

The Influence of the Principal's Leadership Style and Work Environment on Work Motivation and Its Impact on Teacher Performance

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ABSTRACT. This study aims to test and find out (1) the effect of leadership style on teacher work motivation, (2) the effect of the work environment on teacher work motivation, (3) the effect of leadership style on teacher performance, (4) the effect of work environment on teacher performance (5) the effect of motivation work on teacher performance. This study uses a quantitative approach using path analysis through SPSS statistical analysis software. Leadership style positively affects motivation, with α significance value of 0.770, greater than α significance = 0.05, and a beta coefficient of 0.027. The environment has a positive and significant effect on teacher performance with a significance value of 0.000 which is less than the value $\alpha = 0.05$, and the beta coefficient shows 0.871. Motivation has no significant positive effect on teacher performance, with a significance value of 0.401, less than $\alpha = 0.05$, and the beta coefficient shows the number 0.200. From these results, leadership and work environment will affect motivation and will have an impact on performance. In other words, leadership and work environment, directly and indirectly, affect performance through motivation.

Keywords: *Leadership style, work environment, work motivation, teacher performance*



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INTRODUCTION

Education is an important means of improving the quality of human resources. A country and nation will progress if its people have high and quality education; on the other hand, a country will be left behind by other countries and nations if the education of its people is low and not of good quality (Astuti, 2007). The Indonesian state is expected to place education as a forum that can produce superior human resources and be competitive in national and international areas. In order to realize superior human resources, of course, the role of a teacher as an educator can motivate students always to study to become smart children. The performance of educational institutions is very dependent on teachers; therefore, a school principal must be able to provide strong work motivation to achieve work results that do not disappoint (Nurdin, 2019). Teacher performance is behavior or response that gives results that refer to their actions in solving the problems they face (Yamin & Maisah, 2010; Rizal & Nurjaya, 2020; Syaputra & Santosa, 2022). In addition, teacher performance can also be interpreted as the result of the achievement of a teacher who carries out tasks based on skills, experience, time, and the output he produces, which is reflected in quality and quantity.

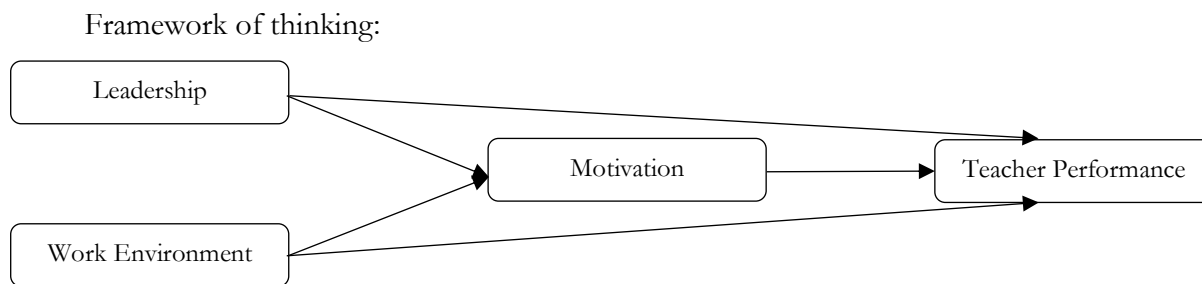
Achieving good performance requires good work motivation. Work motivation is an important thing that is also the main factor influencing teacher performance to achieve education (Kompri, 2010). Motivation is the driving force for a person to perform a certain action. Motivation is very important and is an indicator to see the sincerity of a teacher at work. Another explanation regarding motivation is that educators will have a good work ethic if they have strong motivation (Mulyasa, 2004). Therefore, the higher a person's motivation, the higher his performance, and vice versa. If a teacher has a high sense of motivation, then they will be encouraged to improve their ability to plan, implement and evaluate every lesson that has been implemented. The principal, as a leader, has a lead character that adapts to the school climate to drive school equipment so that institutional goals can be achieved (Soetopo *et al.*, 2018; Royhatudin *et al.*, 2020; Toyib *et al.*, 2020). In addition to the leadership of the school principal, the school environment is also a factor that can affect employees' work productivity and effectiveness (Prihantoro, 2015). Motivation comes from the word motive, which means encouragement, a person's reason for carrying out a certain action (Rukmana & Tanjungsari, 2018). Work motivation is an effort to encourage work given by the principal to teachers to maximize their performance in order to achieve educational goals.

