

THE EFFECT OF PRINCIPAL LEADERSHIP AND WORK ENVIRONMENT ON TEACHER PERFORMANCE WITH WORK MOTIVATION

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ABSTRACT

This study aims to determine the Effect of Principal Leadership and Work Environment on Teacher Performance with Work Motivation as an Intervening Variable at SMA Negeri 1 Muara, Muara District, North Tapanuli Regency. This research was conducted at SMA Negeri 1 Muara, Muara District, Muara District in 2017. The population in this study were all 34 teachers, so this study was a population study. The data collection method used a questionnaire. The results showed that the principal's leadership on teacher performance had a value of $t_{count} > t_{table}$ ($3,065 > 1,697$) and the influence of principal's leadership on work motivation had a value of $t_{count} > t_{table}$ ($4,966 > 1,697$). This means that the principal's leadership has a positive and significant effect on both teacher performance and work motivation. The results showed that the influence of the work environment on teacher performance had a value of $t_{count} > t_{table}$ ($2,507 > 1,697$) and the effect of the work environment on work motivation had a value of $t_{count} > t_{table}$ ($2,844 > 1,697$). This means that the work environment has a positive and significant effect on both teacher performance and work motivation. Work motivation has a positive and significant effect on teacher performance, due to $t_{count} > t_{table}$ ($4,197 > 1,697$).

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

INTRODUCTION

Education is a conscious, planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed from them, society, nation and state. (UU RI No 20 Tahun 2003 Tentang SISDIKNAS).

The quality of education as expected can be achieved by making systemic improvements to all components of education such as improving the quality and equitable distribution of teachers, enhanced curriculum, learning resources, adequate facilities and infrastructure, conducive learning climate, and supported by government policies. Of all that, the teacher is the most decisive component because in the hands of the teacher the curriculum, learning resources, facilities and infrastructure, and the learning climate become something meaningful for the lives of students (Mulyasa: 2007). The achievement of good quality education is strongly influenced by the performance of teachers in carrying out their duties so that teacher performance becomes an important demand for achieving educational success (Saondi : 2010).

Teachers who can carry out their duties and responsibilities well can be interpreted that teachers have good performance as well. This is in accordance with the opinion of Saondi (2010: 20) regarding performance which states that performance is the level of success of a person or group of people in carrying out their duties and responsibilities as well as the ability to achieve the goals and standards set. Achievement of optimal teacher performance is influenced by external factors and internal factors. Internal factors are the drive to work,

responsibility for the task, interest in the task. While external factors are appreciation for assignments, opportunities for development, attention from the principal, interpersonal relationships among teachers, training, discussion groups

Teacher performance is influenced by many factors, one of which is the leadership of the principal. The principal is a manager in the school whose job is to guide and direct teachers to achieve school goals. The principal is a teacher who is appointed and has additional duties to lead the school (Sudarman 2002)

The next factor that affects teacher performance is the work environment. According to Nitisemito (2001) which states that the work environment is everything that is around employees that can affect him in carrying out the tasks given. The work environment can affect the performance of teachers in carrying out their duties. Starting from the physical environment of the teacher, namely the room where the teacher works, to the non-physical environment of the teacher at work, namely the teacher's co-workers. If the relationship between the teacher and his co-workers is good, then the teachers can support each other in delivering education to students.

Another factor that affects teacher performance is work motivation. As the opinion of Mangkunegara said that one of the factors that affect performance is the motivation factor. According to Marihot Manullang (2006:) "Work motivation is nothing but something that creates encouragement or enthusiasm for work".

Based on initial observations made at SMA Negeri 1 Muara, Muara District, North Tapanuli Regency, observing learning activities showed a tendency to be less than optimal in mastering mandatory teacher competencies which ultimately affected teacher performance. Many teachers lack discipline in starting and ending lessons. About 50% of teachers are intentionally late to start the lesson and only leave the teacher's room 5 minutes or 10 minutes after the bell rings. Especially during study hours after the break, the teacher's delay in starting learning was even 15 minutes late.

