



CONTRIBUTION OF PRINCIPAL LEADERSHIP STYLE AND WORK MOTIVATION TO STATE ELEMENTARY SCHOOL TEACHER PERFORMANCE IN AMPEK NAGARI SUB-DISTRICT

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Abstract: The research started with teacher problems in carrying out learning activities in schools. The research objective was to determine the contribution of the principal's leadership style to teacher performance, the contribution of work motivation to teacher performance, and the contribution of the principal's leadership style and work motivation together to teacher performance. This research is quantitative research with a descriptive approach. The population of this study were all teachers of public elementary schools in Ampek Nagari District, totaling 215 people from 23 schools. The sampling technique used the Cochran formula with an error rate of 5%, so a sample of 85 people was obtained. The instrument is used by distributing questionnaires on a Likert scale. The data obtained were analyzed with the help of SPSS version 25.0. The results of the descriptive analysis of teacher performance are 66.67%, the principal's leadership style is 67.08% and work motivation is 66.62%. The results of the data analysis show that there is a



contribution of the principal's leadership style to teacher performance by 27.2%, there is a contribution of work motivation to teacher performance by 32%, there is a contribution between the principal's leadership style and work motivation together on teacher performance by 42.4%.

Keywords: principal's leadership style, work motivation, teacher performance

INTRODUCTION

School success is largely determined by quality education. Quality education will produce quality human resources. One of the human resources that plays a role in determining the quality of education is the teacher. Therefore it is very necessary teachers who have high quality and performance in carrying out their duties. According to the Law of the Republic of Indonesia number 14 of 2005 concerning teachers and lecturers, teachers are professional educators with the main task of educating, teaching, guiding, directing, training and assessing students in early childhood education through formal education, basic education and secondary education. Teachers as educational staff play a role in carrying out their duties competently and professionally. Teachers are not only in teaching or transferring knowledge, but teachers are also required to provide guidance, exemplary and training to students and community service and other administrative tasks.

According to Imam Wahyuni, teacher performance is the result of real work in terms of quality and quantity achieved by a teacher in carrying out his duties in accordance with the responsibilities given to him which include compiling learning programs, implementing learning, implementing evaluations and analyzing evaluations. Teachers are the spearhead of education, because they directly seek to influence, nurture and develop the talents of students and are required to have the basic skills needed as educators, mentors and teachers as well as abilities that are reflected in their competence ¹

The teacher's task is so important, therefore teachers who have high quality and high performance are needed in the world of education. However, based on the results of the 2019 Teacher Competency Test (UKG) there are problems with teacher

¹ A Dina et al., "Teori Kinerja Guru Dalam Meningkatkan Mutu Pendidikan," *Jurnal Edukasi Nonformal* 1, no. 1 (2022).



performance. On the Pikiran Rakyat.com website (2019), it states that 70% of teachers in Indonesia are incompetent, because teachers who have competence above the average 2019 Teacher Competency Test (UKG) results with a minimum score of 80 are no more than 30 percent. In Agam Regency, West Sumatra Province, the results of the 2019 SD UKG average value were 58.52 number 7 out of 19 regencies/cities in West Sumatra province. This means that in Ampek Nagari Subdistrict, which is one of the subdistricts in Agam Regency, there are also problems with teacher performance.

Based on preliminary observations made by the author of Public Elementary Schools in Ampek Nagari District, several indications were found that showed problems with teacher performance, including (1) There were still teachers who had not completed learning tools and had not made lesson preparations for each meeting. It is also recognized by the principal that the teacher considers learning tools only as a complement to class administration. (2) There are teachers who have not fully used visual aids or learning aids in teaching. (3) There are still teachers who are not systematic in presenting learning, so that students have difficulty absorbing learning material. (4) There are still many teachers who teach using conventional methods (lectures, question and answer). (5) It is rare for teachers to carry out pre-tests and post-tests. (6) There are still teachers who pay less attention to students' difficulties in understanding learning. (7) There are still teachers who are late to class and do other work during class hours.

