



**Leadership Style Moderates the Effect of Work Motivation on Teacher Performance at  
State Junior High Schools in Masohi District**

**Rudolf Kempa<sup>1</sup>, Irawanto<sup>2</sup>, J.E. Lekatompessy<sup>3</sup>**

<sup>1,2,3</sup>Universitas Pattimura

Email: rudolfkempa@gmail.com

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**Abstract:**

The indicators of education quality cannot be separated from the roles of school principals and teachers. As managers and leaders, the principal can organize all components to achieve the expected goals. The use of leadership styles that are appropriate to the work environment will have an impact on the performance of teachers and education personnel. Improving the quality of teacher performance cannot be separated from the urge to plan and implement learning programs properly for the benefit of students. This encouragement shows that there is work motivation that is important for teachers as an indicator of their love for their profession. This study aims to determine (1) the effect of job motivation on teacher performance at State Junior High Schools in Masohi City District and (2) principal leadership style as a variable that moderates the effect of job motivation on teacher performance. The results of the descriptive analysis show that the job motivation of teachers at State Junior High Schools in Masohi City District is in the good category with mean score are 82.88, the leadership style of the principal with mean score 94.45 and teacher performance is also in the category with mean score 127.36. The results of the simple regression analysis show that there is a positive and significant influence between job motivation on teacher performance as about 56.7% and multiple regression analysis shows that the leadership style variable of the principal moderates the influence between work motivation and teacher performance at SMP Negeri in Masohi City District as about 57, 9%.

**Keywords:** job motivation, teacher's performance and the principle's leadership style.

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## INTRODUCTION

The quality of education is largely determined by the quality of the leadership of the educational institution. Schools as education providers at the primary and secondary education levels will gain public trust through accountability for accreditation as an indicator of the success of the principal.

In addition to the principal as an educational leader, one of the important factors in relation to the quality of education is the teacher. Teachers can make various efforts to enable students to achieve their learning goals. The drive to achieve these efforts shows indicators of the teacher's intrinsic motivation, for example because of his love or pride in his work as a teacher.

According to Uno (2007), motivation is closely related to behavior and work performance. Therefore, work motivation is not only related to economic factors but can also take the form of a psychological need to work more actively. Teachers will work seriously if they have high motivation, for example, will show interest, have attention, and want to participate in a task or activity. Teachers who are less successful in teaching because they are less motivated to teach so that it has an impact on decreasing teacher productivity or performance.

Mulyasa (2013:102) suggests that teacher performance in learning is related to the teacher's ability to plan, implement and assess learning, both related to the process and results. Sagala (2011:38) suggests that the performance of teachers so far seems not optimal. Teachers carry out their duties only as routine activities, without being followed by creativity. Innovation for teachers is relatively closed and creativity is not part of achievement.

To improve teacher performance, the role of the principal in providing motivation is needed (Ardiana, TE, 2017). The role of the principal cannot be separated from the way and style of leadership he has in moving school personnel to move towards achieving school goals and performance effectively and efficiently. Leadership style is very influential on organizational performance including teacher performance (Nasra & Arar, 2019).

According to Mulyasa (2013:102) teacher performance in learning is related to the teacher's ability to plan, implement and assess learning, both related to the process and results. In the process, according to Sagala (2011:38) the performance of teachers so far seems not optimal. Teachers carry out their duties only as routine activities, without being followed by creativity.

Theoretically, there are 4 leadership styles according to Rahabav (2014: 92), namely directive, consultative, participatory and delegative styles. With the application of the appropriate leadership style, the principal is expected to be able to move and motivate subordinates, to work with enthusiasm and achieve high performance.

Along with the current era of decentralization of education, schools generally have implemented School-Based Management (SBM). In the spirit of SBM, school principals are expected to apply a democratic style of leadership. This is in line with the results of research conducted by Syahril (2013) that the more democratic the leadership style applied by the principal will have a better impact on teacher performance.

