
THE INFLUENCE OF PRINCIPAL LEADERSHIP ON TEACHER MOTIVATION IN PUBLIC PRIMARY SCHOOL 11th TULANG BAWANG TENGAH

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ABSTRACT

This study aims to examine the effect of principal leadership on teachers' work motivation. Leadership is an important social process to achieve the common good in society, including in education. Government Regulation No 32 of 2013 stipulates eight education standards, including educator competency standards. This research focuses on how much influence the principal's leadership has on teachers' work motivation at Primary School 11st Tulang Bawang Tengah. This research is a quantitative study using a correlational research design, while the data analysis technique uses normality test and product moment correlation. The results of this study found that the principal's sample on 10 teachers who were sampled obtained an average value of 70, median of 72.625, mode of 72 with a standard deviation of 13.265. While the results of teacher work motivation from the data obtained an average value of 77.8, a median of 77.5, a mode of 74.5, and a standard deviation of 27.72. Testing the product moment correlation $r_{xy} = 0.976$ is greater than r_{tabel} so it is known that at the 5% significance level = 0.444 and at the 1% significance level = 0.561, H_0 is rejected and H_a is accepted.

Keywords: Leadership, Teacher Work Motivation, Primary School

ABSTRAK

Penelitian ini bertujuan untuk mengkaji pengaruh kepemimpinan kepala sekolah terhadap motivasi kerja guru. Kepemimpinan adalah proses sosial yang penting untuk mencapai kebaikan bersama dalam masyarakat, termasuk dalam pendidikan. Peraturan Pemerintah Nomor 32 Tahun 2013 menetapkan delapan standar pendidikan, termasuk standar kompetensi pendidik. Penelitian ini berfokus pada seberapa besarnya pengaruh kepemimpinan kepala sekolah terhadap motivasi kerja guru di SDN 11 Tulang Bawang Tengah. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan desain

penelitian korelasional, sedangkan teknik analisis data menggunakan uji normalitas dan korelasi product moment. Hasil penelitian ini menemukan bahwa sampel kepala sekolah pada 10 guru yang dijadikan sampel didapat hasil nilai rata-rata sebesar 70, median sebesar 72.625, modus sebesar 72 dengan standar deviasi sebesar 13.265. Sedangkan hasil dari motivasi kerja guru dari data tersebut didapat nilai rata-ratanya sebesar 77.8, median sebesar 77.5, modus sebesar 74.5, dan standar deviasi sebesar 27.72. Pengujian korelasi product moment $r_{xy} = 0.976$ lebih besar dari pada r_{tabel} sehingga diketahui bahwa pada taraf signifikansi 5% = 0.444 dan pada taraf signifikansi 1% = 0.561 maka H_0 ditolak dan H_a diterima.

Kata Kunci: Kepemimpinan, Motivasi Kerja Guru, Sekolah Dasar

INTRODUCTION

Essentially, leadership is a social process used to achieve the common good within a particular sphere of society.¹ Every group of organisations, whether social or political, is always struggling with leadership. The meaning of leadership can be formulated as follows. "leadership means the ability and readiness possessed by someone to be able to influence, encourage, invite, guide, move, direct and if necessary force people or groups to accept this influence and then do something that can help achieve a certain goal that has been set". Leadership is a collection of a series of abilities and personality traits, including authority, to be used as a means in order to convince those led so that they want and can carry out the tasks assigned to them willingly, enthusiastically, there is inner joy, and feel not forced. Effective leadership is the realisation of a combination of leadership talent and experience in changing situations because it takes place through interactions between people.²

¹ Muhammad Junaidi Syakir and Pardjono Pardjono, "Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Kerja, Dan Budaya Organisasi Terhadap Kompetensi Guru SMA," *Jurnal Akuntabilitas Manajemen Pendidikan* 3, no. 2 (2015): 226–40; Sulastri Sulastri, Nurkolis Nurkolis, and Widya Kusumaningsih, "Pengaruh Gaya Kepemimpinan Kepala Sekolah Dan Motivasi Kerja Guru Terhadap Digitalisasi Pembelajaran Di Sekolah Dasar Negeri," *Jurnal Inovasi Pembelajaran Di Sekolah* (PGRI Kota Semarang, 2024), <https://doi.org/10.51874/jips.v5i1.230>; Nasrul et al., "Kepemimpinan Kepala Urusan Tata Usaha Sekolah Dalam Manajemen Berbasis Sekolah," *Jurnal Niara* (Universitas Lancang Kuning, 2024), <https://doi.org/10.31849/niara.v17i1.18821>; Fuadiyah Irfiana and Romi Siswanto, "Pengaruh Kepemimpinan Kepala Sekolah Dan Disiplin Guru Terhadap Kinerja Guru," *Academy of Education Journal* (Universitas Cokroaminoto Yogyakarta, 2024), <https://doi.org/10.47200/aoej.v15i1.2330>; Lismayana, Herawati Syamsul, and Nurhikmah, "Gaya Kepemimpinan Kepala Sekolah Terhadap Efektivitas Administrasi Dan Supervisi Pendidikan Di Sekolah," *Journal of International Multidisciplinary Research* (PT. Banjarese Pacific Indonesia, 2024), <https://doi.org/10.62504/jimr468>.

