



The Influence of Principals' Leadership and Work Motivation on Teacher Performance in Middle Schools

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Abstract: This study aims to identify and describe (1) the influence of the principal's leadership on teacher performance in junior high schools in Muara Telang District, Banyuasin Regency; (2) the influence of work motivation on teacher performance in junior high schools in Muara Telang District, Banyuasin Regency; (3) the influence of the principal's leadership and work motivation together on teacher performance at SMP Muara Telang District, Banyuasin Regency. This research is quantitative. This research was conducted at Muara Telang District Middle School, Banyuasin Regency, with 53 teachers as respondents. The data in this research was collected by distributing questionnaires to respondents. Data collection techniques use questionnaires and documentation. Test the prerequisites for analysis using the normality test, linearity test, and multicollinearity test, as well as the simple linear regression technique t-test and multiple linear tests using the F test with the help of the Product and Service Solution (SPSS) Statistics Program version 25. The results of this research show that (1) there is an influence of the principal's leadership on teacher performance at SMP Muara Telang District, Banyuasin Regency; (2) there is an influence of work motivation on teacher performance in junior high schools in Muara Telang District, Banyuasin Regency; (3) there is an influence of the principal's leadership and work motivation together on teacher performance at SMP Muara Telang District, Banyuasin Regency.

Abstrak: Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan; (1) pengaruh kepemimpinan kepala sekolah terhadap kinerja guru di SMP Kecamatan Muara Telang Kabupaten Banyuasin; (2) pengaruh motivasi kerja terhadap kinerja guru di SMP Kecamatan Muara Telang Kabupaten Banyuasin; (3) pengaruh kepemimpinan kepala sekolah dan motivasi kerja secara bersama-sama terhadap kinerja guru di SMP Kecamatan Muara Telang Kabupaten Banyuasin. Penelitian ini merupakan penelitian kuantitatif. Penelitian ini dilakukan di SMP Kecamatan Muara Telang Kabupaten Banyuasin dengan jumlah responden sebanyak 53 orang guru. Data dalam penelitian ini dikumpulkan melalui penyebaran kuesioner pada responden. Teknik pengumpulan data menggunakan angket, dokumentasi. Uji prasyarat analisis menggunakan uji normalitas, uji linieritas, dan uji multikolinieritas, serta dengan menggunakan Teknik regresi linier sederhana uji t dan uji linier berganda menggunakan uji F dengan bantuan Program Statistik Product and Service Solution (SPSS) versi 25. Hasil penelitian ini menunjukkan bahwa; (1) ada pengaruh kepemimpinan kepala sekolah terhadap kinerja guru di SMP Kecamatan Muara Telang Kabupaten Banyuasin; (2) ada pengaruh motivasi kerja terhadap kinerja guru di SMP Kecamatan Muara Telang Kabupaten Banyuasin; (3) ada pengaruh kepemimpinan kepala sekolah dan motivasi kerja secara bersama-sama terhadap kinerja guru di SMP Kecamatan Muara Telang Kabupaten Banyuasin.

A. Introduction

Education is an effort to expand knowledge essential for humans; therefore, through education, a person will have the knowledge, abilities, and behavior to form good human resource values. Therefore, managing educational activities through leadership in schools must, of course, have good planning and organization of human resources that is both effective and efficient, as well as appropriate placement according to the expertise of teachers and school staff. Leadership is the overall action of moving and influencing other people together to achieve a goal or the process of providing guidance (leadership), providing easy paths or role models (facilities) for people's work in a formal and organized manner (Wahjosumidjo, 2016). The word "Leader" has expanded its meaning, namely: "The ability to use every resource available in a school so that it can be used as efficiently as possible to achieve predetermined goals" (Sani, 2017). According to Zainun's research in Sutrisno (2019), leadership manages people and can also manage finances and materials to achieve common goals. According to Wahjosumidjo in Manalu et al (2016), the principal is an effective teacher tasked with supervising the school and interactions between teachers and students in the teaching and learning process. In line with this view, the principal is a teacher (having a functional role) appointed to hold the structural position of principal (Aedi, 2016). The school principal also, as a leader, has activities as a manager whose job is to inspire and influence workers as individuals and teams so that they can understand what must be done and how to carry it out to achieve organizational goals (Wibowo, 2019). School performance is primarily determined by the school principal's leadership (Togatorop & Heryanto, 2021). Thus, the role of the principal can be defined as a functional teacher whose job is to supervise the educational environment where teaching is given and students are taught or where interactions between instructors and students occur (Desiyanti et al., 2022). However, due to problems in the field, research has focused more on school principal leadership and work motivation in increasing the success of teacher performance in schools (Arikunto & Yuliana, 2021).