Based on research conducted Watini & Kristianty and Yunus & Yusal there is a significant effect of teacher teaching performance on student achievement. Meanwhile, the research results from Listyasari suggest that there is a positive relationship between teacher performance and student learning motivation. This means that teacher performance has an effect on learning achievement and student motivation ². Research conducted by Ernawaty states that not many teachers are capable of carrying out professional development activities. The low motivation and ability of teachers in developing learning tools results in low learning motivation of students. This indicates

² Watini Watini and Dinny Kristianty, "Pengaruh Metode Penerapan Pembelajaran Dan Kinerja Guru Terhadap Prestasi Belajar Siswa Di Sd Negeri Di Kecamatan Jatibarang Kabupaten Indramayu," *JURNAL MADINASIKA Manajemen Pendidikan Dan Keguruan* 3, no. 2 (2022); Kamil et al., "Pengaruh Kinerja Mengajar Guru Terhadap Prestasi Belajar Siswa Di Sd Negeri 34 Bontosua Oleh," *Jurnal Education and Develoment* 1, no. 2 (2022); Hui Ling Wendy Pan and Wen Yan Chen, "How Principal Leadership Facilitates Teacher Learning through Teacher Leadership: Determining the Critical Path," *Educational Management Administration and Leadership* 49, no. 3 (2021), <https://doi.org/10.1177/1741143220913553>.



the achievement of students. will make it difficult to achieve educational goals as expected³. Teachers have a high enough creative potential to improve their performance. However, this potential does not always develop naturally and smoothly due to various influences that come from within and from outside the individual teacher ⁴. Research conducted by Ernawaty explains that the principal's leadership style and work motivation significantly affect teacher performance. This means that leadership style and motivation contribute to teacher performance. This is reinforced by Siahaan's opinion that performance is influenced by several factors, the first factor that has an impact on performance is individual factors which include competence, expertise, motivation, commitment, and integrity. The second factor is a factor related to leadership, in the form of assistance and patterns of coaching as well as support from superiors. This means that leadership style and motivation have an impact on teacher performance ⁵.

According to Kasmir the factors that affect employee performance, both results and work behavior, are 1. Capability and expertise. 2. Knowledge. 3. Work plan. 4. Personality 5. Work motivation. 6. Leadership 7. Leadership style. 8. Organizational culture 9. Job satisfaction. 10. Work environment. Good or bad teacher performance is inseparable from the principal's leadership style. The term leadership style is practically the same as the way leaders use to influence their followers. Specifically Thoha said that leadership style is the norm of behavior used by someone when that person tries to influence others to do something as he wants ⁶ Based on the author's observations in the field, several problem phenomena were found related to the principal's leadership style, namely (1) the principal's lack of attention to teachers who had problems carrying out their duties. (2) Lack of giving a warning to teachers who come late. (3) The school principal orders and criticizes teachers more without any directions and solutions given. (4) The principal's lack of control over the tasks that the teacher has to do.

³ Septi Andriani, Nila Kesumawati, and Muhammad Kristiawan, "The Influence of the Transformational Leadership and Work Motivation on Teachers Performance," *International Journal of Scientific and Technology Research* 7, no. 7 (2018).

⁴ Dina et al., "Teori Kinerja Guru Dalam Meningkatkan Mutu Pendidikan."

⁵ Edi Rismawan, "Pengaruh Supervisi Kepala Sekolah Dan Motivasi Berprestasi Guru Terhadap Kinerja Mengajar Guru," *Jurnal Administrasi Pendidikan* 12, no. 1 (2017), <https://doi.org/10.17509/jap.v22i1.5925>.

⁶ Weni Puspita, *Manajemen Konflik: Suatu Pendekatan Psikologi, Komunikasi, Dan Pendidikan* - Google Books, Sleman: DEEPUBLISH, 2018.



Another factor that affects teacher performance is work motivation. This is in accordance with research conducted by Sari & Martha that there is a significant influence between work motivation and teacher performance.⁶ Work motivation is an impulse that is in a person who moves and directs all the strength and ability that is in him to do the work that is his duty and responsibility as well as possible so that goals can be achieved. Furthermore Gistituati said that people who have high work motivation wish to succeed at work. This can be seen from his behavior which is tenacious, active, creative, serious and earnest, works fast, is responsible and is able to overcome the difficulties encountered at work.