² Titin Damayani, Yasir Arafat, and Syaiful Eddy, "Pengaruh Kepemimpinan Kepala Sekolah Dan Motivasi Kerja Terhadap Kinerja," *Journal of Innovation in Teaching and Instructional Media* 1, no. 1 (2020): 46–57; Tihazannah Tihazannah, Mulia Putra, and Siti Mayang Sari, "Analisis Gaya Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru Sekolah Dasar," *Indo-MathEdu Intellectuals Journal* (Lembaga Intelektual Muda Maluku, 2024), <https://doi.org/10.54373/imeij.v5i1.843>; Bayu Agung Pratama and Sussanti Sussanti, "Gaya Kepemimpinan Kepala

To realise good education, Government Regulation No. 32 of 2013 on National Education Standards (PP No. 32 of 2013 Article 1 Paragraph 1) states that there are eight areas of national education standards that must be met in the implementation of education. The eight standards include: content standards, process standards, graduate competency standards, educator and education personnel competency standards, facilities and infrastructure standards, management standards, financing standards and education assessment standards. One of the standards that must be met in the implementation of education is the standard of competence of educators and education personnel. According to Law Number 14 of 2005 concerning Teachers and Lecturers article 1 paragraph 1 states "teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education, primary education, and secondary education". The principal's leadership style is a norm of behaviour used by a person when that person tries to influence the behaviour of others. The principal's leadership style in improving teachers' work motivation is expected so that teachers can be motivated, professional and directed so that they can realise their daily tasks.³

In carrying out their leadership functions, school principals must manage and develop schools through administrative, management and leadership activities that are highly dependent on their abilities.⁴ Therefore, all education organisations will lead to efforts to improve the quality of education which is strongly influenced by teachers in carrying out

Sekolah Dasar Negeri Kawatuna Kecamatan Mantikulore Kota Palu," *Jurnal ADMINISTRATOR* (Sekolah Tinggi Ilmu Administrasi (STIA) Pembangunan Palu, 2024), <https://doi.org/10.55110/administrator.v6i1.80>; N Etit Herawati, "Kepemimpinan Kepala Sekolah Dalam Mewujudkan Prestasi Sekolah," *Jurnal Lensa Pendas* (STKIP Muhammadiyah Kuningan, 2024), <https://doi.org/10.33222/jlp.v9i1.3453>; Debbi Silvia Aqida, Rovika Meisya, and Sabarudin Sabarudin, "Karakteristik Sikap Kepemimpinan Kepala Sekolah Dan Budaya Sekolah Di Sekolah Dasar (Studi Kasus Di SD Salafiyah Fityatul Huda)," *Al-Madrasah Jurnal Pendidikan Madrasah Ibtidaiyah* (Sekolah Tinggi Ilmu Qur'an Amuntai, 2024), <https://doi.org/10.35931/am.v8i2.3354>; Hermanto Hermanto, Mohamad Muspawi, and K A Rahman, "Pengaruh Kepemimpinan Kepala Sekolah Dan Peran Komite Sekolah Terhadap Keberhasilan Menejemen Berbasis Sekolah," *JIIP - Jurnal Ilmiah Ilmu Pendidikan* (Ainara, 2024), <https://doi.org/10.54371/jiip.v7i2.3450>.