According to Warso (2014), educators have a significant role. Therefore, the following are the teacher's roles in the learning process: manager, guide, assessor, motivator, facilitator, demonstration, and learning resource. To provide students with the information they need to prepare for a promising future, developing a young generation of high morals who are eager to learn and ready to compete on a national and world scale. Teachers are a vital component that can help students succeed academically. As stated in the Government Regulation of the Republic of Indonesia Number 19 of 2017, a teacher is a professional educator whose main task is providing instructions, guiding, directing, training, assessing, and permitting students in early childhood education through formal, primary, and secondary education. Therefore, teachers strategically build national character through improving personality and expected values (Saud, 2017). However, the problem is the current low quality and level of education. One of the factors causing the low quality of education is the poor performance of instructors or systems (Makarim et al., 2020).

Based on preliminary research, researchers discussed the performance of junior high school teachers in Muara Telang District, Banyuasin Regency. Most Muara Telang District Middle School teachers were often late to class or left early. They rarely created learning resources, were less innovative when using learning media, needed more variety in teaching strategies, relied on leaders as mentors, and were less involved in professional organizations and self-development.

Teacher performance dramatically influences the principal's leadership. The principal is a functional teacher who leads a school where a teaching and learning process is held or where interaction occurs between teachers giving lessons and students as recipients of lessons (Wahjosumidjo, 2016). A teacher's ability to carry out his duties is determined by his ability to carry out his mandate, his profession, and the moral education he has received. This is demonstrated by his dedication, dedication, and commitment to teaching and helping students achieve their maximum potential for the advancement of the educational environment in which they work (Priansa, 2018). Considering that its existence is correlated with the effectiveness and quality of education, teachers have a very noble task. I can develop, clarify, and explain the values contained in the curriculum and convey these values to students during the learning process in class. Teachers also carry out various tasks related to commitment. Training provides the skills or abilities students need to integrate into society. In contrast, teaching refers to education and the development of science and technology so that students can master them (Priansa, 2018). Based on specific criteria, including learning planning, learning implementation, evaluation of learning outcomes, and process supervision, teacher performance is defined as the behavior that is reflected and observed from a teacher when acting as an educator and teacher when teaching in front of the class. Therefore, a teacher's duty is not only limited to what he teaches in class but also has a significant obligation to educate his students.

The school principal also, as a leader, has activities as a manager whose job is to inspire and influence workers as individuals and teams so that they can understand what must be done and how to carry it out to achieve organizational goals (Wibowo, 2019). In this case, the principal plays a significant role as a policy maker and director in achieving maximum goals in realizing the quality of education in schools, which, of course, will have an impact on the quality of student graduates so that they can be proud and able to achieve a glorious and bright future (Sani, 2017). Therefore, school principals should have insight, managerial skills, leadership charisma, and extensive knowledge regarding the duties and functions of a school principal. With these abilities, the school principal will be better able to guide all existing components effectively (Wahjosumidjo, 2016).