In reality, there are phenomena related to work motivation. The phenomena that occur are seen in: (1) Teachers often wait for orders from the principal to do work. (2). Teachers rarely take part in the available trainings, both offline and during. This is evidenced by the lack of teachers who make self-development reports as evidence that they have participated in competency development activities in certain organizations. (3) Teachers are less concerned about new policies in education and learning, such as curriculum changes and character learning. Another cause of teacher performance problems in the Ampek Nagari District is the implementation of supervision. The phenomena that occur are (1) Supervision activities that just fill in the supervision instruments without any follow-up. (2) Implementation of supervision is not in accordance with the program that has been prepared. should be carried out by the school principal has not been fully implemented as it should be. (3) There is no clarity about the aims and objectives of the supervision carried out by the school principal ⁷.

Existing learning facilities can also affect teacher performance problems. There are still many schools in Indonesia that do not yet have adequate learning support facilities, such as learning media, laptops, infocus, internet networks, supporting books and so on. If this situation is allowed to drag on and is not followed up, it will have a negative impact on the progress of education in the Ampek Nagari District because it will disrupt teacher performance. For this reason, it needs to be studied, studied and studied in depth so that it can provide a clear picture of the more important and urgent factors that contribute to teacher performance.

⁷ Belman Panjaitan, "Peningkatan Kemampuan Guru Dalam Pengelolaan Proses Pembelajaran Melalui Pelaksanaan Supervisi Akademik," *Nuansa Akademik: Jurnal Pembangunan Masyarakat* 6, no. 1 (2021), <https://doi.org/10.47200/jnajpm.v6i1.689>.



BASIC THEORY

Leadership Style

Guiding and directing employees (employees) to be able to work towards achieving organizational goals and creating employee satisfaction at work are the duties and responsibilities of organizational leaders. Therefore, leaders are needed who can become drivers of change or innovators for organizational progress ⁸. Thus, the importance of choosing a leadership style for an organizational leader. leadership is an important part of management, where a leader must be able to create harmonious integration with his subordinates as well as including fostering cooperation, directing and encouraging the work passion of subordinates, influencing and providing individual and group attitudes and behaviors, thus forming the leadership style that the leader applies. Leadership is a process of influencing in determining organizational goals, motivating follower behavior to achieve goals, influencing to improve the group and its culture ⁹.

Effective and efficient leadership will be realized if run based on the functions and objectives that have been set. In realizing the goals and functions of leadership internally, a leadership activity will take place and these activities will be sorted out, so that the leadership will be clearly seen with their respective patterns. Leaders as creatures of God who have different characters can determine their own path. This is what is called a leadership style. Leadership style is a norm of behavior used by a person when that person tries to influence the behavior of others as he sees it, which aims to align perceptions among people will influence a very important position ¹⁰. Each leadership style has advantages and disadvantages. A leader applies a leadership style according to his characteristics and personality. Various types of leadership styles carried out by a leader, depending on the nature and characteristics of the leader. Basically, in each leadership style there are 2 main elements, namely the directive

⁸ Hikmat Kamal, "Kedudukan Dan Peran Guru Dalam Perspektif Pendidikan Islam," *Rausyan Fikr : Jurnal Pemikiran Dan Pencerahan* 14, no. 1 (2018), <https://doi.org/10.31000/rf.v14i1.670>.

⁹ Nurjaya Jaya, Afiah Mukhtar, and A. Nur Achsanuddin UA, "Gaya Kepemimpinan Dan Motivasi, Pengaruhnya Terhadap Kinerja Pegawai," *Balanca : Jurnal Ekonomi Dan Bisnis Islam* 2, no. 1 (2020), <https://doi.org/10.35905/balanca.v2i1.1393>.

¹⁰ Mohd Kurniawan, "Pengaruh Gaya Kepemimpinan Terhadap Kinerja Karyawan Percetakan Dimas Kota Palembang," *JEMBATAN* 15, no. 1 (2018), <https://doi.org/10.29259/jmbt.v15i1.5882>.



behavior and the supporting behavior ¹¹. From various domestic and foreign literature obtained there are many leadership styles, there are five leadership styles as follows:

(a) Autocratizing and Dictatorial Leadership Styles

Autocratization leadership style is also called dictatorial or directive leadership. People who follow this approach make decisions without consulting the employees who must carry them out or the employees who are affected by the decision. The leader determines what others should do and expects them to comply. This leadership style is based on power and coercion that absolutely must be obeyed.

(b) Militaristic Leadership Style

(c) This leadership style uses a lot of command systems, command systems from above to subordinates are harsh in nature very authoritarian, requiring subordinates to always obey, full of formality events ¹².

