05)(n-k-1)$ There is an Effect of Leadership Style and Work Motivation on Performance
- Accept Ho if $F_{count} < F_{table} 05.0() (kn --)1$ There is no Leadership Style and Motivation on Performance

RESULTS AND DISCUSSION

To determine the magnitude of the influence of the independent variables, namely Leadership Style and Work Motivation, it can be seen through path analysis and the software used is SPSS. The step taken is to calculate the correlation between variables, then the following results are obtained

Table 1.2. Correlation matrix between variables Correlations

		:Correlations		
		KEPEMIMPINAN	MOTIVASI KERJA	KINERJA
KEPEMIMPINAN	Pearson Correlation	1	.263	.526**
	Sig. (2-tailed)		.077	.000
	N	46	46	46
MOTIVASI KERJA	Pearson Correlation	.263	1	.400**
	Sig. (2-tailed)	.077		.006
	N	46	46	46
KINERJA	Pearson Correlation	.526**	.400**	1
	Sig. (2-tailed)	.000	.006	
	N	46	46	46

** . Correlation is significant at the 0.01 level (2-tailed).

Sumber: Hasil output SPSS

From the table above, it can be concluded:

- 1) The relationship between the Leadership Style variable (X1) and the Work Motivation variable (X2) obtained a correlation coefficient value of 0.263. Thus, it can be concluded that Leadership Style and Work Motivation have a positive relationship with low criteria.
- 2) The variable relationship between Leadership Style (X1) and the Teacher Performance variable (Y) obtained a correlation coefficient value of 0.526. Thus, it can be concluded that Leadership Style and Teacher Performance have a positive relationship with moderate criteria.
- 3) The variable relationship between Work Motivation (X2) and the Teacher Performance variable (Y) obtained a correlation coefficient value of 0.400. Thus it can be concluded that Work Motivation and Teacher Performance have a positive relationship with moderate criteria.

Based on the table above, which is a correlation matrix between variables that shows the magnitude of the relationship between fellow variables, both dependent and independent. The

proportions for the path diagram are two independent variables (X1 and X 2) which have a relationship between variables, and each independent variable (X1 and X 2), as well as the correlation relationship of the outside variables (X1 and X 2), residuals to the independent variable (Y). The steps to calculate path analysis are as follows:

$$P_{YX_i} = \sum_{j=1}^k CR_{ij} r_{yxj} \quad i=1,2$$

And the overall effect of X₁ to X₂

$$R^2_{yx1x2} = \sum_{i=1}^k P_{YX_i} r_{YX_i}$$

$$= 0,350$$

While the path coefficients of other variables outside the variables X1 to X 2 are found through:

$$P_{Y1e1} = \sqrt{1 - R_{YX1X2}}$$

$$= 0,806$$

This means that the effect of variables X₁ and X₂ together affects Y by 0.350 or 35% of variables X₁ and X₂ together affect Y, and the remaining 0.65 or 65% is influenced by other variables that are not included in the study.

Simultaneous Test

Table 1.3. Simultaneous Test

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	396.531	2	198.265	11.592	.000 ^b
	Residual	735.463	43	17.104		
	Total	1131.994	45			

a. Dependent Variable: KINERJA

b. Predictors: (Constant), MOTIVASI KERJA, KEPEMIMPINAN

Sumber :Hasil perhitungan melalui SPSS

Based on the results of these calculations, it turns out that F count of 11.592 is greater than Ftable .3.23 (F_o> F_α: (k,n-k-1) (11.592 > 3.23), so the hypothesis is accepted or Ho is rejected.

Partial Test

1.4. Partial Test

Koefisien Jalur		t _{hitung}	t _{tabel}	Kesimpulan
PYX ₁	0,452	3,543	0,002	Ho tolak. Terdapat Pengaruh kepemimpinan terhadap Kinerja
PYX ₂	0,281	2,206	0,001	Ho tolak Terdapat Pengaruh Motivasi Kerja terhadap Kinerja Guru

Sumber:hasil perhitungan

Based on the results of the calculation of the path coefficient values of the variables (X1) and (X 2) on (Y), which are obtained using the SPSS program, thus in accordance with the decision rules, that the calculated t-prices fall in the Ho rejected area, meaning that the path coefficient is significant, so that the path diagram does not change. Conceptually, it can be explained that all aspects of Leadership style and Work Motivation have a positive effect on Teacher Performance.