Besides leadership, motivation is also a factor that can move people to achieve their goals. Arep & Tanjung (2023) reveal that motivation makes someone have the urge to work and is something essential. Teacher motivation impacts school leaders and managers because teacher motivation also influences student motivation. Teachers with a high level of motivation can create a better social and psychological environment for students (Windasari & Yahya, 2019). The state or energy that inspires workers to achieve organizational goals is

known as motivation. Highly motivated teachers will know how to organize, implement, evaluate, and assess learning that can be done simultaneously (Andriani et al., 2018). Motivation is a condition or energy that moves employees to achieve the company's organizational goals. With high motivation, teachers will know the need to plan, implement, and evaluate learning that can be carried out thoroughly (Andriani et al., 2018). Motivation also does not arise from oneself but from the forces of the surrounding environment. Lack of work motivation to become a teacher can quickly make the job monotonous because there is no purpose. Motivational questions center on igniting teachers' enthusiasm for their work, making them excited to put in much effort and contribute all their knowledge, ideas, and abilities to meet learning goals. The desire to teach encourages teachers to become educators. A lack of motivation will prevent them from becoming successful educators, or if they are successful, they will only teach because it is required of them and not because they desire to do so, ultimately leaving them dissatisfied with their work. Currently, the reality is that new teachers face a hefty workload in learning administration because they have to complete all administrative procedures in order to progress. Finally, various efforts are being made to meet these demands. These initiatives often lead to undesirable consequences and problems in the education system that impact the motivation of instructors to teach and educate children, which is their primary responsibility. Teacher motivation is essential in improving teaching and meeting learning objectives. Two directions, positive and negative, can be found in motivation. The positive direction will produce practical efforts to achieve specific goals. On the other hand, negative motivation will result in poor results or failure to achieve the desired goals.

In previous research, Damayani et al (2020), in the research journal "The Influence of Principal Leadership and Work Motivation on Teacher Performance." The results of the ongoing research state that work motivation has a positive and significant influence on teacher performance at S.M.P. Negri 3 in Sungai Lilin District. Astuti et al (2020) research focus was "The Influence of Principal Leadership and Work Motivation on Employee Performance." The results of this research state that a teacher's work motivation can significantly influence his performance, so teachers must be individuals who can foster motivation within themselves and not depend on motivation from outside parties. In research by Damayani et al (2020) in the research journal "The Influence of Principal Leadership and Work Motivation on Teacher Performance." The results achieved from the ongoing research process state that 1) the principal's leadership has a positive and significant influence on teacher performance at SMP Negeri 3 in Sungai Lilin District, 2) work motivation has a positive and significant influence on teacher performance at SMP Negeri 3 in Sungai Lilin District, 3) there is a significant joint influence between the principal's leadership and work motivation on teacher performance at SMP Negeri 3 in Sungai Lilin District.

This research aims to provide knowledge and insight into school principals' leadership and work motivation on teacher performance in junior high schools in Muara Telang District, Banyuasin Regency. The results of this research can provide practical

recommendations for school principal leadership regarding motivating performance to improve teacher performance at various levels of education. Furthermore, it is hoped that this research can become a basis for further research regarding other factors that influence educational performance and that these variables can be overcome. Therefore, it is hoped that this research will become valuable information for educational practitioners to advance understanding of school principal leadership and work motivation on teacher performance.

B. Method

This research uses a quantitative data methodology whose results are in the form of numbers and require calculations. According to Sugiyono (2017), quantitative research methods are research methods based on the philosophy of positivism, used to research specific populations or samples; sampling techniques are generally carried out randomly; data collection uses research instruments, and data analysis is quantitative/statistical. To test the hypothesis that the researcher has set, it can be explained that quantitative methods are part of positivist thinking, one of the methods that can be used to answer research questions. This research is included in the research *associative*, namely research to know and find the relationship between two or more variables (Sugiyono, 2019). In Sugiyono (2017) opinion, Population is a generalization area consisting of items with specific attributes and characteristics chosen by researchers to study and then draw conclusions. This study's Population was all junior high school teachers and principals in Muara Telang District, Banyuasin Regency.