(d) Paternalistic Leadership Style

Being protective of subordinates as a father or a loving mother.

(e) Laissez faire leadership style

This leadership style allows subordinates to do whatever they want with all the work and responsibilities carried out by subordinates in achieving organizational goals ¹³.

(f) Democratic Leadership Style

This leadership style is also known as consultative or consensus leadership. People who organize this approach involve employees who must carry out decisions in the process of making them. Actually, the one who makes the final decision is the leader. But only after receiving input and recommendations from team members. Critics of this approach state that democratic leadership by its very nature, tends to produce the most popular or preferred decision which is not always the best decision, and that democratic leadership by its very nature,

¹¹ Elina Sinkkonen, "Dynamic Dictators: Improving the Research Agenda on Autocratization and Authoritarian Resilience," *Democratization* 28, no. 6 (2021), <https://doi.org/10.1080/13510347.2021.1903881>.

¹² Akanksha Bedi, "A Meta-Analytic Review of Paternalistic Leadership," *Applied Psychology*, 2020, <https://doi.org/10.1111/apps.12186>.

¹³ James Gerard Caillier, "Testing the Influence of Autocratic Leadership, Democratic Leadership, and Public Service Motivation on Citizen Ratings of An Agency Head's Performance," *Public Performance and Management Review* 43, no. 4 (2020), <https://doi.org/10.1080/15309576.2020.1730919>.



tends to produce the preferred decision rather than the right decision. This style can also lead to compromises that ultimately deliver the desired results ¹⁴

The functions of leaders in organizations can be grouped into four, namely: (1) planning; (2) organizing; (3) driving; (4) control. In carrying out its functions, the leader has certain tasks, namely trying to get his group to achieve goals well, in productive cooperation, and under what circumstances the group faces. The indicators of leadership style indicators include: (1) Vision and mission, instill pride, gain respect and trust. (2) Encourage intelligence, rationality and careful problem solving. (3) Providing personal attention, serving personally, training and advising ¹⁵.

Work Motivation

Motivation is a desire that exists in an individual that stimulates him to take actions or something that is the basis or reason for someone to behave ¹⁶. Work motivation is one of the factors that influence teacher performance. Teacher work motivation is a factor that determines the level of teacher satisfaction, commitment, and performance in carrying out their duties. A teacher's work motivation can also be seen from the needs of a teacher which will affect this job satisfaction. Job satisfaction generally arises from work that is interesting and interested by teachers to do it seriously. There are various factors that can affect teacher work motivation, including intrinsic factors including personal satisfaction, expectations, and self-needs and extrinsic factors including salary, work environment conditions, and support from leaders or the community. Teachers who have high motivation will have a lot of energy to carry out work activities which in turn will be able to get better achievements. Teachers who have high work motivation will be encouraged to create and implement a meaningful, effective and efficient learning process. Furthermore, teachers will carry out their duties optimally, full of responsibility, full of confidence, earnestly without waiting for orders, and like their work, and are able to reflect on their experience and technical abilities to achieve their goals and work productivity.

¹⁴ (Oreg & Berson, 2019).

¹⁵ Nastiti Amalda and Lantip Diat Prasajo, "Pengaruh Motivasi Kerja Guru, Disiplin Kerja Guru, Dan Kedisiplinan Siswa Terhadap Prestasi Belajar Siswa," *Jurnal Akuntabilitas Manajemen Pendidikan* 6, no. 1 (2018), <https://doi.org/10.21831/amp.v6i1.7515>.

¹⁶ Nadia Iqmalia, Istiqomah Istiqomah, and Sri Hartono, "Kinerja Guru Di Tinjau Dari Profesionalisme, Motivasi Kerja Dan Iklim Organisasi," *FORUM EKONOMI* 24, no. 2 (2022), <https://doi.org/10.30872/jfor.v24i2.10733>.



Teacher Performance

Performance in the organization is the answer to the success or failure of the organizational goals that have been set. Bosses or managers often do not pay attention to it unless it is very bad or everything goes wrong. Too often managers do not know how bad employee performance is so that the company faces a crisis. This causes a deep bad impression of the organization due to ignoring the warning signs of declining performance.³¹ The definition of performance (work performance) is the quality and quantity of work achieved by an employee in carrying out his functions in accordance with the responsibilities given to him ¹⁷. In educational institutions, teachers as educators are the most decisive component, because it is in the hands of teachers that the curriculum, learning resources, facilities and infrastructure, and learning climate become something meaningful for the lives of students. Teachers are the most influential component in the creation of quality educational processes and outcomes ¹⁸. Teacher performance is very important in realizing national education goals and determining the high and low quality of education, but teacher performance is influenced by various factors both from within and outside the individual concerned.