But on the other hand, there are still school principals who administratively do not delegate authority or duties clearly when they are not in place or are carrying out tasks outside the region. In such a situation when things happen that require urgent decision making, one of the vice principals must coordinate with the principal via telephone to make decisions.

In addition, there are indications that teachers do not have good work motivation as can be seen from the teacher's lack of seriousness in making lesson preparation plans signed by the principal before learning activities occur. Teachers will compete to prepare files related to learning if there is information that there will be supervision from the supervisor. Thus, the

teacher's work motivation, teacher performance and the relationship with the principal's leadership style will be studied.

The problems that will be studied in this paper are: (1) How is the description of the work motivation of teachers at Masohi State Middle School, (2) How is the description of teacher performance at Masohi State Junior High School, (3) How is the leadership style of the principal at Masohi State Junior High School, (4) Does work motivation affect the performance of public junior high school teachers in Masohi City District, (5) Does the principal's leadership style moderate the effect of work motivation on the performance of state junior high school teachers in Masohi City District?

## LITERATUR REVIEW

### Leadership Style

Leadership is a personality of someone who brings a desire to other groups of people to imitate or follow him or who exudes a certain influence so that they want to do what they want (Purwanto in Kempa, 2015). According to Hoy & Miskel in Kempa (2015), good leadership is leadership that can integrate task orientation and human relations orientation.

Leadership style is defined as behavior and strategy, as a result of a combination of philosophy, skills, traits, attitudes, which are often applied by a leader when he tries to influence the performance of his subordinates (Tampubolon in Abid & Andi, 2020).

Kotter (2001) in Wikipedia.org. argues that leadership style is a leader's method of providing direction, executing plans, and motivating people. Based on the notion of leadership style, it is said that in leading an organization the leader will show various strategies or methods in leading.

According to Rahabav (2014: 92) theoretically, there are four leadership styles, namely directive, consultative, participatory and delegative styles. With the application of the appropriate leadership style, the principal is expected to be able to move and motivate subordinates, to work with enthusiasm and achieve high performance.

In the leadership process, a leader does not use one model or style of leadership. According to Blanchard in Kompri (2015:79) that leadership style is influenced by several styles, including: (1) *Directing*, (2) *Coaching*, (3) *Supporting* and (4) *Delegating*.

Furthermore, according to Purwanto (2012:48) there are 3 leadership styles, namely, (1) Autocratic Leadership Style namely the leader acts as a dictator against his subordinates where leading is to move and force subordinates to achieve goals, (2) Laissez Faire Leadership Style allows subordinates to work according to their wishes without direct control from the leader, and (3) Democratic Leadership Style. placing the leader in the midst of the group members.

Based on some of the opinions above, it can be concluded that some of the leadership styles that can be shown by school principals can be grouped into authoritarian leadership style, Laissez-Faire leadership style, democratic or participatory leadership style which is often seen as the extreme opposite of authoritarian leadership, transactional leadership style, transformational, and situational leadership styles.

In relation to employee performance in the organization, it can be said that the leadership style factor provides a relatively large and very significant contribution to improving employee performance in the organization.

Recent research has shown the effect of leadership style on various aspects of school development and transformation, such as school climate and organization, interpersonal relationships, and student achievement (Zembylas & Lasonos, 2016). The variation of leadership style according to Berry, N & Shua'ibu, M (2018) is an authoritarian style, namely

a leadership style in which a person dictates and controls all group tasks and decisions, including high efficiency and discipline.

Transactional leadership style according to (Asbari, et al, 2020) refers to the exchange relationship between leaders and their followers. Each "does a transaction" because of the hope to fulfill their respective interests and this is the leader's way of maintaining performance by satisfying the needs of followers (Asbari, et al, 2020).

