



The Effect of Learning Leadership and Work Motivation on the Performance Teachers of SMP Negeri in Kecamatan Baguala, Ambon City

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Abstract

Teacher performance does not just happen, but is influenced by certain factors. Both internal and external factors have an impact on teacher performance. Internal performance factors are factors that come from within a person that affect their performance such as: perception, field experience, motivation to become a teacher, family background, abilities, skills and personality. It needs to be realized that low teacher performance can reduce the quality of education and hinder the achievement of educational goals in schools. For this reason, teacher performance needs to be managed properly so that there is no decline. This study aims to determine the significant effect of learning leadership and work motivation on teacher performance. This study aims to determine the effect of learning leadership on teacher performance, the effect of work motivation on teacher performance and the effect of learning leadership and work motivation together on teacher performance. This research was conducted at State Junior High Schools in Baguala District, Ambon City. In this study using a quantitative descriptive method. The research method used is the correlation test method, partial and simultaneous using the SPSS 17.0 program. The results of this study indicate, 1) there is a significant influence of learning leadership on teacher performance with a value of t_{count} 2,222 and t_{table} 1,998, 2) there is a significant effect of work motivation on teacher performance with a value of t_{count} 4,441 and t_{table} 1,998, 3) there is significant influence of learning leadership and work motivation on teacher performance with a value of f_{count} 9.709 and f_{table} 3,150. The conclusion is that there is a significant influence of learning leadership and work motivation on teacher performance at State Junior High Schools in Baguala Kota District.

Keywords: Effect of Learning Leadership, Work Motivation, Teacher Performance

INTRODUCTION

Education plays an important role in improving human resources. In Law number 20 of 2003 concerning the National Education System Article 4 paragraphs (4) and (5), which in principle education must be implemented by exemplifying, building willingness and developing student creativity in the learning process, as well as developing a culture of reading, writing, and counting for all members of the community. This mandate must be followed up through real programs in the world of education.

Scientific education in Indonesia is still below other developing countries, for example in the 2012 PISA results which state that the majority of students in Indonesia at the age of 15 do not yet have basic literacy (reading, mathematics, science), so it is still necessary to improve or renew the education system in Indonesia. Indonesia.

To improve the quality of education, many components are influential, one of which is learning leadership. This is supported by the opinion of Leihwood & Riehl (2008) and Gurr; Drysdale, (2008) stated that school leadership is most successful when it is focused on learning. Likewise, the success or failure of schools to achieve goals is determined by the leadership of the school principal (Hoy & Miskel, 2008; Bass & Bass & Huber, 2010).

The concept of learning leadership is very complex, and multi-interpretation of everything the principal should do (Gurr & Drysdale, 2008). Throughout its history, in 1960, school principals improved the quality of learning by making classroom observations. In the 1970s when North America, Britain and Australia implemented systems of inspection of learning, the role of the principal was emphasized. In the 1970's to the early 1980's, educational administration textbooks focused on supervision. Some literature reveals that supervision can improve the quality of learning in the classroom. The principal is the person most responsible for learning leadership and curriculum development (Gurr & Drysdale (2008). Learning leadership peaked in North America in 1980 and the leadership focus is on the principal's role in learning leadership) (Murphy, 1990). Learning leadership has four dimensions, namely: (1) developing learning missions and objectives based on school missions and objectives; (2) managing learning leadership in curriculum implementation; (3) improving the learning climate; and (4) developing work environment support (Murphy, 1990 Learning leadership in Indonesia became popular in 2010 when the Directorate of Education Personnel, Directorate General of Quality Improvement of Teachers and Education Personnel began to conduct training for school principals.

Soutworth (2002) stated that learning leadership is a strong concern for learning, including professional learning by teachers according to ai student development. The same thing was also confirmed by Soutworth and Hallinger (2003) which stated that learning leadership is seen as a strong directive leadership of principals that focuses on curriculum and learning. The same thing was stated by Bush and Glover (2003) that learning leadership focuses on learning and teacher behavior in teaching students.

According to Southworth (2002) effective learning leadership can be implemented if the principal is able to play his role as: (1) monitoring teacher performance; (2) teacher performance evaluator; (3) implementing and arranging mentoring and training, (4) teacher's Sustainable Professional Development (PKB) planner; (5) coordinating teamwork, and (6) coordinating collaborative learning (OECD, 2009). Leadership, culture and school climate on curriculum, educators and education personnel, facilities and infrastructure to produce competent graduates. This change was spearheaded by the principal because the principal is the agent of change. Furthermore, Bush and Glover (2003) stated that learning leadership focuses on learning and teacher behavior in teaching students. Leader's influence is targeted at student learning through the teacher.

One of the educational problems faced by the Indonesian nation is the low quality of education at every level and unit of education, especially primary and secondary education.