Teacher performance is based on professional teaching competencies that reflect the absolute needs that all teachers must have. Teacher performance can be seen from the teacher competencies that are owned, which include the following: (1) developing personality; (2) mastering the educational foundation; (3) mastering subject matter; (4) compiling teaching programs; (5) implementing teaching programs; (6) assessing results in the teaching and learning process that has been carried out; (7) conducting simple research for teaching purposes, (8) organizing guidance programs; (9) interacting with peers and the community; (10) organizing school administration ¹⁹. Low teacher quality is certainly caused by differences in the quality of performance,

¹⁷ Enesa Ratmilia and Sukirno Sukirno, "Motivasi Kerja Guru Sekolah Dasar Ditinjau Dari Karakteristik Demografi," *Premiere Educandum : Jurnal Pendidikan Dasar Dan Pembelajaran* 9, no. 1 (2019), <https://doi.org/10.25273/pe.v9i1.4311>.

¹⁸ Agus Jamaludin, "Pengaruh Gaya Kepemimpinan Terhadap Kinerja Karyawan Pada PT.Kaho IndahCitra Garment Jakarta," *JABE (Journal of Applied Business and Economic)* 3, no. 3 (2017), <https://doi.org/10.30998/jabe.v3i3.1767>.

¹⁹ Abd. Khalid Hs. Pandipa, "Kinerja Guru Dalam Meningkatkan Mutu Pendidikan Di Sma Negeri 1 Lore Utara," *Jurnal Ilmiah Administratie* 12, no. 1 (2019).



competence and abilities of teachers, which in turn will affect teacher performance in improving the quality of education in general and the quality of learning in particular²⁰.

RESEARCH METHODS

This research is quantitative research with a descriptive approach. Quantitative research is a research method that uses approaches and data collection techniques based on numbers, statistics, and numerical measures to analyze certain phenomena, relationships, or patterns in a population or sample. This research tends to use experimental or survey approaches to collect data that can be measured in a structured manner. The primary goal is to collect data that can be statistically processed to test hypotheses, draw conclusions, or validate theories. These methods often include using specific instruments, such as questionnaires, scales, or other measurement tools, and applying statistical analysis to interpret and generalize the research results²¹. The subject of the research is the performance of elementary school teachers while the object of research is teacher work motivation and the leadership style of school principals in Ampek Nagari Sub-district. This research is intended to provide an overview of teacher performance, principal leadership style, and work motivation. To explain the research variables, descriptive and correlative levels of explanation were used. The descriptive level of explanation aims to describe the findings of the independent variables of the research on the principal's leadership style, teacher work motivation, and teacher performance. The correlative level of explanation was used to find the contribution between the variables of principal leadership style and motivation to teacher performance.

RESULTS AND DISCUSSION

The research data used in this study is primary data. Primary data was obtained from a questionnaire that was filled in by 82 respondents. Respondent data consisted of three variables, namely teacher performance variable data (Y), principal leadership style data (X1), and work motivation data (X2). For each variable, the

²⁰ Mohamad Muspawi, "Strategi Peningkatan Kinerja Guru," *Jurnal Ilmiah Universitas Batanghari Jambi* 21, no. 1 (2021), <https://doi.org/10.33087/jiubj.v21i1.1265>.

²¹ Andi Agustina, Misykat Malik Ibrahim, and Andi Maulana, "Pengaruh Motivasi Kerja Guru Terhadap Kinerja Guru Pada Mtsn Di Kecamatan Bontotiro Kabupaten Bulukumba," *Idaarah: Jurnal Manajemen Pendidikan* 4, no. 1 (2020), <https://doi.org/10.24252/idaarah.v4i1.14164>.



average value, standard deviation, mode, and frequency distribution of each variable will be presented.