³ Alya Adelia Safrina Putri Yunus et al., "Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Sekolah Dasar," *Jurnal Basicedu* 5, no. 5 (2021): 3625–35; Siti Nurhayati and Suwandi Suwandi, "Hubungan Gaya Kepemimpinan Dan Gaya Komunikasi Kepala Sekolah Dengan Kinerja Guru," *ISLAMIKA* (STIT Palapa Nusantara Lombok NTB, 2024), <https://doi.org/10.36088/islamika.v6i1.4054>; Misbah Misbah, "Pengaruh Gaya Kepemimpinan Kepala Sekolah Dan Budaya Organisasi Terhadap Motivasi Guru," *DIKODA: JURNAL PENDIDIKAN SEKOLAH DASAR* (LPPM Universitas Pelita Bangsa, 2024), <https://doi.org/10.37366/jpgsd.v4i02.3937>; Hansein Arif Wijaya, "GAYA KEPEMIMPINAN SITUASIONAL KEPALA SEKOLAH DI SMA NEGERI BINGIN TELUK KABUPATEN MUSI RAWAS UTARA," *TAZKIRAH* (Institut Agama Islam (IAI) Al-Azhaar Lubuklinggau, 2024), <https://doi.org/10.53888/tazkirah.v8i2.628>.

⁴ Fauzi Fahmi and Wahyu Iskandar, "Tipologi Kepemimpinan Dalam Peningkatan Mutu Pendidikan Islam Di Madrasah," *Adaara: Jurnal Manajemen Pendidikan Islam* 10, no. 1 (2020): 1–10.

their duties operationally. Seeing the importance of one of the principal's leadership functions as a supervisor in supervising teacher performance, the effort to improve higher performance is not an easy job for school principals.⁵ Because the activity takes place as a process that does not arise by itself. In reality, many principals who have made maximum efforts to improve the quality of education, one of which is how to motivate teachers to have better performance, the results are still far from expectations. This arises from the behaviour of some teachers, such as teachers lacking discipline in carrying out their responsibilities, low time consistency, decreased teacher attendance rates, and monotonous teaching systems or methods. Therefore, further efforts and more incentives are needed, so that school education can still achieve its true goals, it is necessary to have work motivation in managing the principal's leadership towards teacher work.

Principals in school organisations are leaders who are responsible for the continuity of the organisation. Efforts to manage and develop schools through administrative, management and leadership activities depend on the ability of school principals. In connection with that, it can be said that the principal as an administrator functions to plan, organise, direct, coordinate and supervise all educational activities carried out in a school. The principal as an educational manager functions to realise the proper utilisation of each personal, in order to be able to carry out their duties optimally to obtain the greatest possible results, in terms of quantity and quality in the teaching and learning process at school.⁶

Motivation can basically come from within a person or what is often known as internal motivation and can also come from outside a person or also called external motivation. Motivation is one of the superior's tools so that subordinates want to work smart as expected. Managers, in this case the principal, can motivate their employees in different ways according to their own prominent patterns. Good motivation from superiors or principals plays a very important role in providing encouragement to teachers, so that with good motivation from the Principal, teacher performance is expected to improve for the

⁵ Nur Azizah, Murgiyanto Murgiyanto, and Riyadi Nugroho, "Pengaruh Kepemimpinan Transformasional, Motivasi Kerja Terhadap Komitmen Organisasional Dan Kinerja Guru Pada Smk Abdurrahman Wahid Lamongan," *Equilibrium: Jurnal Ekonomi-Manajemen-Akuntansi* 15, no. 2 (2019): 240–49.

⁶ Asep Ahmad Rifa'i, "Pengaruh Kepemimpinan Transformasional Kepala Sekolah Dan Budaya Kerja Terhadap Peningkatan Kinerja Guru," *Indonesian Journal of Education Management & Administration Review* 4, no. 1 (2020): 159–66.

better. Given the heavy tasks that must be carried out by a teacher, it is appropriate for teachers to get a lot of things that can arouse enthusiasm at work. This is important, because a teacher will produce good performance if he has good competence and has sufficient work motivation.⁷

Good principal leadership must be able to strive to improve teacher performance through educator capacity building programmes. Therefore, principals must have the personality or traits and abilities and skills to lead an educational institution. In his role as a leader, the principal must be able to pay attention to the needs and abilities of teachers and strive to improve the abilities and performance of teachers, especially at SD Negeri 11st Tulang Bawah Tengah.

RESEARCH METHODS

This research uses quantitative methods. The sampling technique used in this study is proportionate stratified random sampling, which is a technique used when the population has members / elements that are not homogeneous and stratified proportionally, with a total sample size of 10 people. The hypothesis that researchers propose in this study is related to the theory, namely the alleged lack of motivation received by teachers so that it has an impact on teacher performance at SD Negeri 11st Tulang Bawah Tengah.⁸ The hypothesis in the form of principal leadership on teacher work motivation, then a framework can be designed principal leadership as the independent variable and teacher work motivation as the dependent variable.⁹

RESEARCH RESULTS AND DISCUSSION

⁷ Titik Handayani and Aliyah A Rasyid, "Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Guru, Dan Budaya Organisasi Terhadap Kinerja Guru SMA Negeri Wonosobo," *Jurnal Akuntabilitas Manajemen Pendidikan* 3, no. 2 (2015): 264-77.

