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The Effect of Principal Leadership on Teacher Performance through Work Motivation as an Intervening Variable at Private Vocational Schools in Medan Tuntungan District

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ABSTRACT

This study aims to analyze the role of leadership in schools on teacher performance, and the role of teacher motivation as mediating the role of leadership in schools on teacher performance. The population of all Vocational High School teachers in the Medan Tuntugan District was 112 teachers. The sample was determined using a proportional random sampling technique, so that the total sample for the study was 88 teachers. The data collection tool used was a questionnaire measured by a 5-point Likert scale, while the data analysis technique used *Path Analysis.* Based on the results of the study, it shows that the principal's leadership has fostered good cooperation and relationships, effectiveness, participation, delegating time, and delegating authority. The teachers studied had the motivation to excel, the need to expand association, the need to master a job. Teachers also have good performance as indicated by the fulfillment of work quality, work quantity, reliability and attitude. The findings of this study also show that the stronger the principal's leadership will improve teacher performance, the principal's leadership is also able to increase teacher work motivation, and work motivation will contribute to teacher performance.

Keywords: Principal Leadership, Work Motivation, Teacher Performance

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1. INTRODUCTION

Education plays a very important role in ensuring the survival of the nation and state, because education is a pillar for developing and improving the quality of existing human resources. Indonesian society with the pace of its development is still facing serious educational problems, especially with regard to the quality, relevance and efficiency of education. Education is the most important part in educating the life of the nation. No country or nation will be able to progress without first advancing the world of education. Efforts to increase human resources will have a positive impact on the development of education.

The implementation of learning activities in Vocational High Schools is a concrete manifestation of productive learning programs which always emphasize mastering the basics of a wide range of skills, as well as mastering the right techniques and tools for working with the allocation for productive education and training subjects is 30% theory and 70% practice in the field. This is a challenge for teachers, because teachers must understand theoretical and practical aspects in terms of what is needed in society, as well as required personal skills to cooperate with parties related to the business/industry world. The conditions experienced by the teacher are positioned as the front guard in the teaching and learning process and the teacher holds a very strategic position in the effort to produce professional and quality graduates so that they can create the need for professional human resources.

To create professional teacher performance, it is necessary to have supporting components. Teacher performance is the key to educational success, because the presence of teachers greatly influences all existing educational resources. Various resources in the world of education such as facilities and

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infrastructure, technology, costs and information can be used properly if the teacher has a good ability to use all available resources.

Based on data from the Education Office of Provensi Sumatera Utara in 2021 in Medan City the number of SMK schools is 111 (State and Private), with 2,035 teachers. While the number of SMK Medan Tuntungan District is 7 (private), with 112 teachers. Through the development of SMK, it is hoped that the unemployment rate can be reduced. Because high school education is different from vocational education. Because vocational education is based on a curriculum that equips graduates with certain skills to fill jobs or open businesses according to the study program they are engaged in.

Teacher performance is influenced by many factors, one of which is the leadership of the school principal. The principal is a manager in a school whose job is to guide and direct teachers to achieve school goals. The principal is a teacher who is appointed and has the additional task of leading the school [1]. The duties of the principal in the process of teaching and learning activities are less, but the principal has responsibility for the teaching and learning process that occurs in the school.

The principal as the highest leader who is very influential and determines the progress of the school must have the ability to assist the smooth implementation of activities within the organization. Principals must be able to carry out their functions in creating and maintaining a healthy and enjoyable work atmosphere and carry out their functions in order to achieve organizational goals [2].

With leadership, school principals need to work together with educators so that learning programs in schools can be carried out properly. Where the school principal gives motivation, coaching [3]. In the context of teacher performance, transformational and democratic leadership styles correlate well with teacher performance. According to recent research, the application of transformational and democratic leadership styles can improve teacher performance [4].

In addition to leadership, motivation is one of the factors that can move people to achieve their goals. Teacher motivation has impacts/implications for school leaders and managers because teacher motivation also influences student motivation. Teachers with a high level of motivation will be able to create a better social and psychological environment for students [5].

Motivation is formed from the teacher's attitude in dealing with work situations at school. Motivation is a condition or energy that drives employees to achieve company organizational goals with high motivation, it will arise in the teacher, awareness to plan, implement and evaluate learning that can be carried out thoroughly [6].

Motivation also does not arise from oneself but from the forces of the surrounding environment. Teacher motivation is a factor increasing teacher work to achieve educational goals. Motivation will lead to positive and negative directions, if motivation leads to a positive direction it will produce a positive or good job, in achieving a certain goal. However, if motivation results in a negative direction, it will produce bad results or it can be said to fail in achieving the desired goal.