The transformational leadership style according to Uthman & Kassim (2016) is effective in building the capacity of teachers and students through providing motivation. They have the character of empathy, integrity and honesty. The situational leadership style has the principle that the leader adapts his leadership behavior to the 'maturity' of followers, based on their willingness and ability to perform certain tasks", while the *servant leadership* emphasizes service to subordinates, working together, complementing each other to achieving goals.

Teacher

Performance Performance is an activity related to 3 main aspects, namely behavior, results and organizational effectiveness (Kempa, 2015). According to (Mulyasa, 2005: 136) performance is the result or output of a process. The output produced according to Wirawan (2009) is shown in indicators of a job or profession within a certain time. In relation to the teaching profession, teacher performance is related to the professional duties of the teacher.

In Law No. 14 of 2005 article 1:1 it is stated that teachers are professionals with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education and secondary education. . The main task of the teacher cannot be separated from the ability of a teacher to master and apply his competence. The competencies in question are professional competence, pedagogic competence, social competence and personality competence.

Professional competence of teachers as evidence of teacher mastery of scientific substance is important to improve the abilities and skills of students towards the material being studied. The implementation of the education system cannot be separated from the responsibility of the teacher and it requires efficient professional competence (Kiyemet, 2010). In addition, in relation to performance, the assessment aspect is important for teachers to master and therefore it is important to be prepared. Effective performance requires the adoption of the concept of competence as an integrated set of personal characteristics, knowledge and skills and attitudes

Teacher readiness in the learning process is very important as part of the performance which is a professional obligation. The success of students is directly related to the learning process in the classroom, so what teachers do in the classroom greatly affects the overall student learning process and in turn affects the quality of graduates (Redan & Lena, 2014).

In order to improve teacher performance, it is necessary to periodically evaluate each performance component, especially in learning planning, learning implementation activities, classroom management and the use of learning media (Depdiknas, 2020)

### **Teacher work motivation.**

Motivation can be seen as a change in energy in a person which is characterized by the emergence of feelings and preceded by a response to the existence of a goal. Teacher work motivation is a process carried out to move teachers so that their behavior can be directed at real efforts to achieve goals (Uno, 2007). The motivation that arises from the teacher's character or teacher's behavior is an intrinsic motivation that greatly influences the urge to do something.

According to Debataraaja, et al (2018), intrinsic motivation is motivation that encourages a person to excel in an individual such as the desire to carry out work optimally, challenges and responsibilities at work, wanting to achieve, the desire to write good things.

To achieve this, teachers need to have strong motivation, dedication to work, be responsible and have high work motivation in guiding their students and moving them, to improving the quality of students, both in quality and quantity. This explains the importance of the teacher's role in increasing student potential (Putri, E, 2014)

Dessler in Ololube (2016) defines motivation as the intensity of a person's desire that energizes human behavior and leads to the achievement of the expected results. Teacher work motivation is related to various factors, including satisfaction with the services provided by the principal including job characteristics such as work experience and the expected quality of work (Arifin, M, 2015, Tentama & Pramungsarai, 2016).

## RESEARCH METHODS

The method used is descriptive quantitative research method, because the data used is analyzed descriptively and also uses inferential data analysis. The respondents used were 30 teachers and the 3 variables studied were work motivation (x) and the dependent variable was teacher performance (y) and the moderating variable was the principal's leadership style (z).

The data collection technique used is a closed questionnaire which has a validity value of  $r = 0.361$  with a reliability value of *Cronbach's Alpha, 0.91*. The data analysis technique used is descriptive statistical analysis technique and inferential statistical data analysis technique.

The descriptive statistics used are the percentage and average value and standard deviation of each variable which will be confirmed with the criteria put forward to analyze the profiles of the three variables as stated by Ratumanan & Laurens (2015) as follows.

Table 1. Conversion of Values by PAN

No.	Interval Value	Score	Category
1.	$X + 1.5 SD$	5	Very High
2.	$+ 1.5 SD$	4	High
3.		3	Fair
4.	$- 1.5 SD X <$	2	Less
5.	$- 1.5 SD$	1	Very Poor

The inferential statistics used are r test, t test and F test, each of which is used to determine the relationship between variables, the significance of differences between variables and the influence of independent variables and moderating variables on the dependent variable.