Table 1. Research Population

No	School name	Amount	
		Principal	Teacher
1	SMPN 1 Muara Telang	1	29
2	SMPN 2 Muara Telang	1	21
3	SMPN 3 Muara Telang	1	9
4	Bina Muda Middle School	1	23
5	Miftahul Ulum IT Middle School	1	11
6	Widya Darma Middle School	1	13
Amount		6	106

Based on the table above, it can be seen that the Population is 106 teachers. Therefore, this research can be carried out using samples. According to Gulo (2022), a sample is several Population representatives with characteristics to represent the Population. In line with that, according to Kesumawati et al (2017), the sample is part of the Population, which is expected to be able to represent the Population in the research. Sampling was carried out by *probability sampling*, meaning every Population can become a research sample. Calculations were carried out using the Slovin formula to determine the number of samples in this study. The Slovin formula is used to calculate the minimum sample size for a limited Population survey

(finite Population survey), where the main aim of the survey is to estimate the proportion of the Population. The Slovin formula used to determine the sample size is (Sugiyono, 2017):

$$n = \frac{N}{N. It is^2 + 1}$$

Information:

n : Number of samples needed

N: Total Population

It is Constant (standard error rate that can be tolerated for a sampling, in this case using an error rate of 10%)

$$n = \frac{106}{100(0,10)^2 + 1} = \frac{106}{1+1} = \frac{106}{2} = 53 \text{ Teacher person.}$$

Based on the calculations above, 53 teachers from junior high schools in Muara Telang District, Banyuasin Regency, were used as samples in the research.

According to Sugiyono (2019), the main aim of this research is to collect data, so the most appropriate and strategic step in this research is the data collection technique. Two methods were used in this research: data collection techniques using questionnaires and documentation related to teachers from schools in Muara Telang District Middle School, Banyuasin Regency. This instrument has been prepared concerning several expert opinions, which must be tested first. Three experts were asked for their opinions according to their competencies. Expert validity is carried out by expert assessors who all work as lecturers at the PGRI University of Palembang, namely Dr. Nur Ahyani, M.Pd., CiQnR., Dr. Ir. Hj. Tri Widyatsih, M, Si., Dr Mahasir, M.Pd. The results of the three validators' examination of the questionnaire items show that the three validators approved the questionnaire by revising several statement items. Thus, the final results from the experts concluded that the questionnaire was suitable for use. After the three validators tested the validity of the test, an instrument test was carried out. The correlation approach *Pearson Product Moment* was used in this research to assess the validity of questionnaire instruments for school principal leadership, work motivation, and teacher performance.

The activities that will be carried out during this research can be seen in the following table:

Table 2. Research Flow

No	Activity	Implementation time is September 2023 to April 2024							
		September 2023	October 2023	November 2023	December 2023	January 2024	February 2024	March 2024	April 2024
1	Initial observations								
2	Preparation of proposals								
3	Continued Observations								

Implementation time is September 2023 to April 2024									
No	Activity	September 2023	October 2023	November 2023	December 2023	January 2024	February 2024	March 2024	April 2024
4	Distribution of Questionnaires								
5	Data analysis								
6	Report Preparation								

For significant tests carried out using the T-test and F-test, prerequisite tests, which include the normality test, linearity test, and multicollinearity test, are needed before the data analysis test.

Normality Test

According to Kesumawati et al (2023), the normality test ensures whether the data collected is usually distributed. This test was conducted based on data on the principal's leadership, work motivation, and teacher performance. The data normality test uses the *Kolmogorov-Smirnov Test* using the SPSS program application. So if the data is said to be normally distributed, if the value is significant or probability value (significant) $\geq \alpha$ ($\alpha = 0.05$), then it can be stated to be normally distributed. Significant value or probability value (significant) $< \alpha$ ($\alpha = 0.05$), then it can be stated that it is not normally distributed (Kesumawati & Aridanu, 2021).

Linearity Test

A linear test is carried out to see whether there is a significant linear relationship between variables so that it can be an accurate prediction tool. Linearity testing is essential to determine whether the resulting regression equation can predict accurate values. The linearity test is used to determine whether the data obtained is linear. The linearity test criteria are as follows. If the significance value is in the row $Linearity \geq \alpha$ ($\alpha = 0.05$), then the relationship between the variable values is linear. If the significance value in row $Linearity < \alpha$ ($\alpha = 0.05$), then the relationship between the value variables is not linear (Kesumawati & Aridanu, 2021).

