



## The Influence of Principal Leadership and Work Motivation on Teacher Performance at SMA N 1 Tanjung Agung

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**Abstract.** *This study aims to analyze the influence of principal leadership and work motivation on teacher performance at SMA Negeri 1 Tanjung Agung. The research method used is quantitative with a multiple linear regression approach. Data were collected through questionnaires distributed to teachers as research respondents. The results of the analysis show that the leadership of the principal has a positive and significant influence on teacher performance. In addition, work motivation also contributes significantly to improving teacher performance. Simultaneously, the principal's leadership and work motivation have a significant effect on teacher performance. The implications of this study show that improving the quality of school principals' leadership and work motivation can be an effective strategy in improving teacher performance in the school environment.*

**Keywords:** *Principal Leadership, Work Motivation, Teacher Performance, SMA Negeri 1 Tanjung*

### 1. INTRODUCTION

Education is an important thing in human life, because with education humans can learn all kinds of science. With that knowledge, human beings can change their minds, develop to meet all their life needs. Life is a dynamic and innovative process, which means that it always changes from time to time, from generation to generation.

Teacher performance is influenced by various factors, both from within and from outside. Internal factors such as low work motivation, knowledge, and insight can affect the quality of a teacher's performance. Meanwhile, external factors such as relationships with colleagues, leaders, and the work environment also play a role. Teachers' morale is often influenced by colleagues who have high morale, as well as a comfortable and supportive work environment. On the other hand, a dirty and unattractive work environment can lower work morale. In addition, the principal's leadership greatly affects teacher performance, because the principal plays a role in organizing, motivating, and encouraging teachers to work better.

Good leadership will affect the motivation, enthusiasm, and professionalism of teachers in carrying out their duties. An effective principal is able to provide clear direction, create a comfortable work environment, and provide support and appreciation to teachers. This will make teachers feel valued and motivated to work better. On the other hand, if leadership is less effective, for example in terms of communication, resource management, or providing opportunities for development, then teachers can lose enthusiasm, feel less appreciated, or even

not be able to work optimally. Therefore, strong and inspiring leadership from the principal can improve teacher performance, which in turn will have a positive effect on the quality of education in the school. One way to improve teacher performance is to provide strong motivation from the principal. Principals who provide support, appreciation, and clear direction will motivate teachers to work better, feel valued, and be enthusiastic about doing their jobs.

The principal motivates teachers to improve their performance. Motivation from the principal can have a positive impact on teacher performance because it is one way to arouse teacher enthusiasm. The awarding of awards and prizes is a form of recognition for teachers who have achieved special achievements. Awards can motivate teachers to further improve their performance. Muspawi (2020) stated that to motivate teachers, school principals can provide rewards and punishments, encourage teachers to work honestly, improve working conditions, and maintain close relationships with teachers. reported that it was possible.

## **2. LITERATURE REVIEW**

Schools have enormous authority to regulate and manage their own schools, according to the paradigm of educational decentralization and autonomy. By utilizing teacher performance evaluation, the purpose of evaluation is to improve the quality of student education and help teachers realize their potential and can complete tasks in the most efficient way possible.

Teacher performance evaluation focuses on efforts to improve teachers' overall performance and work achievements. Because the role of teachers is crucial to ensuring student success, every teacher must have a clear list of tasks. This is in line with the findings of Busono (2016) which states that employee performance can be improved through education and training. The "on-the-job" method is the most commonly used method for training and development. This includes any effort to enable employees to learn a profession while carrying out tasks in a real workplace. The following methods are used: 1) job rotation, 2) workplace supervision, 3) apprenticeship, 4) coaching, and 5) temporary work.

According to Suharsaputra (2010: 20), teacher performance is essentially the behavior shown by a teacher in carrying out his responsibilities as an educator and teacher when teaching in the classroom according to certain standards. Daily conditions and situations will affect a teacher's performance. The factors that shape performance are the activities carried out to complete the task and the method or quality used to complete the task.

