

# THE EFFECT OF SCHOOL LEADERSHIP, ACHIEVEMENT MOTIVATION ON PERFORMANCE OF TEACHERS OF SMPN AT PAGUYAMAN DISTRICT OF BOALEMO REGENCY

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## ABSTRACT

The objectives of this study were: 1) to find out that there was a direct influence of the principal's leadership on the performance teachers of SMPN at Paguyaman; 2) knowing that there is a direct effect of achievement motivation on the performance of state junior high school teachers in Paguyaman District; 3) knowing that there is a direct influence of the principal's leadership and achievement motivation on the performance teachers of SMPN at Paguyaman District.

The quantitative descriptive research method approach with the type of survey research that explains the causal relationship and performs hypothesis testing using the multiple regression analysis approach.

The results showed: 1) principal leadership has a positive and significant effect on the performance of SMPN at Paguyaman District of Boalemo Regency with a contribution of 25%. This means that the better the leadership of the principal, the higher the performance of SMPN at Paguyaman District of Boalemo Regency; 2) achievement motivation has a positive and significant effect on the performance teachers of SMPN at Paguyaman District of Boalemo Regency with a contribution of 33%. This means that the higher the achievement motivation of the teacher, the higher the performance of SMPN at Paguyaman District of Boalemo Regency; 3) simultaneously the principal's leadership and teacher achievement motivation have a positive and significant effect on the performance of teachers of SMPN at Paguyaman District of Boalemo Regency with a contribution value of 79%. This means that if the leadership of the principal is implemented properly and followed by the high achievement motivation of the teacher, it will simultaneously increase the performance of SMPN at Paguyaman District, Boalemo Regency.

**Keywords:** leadership, achievement motivation, performance

## INTRODUCTION

So far the teacher's performance seems less than optimal. Teachers carry out their duties only as routine activities, lacking creativity. Innovation for teachers is relatively closed and creativity is not part of achievement [7]. Teacher performance in educational institutions is a crucial issue and requires every institution to make arrangements and improvements according to the dimensions of space and time. This

is especially so for educational institutions appointed to carry out their main duties and functions in a disciplined and timely manner. This demand is a global trend that inevitably, like it or not, must be fulfilled in order to harmonize teacher performance in educational institutions, which accelerates external change using various approaches. Efforts to improve teacher performance in educational institutions continue to be carried out by, among others, improving the

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quality of teachers, increasing the ability of human resources to solve various problems and growing the responsibility of educational institutions to problems and demands from within the educational institution itself and from outside. Therefore, any improvement efforts made to improve the quality of education will not make a significant contribution without the support of professional and qualified teachers. The facts in the field show that there are still some teachers who are not diligent in teaching, this is because they already have a salary That's enough so that it starts rarely to work. In addition, there are many teachers who are not professional, this can be seen from the behavior of teachers who are absent during class hours, unplanned teaching schedules, lazy when they want to teach. These behaviors indicate low teacher performance.

Based on the results of preliminary observations made, the researchers found that the teacher's performance was still low in the learning process. This can be seen from 1) there are still some teachers who do not have the ability to manage the class; 2) the material taught to students is still not innovative for students to concentrate in the learning process; 3) there are still some teachers who have not prepared the completeness in the teaching and learning process; 4) the lack of serious handling of students whose grades are below average; 5) lack of teacher knowledge in the use of instructional media; 6) there are still many teachers who still violate school rules, especially in discipline of working time. Of the several obstacles and shortcomings that can reduce the performance of these teachers, it is necessary to immediately address them because by further improving teacher performance, the quality of education will be achieved better. Principal leadership, achievement motivation as a factor that affects teacher performance. Leadership is a process for influencing others to understand and agree on what needs to be done and

how the task is done effectively, as well as a process for facilitating individual and collective efforts to achieve common goals [11]. Everyone can play it in both rational and emotional processes seen as an essential aspect of leadership.

Principal leadership is the art of influencing a group of people in the school environment to follow a flow of activities, the art of controlling, directing, and releasing the potential of every educator [1]. From this opinion, it can be concluded that principal leadership is the art of influencing and facilitating individuals or groups of people as educators and is related to management to control, direct, and unleash the potential of educators to achieve goals.

Furthermore, principal leadership is the ability to influence educators to achieve a specific vision or set of goals [4]. Principal leadership is the ability to influence and motivate other parties to achieve the goals of the school organization [3]. Based on this opinion, it is obtained the concept that principal leadership is a creativity influencing and motivating educators or other parties in achieving organizational goals.

Meanwhile, achievement motivation is an effort made to achieve success in a competition based on an advantage based on the achievements of others or previous self-achievements [2]. Achievement motivation is a desire that exists within a person that encourages that person to strive to achieve a standard or measure of excellence [9]. The measure of excellence is obtained by reference to other people's achievements, but also by comparing the achievements made previously

Achievement motivation is an encouragement with the characteristics of someone doing a good job & high performance.

### RESEARCH METHODS

This study uses a quantitative descriptive research method approach with a survey research type that describes the causal relationship and performs hypothesis test-

ing using a multiple regression analysis approach method.

The population in this study were all teachers of junior high school who served in the Paguyaman district, both public and private schools, totaling around 87 respondents. Because the population is relatively small, in this study the entire population is used as a sample, also known as census research or saturated sampling.