Multicollinearity Test

To detect the presence or absence of problems, *multicollinearity* in the regression model is done as follows when the value *tolerance* > 0.10 and the VIF value < 10.00 , meaning there is no multicollinearity. If the value *tolerance* is ≤ 0.10 and the VIF value is > 10.00 , multicollinearity occurs (Kesumawati et al., 2021).

Hypothesis Testing Criteria

Hypothesis testing in this research uses a partial parametric statistical t-test with a significance level $\sigma = 0.05$ if the data is usually distributed. The partial test was carried out

using the t-test, which aims to see the significance of the influence of individual independent variables on the dependent variable by assuming that other variables are constant (Kesumawati & Aridanu, 2021). The hypothesis is formulated as follows.

Ho is accepted if the value of $t_{\text{count}} \leq t_{\text{table}}$

Ha is accepted if the value of $t_{\text{count}} > t_{\text{table}}$

Hypothesis testing uses the parametric statistical F test for simultaneous testing with significance levels $\sigma = 0.05$ if the data is usually distributed. Simultaneous testing using the F test is used to determine the effect of independent variables together on the dependent variable (Kesumawati & Aridanu, 2021). The hypothesis is formulated as follows.

Ho is accepted if the value is $F_{\text{count}} \leq F_{\text{table}}$

Ha is accepted if the value is $F_{\text{count}} > F_{\text{table}}$

C. Result and Discussion

Result

This research data overview aims to provide an overview of how data collected in the field is distributed through questionnaires and documentation instruments. As for the description of this data, data will be presented on the independent variable, namely the leadership of the school principal (X_1) and work motivation (X_2), and the dependent variable is teacher performance (Y). This data was obtained from filling out a questionnaire distributed to 53 respondents using an instrument created and developed by the researcher based on expert opinion, as explained in the previous chapter.

This quantitative research was conducted from February to March at the Muara Telang District Middle School, Banyuasin Regency. The tabulated data is based on the respondents' answers to each question in the questionnaire.

Based on the results of instrument trials on 20 teachers at Bina Muda High School, Muara Telang District, Banyuasin Regency, the results of the validity of the principal leadership variable (X) were obtained.¹⁾ of the 30 statements, 30 statements have an $r_{\text{value}_{\text{count}}} > r_{\text{table}}$. In the work motivation variable (X_2) of the 30 statements, 30 statements have an $r_{\text{value}_{\text{count}}} > r_{\text{table}}$. Then, in the teacher performance variable (Y) of the 30 statements, 30 statements have an $r_{\text{value}_{\text{count}}} > r_{\text{table}}$. So, a total of 90 statements can be used in this research. Of the 90 statements that were declared valid, they were then tested again on a sample of 53 teachers, with the assistance of *software* SPSS version 25 program, and the results are described as previously explained, that in testing the prerequisites for data analysis, it is necessary to carry out normality tests, linearity tests, and multicollinearity tests.

Normality Test

The normality test determines whether the data obtained is usually distributed or vice versa. The data normality test was carried out using the *Kolmogorov Smirnov Test* using the SPSS version 25 program application so if the data is said to be normally distributed if the value is significant or the probability value (significant) $\geq \alpha$ ($\alpha = 0.05$), then it can be

stated to be generally distributed if the significant value or probability value (significant) $< \alpha$ ($\alpha = 0.05$) then it can be stated that it is not normally distributed.

The results of the normality test from the results of the SPSS version 25 program application, questionnaire data on the influence of school principal leadership and work motivation on teacher performance at SMP Muara Telang District, Banyuasin Regency can be seen in the following table:

Table 3. Normality Test Results

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Principal Leadership (X1)	.087	53	.200*	.960	53	.075
Work Motivation (X2)	.095	53	.200*	.957	53	.056
Teacher Performance (Y)	.104	53	.200*	.962	53	.089

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Data from processing the 2024 questionnaire