Description of Teacher Performance Variable Data

Questionnaire data on the performance of SD Negeri Ampek Nagari District teachers was obtained from distributing teacher performance questionnaires to 85 people consisting of 35 items with the highest point being 5 and the lowest point being 1. Then the minimum score is 35 and your maximum score is 175. From the respondents' answers, the lowest score was 82 and the highest score was 137. The results of data processing obtained an average score (mean) of 116.67, mode (mode) of 113, median of 116, and standard deviation (standard deviation) of 9.658. The values of the mode and median mean scores are not much different and do not exceed one standard deviation. This means that the distribution of the performance of SD Negeri Ampek Nagari teachers tends to be normal. The description of the frequency distribution of teacher performance scores tends to be normal so it can be interpreted that the teacher performance variable is at a sufficient interpretation of the ideal score. From the results that have been collected, it can be seen that 32.94% of the teacher's performance score is in the class interval average score, and the score of 36.47% of teacher performance is below the class interval, and 30.59% is above the class interval average. This means that most of the performance scores of SD Negeri Ampek Nagari District teachers are below the class interval score mean.

Based on the results of processing the teacher's performance variable data by comparing the average score with the highest score multiplied by 100%, namely $116.67/175 \times 100\%$, an ideal score of 66.67 is obtained. From the acquisition of this score, it can be interpreted that the teacher's performance variable is in the "sufficient" interpretation. Therefore it can be said that the teacher's performance is in the "adequate" category. The score of the highest achievement level of the indicator is 73.33% with the sufficient value category, namely the quantity indicator in the learning planning sub-variable, then the lowest achievement level score is the quality indicator in the learning assessment sub-variable, namely 60.00% with the category of poor value. Overall the level of achievement of the teacher's performance score is 66.67% in the sufficient category. This shows that the teacher's performance variable is in the sufficient category.



Data Description of the Principal's Leadership Style Variable

The data collection on the leadership style variable of the principal of SD Negeri Ampek Nagari District was obtained by distributing a teacher performance questionnaire to 85 people consisting of 38 items with the highest point being 5 and the lowest point being 1. Then the minimum score is 38 and your maximum score is 190. From the respondents' answers, a score is obtained lowest 77 and the highest score 154. The results of data processing obtained an average score (mean) of 127.45, mode (mode) of 129, median of 129, and standard deviation (standard deviation) of 12.863. The average mode and median scores are not much different and do not exceed one standard deviation, which means that the distribution of principals' leadership styles tends to be normal. It can be seen that 35.29% of the principal's leadership style score is in the average score interval class, and the principal's leadership style score of 28.24% is below the interval class average, and 36.47% is above the interval class average. This means that most of the principal's leadership style scores are equal to and below the class interval scores mean.

Based on the results of the data processing of the principal's leadership style variable by comparing the average score with the highest score multiplied by 100% ($127/190 \times 100$) which is 67.08%, a score of 67.08 is obtained from the ideal score. From the acquisition of this score, it can be interpreted that the principal's leadership style variable is in the "sufficient" interpretation. Therefore it can be said that the principal's leadership style is in the "adequate" category. The score of the highest achievement level of the indicator is 74.35% with the category of "adequate" value, namely the indicator of giving assignments to subordinates. Furthermore, the lowest achievement level score was 62.75%) with a "poor" value category, namely an indicator of strictly supervising employees. Overall, the principal's leadership style score was 67.08%. This shows that the principal's leadership style indicator is in the sufficient category.

Description of Work Motivation Variable Data

The collection of variable data obtained from distributing teacher performance questionnaires to 85 people consists of 35 items with the highest point being 5 and the lowest point being 1. Then the minimum score is 35 and your maximum score is 170. From the respondents' answers, the lowest score is 82 and the highest score is 136. The results of data processing obtained an average score (mean) of 116.41, mode (mode) of 111, median of 116, and standard deviation (standard deviation) of 10.743. The values of the mode and median mean scores are not much different and do not exceed one standard deviation, this means that the distribution of work motivation tends to be



normal. It can be seen that 37.65% of the work motivation score is in the class interval average score, and the score of 45.88% work motivation is below the class interval, and 16.47% is above the class interval average. This means that most of the principal's leadership style scores are equal to and below the class interval scores mean. Based on the results of data processing on work motivation variables by comparing the average score with the highest score multiplied by 100% ($116.59/175 \times 100$), that is 66.62% of the ideal score. From the acquisition of this score, it can be interpreted that the variable of work motivation is in the "sufficient" interpretation. There fore it can be said that the principal's leadership style is in the "adequate" category.