Furthermore, the techniques and sources of data collection are observation, questionnaires and questionnaires.

## **DISCUSSION**

### **The Effect of Leadership**

The leadership of the principal is an element in delivering the achievement of the nation's children towards quality in accordance with the goals of education itself. Good leadership certainly has an impact on whether or not organizational goals are achieved because leaders have an influence on the performance of the organization they lead. Leadership in relation to efforts to improve the quality of education, where principals are able to influence and motivate teachers to improve teacher professionalism during the learning process. The professionalism of teachers can be seen from the competencies possessed by teachers.

The results of the research on the first hypothesis in this study indicate that the leadership of the principal has a positive influence on teacher performance. This is indicated by the significance of value below than 0.05 ( $0.006 < 0.05$ ). The results of this correlation test are reinforced by the results of regression testing which show that the leadership of the principal affects work performance. The regression results are indicated by a significance value below 0.05 ( $0.00 < 0.05$ ). With these two test results it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted, in other words that the principal leadership variable has a positive influence on the work performance variable.

In addition, the results of this study are reinforced by [5] that: Principal leadership affects teacher performance.

A school principal in a school organization must be able to foster cooperation, lead and encourage the passion of subordinates so that it increases teacher performance, especially if it is supported by organizational facilities to achieve organizational goals. Where a leader as a part of management plays an important role in influencing and providing attitudes and behavior and groups.

### **The Effect of Motivation**

High achievement motivation of teachers in working in a school will have a positive impact both on individuals and organizations or schools, and vice versa. The existence of high achievement motivation can improve teacher work or performance, school management, in this context, must provide the best way, by paying more attention to teachers so that they can work effectively. High achievement of motivation would have great enthusiasm, desire and energy in the individual to work optimally. High achievement motivation for teachers will have a positive impact on the teaching and learning process in schools and improve teacher performance. If the achievement motivation is low, it would reduce teacher performance.

Based on the research results, it shows that work achievement motivation has a positive influence on teacher performance. This is indicated by the significance value below than 0.05 ( $0.01 < 0.05$ ). The results of this correlation test are reinforced by the results of regression testing which show that achievement motivation affects teacher performance. The regression results are indicated by significance value below 0.05 ( $0.01 < 0.05$ ). With these two test results, it can be concluded that  $H_0$  is rejected and  $H_2$  is accepted. In other words, the achievement motivation variable has a positive relationship with the performance variable.

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This research is corroborated by opinion [10]. Motivation for work performance greatly affects the performance of teachers from these schools. If the teacher's work motivation increases, the teacher will achieve satisfactory of academic achievement. Motivation will arise in the teacher if there is attention, suitability, trust and satisfaction given by the principal, as well as smooth communication between teachers and principals and teachers and teachers, will be able to improve performance. Work motivation in particular is one of the factors that greatly affects of school quality.

### Leadership, Motivation & Performance

Quality educators are professional teachers. A professional teacher is one of the most decisive components for the implementation of education. The existence of these teachers is the main actor as facilitators in implementing the teaching and learning process. Therefore, the human rights of teachers need to be given top priority in national education reform. Revamping the curriculum, improving facilities and infrastructure adjusting regulations are very important to educational development efforts but they are totally meaningless if the teacher is not professional. In the school environment, teachers carry out their duties as teachers and educators. Teacher, must provides knowledge (cognitive), attitudes and values (affective), & skills (psychomotor).

The results showed that the principal's leadership and teacher achievement motivation simultaneously had a significant effect teacher performance. It can be shown that the ANOVA results, obtained a value of  $F = 18,466$  with a significance level of 0,000, it means that the principal's leadership and teacher achievement motivation are able to predict teacher performance because probability value obtained is greater than the significance level ( $0,000 < 0.05$ )

Furthermore, the coefficient of determination ( $R^2$ ) is 0.790. This shows that simultaneously the influence of the principal's leadership variable and achievement

motivation on teacher performance is 78% and the effect is statistically significant.

This finding is supported by [6] which states that simultaneously the principal's leadership and teacher achievement motivation are able to improve teacher performance. This description gives the sense that every teacher who has a strong urge to succeed, they are struggling for personal achievement, not for the mere reward of success. Teachers who have a desire to do something better or more efficiently than what has been done before.

### CONCLUSION

1. The leadership of the principal has a positive and significant effect on the performance of teachers at SMPN Paguyaman District, Boalemo Regency with a contribution of 25%. This means that the better the leadership of the principal, the higher the performance of SMPN at Paguyaman District, Boalemo Regency.
2. Achievement motivation has a positive and significant effect on the performance of SMP Negeri Se Paguyaman District, Boalemo Regency with a contribution of 33%. This means that the higher the achievement motivation of the teacher, the higher the performance of SMP at Paguyaman District of Boalemo.
3. Simultaneously, principal leadership & teacher achievement motivation has a positive and significant effect on the performance of teachers at SMPN at Paguyaman District of Boalemo Regency with a contribution value of 79%. This means that if the leadership of the principal is implemented properly and followed by the high achievement motivation of the teacher, it will simultaneously increase the performance of SMPN at Paguyaman District of Boalemo.

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