The hypotheses proposed in this study are as follows:

The first hypothesis:

$H_{0} = 0$  There is no positive and significant effect between work motivation on the performance of State Junior High School teachers in Masohi City District.

$H_{a} : 0$  There is a positive and significant influence between work motivation on the performance of State Junior High School teachers in Masohi City District.

Second hypothesis.

$H_{0} = 0$  The principal's leadership style does not moderate the effect of work motivation on the performance of State Junior High School teachers in Masohi City District.

$H_{a} : 0$  The principal's leadership style moderates the effect of work motivation on the performance of public junior high school teachers in Masohi City District.

By using a significance value of 5%, the test criteria used are: reject  $H_{0}$  if the significance value of the analysis results  $\leq 0.05$  and conversely accept  $H_{0}$  if  $> 0.05$

Testing the significance of the effect between the independent variables together on the dependent variable, the F test is used as stated (Siregar, 2014).

## RESEARCH RESULTS AND DISCUSSION

### Description of Data

#### 1. Descriptive Data

Based on the data that has been collected, a description of the research data is obtained which can be seen in Table 2:

Table 2. Descriptive statistics

Variable	Mean	Std	N
Y	127.36	8.31	89
X <sub>1</sub>	82.88	4.70	89
X <sub>2</sub>	94.45	5.90	89

*Source: Primary data*

In Table 1.1 the variable average teacher performance is 127.36 with standard deviation is 8.31, teacher work motivation is 82.88 with a standard deviation of 4.70, the principal's leadership style is 94.95 and the standard deviation is 5.90. If it is converted using the value conversion guidelines as stated by Ratumanan and Laurens (2015), then the results can be seen in the following table.

Table 3. Value category of each variable

NO.	Value Interval	Category	Percentage of each variable		
			Y	X	Z
1.	X + 1.5 SD	Very High	12%	13%	7%
2.	+1.5 SD	High	13%	4%	31%
3.		Fair	35%	62%	36%
4.	- 1.5 SD X <	Less	40%	15%	21%
5.	- 1.5 SD	Very Poor	0%	6%	5%

#### 2. Analysis Prerequisite Test.

This test is important to determine the feasibility of using regression in analyzing the data. Therefore, normality, linearity, multicollinearity and heteroscedasticity tests will be carried out.

##### 2.1. Normality Test

The results of the normality test based on the Kolmogorov-Smirnov test show that at the significance level of 0.00 the work motivation value is 0.20, the principal's leadership style value is 0.13 and the teacher performance value is 0.15.

Because the significance level is  $0.00 < 0.05$ , then the data are normally distributed. This can be seen in Figure 1.

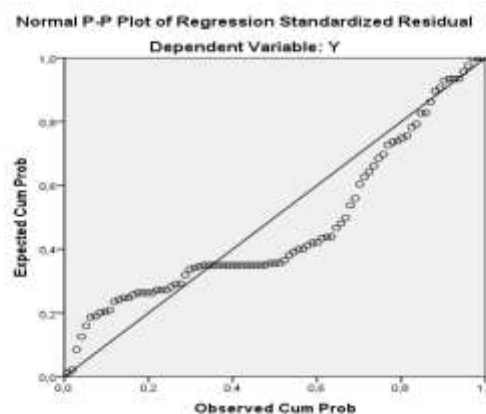


Figure 1. Normality diagram with *PP Plot*

The graph above shows that the distribution of residual points on the PP Plot graph spreads around and follows the direction of the diagonal line. The output results show that the Y variable data (graph points) are located around and following the direction of the graph's diagonal line, so it can be said that the Y variable data is normally distributed so that the Y variable data normality is met.