Based on the observations of researchers at MA Al Mukarrom Kauman, every teacher must always carry out their duties quickly and precisely in both teaching and administrative matters. Discipline and commitment to carrying out tasks still need to be improved; many factors cause this, such as the many activities outside of school, so the teacher's concentration is divided; besides that, a large number of students is another contributing factor. Although not often, free hours or gri are absent in teaching and learning activities for various reasons, which are obstacles to the teaching and learning process. Teachers who leave school prematurely are also unfortunate; several factors encourage this, including the principal's leadership style, work motivation, and an uncomfortable work environment. Teacher performance plays an important role in the advancement of education in Indonesia, especially in MA Al Mukarrom Kauman; less than optimal teacher performance results in sub-optimal program targets. Considering that a teacher's performance can determine the success of an institution, encouraging researchers to conduct research with the title "The Influence of the Principal's Leadership Style and the Work Environment on Work Motivation and Their Impact on Teacher Performance at MA Al Mukarrom Kauman."

METHOD

This research is a type of quantitative research. The population in this study was 45 teachers at MA Al Mukarrom Kauman. The sample is part of the number and characteristics possessed by the population (Sugiyono, 2015). If the population is large, and the researcher is not limited in funds, time, and human resources, then the researcher can use samples from that population. Because the population is not too large, only 45 people, this research is census research where the researcher examines the entire teacher population. This study uses four variables, namely the principal's leadership, work environment, work motivation, and teacher performance. To determine the effect directly or indirectly along with the hypotheses and framework of thinking from this study:

- H1: There is an influence of the principal's leadership style on the work motivation of teachers at MA Al Mukarrom Kauman
- H2: There is an influence of the work environment on the work motivation of teachers at MA Al Mukarrom Kauman
- H3: There is an influence of leadership style on teacher performance at MA Al Mukarrom Kauman
- H4: There is an influence of the work environment on teacher performance at MA Al Mukarrom Kauman
- H5: There is an influence of work motivation on teacher performance at MA Al Mukarrom Kauman.



Picture 1. Framework of Thinking

Data path analysis techniques is used to obtain direct and indirect effects of a set of independent or exogenous variables on the dependent or endogenous variables (Riduwan & Kuncoro, 2008). Path analysis is the development of multiple linear regression tests. The technique used in this research is to test the magnitude of the contribution shown in the path coefficients in each path diagram of the causality relationship X_1 , X_2 , X_3 to Y and its impact on Z (Basuki, & Prawoto, 2017). The data analysis technique used in this study is Path Analysis using a significance level of 5% using the SPSS 25 data analysis program. The equation is as follows:

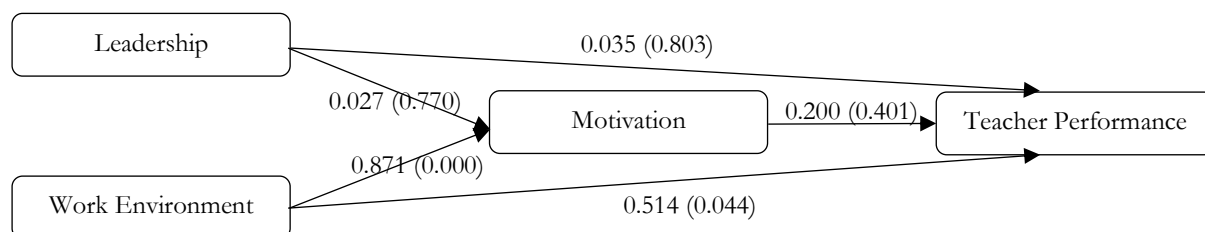
$$Y = \beta_1 YX_1 + \beta_2 YX_2 + \beta_3 YX_3 + E$$

Information: Y = teacher performance, X_1 = principal's leadership style, X_2 = work environment, X_3 = work motivation, B = *Standardized coefficient Beta*, and E = Error.

RESULT AND DISCUSSION

Result

Based on the inferential analysis, namely path analysis, the results of Standardized Coefficients beta rich principal leadership on teacher motivation were 0.027, work environment on motivation 0.871, leadership style on teacher performance 0.035, work environment on teacher performance 0.514, work motivation on teacher performance 0.200. The results of presenting research data can be seen in the first to the third table above. The influence of leadership style on teacher performance through motivation as an intervening variable obtained a beta coefficient of 0.0404, with a direct contribution of 0.035 and an indirect contribution of 0.0054. It shows that teacher performance is influenced by leadership style directly by 3.5, and indirectly through work motivation by 0.54%. Then the contribution given in total is only 4.04%. The influence of the work environment on teacher performance through motivation produces a beta coefficient value of 0.6882 with a direct contribution of 0.514 and an indirect contribution of 0.1742; this shows that performance is directly influenced by the work environment of 51.4 and indirectly through the motivation of 17.42, while the total contribution shows the number 68, 82%. From the results of the analysis above, the influence model between variables can be presented in the following form:



Picture 2. Path Diagram of Influence Between Variables

Direct Influence

First, the influence of leadership style on motivation. Based on the results above, it was found that leadership style has a positive but insignificant effect on work motivation. These results indicate that the leadership style has a high sense of responsibility, motivates, directs, guides, and

can arouse teacher enthusiasm in achieving common goals. *Second*, the influence of work environment on motivation. Based on the results of the analysis above, the work environment has a positive and significant effect on work motivation. These results show that a work environment with neat physical and non-physical arrangements in the form of good relations between superiors and subordinates, good relations between employees, and a sense of empathy between peers will increase teacher motivation in carrying out their duties. *Third*, the influence of leadership style on teacher performance. Based on the results of the analysis above, it was found that leadership affects teacher performance even though the effect is not significant. Based on these results, a principal who has a sense of responsibility motivates, invites, directs, and always provides solutions to problems faced by his subordinates will further improve teacher performance. *Fourth*, the influence of the work environment on teacher performance. Based on the analysis results, it was found that the work environment has a positive and significant influence on teacher performance. These results indicate that the physical and non-physical environment positively improves teacher performance. *Fifth*, the influence of motivation on teacher performance. Based on the results of the above analysis, it was found that work motivation significantly affects performance. It shows that teachers who have high motivation, feel comfortable while working, have decent wages, and have a good level of togetherness between employees, superiors, and subordinates will be able to improve teacher performance.

Indirect Influence

Based on the results of the analysis above, leadership style will indirectly contribute positively insignificantly to teacher performance through work motivation; in other words, the principal's leadership style not only influences motivation but also has an impact on improving teacher performance. It can explain that a principal who has a sense of responsibility, motivates, guides, and invites together to achieve goals will indirectly improve teacher performance if mediated by work motivation which includes a sense of comfort, opportunities to advance, and adequate compensation provided by the school. Based on the data above, the work environment significantly positively affects teacher performance mediated by work motivation. A physical and non-physical work environment that provides comfort will indirectly improve teacher performance if mediated by work motivation, including comfort, opportunities to advance, and compensation provided.

Discussion

The Influence of Leadership Style on Motivation

The results showed an insignificant positive influence of leadership style on the work motivation of MA teacher Al Mukarrom Kauman. The principal provides motivation personally and in groups to teachers and employees, which is implemented verbally and non-verbally. When a teacher looks uninspired, the principal pays attention by asking about the circumstances and providing motivation packaged in light advice. It gives teachers and employees a sense of belonging; their existence influences the school so that they will try to work optimally. Principals who have a good leadership style will also affect teacher performance. The results of this study support the theory of leadership style, which is a way for leaders to influence subordinates to work more vigorously so that organizational goals are achieved optimally (Wahyuni, 2015). *Leadership* is a dynamic force that encourages, motivates, and coordinates the organization's company in achieving a goal (Sutrisno, 2016). Public sector organizations are formed to provide services to the community. This research is also in line with Rifa Elfita, who said that good leadership would comfort employees to improve performance (Elfita *et al.*, 2019). As stated by researcher Tomy Sun Siagian, leadership influences performance, and leadership with a high sense of empathy and solidarity will increase employee motivation, impacting their performance (Siagian & Kshair, 2018). This research also supports the research conducted by Tolu *et al.* (2021), which says that good leadership will impact the quality of employee performance; the better the leadership, the better

the performance of employees, and vice versa. In an organization, employee performance results from work in quality and quantity achieved by an employee in carrying out his duties by the responsibilities assigned to him (Mangkunegara, 2011). This research also supports research conducted by Handry Sudiarta Athar, who said that leadership and non-physical physical environment would affect employee performance. The implication is that the condition of the office and room must be considered if you want to improve employee performance (Athar, 2020).