⁸ Sugiyono, *Memahami Penelitian Kualitatif Dan Kuantitatif* (Bandung: Alfabeta, 2022).

⁹ Sugiyono, *Metode Penelitian Dan Pengembangan* (Bandung: Alfabeta, 2015).

Motivation is the provision of driving force that creates a person's work enthusiasm so that they want to work together, effectively, and integrated with all efforts to achieve satisfaction. In the context of education, motivation plays an important role in directing students and teachers towards learning goals. Motivated students tend to be more active in the learning process, and motivated teachers will be more eager to teach and innovate. In addition, motivation is also important in educational research, as researchers need motivation to dig deeper into educational problems and find relevant solutions. Thus, motivation plays an important role in creating a productive learning environment and ensuring the achievement of educational goals. Motivation is also the willingness to expend high levels of effort for organisational goals conditioned by the ability of that effort to satisfy some individual need. Needs occur when there is no balance between what is owned and what is expected. Performance is performance or performance¹⁰. Performance can also mean work achievement or work performance or performance results. Minner argues that performance is the suitability of behaviour expected by the organisation. Another expert, Griffin, states that performance is the totality of work-related behaviours that the organisation expects to be displayed. Every teacher strives to carry out their duties well to produce satisfactory results in order to achieve the goals of an organisation or group in a work unit. So, teacher performance is the result of work in achieving job requirements. These requirements are usually set in an organisation, including in a school environment. Performance standards need to be formulated to serve as a reference in conducting assessments, namely by comparing what is achieved with what is expected. Performance standards can be used as a benchmark in holding various accountability for what has been done.

¹⁰ Anggita Rizqi Perdana, Yasir Arafat, and Nuril Furqan, "Pengaruh Kepemimpinan Dan Motivasi Kerja Kepala Sekolah Terhadap Disiplin Kerja Guru," *JIIP - Jurnal Ilmiah Ilmu Pendidikan* (Ainara, 2024), <https://doi.org/10.54371/jiip.v7i1.3113>; Nikson Kollo et al., "Upaya Kepala Sekolah Meningkatkan Motivasi Dan Kinerja Guru Di Sekolah Dasar," *JIIP - Jurnal Ilmiah Ilmu Pendidikan* (Ainara, 2024), <https://doi.org/10.54371/jiip.v7i3.4172>; Siti Maesaroh et al., "Pengaruh Kepemimpinan Kepala Sekolah Dan Kompetensi Guru Terhadap Kinerja Guru Melalui Motivasi Guru," *Journal on Education* (Universitas Pahlawan Tuanku Tambusai, 2024), <https://doi.org/10.31004/joe.v6i4.5755>; Rifka Anisaunafi'ah, Syahri Syahri, and Agustina Sri Purnami, "Dinamika Kinerja Guru: Peran Krusial Supervisi Pengawas, Kepemimpinan Kepala Sekolah, Dan Motivasi Kerja Guru," *Bulletin of Educational Management and Innovation* (Rafandha Press, 2024), <https://doi.org/10.56587/bemi.v2i1.93>; Fajar Dwi Mukti, "The Implementation of Cooperative Learning Model in Indonesian Language Learning in Grade IV of Madrasah Ibtidaiyah Jayapura City," *EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran* 8, no. 3 (July 20, 2023): 207–15, <https://doi.org/10.21462/EDUCASIA.V8I3.158>; Djusmalinar Djusmalinar and Fajar Dwi Mukti, "The Urgency of Technology-Based Education for Primary School in Indonesia," *Waniambey: Journal of Islamic Education* 3, no. 1 (2022): 12–23, <https://doi.org/10.53837/waniambey.v3i1.434>.

The results of the analysis on the principal's leadership instrument and teacher work motivation showed that all statement items that had been tested on teacher respondents were declared valid and reliable. In accordance with the theory put forward by Sugiyono, a valid and reliable instrument is an absolute requirement to obtain valid and reliable results. Principal leadership obtained from the observation instrument in the form of a questionnaire-shaped statement of a sample of 10 people with question items and the results of the validity test conducted show that there are 17 valid statements and 3 invalid statements, with the maximum value being 84 and the minimum being 60. From this data, the average value is 70, the median is 72.625, the mode is 72 with a standard deviation of 13.265. Teacher work motivation obtained from an observation instrument in the form of a statement in the form of a questionnaire sample of 10 people with statement items and the results of the validity test conducted show that there are 18 valid statements and 1 invalid statement, with a maximum value of 86 and a minimum value of 54. From this data, the average value is 77.8, the median is 77.5, the mode is 74.5, and the standard deviation is 27.72.