The results of the analysis of the level of achievement of the respondents for each indicator of work motivation show that the score of the highest level of achievement of the indicator (70%) is in the "adequate" category, namely the indicator of responsibility in the variable of motivation to carry out learning, then the lowest achievement level score is 64.24%) with the "less good" value category on the "initiative and creativity" indicator on motivation in learning assessment. Overall the achievement score of the teacher's work motivation is 66.62%. This shows that the principal's leadership style indicator is in the "adequate" category.

Performance of Public Elementary School Teachers in Ampek Nagari District

Based on the results of processing the teacher performance variable data, it was found that the teacher performance of SD Negeri Ampek Nagari District was by comparing the average score with the highest score multiplied by 100%, namely $116.67/175 \times 100\%$, an ideal score of 66.67 was obtained. From the acquisition of this score, it can be interpreted that the teacher's performance variable is in the "sufficient" interpretation. There fore it can be said that the teacher's performance is in the "adequate" category.

Principal's Leadership Style

Based on the results of the data processing of the principal's leadership style variable by comparing the average score with the highest score multiplied by 100% ($127/190 \times 100$) which is 67.08%, a score of 67.08 is obtained from the ideal score. From the acquisition of this score, it can be interpreted that the principal's leadership style variable is in the "sufficient" interpretation. There fore it can be said that the principal's leadership style is in the "adequate" category. Based on the results of data processing on work motivation variables by comparing the average score with the highest score multiplied by 100% ($116.59/175 \times 100$), that is 66.62% of the ideal score. From the



acquisition of this score, it can be interpreted that the variable of work motivation is in the "sufficient" interpretation. Therefore it can be said that the principal's leadership style is in the "adequate" category.

The Contribution of the Principal's Leadership Style to Teacher Performance

The results of the study found that the principal's leadership style variable contributed significantly to teacher performance by 27.2%. This means that the contribution of the principal's leadership style can be used as a tool to see better teacher performance. The results of this study also show that the principal's leadership style variable (X1) has a significant value of $0.00 < 0.05$ and the calculated t value is greater, namely 5.569 than t_{table} (1.663). So it can be concluded that the hypothesis (H_a) can be accepted. It means that the principal's leadership style (X1) partially and significantly contributes to teacher performance (Y). The results of this study support previous research conducted by Martha concerning the Effect of Principal Leadership Style and Work Motivation on Teacher Performance. Isidorus Lewotala with a contribution of 44.6% and research on the Contribution of Principal Leadership Style, Organizational Commitment, Work Climate and Work Motivation on Teacher Performance at SMP Negeri 2 Singaraja obtained the principal's leadership style on teacher performance with an effective contribution of 25.43%.

Leadership style is one of the determining factors for the success of HR management. Leadership Style has a significant positive impact on performance. Leadership Style as a pattern of behavior designed to integrate organizational goals with individual goals to achieve a certain goal. The leader is the main character who is most responsible for the success and downfall of a school. A successful leadership style shows that the management of a school has been carried out successfully too. Leaders must show a positive attitude, be enthusiastic about work, and create a conducive atmosphere because this will affect teacher performance.³⁸

Based on the analysis above, it can be concluded that the principal is the leader in an organization or institution. While the school is an institution where it becomes a place to receive and give education. By using the right leadership style, the principal as a functional teacher who is given the task of leading a school can achieve the goals of national education. Based on the explanation above, it can be concluded that the principal's leadership style greatly influences the performance of his subordinates, especially teachers. In other words, the principal's leadership style makes a significant contribution to teacher performance.



The contribution of Work Motivation to the Performance of State Elementary School Teachers Ampek Nagari district.

The results of the study found that the work motivation variable contributed significantly to teacher performance by 32%. This means that the contribution of the principal's leadership style can be used as a tool to see better teacher performance. Based on the research findings, it shows that the work motivation variable is $0.00 < 0.05$ and the absolute value of t count is $6.243 > t$ table (1.663). This shows that the work motivation variable contributes significantly to teacher performance, which means that the second hypothesis is accepted. The results of this study are in line with previous research conducted by concerning the Effect of Leadership Style and Work Motivation on Teacher Performance. Principal Leadership and Work Motivation on Teacher Performance at the Charitas Education Foundation obtained that work motivation has a significant positive effect on teacher performance at the Charitas Batam Foundation.