Various attempts have been made to improve the quality of national education, for example developing national and local curricula, increasing teacher competence through training, procuring books and learning tools, procuring and improving educational facilities and infrastructure, and improving school management.

Motivation is the aspects *psychological* that each individual has. Motivation is a strength (*power*), power (*forces*), power (*energy*) or a state complex (*a complex state*) and preparedness (*preparatoty*) within the individual (*organism*) to move toward a specific purpose either consciously or unconsciously (Kurniadin and Marchalli, 2012: 331). Furthermore Siswanto, (2013: 49) says that motivation is a driving force that can mobilize all potential.

Mulyasa (2004: 120) says that "teachers will work seriously if they have high motivation. It is further said that if the teacher has positive motivation, he will show interest, have attention, and want to participate in a task or activity ". In line with Mulyasa's opinion above, it is said that teachers who are less successful in teaching are because they are less motivated to teach so that it has an impact on decreasing teacher productivity or performance. For this reason, the role of the principal is needed to motivate teachers to improve their performance.

The teacher is one component that occupies a central position and is very strategic in the learning system. The teacher is the dominant factor in relation to improving the quality of learning, because the teacher is an inseparable part of the learning system as a whole who is directly involved in the teaching and learning process, it is the teacher who has a direct role in teaching and educating. In this connection, it is necessary to carry out various programs to improve the quality of teacher performance in developing aspects of education and learning. A person's performance is strongly influenced by the factors of ability, motivation, and opportunity, namely, which *performance* means that performance is a function of ability, motivation and opportunity (Robbins & Judge, 2012: 281). The same thing was also stated by Muhlisin (2012: 12) that performance is the level of success of a person or group of people in carrying out their duties and responsibilities as well as the ability to achieve the goals and standards that have been set. Teacher performance does not happen just like that, but is influenced by certain factors. Both internal and external factors have an impact on teacher performance. Internal performance factors are factors that come from within a person that affect their performance such as: perception, field experience, motivation to become a teacher, family background, abilities, skills and personality. Meanwhile, external factors of teacher performance are factors that come from outside the teacher that can affect their performance, such as: leadership, facilities and infrastructure, salaries and the physical work environment. It needs to be realized that low teacher performance can reduce the quality of education and hinder the achievement of educational goals in schools. For this reason, teacher performance needs to be managed properly so that there is no decline.

Based on the results of observations and interviews of researchers with senior teachers (Bpk JL and Mrs. D. T) on January 6, 2020 at the Baguala District Junior High School, information was obtained that learning leadership had not been implemented properly. Teacher work motivation has also decreased, as has teacher performance. These things have resulted in the decline in the quality of education in the Baguala District Junior High School. The things described above are interesting to research in order to solve the problem.

METHODOLOGY

The research method used is quantitative research methods. The study population was 164 teachers. The research sample was taken by random sampling as many as 62 teachers. Data collection techniques using a questionnaire or questionnaire. The data analysis technique used simple regression analysis techniques and multiple regression.

RESEARCH RESULTS AND DISCUSSION

Research Results

Testing Analysis Statement

Testing prerequisite analysis was carried out before performing multiple linear regression analysis. The prerequisites used in this study include the normality test, homogeneity test using the SPSS 20.00 for Windows computer program.

The results of the analysis prerequisite test are presented below:

Normality Test

Based on the results of the normality test, it can be seen that the significant value in the learning leadership variable (X_1) is 0.046 while the teacher motivation variable (X_2) is 0.009 and the significant value on the teacher performance variable (Y) is 0.005. Thus, from the results of the calculation of the three variables above, it shows a significant value <0.005 , which means that the data shows a normal distribution.

In addition to using the normality test, this test also uses the PP Plot normal test, if the data is spread around the diagonal line and follows the direction of the diagonal line, then the regression meets the normal assumptions.

Normal P-P Plot of Regression Standardized Residual

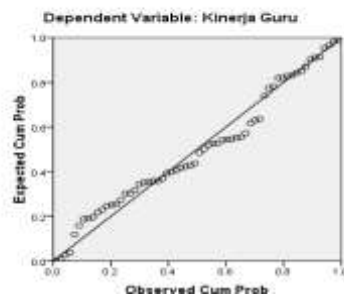


Figure 1. PP Plot Normality Test

Homogeneity Test

From the homogeneity test, it is known that the significant value of 0.140 is greater than the probability value, namely 0.05 ($0.140 > 0.05$), which means that the results of the test are expected to be homogeneous.