Based on the calculations that have been carried out by researchers, the results obtained, namely the effect of principal leadership on teacher work motivation, show the results of product moment correlation testing, there is an r_{xy} which is 0.976 greater than the r_{table} at the 5% (0.444) and 1% (0.561) significance levels, so H_0 is rejected and H_a is accepted. This shows that there is a significant influence between the principal's leadership on teacher work motivation. This is in line with the opinion expressed by several previous studies, Syahrizal Adli in his research showed that the principal's leadership with a sample of 25 had an average value of 101.85, a median value of 103.2, a mode value of 104.3, and a standard deviation of 7.68, while teacher work motivation showed an average value of 40.24, a median value of 40.56, a mode value of 40.3 and a standard deviation of 4.14. The product moment correlation which states that there is r_{xy} 0.801 is greater than r_{table} at a significant level of 5% (0.396) and 1% (0.505) then H_0 is rejected and H_a is accepted so that there is a significant influence between the principal's leadership on teacher work motivation.

Turmiyati also obtained research results regarding the effect of principal leadership on teacher work motivation at MTs Al-Hikmah Kedaton Bandar Lampung, which stated that the democratic leadership style of the madrasah head (X) can be known to mean 106.35 and

a standard deviation of 10.748. In addition to this data, it can also be known that the maximum value is 120 and the minimum value is 90. Meanwhile, teacher work motivation can be known to have a mean value of 4.16 and a standard deviation of 1.537. In addition to the data, it can also be seen that the maximum value is 120 and the minimum value is 78 with a correlation value between X and Y of 64.8%. Based on the results of the analysis, the researcher concluded that there was an influence between the principal's leadership style and teacher work motivation. The results of research conducted by Aeni Rahmi, on the relationship between school principals and teacher performance, obtained a significance test if H_0 is accepted, this means that the regression equation constant is not significant. If H_0 is rejected, it means that the regression coefficient is significant. From the calculation results obtained $t_{hitung} = 79.44$ while $t_{tabel} = 3.18$ for 5% significance level. Because t_{hitung} is greater than t_{tabel} , it can be concluded that H_0 is rejected and H_a is accepted, so there is a significant influence between the principal's leadership on the work motivation of administrative staff.¹¹

Anita Juniarti found at MAN Malang II Batu that the principal's leadership style has a positive and significant impact on teachers' motivation to teach. Of the 54 people surveyed, 83.33% stated that the principal's leadership style was democratic, 16.6% stated that it was sometimes democratic, and none stated that it was undemocratic. The principal's leadership style influenced teachers' work motivation by 72.8 per cent. Other factors influenced 27.7 per cent.

Democratic leadership in education means that the principal involves teachers in decision-making, encourages participation and listens to the opinions of all team members. This creates a good working environment where teachers feel valued and have a shared responsibility for achieving school goals. With high motivation, teachers are more energised in teaching, which results in better education quality. The success of the teaching-learning process largely depends on teachers' motivation. When teachers are motivated, they are more likely to create new teaching methods, prioritise students' needs and actively contribute to curriculum development. Democratic principal leadership helps create a good educational

¹¹ Ahmad Fauzan et al., "Pengaruh Kepemimpinan Transformasional Dan Budaya Organisasi Terhadap Kinerja Pegawai Dimediasi Oleh Komitmen Organisasi," *Jesya (Jurnal Ekonomi Dan Ekonomi Syariah)* 6, no. 1 (2023): 517–34.

environment where teamwork and innovation are valued. The results of this study show that effective leadership is crucial to improving teacher performance and achieving higher education standards.

Consequently, improving principals' leadership is essential to achieving educational goals. Principals can build a more democratic and effective leadership style through leadership training that focuses on communication, participatory decision-making and conflict management. Therefore, through engaging and supportive leadership, the quality of education can be improved.

CONCLUSIONS

The results showed that the 5% significance level = 0.444 and at the 1% significance level = 0.561 so that the results of testing the product moment correlation there is an r_{xy} which is 0.976 greater than the r_{table} , so H_0 is rejected and H_a is accepted, which means that there is an influence of the principal's leadership on teacher work motivation at SD Negeri 11st Tulang Bawah Tengah that between the two there is a very high relationship.

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