Then, the significance of the correlation coefficient between variables X1 and X 2 will be tested with the following hypothesis:

$$\frac{r}{\sigma_2} \text{ dan } \sigma_2 = \frac{1}{\sqrt{n-3}}$$

Reject Ho if t count > t_(1-a/2;n-k-1) using the distribution t table obtained (according to the IBM SPSS attachment)

Correlation Testing between X variables

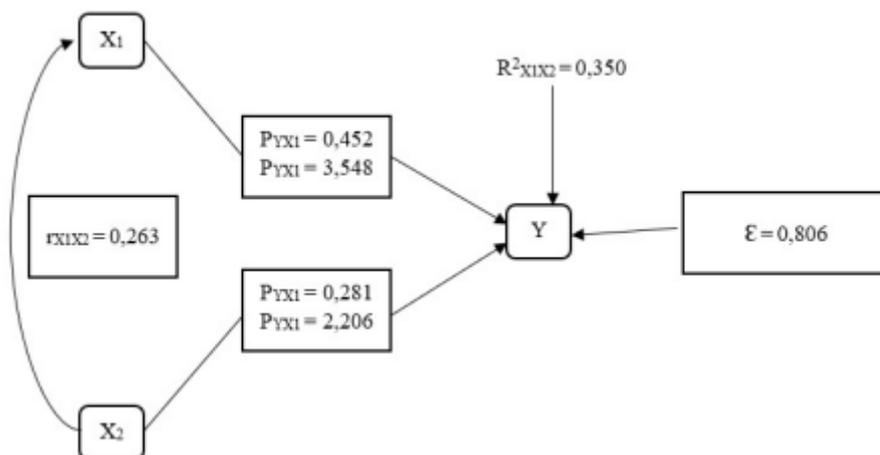
Table 1.4. Correlation Testing between X variables

Koefisien Korelasi	t _{hitung}	t _{tabel} α = 0,05	Kesimpulan
0,263	6,048	0,012	Ho tolak Terdapat hubungan yang signifikan antara X ₁ dan X ₂

Sumber : hasil output SPSS

From testing the correlation between variable X, it turns out that t count> t table, then Ho is rejected, meaning that there is a direct relationship between the variables of Leadership Style and Work Motivation, the complete diagram of the causal relationship between variables X1 and X 2 to Y is as follows:

Picture 1.1 Causal relationship between variables X1 and X2 to Y



From the diagram above, it can be seen that there is a significant correlation between variable X1 and variable X 2 to variable Y.

The effect of variable X1 and variable X 2 on variable Y and the effect outside the variables X and Y

Picture 1.2. Interpretation of Path Analysis

Interpretasi Analisis Jalur		
Keterangan	Pengaruh	%
Pengaruh X_1, X_2 ke Y	0,350	35
Pengaruh di luar X_1, X_2 ke Y	0,650	65
Jumlah		100

Sumber: Hasil pengolahan Statistik Program SPSS

From the test results, it can be seen that leadership style and work motivation together affect teacher performance by 35% while the remaining 65% is influenced by other factors outside the study. This means that other factors outside the study have a greater influence. Other factors outside the study that can affect teacher performance besides leadership style and work motivation are: work climate, work culture, workload and job satisfaction. When viewed partially, leadership style is more dominant in influencing teacher performance than work motivation.

CONCLUSION

Based on the results of calculations and discussions regarding the effect of Leadership Style and Work Motivation on Teacher Performance at SMP Negeri 18 Bandung, it can be concluded as follows:

- 1) Leadership style is included in the good category, this proves that the Head of SMP Negeri 18 Bandung is able to encourage high performance by providing activities that influence SMP Negeri 18 Bandung teachers to believe that valuable results can be achieved with serious effort. The effort that has been made by the principal is to direct the clarity of the teacher's duties so that the implementation of the work runs effectively.
- 2) Work Motivation of teachers of SMP Negeri 18 Bandung is low in its influence on teacher performance when compared to the influence of leadership style, this proves that efforts need to be made to increase the work motivation of teachers of SMP Negeri 18 Bandung.
- 3) The performance of teachers of SMP Negeri 18 Bandung is very good. This shows that in general the teachers of SMPN 18 Bandung have been able to prepare lesson plans, carry out the learning process and carry out assessments of learning outcomes very well. But to further improve teacher performance, things that need to be improved in teacher performance are in carrying out the preparation of lesson plans, teachers should be equipped with lesson plans and formulate the right learning strategy model. In the learning process, teachers should do pre-learning. In learning outcomes assessment activities, teachers should be able to carry out evaluation results and follow-up for the next lesson.
- 4) Leadership style and work motivation simultaneously affect the performance of teachers at SMP Negeri 18 Bandung. However, partially, leadership style is more dominant in influencing teacher performance than work motivation. Partially, the effect of Leadership Style and Work Motivation on Teacher Performance is as follows:
 - a. Leadership Style affects teacher performance, so that if the Principal's Leadership Style runs effectively, teacher performance will also increase.

- b. Work Motivation affects Teacher Performance, so that the higher the Work Motivation, the more Teacher Performance will increase.
- 5) Other variables that are not observed by researchers have a high influence on Teacher Performance

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