## 2.2. Linearity Test

The linearity test of the regression equation is indicated by the probability of the significance value in the ANOVA table, namely  $0.000 < 0.05$ , meaning that the X variable and Y variable have a linear relationship.

This is also supported by a *scatter plot* where the distribution starts from the bottom left and goes to the top right or has a clear direction, as can be seen in Figure 1.3. following:

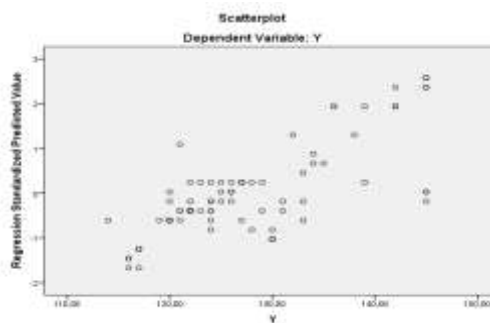


Figure 2. Scatter Plot Chart

The graph in the image above shows that the scattering of data or the distribution of dots forms an upward direction from the bottom left to the top right. This indicates a positive relationship between the three variables. Thus the assumption of linearity for the variables of work motivation, teacher performance and principal's leadership style is fulfilled.

## 2.3. Multicollinearity Test

The results of multicollinearity testing for work motivation and leadership style variables can be seen in the following table.

Table 4. Multicollinearity Calculation Results

Variable	Tolerance	VIF
X1	0.97	1.03
X2	0.97	1.03

*Source: Primary Data*

The results of the calculations in the following table show that there are no symptoms of multicollinearity between the two tested variables, this can be seen from the *VIF* 1.03 which is still around number 1 and the *tolerance* value is close to the value of 1, which is 0.97.

## 2.4. Heteroscedasticity Test

The heteroscedasticity test concludes that the regression model does not have heteroscedasticity as seen from the spread of points that spread randomly, do not form a certain clear pattern, and are spread both above and below the number 0 on the Y axis. The results of the heteroscedasticity test can be seen in Fig. following image:

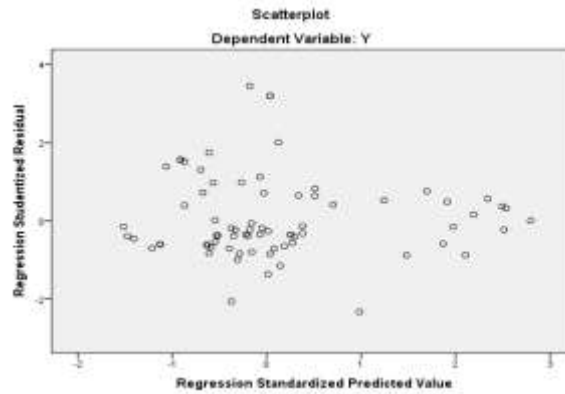


Figure 3. Heteroscedasticity Test Results

3. Research Hypothesis Testing.

Testing the requirements of the analysis is met so that further testing can be done simple linear regression analysis and multiple linear regression.

Testing Hypothesis 1:

$H_{O_{There}}$  : is no positive and significant effect between work motivation on the performance of State Junior High School teachers in Masohi City District.

$H_a$  : There is a positive and significant effect between work motivation on the performance of State Junior High School teachers in Masohi City District.

The formulation of the hypothesis in statistical form is:

$H_0 : \alpha = 0$

$H_a : \alpha \neq 0$

To find out the relationship between the motivation variable and teacher performance, a correlation test (R test) is carried out, followed by finding the coefficient of determination ( $R^2$ ) and the F significance test using the program SPSS version 20 with the analysis results are summarized in the following table.