Being a teacher without motivation can make work quickly feel boring because there is no driving force. Motivation questions how to motivate teachers to work, so that teachers want to work hard by contributing all their abilities, thoughts, skills to realize educational goals. The teacher becomes an educator because of the motivation to educate. If you don't have motivation, you won't succeed in educating or if you teach because you have to, because there is no will that comes from within the teacher, you will not get job satisfaction for the work done.

Based on the results of initial observations at private vocational schools in the Medan Tuntungan sub-district with several school principals who have supervised teachers, in relation to teacher performance, teacher work motivation is still seen in the presence of several teachers whose performance levels are still below the eligibility standard with their own work, this is due to many reasons , including a lack of technical guidance or training related to their work, lack of motivation to work, low honorarium/salary, working environment, lack of competence of teachers in educating and teaching, low expertise of teachers and

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incompatibility with the principal's managerial system were also found, things This can be seen by the expression of feeling unhappy when the principal gives orders and policies issued. Colleagues who are not suitable for a school also affect the achievement of teacher performance.

The principal as the leader of an educational institution must be able to improve the performance of the teacher. The reason why teacher performance gains must be sought is that there is strong evidence that: 1) Teachers who are lazy to work often miss work time and are more joking. 2) Teachers who make optimal use of their working time have confidence and feel comfortable with their work. 3) Achievement of good teacher performance in the main tasks of their work will bring positive results in their schools.
Although previous research has tested the effect of leadership on performance, it is still found that there is a conflict with the results of research [7] stating that servant leadership has no effect on performance, as well as [8] stating that transformational leadership and job satisfaction do not affect performance. Further research is needed on the role of leadership on performance, in this case this research will be developed by examining the linkage of school principal leadership with teacher performance, and testing the role of motivation as mediation. The aim of the study was to analyze the role of the principal's leadership on teacher performance, and the role of teacher motivation as mediating the role of the principal's leadership on teacher performance.

2. RESEARCH METHOD

The research location was carried out at the Medan Tuntungan Vocational High School. The population in this study were 112 teachers at SMK Medan Tuntungan District, the sampling technique was proportional random sampling, the sample size was determined using the Slovin formula and 88 teachers were selected as the research sample. Collecting data using a questionnaire with a 5-point Likert scale, the range of values starts from a positive response (score 5) to a negative response (score 1).
Variables and variable measurement

a. Principal Leadership
   Principal leadership variables are measured using indicators: ability to foster good cooperation and relationships, effective ability, participatory leadership, ability to delegate tasks or time and ability to delegate tasks or authority [9].
b. Teacher Work Motivation
   The teacher's work motivation variable is measured using indicators: the need for achievement, the need to expand association and the need to master a job [10].
c. Teacher Performance
   Teacher performance variables are measured using indicators: quality of work, quantity of work, reliability and attitude [11].

The data analysis technique uses description and path analysis, the use of this analysis technique to examine the causal relationship between research variables which consists of a direct effect between the principal's leadership and teacher performance and an indirect effect, namely the leadership of the principal and teacher performance through work motivation.

3. RESULTS AND DISCUSSION

A. Results

The description of each research variable is presented in table 1, for the leadership variable of the principal of the private vocational school in Medan Tuntungan District, an average of 2.95 was obtained, and this means that the principal has strong leadership, shown by the ability to foster cooperation and good relationships. , effective ability, participatory leadership, ability to delegate tasks or time and ability to delegate tasks or authority. The most superior leadership characteristic applied by the school principal is

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the ability to foster cooperation and good relations so that there is cohesiveness between the principal and teachers in running the school organization.

Table 1. Description of Research Variables

Variables and Indicators	Means	std. Deviation
Principal Leadership	2.95	
1. The ability to foster cooperation and good relationships	3.05	0.630
2. Effectiveness ability	3.01	0.611
3. Participatory leadership	2.90	0.670
4. Ability to delegate tasks or time	2.92	0.677
5. The ability to delegate tasks or authority	2.85	0.662
Teacher Work Motivation	3.38	
1. Need for achievement	3,32	0.737
2. The need to broaden the circle	3,40	0.681
3. The need to master a job	3,42	0.680
Teacher Performance	3,10	
1. Work quality	3,21	0.656
2. Work quantity	3.09	0.682
3. Reliability	3.07	0.695
4. Attitude	3.02	0.707

Teacher motivation at Private Vocational Schools in Medan Tuntungan District, seen from the concept of motivational needs, shows that teachers have high motivation, shown by the average work motivation score of 3.38, reflected in the fulfillment of the need for achievement, the need to expand association and the need to master a job. Among the motivational indicators, the need for achievement is considered to have not been met as expected by the teacher. However, to fulfill the need to expand association and the need to master a job shows that the teacher has good work motivation, especially the fulfillment of the need to master a job.