The Influence of Work Environment on Motivation

The results showed a significant influence between the work environment and work motivation. The school provides supporting facilities in the form of safe and comfortable classrooms, teacher and employee rooms with good lighting, and healthy air ventilation so that air circulation runs smoothly. It makes teachers, employees, and students not easily sick and comfortable carrying out school activities. Then the better the work environment, the more motivation will be to work. This research supports the theory proposed by Sunyoto (2013) as quoted by Kilsun (2016). The work environment is everything around the workers and can affect them in carrying out the tasks charged (Hasbullah, 2018). The physical work environment affects the morale of the employees' work emotions (Kultsum, 2017). This research also supports the theory put forward by those who say that the work environment will increase work motivation. This research supports the theory that the work environment is an environment around the workplace, both physical and non-physical, that can provide comfort so that it is motivated to be active in its activities (Wicaksana *et al.*, 2017).

The Influence of Leadership Style on Teacher Performance

The results of this study show an insignificant influence between leadership styles on teacher performance. The principal's leadership implemented is that the principal sets an example, gives command with a democratic attitude, motivates, guides, and is wise in making decisions. The results of this study support the theory that a person's leadership plays a very large role in every decision-making, so making decisions and being responsible for his decisions is the task of a leader in achieving goals (Rivai *et al.*, 2011). This research supports the theory proposed by Harianto leadership as a continuous process that can influence subordinates to improve their performance (Hariyanto & Padmanty, 2017). The results of this study also support the theory presented by Rukmana that acceleration of work or vice versa is the result of feedback from the leadership style of someone who leads, then a leader must organize himself in order to create the better performance of his members (Rukmana & Tanjungsari, 2018). Citraningsih and Hidayat (2018) explain that the strategy adopted by the school principal includes evaluating class administration once a month. In addition, evaluating class hours, children's achievements, achievement, and support for implementing learning, following up on evaluation results, and evaluating teacher performance assessments. In this case, an institution or organization's leadership can influence performance.

The Influence of the Work Environment on Teacher Performance

The results showed a significant influence of the work environment on teacher performance. It shows that the more you have a good environment, the better your performance will be. This research supports the theory that the work environment is the entire physical and non-physical infrastructure (Susitaningrum *et al.*, 2015). The results of this study are also to the opinions expressed by Wicaksana *et al.* (2017) that the work environment is everything around the worker that can affect the quality of activities of the worker. Kusumastuti *et al.* (2019) explained the results of the research that the results of the work environment and performance have a positive effect on employee performance mediated by employee job satisfaction at PT Alumunium in Yogyakarta. Lukito and Alriani (2018) explained that workload and work stress have a negative effect, while the work environment positively affects employee performance at PT. Sinarmas distribution nusantara Semarang. Tangkawarouw *et al.* (2019) also explained that the work environment and workability

results have a positive and significant effect both partially and simultaneously on the performance of PT. Solar is beautiful. Furthermore, the work environment and discipline positively and significantly affect employee performance at the Indomaret Kelapa Dua Gading Serpong branch, Tangerang regency (Darmadi, 2020; Hanafi & Zulkifli, 2018).

The Influence of Work Motivation on Teacher Performance

The results showed a significant influence between work motivation and teacher performance. The results showed that the higher the motivation, the more it will improve teacher performance. This research is supported by a theory that explains that motivation is a concept that can be used to describe a person's actualization impulse manifested in an action (Kartika Sari *et al.*, 2016). This research also contributes to the theory presented. Namely, work motivation is a reason for someone to perform as well as possible (Wahyuni, 2015). In addition to supporting the theory above, this research also supports the theory that performance is a work achievement while motivation is the main forming factor. Based on the opinions expressed above, it can be concluded that motivation can positively affect a person's performance (Amalia *et al.*, 2016). Furthermore, Dewi and Frianto (2013) explained that through motivation, the results of the work environment have a positive effect on employee performance.

CONCLUSION

Leadership style positively affects motivation, with a significance value of 0.770, greater than the significance of $\alpha = 0.05$, and a beta coefficient of 0.027. These results explain that teacher performance results can increase as long as the leadership carried out can guide all employees or teachers and motivate them to improve their subordinates' performance. The environment has a positive and significant effect on teacher performance, with a significantly lower value of 0.000 than $\alpha = 0.05$ and a beta coefficient of 0.871. The study's results explain that absence from work greatly affects teacher performance; in other words, the physical and non-physical environment influences teacher performance. Motivation has no significant positive effect on teacher performance, with a significance value of 0.401 less than $\alpha = 0.05$, and the beta coefficient shows the number 0.200. It can explain that teacher performance will increase if they have high enthusiasm for living life. The higher the motivation, the better the undertaking, and vice versa. Based on the results above, leadership and work environment will influence motivation and performance. In other words, leadership and work environment, directly and indirectly, affect performance through stimulation.

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