Based on the table above, the results of the normality test use *Kolmogorov-Smirnov* obtained In column *Kolmogorov-Smirnov* significant value of principal leadership (X_1) = 0,200 ≥ 0.05 when compared with α then the sig value. $\geq \alpha$ ($\alpha = 0.05$), so it can be concluded that the principal's leadership data is normally distributed (H_0 is accepted). In column *Kolmogorov-Smirnov*, the significant value of work motivation (X_2) = 0,200 ≥ 0.05 when compared with α , then the sig value. $\geq \alpha$ ($\alpha = 0.05$), it can be concluded that work motivation is usually distributed (H_0 is accepted). In column *Kolmogorov-Smirnov*, the significant value of teacher performance (Y) = 0.200 ≥ 0.05 when compared with α , then the sig value. $\geq \alpha$ ($\alpha = 0.05$), so it can be concluded that the teacher performance data is usually distributed (H_0 is accepted).

Linearity Test

The linearity test is used to determine whether the data obtained is linear. The linearity test criteria are as follows. If the significance value in row *Linearity* $\geq \alpha$ ($\alpha = 0.05$), the relationship between the variable values is linear. The relationship between the value variables is not linear if the significance value in row *Linearity* $< \alpha$ ($\alpha = 0.05$) (Kesumawati & Aridanu, 2021).

Table 4. X Linearity Test₁ and Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance (Y) * Principal's Leadership (X1)	Between Groups	(Combined)	1333.011	24	55.542	1.682	.093
		Linearity	374.521	1	374.521	11.339	.002
		Deviation from Linearity	958.491	23	41.674	1.262	.277
	Within Groups		924.800	28	33.029		
	Total		2257.811	52			

Source: Data from processing the 2024 questionnaire

Based on the table, *Deviation from Linearity* obtained a significance value (sig) of 0.277. Because the significance value is more significant than 0.05, it can be concluded that there is a significant linear relationship between the principal leadership variables (X₁) and teacher performance (Y).

Table 5. X Linearity Test₂ and Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance (Y) * Work Motivation (X2)	Between Groups	(Combined)	1034.595	20	51.730	1.353	.217
		Linearity	236.813	1	236.813	6.195	.018
		Deviation from Linearity	797.782	19	41.989	1.098	.396
	Within Groups		1223.217	32	38.226		
	Total		2257.811	52			

Source: Data from 2024 questionnaire management results

Based on table *Deviation from Linearity*, a significance value (sig) of 0.396 was obtained. Because the significance value is more significant than 0.05, it can be concluded that there is a significant linear relationship between the principal leadership variables (X₁) and teacher performance (Y).

Multicollinearity Test

Test *multicollinearity*: The aim is to determine whether a correlation is found between the independent variables in the regression model. A good regression model should not find any correlation between the independent variables. If this interpretation is violated by the existence of a relationship between the independent variables, a symptom which is called a problem arises *multicollinearity*. Multicollinearity in the regression model detects the presence or absence of problems. There is no *multicollinearity* when the value *tolerance* is > 0.10, and the VIF value is < 10.00. If value *tolerance* ≤ 0.10 and a V.I.F. value > 10.00, multicollinearity occurs (Kesumawati & Aridanu, 2021).

Hypothesis Test

Judging from the results of the normality test, linearity test, and multicollinearity test above, the results of the test analysis via SPSS Version 25 have met the requirements for carrying out further analysis, namely partial and simultaneous hypothesis testing analysis with simple linear regression analysis and multiple linear regression analysis.

The following table shows the results of a partial simple regression analysis (t-test) of the influence of principal leadership on teacher performance at SMP Muara Telang District, Banyuasin Regency. The analysis was performed using the S.P.S.S. version 25 application.

Table 6. Results of Partial Simple Regression Analysis Coefficients
Principal Leadership on Teacher Performance

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	82.967	15.342		5.408	.000
Principal Leadership (X1)	.370	.116	.407	3.185	.002

a. Dependent Variable: Teacher Performance (Y)

From the results of the analysis in Table 5, a significant value was also obtained for the influence of the principal's leadership (X_1) on teacher performance (Y) of $0.002 < 0.05$ so that H_0 is rejected and H_a is accepted. Thus, there is a significant influence between the principal's leadership and teacher performance at Muara Telang District Middle School, Banyuasin Regency. To determine how much influence the principal's leadership has on teacher performance, you can see the following table *model summary*.