The next problem related to teacher discipline is that there are some teachers who end learning prematurely, so students scatter out and disrupt the learning process in other classes. Other problems are also due to the lack of teacher ability in creating innovative learning and the use of varied learning media shows that the teacher's professional competence is less than optimal, this has an impact on the less than optimal performance of teachers. Based on the above background, the principal's leadership, work environment and work motivation are factors that are thought to be determinants of teacher performance and are strengthened by the results of previous studies.

METHOD

The approach used in this research is a quantitative approach. This research is included in the type of explanatory research. The population in this study were all teachers of SMA Negeri 1 Muara, namely 34 people. Arikunto (2010: 173) states that: "To just be dilute if the subject is less than 100 people, it is better to take all of them, then if the number of subjects is large, it can be taken between 10-15% or 20-25% or more, so that the research is population research".

From this description, this study uses the same population research as the sample so that the sample selection is a census, where data collection is carried out as a whole. The method of data collection is using a questionnaire or questionnaire. Classical assumption test using normality test, Multicollinearity Test. And test the hypothesis first doing the Path Analysis test) then the Coefficient of Determination Test.

DISCUSSION

Classical assumption test

Based on the research data, it was obtained that the data were normally distributed, which was seen from the value of the Kolmogorov-Smirnov with teacher performance as the dependent variable was 0.798 and the significance was $0.548 > 0.05$, so it can be said that the residual data is normally distributed. Then with work motivation as the dependent variable is 0.705 and the significance is $0.703 > 0.05$ so it can be said that the residual data used in this study is normally distributed. Then based on the Multicollinearity test, it was stated that none of the independent variables had a VIF value of more than 10 and none had a tolerance value less than 0.1. So it can be concluded that this research is free from multicollinearity.

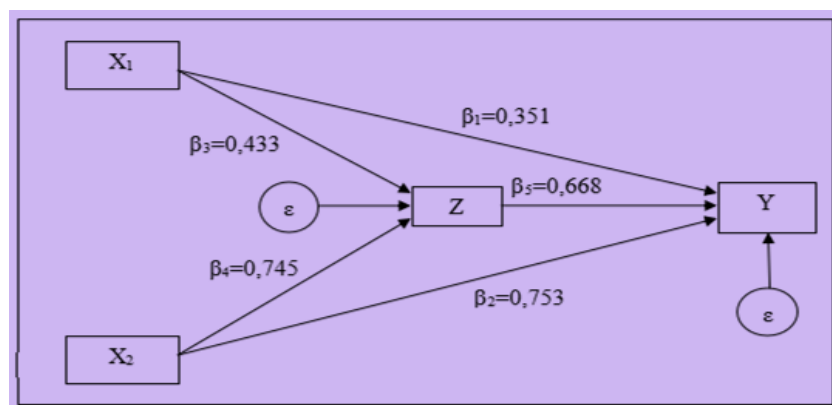
Hypothesis Testing

Based on the results of the regression data processing, the path coefficients can be summarized which are shown in the following table:

Path Coefficient Summary Table					
Regresi	Koef. Regresi	Standard Error	t-hitung	P. Value	Description
X1 → Y	0,351	0,114	3,065	0,004	Significant
X2 → Y	0,753	0,300	2,507	0,017	Significant
X1 → Z	0,433	0,087	4,966	0,000	Significant
X2 → Z	0,745	0,262	2,844	0,008	Significant
Z → Y	0,668	0,159	4,197	0,000	Significant

Based on the table above, taking into account the t-count and P-values, it can be explained that: (1) Principal leadership (X1) has a positive and significant effect on teacher performance (Y). (1) The work environment (X2) has a positive and significant effect on teacher performance (Y). (3) The principal's leadership (X1) has a positive and significant effect on work motivation (Z). (4) The work environment (X2) has a positive and significant effect on work motivation (Z). (5) Work motivation (Z) has a positive and significant effect on teacher performance (Y).