Regarding the performance in this study, teachers at private vocational schools in the Medan Tuntungan District have performed well with an average of 3.10. The teacher's performance is shown by the fulfillment of work quality, work quantity, reliability, and attitude. Quality of work is the best performance achievement among other performance indicators.

Testing the causal relationship between leadership and teacher performance, mediated by teacher work motivation, is carried out using the Regression Analysis method according to the causal relationship being tested. Regression analysis was carried out to test 2 models, model 1 tested the causal relationship between principal leadership and work motivation on teacher performance, while model 2, the causal relationship between principal leadership and teacher work motivation.

Table 2. Regression Analysis Results

Model	Variable	Beta (Standardized Coefficient)	Sig.
Model 1	Leadership ← Performance	0.402	0.000
	Motivational ← Performance	0.727	0.000
Model 2	Leadership ← Motivation	0.49	0.000

The results of the analysis of each causal relationship between variables, the results of the principal's leadership have a positive path coefficient of 0.402 on teacher performance with a significant

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value of 0.000 <0.05, meaning that the principal's leadership has a significant positive influence on teacher performance. The results of the analysis, work motivation has a positive path coefficient of 0.727 on teacher performance with a significant value of 0.000 <0.05, meaning that teacher work motivation has a significant positive effect on teacher performance. The results of the analysis, the principal's leadership has a positive path coefficient of 0.49 on teacher work motivation with a significant value of 0.000 <0.05, meaning that the principal's leadership has a significant positive influence on teacher work motivation. Based on the results of the Linear Regression analysis for each path the causal relationship between variables, the path model can be described in Figure 1.

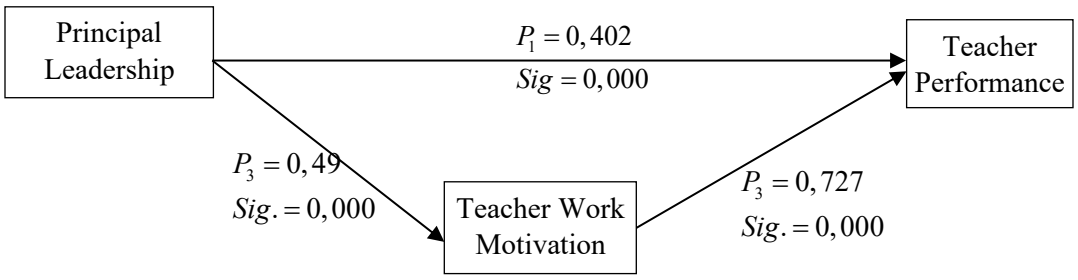


Figure 1. Path Analysis Model

All causal relationships between variables show significant positive results, the principal's leadership has a direct effect on teacher performance, besides that the principal's leadership has an indirect effect on teacher performance, through teacher work motivation. The direct causal relationship (indirect *effect)* of the principal's leadership on teacher performance is 0.402 while the indirect causal relationship (indirect *effect)* of the principal's leadership on teacher performance is mediated by motivation is 0.727 × 0.49 = 0.356, then the total effect is 0.758. All causal relationships in the model are shown to have a significant relationship, meaning that work motivation acts as a mediation of the principal's leadership relationship with teacher performance.

B. Discussion

The study aims to analyze the influence of the principal's leadership on teacher performance, and the role of work motivation in mediating the influence of the principal's leadership on teacher performance. The leadership of the Principal of the Private Vocational School in Medan Tuntungan District has demonstrated the ability to foster good cooperation and relationships, effective skills, participatory leadership, ability to delegate tasks or time and ability to delegate tasks or authority. The most superior leadership characteristic applied by the school principal is the ability to foster cooperation and good relations so that there is cohesiveness between the principal and teachers in running the school organization. The teachers at the Medan Tuntungan Private Vocational School have high motivation, as shown by the average work motivation score of 3.38, reflected in the fulfillment of the needs for achievement, the need for expanding association and the need to master a job. The need for achievement is an indicator of motivation which is considered to have not been met according to the teacher's expectations. This is because the teachers studied were private school teachers, where the compensation given to teachers by the school depends on the financial capacity of each school. The performance of private vocational school teachers in the Medan Tuntungan District showed good performance in terms of quality of work, quantity of work, reliability, and attitude. Quality of work is the best performance achievement among other performance indicators.