The results of this study concluded that work motivation has a significant positive effect on teacher performance. This means that the higher the work motivation, the higher the performance will be. This research supports the theory that a person's leadership plays a very large role in every decision making, so making decisions and taking responsibility for the results is one of the tasks of a leader to achieve goals. Furthermore, research conducted by Pasathang, et al on teachers in Thai elementary schools with one of their research results also showing that the implementation of a motivational system in these schools can motivate teachers to have high performance.

Contribute Leadership Style and Work Motivation Together on the Performance of Elementary School Teachers in Ampek Nagari District.

The results of the study found that the principal's leadership style and work motivation contributed significantly to teacher performance by 27.2%. This means that the contribution of the principal's leadership style can be used as a tool to see better teacher performance. Based on the research results, it was found that the calculated F value was $30.133 > F$ table (3.95) and a significance value of $0.000 < 0.05$. This shows that the principal's leadership style and work motivation have a joint contribution to teacher performance. With this, Hypothesis 3 can be accepted. The results of this study are in line with previous research conducted by ²² concerning the Influence of Principal Leadership Style and Work Motivation on Teacher Performance at Ma Ma'arif Selorejo

²² Mattayang, "Tipe Dan Gaya Kepemimpinan: Suatu Tinjauan Teoritis."



Blitar, the findings show that there is a joint influence on leadership and work motivation. significantly to teacher performance ($F = 8.48$, $p = 0.05$) and also Wahyuni's research, (2022) concerning the Contribution of Principal Leadership Styles and Teacher Motivation to Teacher Performance (x_2) simultaneously has a significant effect on teacher performance (Y). thus the third hypothesis which says there is a significant influence between leadership style (X_1) and teacher motivation (X_2) on teacher performance (Y) is accepted.

The principal's leadership has indicators of a democratic leader, namely the leader together with the teacher plays an active role in formulating and establishing general regulations and important decisions in schools. Leaders always try to respect the potential of each individual. Members are free to work with whom they want. without limiting the creativity of his subordinates, from these indicators a democratic leader realizes that he is part of a group, has an open nature, and provides opportunities for educational staff to take an active role in making plans, decisions, and evaluating their performance. Democratic principals play the role of guide, director, giver of instructions, as well as assistance to educational staff. Therefore, in school meetings, school principals directly involve themselves and open interactions with educational staff, as well as participate in various school meeting activities. So that with democratic leadership it brings greater and significant influence on teacher performance, it is hoped that a democratic leadership system can be used as a reference in carrying out leadership as school principals. Likewise with the teacher's work motivation. Teacher work motivation is an activity that can cause encouragement to a teacher to act and do something to work, where a teacher who has high work motivation will try to carry out his duties with all his might so that his work is successful. Indicators of work motivation include intrinsic factors, namely the desire to excel at work, the desire to progress at work in the form of the desire to have a better life.

CONCLUSION

The results of the study showed that the performance of SD Negeri Ampek Nagari teachers was in the "adequate" category with an achievement score of 66.67. The results of the study indicated that the principal's leadership style was in the "adequate" category with an achievement score of 67.08. The results of the study show that work motivation is in the "sufficient" category with an achievement score of 66.62 The results of the study show that the principal's leadership style contributes to teacher



performance by 27.2%. With a significant level of $0.00 < 0.05$. This can be seen from the acquisition of $t\text{-count} > t\text{-table}$ ($5.569 > 1.663$). Therefore hypothesis 1 (Ha1) can be accepted. This shows that teacher performance can increase with the contribution of the principal's leadership style. The results of the study show that work motivation contributes to teacher performance by 32%. With a significant level of $0.00 < 0.05$. This can be seen from the acquisition of $t\text{-count} > t\text{-table}$ ($6.243 > 1.663$). Therefore hypothesis 2 (Ha2) can be accepted. This shows that better work motivation can improve teacher performance. The results showed that the principal's leadership style and work motivation contributed to teacher performance by 42.4%. With a significant level of $0.00 < 0.05$. This can be seen from the acquisition of $f\text{count} > f\text{table}$ ($30.133 > 3.95$). Therefore hypothesis 3 (Ha3) can be accepted. This shows that teacher performance can increase with the contribution of the head's leadership style and work motivation together.

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