Table 5. Recapitulation of Simple Linear Regression Test Results

R	$R^2$	F	Significant Value
0.75	0.57	Calculate 113.81	0.00

Source: Primary Data

Based on the test results, obtained a value of R (correlation coefficient) 0.75 which indicates that work motivation has a strong relationship with teacher performance, and  $R^2$  (coefficient of determination) is obtained a value of 0.57 which indicates that the teacher performance variable can be explained by the motivation variable. work by 57%. In other words, 57% of changes in teacher performance can be explained by one work motivation variable and the remaining 43% is explained by other factors not included in this study.

Based on the results of the ANOVA test, the calculated F was 113.81 with a significant level of 0.00. Because the significance value of  $\alpha 0.00 < 0.05$ , it can be concluded that there is a positive relationship between the variables of work motivation and teacher performance, meaning that the higher the work motivation, the higher the teacher's performance. To see the effect of the work motivation variable partially on teacher performance, it can be seen from the t-count value and the significance of the t-count value. Based on the results of simple linear regression testing, the probability value of  $\alpha 0.00$  is smaller than 0.05, it can be stated that there is a positive and significant influence between work motivation and teacher performance. Based on the results of the analysis of the coefficients of the SPSS program, it is known that the value of  $b = 17.25$  and the value of the constant  $a = 1.33$ . Thus the linear regression equation formed is  $= 17.25 + 1.33X_1$ . Testing the validity of the regression equation shows that the

probability of the t value of  $0.00 < 0.05$  means that there is a significant influence between the variables of work motivation and teacher performance.

From this equation, it can be estimated that changes or improvements in teacher performance can be achieved if there is a change or increase in work motivation.

Second Hypothesis Testing.

$H_{O_{\text{principal}}}$  's leadership style does not moderate the influence of motivation

work on the performance of public junior high school teachers in Masohi City District.

$H_a$  : The principal's leadership style moderates the effect of work motivation

on the performance of public junior high school teachers in Masohi City District.

The formulation of the hypothesis in statistical form is:

$$H_0 : \beta = 0$$

$$H_a : \beta \neq 0$$

To test this hypothesis, multiple regression analysis was performed by calculating the R value and F value as shown in the following table:

Table 6. Recapitulation of Multiple Regression Test Results

R	R <sup>2</sup>	F Count	Significant
0.76	0.58	38.89	0.00

*Source: Primary Data*

Based on table 6, it can be seen that there is a change in the R value of the relationship between the variables of migration and performance is strong, as well as the relationship between the variables of leadership and teacher performance. Based on the value of  $R^2$ <sup>1.2</sup> and table 1.3 there is an increase and this shows that the leadership style variable strengthens the influence of work motivation on teacher performance or it is said that the principal's leadership style variable moderates the effect of teacher work motivation on teacher performance at public junior high schools in Masohi City District.

The results of testing the R Square value of 0.58 indicate the teacher's performance variable can be explained by the work motivation variable and the principal's leadership style by 58%, the remaining 42.1% is explained by other variables not included in this study.

Based on the results of the F test calculations on the Anova test, it is known that the calculated F value is 38.89 with a significance level of  $0.00 < 0.05$ . This suggests that the principal's leadership style variable can moderate the effect of work motivation on teacher performance.

The results of the calculation of the regression coefficients show that the formulation of the regression equation is:  $= 11.93 + 1.56X_1 + 0.04X_2 - 0.002 (Z)$

## DISCUSSION

Based on descriptive statistical data, it is known that the teacher performance variable, work motivation variable and leadership style variable at SMP Negeri Masohi are mostly in the sufficient category. This indicates that it is necessary to take action to improve the performance of teachers and principals.

It is important to improve the performance of teachers and principals because individuals who have a direct role in determining the quality of education are teachers and principals. According to Kempa, (2015:10), teacher performance is the overall behavior of the teacher in achieving the goal of carrying out the tasks assigned to him either as a teacher, trainer, mentor, coach, and student educator, so that from mastery of these main tasks can improve the teaching profession. . The same thing was stated by Airin (2016) in Rosaliawati, et al, (2020) that there is a relationship between leadership style and teacher performance which can be seen from the way in which the principal directs the teacher as his subordinate. Good leadership will motivate teachers to work harder.