Hypothesis Testing

Below will be discussed the results of multiple regression analysis carried out using the SPSS 20.00 for windows program. The summary of the results of multiple regression analysis can be seen in table 1:

Table 1. Summary of the Results of Multiple Regression Analysis of

Variable	Regression Coefficient	t-count	f-count	Sig.	Ket
Effect of Learning Leadership on Teacher Performance	0.276	2, .22		0.000	Significant
Effect of Work Motivation on Teacher Performance	0.497	4.441		0.000	Significant

Effect of Learning Leadership and Teacher Work Motivation on Teacher Performance	0.498	9709	0000	Significant
$R^2 = 0.248$				

DISCUSSION

Effect of Learning Leadership Teacher Performance

Based on the results of the above research, it shows that learning leadership has an effect on teacher performance at State Junior High Schools in Baguala District, Ambon City. Learning leadership is very important in the school environment and also determines the direction and school policies including providing and striving for the quality of teacher performance. Based on the results of the research, the hypothesis shows that the learning leadership variables have a significant effect on teacher performance. In accordance with the results obtained in this study, it is explained that the principal is an educational leader who has a very large role in developing school education, as well as providing enthusiasm for teacher performance.

This research is supported by the results of previous research researched by Handayani (2015) which states that there is a significant influence of learning leadership on teacher performance. The principal is responsible for the management of education, as well as a stage that discusses and all processes in terms of teaching and learning and, primarily, the teacher as education management. The principal must also be able to increase the potential for teacher performance, as well as provide opportunities for advancement in order to increase his abilities and responsibilities to become professional teachers.

Based on the results of these studies that there is an influence between learning leadership on teacher performance, in this case it states that the proposed hypothesis is in line with the findings of previous research. The difference between this study and previous research is that the indicators studied and the objects studied, meanwhile, are similarities in this study, both of which study learning leadership.

The Effect of Work Motivation on Teacher Performance

From the results of testing the hypothesis shows that the variable of work motivation has a significant effect on the performance of teachers at State Junior High Schools in Baguala District, Ambon City. This research also shows that the work motivation of teachers in educating, guiding and directing students in order to ensure the quality of graduates who are professional and able to compete in the outside world, this also greatly affects the quality and quality of education of course. This research is in line with research conducted by Hurid (2015) explaining that the effect of work motivation on teacher performance has a significant effect on the independent variable on the dependent variable, which means that work motivation has a significant effect on teacher performance. Furthermore, the findings of Firmawati (2017) state that the value of analysis for the variables of work motivation and teacher performance has a significant relationship.

The results of this study indicate that high work motivation will provide enthusiasm and encouragement for teachers to work more optimally, but on the contrary, if the work motivation for teachers is less than optimal, the results of teacher performance are less than optimal. This research is also in line with the findings of Saputra (2015) which states that high work motivation will have high performance but on the contrary if the teacher has low motivation, it will also have low performance, the results of his research were researched at SMA Negeri equivalent in Balik Subdistrict. Bukit West Lampung Regency states that there is a positive and significant influence on teacher work motivation on teacher performance.

The Influence of Learning Leadership and Work Motivation on Teacher Performance. The results of this study indicate that leadership and work motivation have a significant effect on teacher performance at State Junior High Schools in Baguala District, Ambon City. The results of this study support the proposed hypothesis that there is a significant effect of pursuit leadership and work motivation on teacher performance.

This study shows that there is a significant relationship between pursuit leadership and work motivation together on teacher performance, which means that the more conducive to chasing leadership and work motivation together, the teacher's performance increases. The personality of a person will reflect the good and bad results of a job, a teacher who has a good personality will certainly have optimal performance. Good performance also requires a good plan, which is arranged in such a way that coordinates with related parties in achieving a goal, because a job without good planning will not produce optimal results.

The results of this study are in line with the findings of Saputra (2015) that chasing leadership and work motivation have a positive and significant effect on teacher performance. The same finding was also expressed by Hurit (2015) that there is a significant effect of pursuit leadership, work motivation on teacher performance.

CONCLUSION

1. Learning Leadership has a significant effect on Teacher Performance at State Junior High Schools in Baguala District, Ambon City. This means that the better the learning leadership at the State Junior High School in Baguala District, Ambon City, the better the teacher's performance. The magnitude of the influence of learning leadership is largely determined by the indicators Establishing clear learning objectives, Becoming a resource person for staff, Creating a culture and school climate that is conducive to learning, Communicating the vision and mission of the school to teachers and staff, Conditioning teachers to achieve high professional ideals, Developing professional skills of teachers, Be positive towards teachers, staff, students, and parents of students.
2. Work Motivation has a significant effect on Teacher Performance at State Junior High Schools in Baguala District, Ambon City. This means that the better the work motivation at the State Junior High School in Baguala District, Ambon City, the better the teacher's performance will be. The amount of influence of work motivation is determined by physiological needs, security needs, social needs, reward needs and self-actualization needs.
3. Learning Leadership and Work Motivation have a significant effect on the Performance of Teachers of State Junior High Schools in Baguala District, Ambon City. This means that if this is between the principal's leadership and work motivation together, the performance of the State Junior High Schools in Baguala District, Ambon City will increase. Good leadership and high work motivation will improve teacher performance better.

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