Based on the summary of the path coefficients in the table, a path diagram can be made as shown in the following figure:



The structural equations for the model are:

$$Y = \beta_0 + 0,351X_1 + 0,753X_2 + 0,668Z + \varepsilon \dots\dots\dots(4.1)$$

$$Z = \beta_0 + 0,433X_1 + 0,745X_2 + \varepsilon \dots\dots\dots(4.2)$$

In the figure is a direct relationship coefficient between variables. The influence of the principal's leadership (X1) on teacher performance (Y) is positive and significant at 0.351, and the influence of the work environment (X2) on teacher performance (Y) is positive and significant at 0.753. The influence of the principal's leadership (X1) on work motivation (Z) is positive and significant at 0.433, the effect of the work environment (X2) on work motivation (Z) is positive and significant at 0.745, and the effect of work motivation (Z) on teacher performance (Y) positive and significant at 0.668.

The coefficient of determination (R^2) essentially measures how far the model's ability to explain variations in the dependent variable is. This study presents two results of the coefficient of determination test, namely: (1) Determination Coefficient of Teacher Performance Variations, indicating that the coefficient of determination shown from the adjusted R^2 value is 0.323. This means that 32.3% of the dependent variable, namely teacher performance, can be explained by three independent variables, namely the principal's leadership, work environment, and work motivation, while the remaining 67.7% of teacher performance is explained by other variables outside the model. (2) Coefficient of Determination of Work Motivation Variations, indicating that the coefficient of determination shown from the adjusted R^2 value is 0.431. This means that 43.1% of the dependent variable, namely work motivation, can be explained by two independent variables, namely the principal's leadership and work environment, while the remaining 56.9% of work motivation is explained by other variables outside the model.

Interpretation

The results showed that the principal's leadership had a positive and significant effect on teacher performance. That the t-value was greater than the t-table value ($3.065 > 1.697$). If you pay attention to the descriptive statistics, on average the principal's leadership is quite good. Thus the first hypothesis is accepted.

The Effect of the Work Environment on Teacher Performance

The results showed that there was a positive effect of the work environment on teacher performance and this given effect had a significant impact on improving teacher performance. it is shown that the value of tcount is greater than the value of ttable ($2.507 > 1.697$). Thus the second hypothesis is accepted.

The Influence of Principal's Leadership on Work Motivation

The results of the study show that there is a positive influence of the principal's leadership on the work motivation of teachers and this influence has a significant impact on the work motivation of teachers. it is shown that the value of tcount is greater than the value of ttable ($4.966 > 1.697$). Thus the third hypothesis is accepted.

The Influence of Work Environment on Work Motivation

The results showed that there was a positive effect of the work environment on work motivation and had a significant impact on increasing work motivation. it is shown that the value of tcount is greater than the value of ttable ($2.844 > 1.697$). Thus the fourth hypothesis is accepted.

The Effect of Work Motivation on Teacher Performance

The results showed that there was a positive effect of work motivation on teacher performance and had a significant impact on improving teacher performance. it is shown that

the value of t_{count} is greater than the value of t_{table} ($4.197 > 1.697$). Thus the fifth hypothesis is accepted.

CONCLUSION

Based on the results of testing and discussion as presented, several conclusions can be drawn as follows:

1. Principal leadership affects teacher performance and work motivation. The results showed that the principal's leadership on teacher performance had a value of $t_{count} > t_{table}$ ($3.065 > 1.697$) and the influence of principal's leadership on work motivation had a value of $t_{count} > t_{table}$ ($4.966 > 1.697$). This means that the principal's leadership has a positive and significant effect on both teacher performance and work motivation.
2. The work environment affects teacher performance and work motivation. The results showed that the influence of the work environment on teacher performance had a value of $t_{count} > t_{table}$ ($2.507 > 1.697$) and the effect of the work environment on work motivation had a value of $t_{count} > t_{table}$ ($2.844 > 1.697$). This means that the work environment has a positive and significant effect on both teacher performance and work motivation.

From the results of data processing work motivation is not able to mediate both the influence of the principal's leadership on teacher performance and the work environment on teacher performance

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