Educational leadership is a sense of ability and readiness of a person to carry out the functions and objectives of the leadership itself, such as influencing, encouraging, inviting,

guiding, moving, and, if necessary, forcing others in the group he leads to be able to receive and develop the influence he or she gives or "transmit" and to build something that can help. Some of the definitions of leadership quoted from (Purwanto, 2012 : 26-27)

Motivation comes from the word "motive", which can be defined as the strength in a person that motivates them to act or do something. Motivation is also a force that encourages a person to contribute as much as possible to the success of the organization, because the achievement of organizational goals means the achievement of the personal goals of organizational members (Siagian, 2002). Motivation is an impulse that drives a person to act in a certain way that will lead to the desired goal (Aries and Ghazali, 2006). Providing motivation is one of the goals so that motivated employees can work in accordance with the work references and responsibilities given so that the company's goals can be achieved properly (Nitisemito, 1989). Previous studies have shown that motivation and leadership can improve employee performance. Studies by Abbas and Yaqoob (2009) and Riyadi (2011), Leadership style and employee performance are positively and significantly correlated, according to Cahyono (2012), Hasbullah et al. (2010), and Putra (2011). In addition, Riyadi (2011), Baskoro (2009), Zameer et al. (2014), and Cahyono (2012) found a positive and significant correlation between motivation and employee performance (2011).

### 3. METHODS

Scientific research usually uses three methods: quantitative research, qualitative research, and combination methods (Strijker et al., 2020). In addition to these methods, research can also be exploratory, descriptive, or explanatory (Sakyi et al., 2020). Research is conducted through schemes and procedures known as "research methods". This method allows research to be carried out in a planned, scientific, neutral, and valuable manner with the aim of collecting data and finding solutions to problems (Gounder, 2012; Williams, 2017).

**Table 1 Conditions for Scoring Questionnaires**

Alternative answers	Skor alternatif jawaban	
	Positif	Negatif
Sanangat baik	5	5
Good	4	4
Pretty good	3	3
Not good	2	2
Very less	1	1

- Sumber: Djali (2008)

## **4. RESULTS AND DISCUSSION**

### **Research**

The research was carried out by distributing research questionnaires on trial samples and research samples carried out in September 2024. As of that, the author has made preparations for research by taking care of licensing with related parties. An application letter for a research permit was also issued by the Director of the Postgraduate Program of the University of PGRI Palembang with Number: 2949.A/E.16/PPs. UPGRI/2024 dated July 6, 2024 addressed to the Education and Culture Office of Muara Enim Regency and the issuance of a research permit reply letter with No: 420/103/Sekr.3 /D.Dikbud-OI/2024 dated July 6, 2024 addressed to teachers at SMA 1 Tanjung Agung who will be a research sample. After obtaining the permit, the researcher on July 6, 2024 conducted a test of the research instrument (try out) that had been prepared by the researcher on 30 trial samples outside the research sample.

The test of the research instrument was carried out with the aim of determining the reliability and validity of the measuring instrument, so that the level of feasibility can be taken into account. The trial was carried out on 30 teachers at SMA 1 Tanjung Agung outside the research sample but taken from the research population. Each teacher was given a copy of a questionnaire containing statements of the research variables. The submission of the questionnaire was carried out in the teacher's room and after being filled out then collected back to the researcher. Of the 29 copies distributed, all questionnaires were filled out correctly and qualified for analysis.

The data from the research results obtained in the field to get an overview of some of the characteristics of each variable studied, both the bound variables, namely teacher performance (Y), and the independent variables, namely Principal Leadership (X<sub>1</sub>) and Work Motivation (X<sub>2</sub>).

The characteristics in question are in the form of variable score distributions which are manifested in the form of mean values, modes, medians, standard deviations and variances. However, previously, in this chapter, analysis requirements tests will be carried out, namely normality tests, homogeneity tests, and linearity tests as a condition for using inferential statistics and testing the proposed hypotheses, as well as classical assumption tests consisting of normality tests, multicollinearity test, and autocorrelation test. Meanwhile, at the end, hypothesis testing was carried out followed by a discussion of the research results.