The results of partial simple regression analysis (t-test) of the influence of work motivation on teacher performance at SMP Muara Telang District, Banyuasin Regency, were analyzed using the SPSS version 25 application, as shown in the following table.

Table 7. Results of Partial Simple Regression Analysis Coefficients
Work Motivation on Teacher Performance

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	88.794	17.595		5.046	.000
Work Motivation (X2)	.323	.132	.324	2.445	.018

a. Dependent Variable: Teacher Performance (Y)

From the results of the analysis in Table above, a significant value was also obtained for the influence of work motivation (X_2) on teacher performance (Y) of $0.018 < 0.05$, so H_0

is rejected and H_a is accepted. Thus, there is a significant influence between work motivation and teacher performance at Muara Telang District Middle School, Banyuasin Regency. To determine how much the principal's leadership influences teacher performance, see the following table *model summary*.

Simultaneous Multiple Linear Regression Analysis (F-Test). The F test is used to determine whether the regression coefficient simultaneously influences the dependent variable and the independent variable significantly. H_0 is rejected if the significance value is less than 0.05 and accepted if it is more than 0.05. The results of calculations carried out using the SPSS version 25 program are shown in the table below, which shows the results of linear regression analysis using simultaneous hypothesis testing or the F test.

Table 8. Results of Simultaneous Multiple Regression Analysis (F-Test)

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	573.815	2	286.907	8.519	.001 ^b
	Residual	1683.997	50	33.680		
	Total	2257.811	52			

a. Dependent Variable: Teacher Performance (Y)

b. Predictors: (Constant), Work Motivation (X2), Principal Leadership (X1)

The results from Table 8 show a significant influence of principal leadership and work motivation on teacher performance at SMP Muara Telang District, Banyuasin Regency, with a sig value of $0.001 < 0.05$, so the null hypothesis (H_0) is rejected.

Table 7 shows the F_{count} amounting to 8,519. The hypothesis testing criteria are as follows: if $F_{\text{count}} \geq F_{\text{table}}$, then H_0 is rejected, and H_a is accepted; if $F_{\text{count}} < F_{\text{table}}$, then H_0 is accepted, and H_a is rejected. The statistical table displays the F_{table} at a significance level of 0.05, with df for the numerator 2 ($k-1=3-1=2$) and df for the denominator = $n-k=53-3=50$ (where n and k represent the quantity of data and research variables respectively). F_{table} produced a finding of 3.18. Thus, the F value is known $_{\text{count}} = 8.519$ and $F_{\text{table}} = 3.18$. When F_{count} exceeds F_{table} , H_0 is rejected, and H_a is approved, meaning there is a significant influence between the principal's leadership and work motivation on teacher performance at Muara Telang District Middle School, Banyuasin Regency.

Discussion

This research aims to find out how the principal's leadership and work motivation influence the performance of junior high school teachers in Muara Telang District, Banyuasin Regency. Six theories have been put forward to identify this impact – tools used in research *after the fact* is a questionnaire. Using a Likert scale with five potential answers, the questionnaire was used to evaluate the principal's leadership, work motivation, and teacher performance (Sugiyono, 2017). This questionnaire was initially tested for construct validity by knowledgeable researchers, namely postgraduate lecturers at PGRI University in Palembang before being used for research. After construct validation, twenty items not

included in the sample were used to assess the validity and reliability of the questionnaire. This is done to differentiate the trial sample from the research sample. Research on 53 junior high school teachers in Muara Telang District, Banyuasin Regency, is the next stage. A descriptive analysis of each variable is presented below.