1. Teacher Leadership and Performance

The results showed that the principal's leadership was able to improve the performance of private vocational school teachers in Medan Tuntungan District. A school principal in carrying out his leadership must have the ability to foster good cooperation and relationships, effective abilities, participatory

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leadership, the ability to delegate tasks or time and the ability to delegate tasks or authority can actually improve teacher performance. These findings support research [12] that school principal leadership influences teacher performance. It was further explained that school principals who pay attention, provide facilities, provide guidance and motivate will lead to an increase in teacher performance. The results of this study also reinforce previous findings which state that teacher performance is influenced by leadership ([13], [14], [15], [16], and [17]). The results of the study indicate that a school principal must not only pay attention to, facilitate, foster and motivate but also must have a strategic plan as a target to be achieved in the future, the principal must also have concern for the difficulties faced by teachers, be able to encourage teachers to achieve performance. The principal must also be able to create and maintain the group of teachers as teamwork, and realize and appreciate that each individual has differences. The school principal who has a clear strategy and vision and is able to operationalize the work plan and is well socialized makes it clearer what the school will achieve, what targets the teacher must achieve from his activities. The principal must also have concern for members to ensure members are able to achieve the specified performance. Leaders who have concern for members will know the difficulties or obstacles faced by members in completing their tasks, so that solutions can be found to overcome them immediately. Educational institutions or schools are organizations that contain a group of people who work together to achieve school goals. This goal can be achieved if the principal as a leader is able to maintain team cohesiveness or has a high team orientation. In addition, the Principal must appreciate the differences in each member of the organization, in this case the teachers, each teacher has different characteristics and personalities, but these differences must still be united in order to achieve school goals.

2. Teacher Leadership and Work Motivation

The results of the analysis of the relationship between leadership and motivation show that the principal's leadership will affect work motivation, meaning that the principal's leadership will encourage teachers to be willing to carry out their duties and responsibilities properly. This leadership is reflected in attention, providing facilities, coaching and motivating to achieve increased teacher performance [13]. One of the principal's leadership roles is to direct human resources to contribute to achieving school goals, the principal must continuously stimulate teachers to participate in realizing school goals and educational goals, and this is to ensure teachers are always enthusiastic about achieving the expected performance. Teachers are social beings who have social needs, needs for security, needs for appreciation, and needs for self-actualization. These needs will be fulfilled, if the Principal as the head of the school must have concern for members, maintain team cohesiveness, and respect the differences and beliefs of each teacher. If this is owned and carried out by the principal, it will cause the teacher's work motivation to increase. School leaders (principals) have a big role to play in increasing the work motivation of their teachers, the results of this study support research [8] which states that the head of a school leader is someone who can motivate his teachers to be able to work to achieve the desired results. Research [18] also found that leadership has a significant effect on the work motivation of SMA N 1 Tulungagung teachers. This leadership is reflected in attention, providing facilities, coaching and motivating to achieve increased teacher performance [13]. These findings indicate that the existence of a leader in a school, in addition to setting the direction and goals of the school, but also being able to empower all available resources including human resources, principals who have a clear and realistic strategy, care for members will motivate members to be involved in achieving goals school.

3. The Effect of Work Motivation on Teacher Performance

Motivation is proven to be able to improve teacher performance, because the fulfillment of the need for achievement, the need to expand association and the need to master something from a teacher will increase enthusiasm and motivation to work and the impact will be achieved teacher performance as expected. An increase in work motivation will lead to an increase in employee performance, by providing

appropriate compensation [19], Teachers with high work motivation will do their best for the progress of an organization. The results of this study support previous research that work motivation plays a role in teacher performance, meaning that an increase in work motivation will be followed by better performance ([20], [21], [13]) that work motivation influences teacher performance, even research [22] states that work motivation influences teacher performance. The findings of this study indicate that individual performance will be determined by how much individual motivation is in carrying out their duties, motivation will be supported by the fulfillment of the need for achievement, the need to expand relationships and the need to master a job from the teacher. The level of motivation will be determined by the leader's ability to carry out the leadership function.

4. CONCLUSION

The results of the study explain that the stronger the principal's leadership on the one hand is able to improve teacher performance, on the other hand the principal's leadership is able to increase teacher work motivation, and the impact is an increase in teacher performance. Practical implications in the world of education, efforts to improve teacher performance can be achieved through strengthening the leadership management of school principals, because the key is in the leadership of school principals, namely principals who have the ability to foster good cooperation and relationships, effective abilities, participative leadership, the ability to delegate tasks or time and the ability to delegate tasks or authority. If the principal has strength in these five aspects, he will be able to direct the school to achieve school goals through more optimal teacher management.

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