**Table 2 of Total and Average Responses to the Teacher Performance  
Variable Questionnaire (Y)**

No Questions	Total Score	Average
1	176	4,3
2	205	5
3	189	4,6
4	192	4,7
5	191	4,7
6	191	4,7
7	185	4,5
8	185	4,5
9	186	4,5
10	182	4,4
11	188	4,6
12	205	5
13	182	4,4
14	184	4,5
15	189	4,6
16	164	4
17	189	4,6
18	164	4,9
19	189	4,4
20	200	5
21	179	3,1
22	205	3,2
23	126	5
24	132	3,4
25	205	3,4
26	138	3,4
27	159	3,9
28	193	4,7

Based on the data from the average value of the performance variable indicator (Y) above, it can be said that the performance shows an average value of 4.1 which is in the GOOD category, which is in the interval of 3.40-4.19 (Sudjana Modification, 2015.32). Thus, this performance has been categorized as good, so this is a strength in order to maintain and improve performance. The performance of the good category is based on the interval of the performance variable value category

$$\text{Maximum score} = 5$$

Minimum score = 1

$$\text{Not\$rval} = \frac{\text{Skor Maksimal} - \text{Skor Minimal}}{1\text{Skor Maksimal}} + \frac{5-1}{5} = \frac{4}{5} = 0,80$$

The data on the principal's leadership variables obtained from the results of the study in the form of distributing questionnaires to 41 o\$rang teachers at SMA 1 Tanjung Agung From the results of the analysis of the answers given to the 41 respondents who were samples in this study, the total and average responses to the Teacher Performance variable questionnaire (Y) were obtained.

The variable data on the work climate obtained from the results of the distribution of a questionnaire of as many as 29 question items, which were given to 41 respondents who were sampled in this study, obtained total data and average performance questionnaire answers.

For more clarity, it can be seen in Table 3 below:

**Table 3**  
**Total and Average Responses to the Principal Leadership**  
**Variable Questionnaire (X1)**

No Questions	Total Score	Average
1	202	4,9
2	198	4,8
3	196	4,8
4	196	4,8
5	192	4,7
6	192	4,7
7	193	4,7
8	201	4,9
9	200	4,9
10	196	4,8
11	197	4,8
12	194	4,7
13	194	4,7
14	181	4,4
15	185	4,5
16	191	4,7
17	194	4,7
18	198	4,8
19	197	4,8
20	199	4,9
21	198	4,8

22	198	4,8
23	186	4,5
24	190	4,6
25	179	4,4
26	199	4,9
27	198	4,8
28	198	4,8
29	194	4,7

Based on the data from the average value of the performance variable indicator (Y) above, it can be said that the performance shows an average value of 4.1 which is in the GOOD category, which is in the interval of 3.40-4.19 (Modasi Sudjana, 2015:32). Thus, this performance has been categorized as good, so this is a strength in order to maintain and improve performance. The performance of the good category is based on the interval of the performance variable value category

Maximum score = 5

Minimum score = 1

$$\text{Interval} = \frac{\text{Skor Maksimal} - \text{Skor Minimal}}{1 \text{Skor Maksimal}} + \frac{5-1}{5} = \frac{4}{5} = 0,80$$

Based on data from the average value of the principal leadership effectiveness variable indicator ( $X_1$ ) above, it shows an average score of 4.0 which is in the GOOD category, which is in the interval of 3,404.19 (Sudjana Modification, 2015:32). Thus, the effectiveness of the principal's leadership at SMA 1 Tanjung Agung is included in the good category. This is based on the interval of the value category of the Work Motivation variable.

The data on work motivation variables obtained from the results of the questionnaire distribution were 28 question items. From the results of the analysis of the answers given to 41 respondents who were sampled in this study, total data and average answers to the work motivation questionnaire were obtained. For further explanation, please see the following table.

**Table 4**

**Total and Average Answers to the Work Motivation Questionnaire (X2)**

No Questions	Total Score	Average
1	189	4,6
2	189	4,6
3	191	4,7
4	192	4,7
5	191	4,7
6	191	4,7

7	185	4,5
8	190	4,6
9	185	4,5
10	181	4,4
11	187	4,6
12	184	4,5
13	188	4,6
14	184	4,5
15	189	4,6
16	187	4,6
17	189	4,6
18	187	4,6
19	179	4,4
20	124	3,0
21	126	3,1
22	132	3,2
23	139	3,4
24	138	3,4
25	139	3,4
26	138	3,4
27	159	3,9
28	152	3,7

Based on the data from the average value of the work motivation variable indicator (X2) above, it can be said that work motivation shows an average value of 4.0 which is in the GOOD category, which is in the interval of 3.40 to 4.19 (Sudjana Modification, 2015.32) so that this is a strength in order to maintain and increase work motivation. Work motivation is included in the good category based on the interval of the value category of the work motivation variable

Maximum Score = 5

Minimum Score = 1

## **5. DISCUSSION**

Performance is a condition that shows the ability of a teacher to carry out his duties at school and describes the existence of an act displayed by the teacher in or during learning activities For a teacher in carrying out his duties has been regulated in Law No. 20 of 2003 concerning the Indonesian National Education System as mentioned in Article 39 paragraph 2



is planning and implementing the learning process, Assessing learning hasil conducting guidance and training as well as conducting research and community service.