### b.1. The Effect of Work Motivation on Teacher Performance

Based on the simple regression analysis that has been carried out, the regression equation =  $17.25 + 1.33X_1$

From the regression equation, it can be explained that a constant of 17.25 means that if the independent variable is assumed to be = 0, then the teacher's performance will constantly be worth 17.25. The regression coefficient X of 1.33 means that work motivation has a positive and significant effect on teacher performance. This shows that with the addition of one unit of work motivation value, there will be an increase in performance of 1.33.

The results of the simple regression equation are used as the basis for answering hypothesis 1 regarding the effect of work motivation on teacher performance. The results of the simple regression equation test resulted in a t-count value of 10.67 with a significance value of  $0.00 < 0.05$ . From the results of research conducted, it is known that partially work motivation has a positive and significant influence on teacher performance.

Furthermore, work motivation has a very strong influence on improving teacher performance which can be seen from the value of the correlation coefficient of 0.75 and the value of the coefficient of determination (R Square) of 0.57 or it can be said that work motivation can affect teacher performance improvement of 75.3%. The higher the work motivation possessed by a teacher, it will have a positive impact on improving or improving performance which is manifested in the teaching and learning process in the classroom.

Based on the analysis of respondents' answers regarding work motivation, most of them answered agree. These conditions indicate that most teachers can accept the work motivation in State Junior High Schools which is measured based on aspects of responsibility in carrying out work, achievements achieved, self-development, and independence in acting.

The results of this study support the research of Suparno (2007) which concludes that work motivation has a significant effect on teacher performance. This is in line with what Uno (2014:71) stated that teacher work motivation is nothing but a process carried out to move teachers so that their behavior can be directed to real efforts to achieve the goals that have been set.

In relation to performance motivation, Irdyanti, et al (2019) stated that autonomous motivation has a stronger influence on the quality of learning compared to control motivation.

### b.2. The principal's leadership style moderates the influence between work motivation and teacher performance.

Based on the multiple linear regression analysis that has been done, the regression equation =  $11.93 + 1.56X_1 + 0.04X_2 - 0.002M$ . The constant of 11.93 means that if the independent variable is assumed to be = 0, then the teacher's performance will constantly be worth 11.93. The X1 regression coefficient of 1.56 means that work motivation has a positive effect on teacher performance. This shows that with the addition of one unit of work motivation, there will be an increase in performance of 1.56. The X2 regression coefficient of 0.04 means that the principal's leadership style has a positive effect on teacher performance.

This shows that with the addition of one unit of the principal's leadership style, there will be an increase in performance of 0.04. The regression coefficient of  $X_1X_2$  of -0.002 means that the interaction between work motivation and the principal's leadership style has a negative effect on performance. Each additional one unit of interaction between the principal's leadership style and work motivation, there will be a decrease in performance of -0.002.

Furthermore, the R Square value of 0.579 indicates that performance is influenced by the interaction of work motivation and the principal's leadership style by 57.9%, and the remaining 42.1% is explained by other factors not used in this study. Based on the test of the independent variable on the dependent variable simultaneously, the calculated F value is 38.89

with a significant level of  $0.00 < 0.05$ , which means that the regression model can be used to predict the performance variable.

From the results of the multiple linear regression test, it can be explained that the principal's leadership style variable moderates the effect of work motivation on teacher performance by 57.9%. These conditions indicate that the better the application of the principal's leadership style to subordinates will affect the work motivation and performance of teachers, the principal must pay attention to the applied leadership style, so that it is expected to affect work motivation and improve teacher performance. This is supported by the opinion of Bianca,(2017) the higher or better the leadership style of the company's leadership, and the higher the employee's work motivation, it can improve employee performance.