The influence of the principal's leadership on teacher performance in junior high schools in Muara Telang sub-district, Banyuasin district. The principal's leadership is this research's first independent variable (X_1). The primary data collection tool in this variable data collection method is a questionnaire filled out by the teacher. The questionnaire provides details of 5 indicators. "There are 30 statement items on the principal's leadership questionnaire. Research findings based on questionnaires given to 53 junior high school teachers in Muara Telang District, Banyuasin Regency, show that the principal's leadership positively and significantly affects teacher performance. The findings of this research confirm the initial hypothesis that the principal's leadership significantly influences teacher performance in junior high schools in the Muara Telang District, Banyuasin Regency. Descriptive analysis was carried out using the SPSS version 25 application program. Based on calculations using partial linear regression analysis (t-test), the teacher performance variable significantly influenced the principal leadership variable, as indicated by a significance value of $0.002 < 0.05$, causing H_0 to be rejected and H_a to accept. Research shows that the principal's leadership significantly influences teacher performance.

The influence of work motivation on teacher performance in junior high schools in Muara Telang sub-district, Banyuasin district. The second independent variable (X_2) in this research is work motivation. The teacher fills out a questionnaire as a primary data collection tool in this variable data collection technique. An explanation of the five indicators is included in the questionnaire. In total, thirty statement items were included in this work motivation questionnaire. Based on research findings from a survey conducted on 53 junior high school teachers in Muara Telang District, Banyuasin Regency, work motivation impacts teacher performance. This finding is based on the second hypothesis indicating that work motivation significantly affects teacher performance at SMP Muara Telang District, Banyuasin Regency. Description analysis was carried out using the SPSS version 25 application program. According to the calculation results based on partial linear regression analysis (t-test), the significant value was $0.018 < 0.05$, so H_0 was rejected, and H_a was accepted, meaning that the work motivation variable had a significant effect on the teacher performance variable. This research shows that work motivation has a significant effect on teacher performance.

The principal's leadership and work motivation influence teacher performance in junior high schools in Muara Telang sub-district, Banyuasin district. In this research, the dependent variable (Y) is teacher performance. The teacher fills out a questionnaire as a primary data collection tool in this variable data collection technique. Six indicators are explained in the questionnaire. This teacher performance questionnaire uses a research instrument of 30 statement items. Research data from a survey conducted on 53 junior high school teachers in Muara Telang Regency, Banyuasin Regency, shows that the combination

of principal leadership and work motivation positively and significantly impacts teacher performance. The third hypothesis, which shows that the principal's leadership and work motivation jointly influence teacher performance at SMP Muara Telang District, Banyuasin Regency, is strengthened by the results of this research. Descriptive analysis was carried out using the SPSS version 25 application program. According to the calculation results based on partial linear regression analysis (t-test) of $0.001 < 0.05$, H_0 is rejected, meaning that the principal's leadership and work motivation significantly affect teacher performance variables. The research results show that the principal's leadership and work motivation greatly influence teacher performance.

D. Conclusion

Based on the results of data analysis and discussion in this research, it can be concluded that:

The principal's leadership greatly influences teacher performance. Good leadership from a school principal will influence the quality of teacher performance in education. This means that the more motivated you are at work, the better the teacher's performance at school will be. On the other hand, if work motivation is low, a teacher's ability to educate and teach students will decrease if they lack enthusiasm for their work. Teacher performance is directly influenced by the quality of the principal's leadership and work motivation. On the other hand, a school principal needs to gain leadership skills and enthusiasm to impact the quality of teaching teachers positively.

The principal's leadership and high work motivation complement each other to create a healthy and conducive work environment for improving the quality of education. The findings of this research are that school principals must improve and develop skills to provide motivation and innovation. Creating an exemplary work environment to create success in leading. In addition, school principals focus on maintaining and increasing teacher motivation through word recognition, training, and developing a positive work environment. Good cooperation between the principal's leadership and work motivation can improve teacher performance and improve the quality of education.

The findings of this research can be compared and used as reference material by future researchers. It is better to expand the variables researchers use to produce more accurate research, especially in the same field of study. This research was conducted using data collection techniques, questionnaire methods, and documentation related to limited research, only examining junior high schools in Muara Telang District, Banyuasin Regency. The sample used could be broader for future researchers, and interview methods could be added to strengthen the argument.

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