For inferential analysis, the results showed that partially the Principal Leadership variable had a significant influence on Teacher Performance, where from the results of the partial test (T test) a result of 4.150 more than the label = 0.423 with a significance I value of 0.000 less than 0.05 From the regression equation the value of 33.470 means that the magnitude of the performance score (Y) during the effectiveness of the principal's leadership (X, ) equal to zero or constant is 33,470. This value shows that performance is greatly influenced by the variables of the principal's leadership effectiveness. While the value of the principal's leadership effectiveness coefficient is 0.486, this value means that if the principal's leadership effectiveness increases by 1 unit of score, the performance increases by 0.486, if the principal's leadership effectiveness value (X1) is equal to zero. This means that there is a significant influence of the effectiveness of the principal's leadership (X.) on the performance of teachers (Y) at SMA Negeri 1 Tanjung Agung

The results of this study are in accordance with the results of a study conducted by Hidayathi (2015), about the influence of the principal's leadership style and motivation for achievement on the performance of teachers of Dabin 1 State Elementary School, Central Cilacap District, Cilacap Regency Based on the results of the study, it shows that (1) there is an influence of the leadership style of the school head on teacher performance. (2) there is an influence between motivation and motivation on teacher performance, (3) there is an influence of leadership style and motivation together on teacher performance, (4) leadership style contributes 12.2% to teacher performance, (5) motivation contributes 27.7% to teacher performance, (6) leadership style and motivation together have a 28.7% influence on teacher performance

The results of this study are also in accordance with the results of a study conducted by Adam (2014), examining the influence of the effectiveness of the leadership of school principals in the performance of teachers of the state elementary school in Kecarnatan Gondo Kusuma, Special Region of Yogyakarta The results of this study show that the effectiveness of the leadership of school principals has a significant effect on the performance of public elementary school teachers in Gondokusuma District which is shown by an F count of 9.797 with a significant value of  $0.002 < 0.005$  and the magnitude of the influence of the principal's leadership style on teacher performance is 6.4%.

## **6. CONCLUSION**

Based on the results of testing and data analysis of the research that has been carried out, it can be concluded that:

1. There is an influence between Principal Leadership on Teacher Performance at SMA Negeri 1 Tanjung Agung: The results of this study indicate that there is a significant relationship between principal leadership and teacher performance at SMA Negeri 1 Tanjung Agung. Effective and visionary leadership from school principals can have a great influence, both in creating a supportive work environment and in providing a clear direction towards the achievement of educational goals. Inspiring leadership and supporting teachers' professional development plays an important role in improving teachers' performance and dedication in carrying out their teaching duties.
2. There is an influence between Work Motivation on Teacher Performance at SMA Negeri 1 Tanjung Agung: This study also found that work motivation has a strong influence on teacher performance at SMA Negeri 1 Tanjung Agung. When teachers feel motivated, either through internal factors (such as personal satisfaction) or external factors (such as rewards or incentives), they tend to work more passionately, disciplined, and committed to achieving the set goals. High motivation helps teachers to overcome challenges in the teaching process and improve the overall quality of their teaching.
3. There is an Influence between Principal Leadership and Work Motivation together on Teacher Performance at SMA Negeri 1 Tanjung Agung: The results of this study also reveal that principal leadership and work motivation have a mutually supportive influence on teacher performance at SMA Negeri 1 Tanjung Agung. When these two factors work together, they create a strong synergy that can improve the overall performance of teachers. Effective leadership provides direction, support, and inspiration, while high work motivation encourages teachers to give their best in their teaching tasks. The combination of supportive leadership and strong motivation forms a solid foundation for creating a productive and results-oriented work environment, which ultimately significantly improves the quality of teaching and teacher performance.

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