The results of this study indicate that leadership style partially affects teacher performance. The application of varied leadership styles gives a significant contribution to the highs and lows of teacher motivation and performance. The application of the principal's leadership style by the principal must pay attention to the situation and conditions and maturity of subordinates. In a sense, the principal must understand exactly when to use a style.

In this study it was found that principals tend to use the directive leadership style more. The use of this leadership style in situations where the principal wants absolute obedience to his subordinates in the form of compliance with rules such as: discipline in entering school or adherence to the application of moral values that shape the character of the teacher is certainly very suitable, because the situation requires it.

However, school principals must understand that the current era is an era of decentralized education. The essence of decentralization is the delegation of authority. This is in line with the view of Rahabav (2014: 2) that decentralization is the delegation of part of the authority of the central government in planning and decision-making to local governments to accelerate people's welfare.

The manifestation of decentralization of education to schools is manifested in the application of school-based management which gives full autonomy to the principal and the teacher council to share roles in improving school performance.

In that context, principals should practice more leadership styles such as consulting, delegation and participation styles. The application of this style is of course adjusted to the level of maturity of the subordinates. About the maturity level of subordinates according to according to Paul Hersey and Blanchard (Rahabav, 2012:70), broken down into 4 levels:

1. The low maturity level, coded M1, is characterized by being unable and unwilling.
2. The maturity level is low to medium maturity, which is coded M2, with the characteristics of being unable but willing.
3. Intermediate maturity level to high maturity level, codenamed M3, with capable but unwilling characteristics.
4. The high maturity level, codenamed M4, is characterized by being able and willing.

Principals in this regard are required to be able to analyze the potential and maturity level of their subordinates so that they can distribute tasks and responsibilities (consultative style), can ask for views (participation style) and delegate tasks and authority (delegation style). The application of these styles is a prerequisite that the principal's leadership is not centralized in the hands of the principal, but is evenly distributed among all teachers.

This affirmation is important because as teachers, they also want their potential to be appreciated. They also want to grow in position; they also want their leadership potential to be manifested. The manifestation of teacher leadership potential can only occur in situations where the principal really provides space for action and creation for teachers.

When the principal applies a variation of style as mentioned, subordinates automatically feel appreciated. This certainly provides high work motivation to subordinates. High work motivation shown by subordinates will also increase the performance of subordinates.

The description above is in line with the findings of Dewanto (2010: 52) who found that the correlation between leadership style and teacher performance together was 0.63%. The largest percentage was contributed by the style of participation, which was 0.23%, following the delegation style of 0.15%; consulting style 0.15%; and directive force, 0.10%.

The results of this study provide support for the findings of this study, namely that the principal's leadership style moderates the motivation and performance of teachers at public junior high schools in Masohi City District." Thus, ideally in the practice of leadership, the principal should apply a variety of styles because it has a positive effect on teacher motivation and performance.

## CONCLUSION

Based on the data analysis conducted, it can be concluded that: (1) teacher performance, work motivation and leadership style are in a fairly good category, (2) work motivation variable (X) has a positive influence on teacher performance (Y) with a contribution of 56, 7%. The positive influence indicates that the higher the work motivation (X), the better the teacher's performance (Y) is, (3) The results of hypothesis testing the effect of work motivation (X) on teacher performance (Y) partially (with t test) show that work motivation (X) has a significant effect on teacher performance (Y), with a significance level of  $0.00 < 0.05$ . These conditions indicate that  $H_0$  is rejected and  $H_{a1}$  is accepted, so that the hypothesis which states "there is a positive and significant influence between work motivation on the performance of public junior high school teachers in Masohi City District" is proven true, (4) Simultaneously (testing with the F test) shows that the principal's leadership style moderates the influence between work motivation and teacher performance, where the significance value obtained is  $0.000 < 0.05$ , (5) The results of the determination coefficient test ( $R^2$ ) indicate that teacher performance can be explained by the work motivation variable (X) and the principal's leadership style (M) by 57.9%, and the remaining 42.1% can be explained by other factors not used in this study.

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