

THE INFLUENCE OF PRINCIPAL LEADERSHIP, COMPETENCE, AND WORK MOTIVATION OF TEACHER ON TEACHER PERFORMANCE AT SMA NEGERI 1 TANAH JAMBO AYEE, DISTRICT ACEH UTARA

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ABSTRACT

This study aims to determine the influence of the principal's leadership, teacher competency and teacher work motivation on teacher performance at SMA Negeri 1 Tanah Jambo Ayee, North Aceh District. This type of research is quantitative and uses causality analysis methods. The population and sample in this study were 86 teachers at SMA Negeri 1 Tanah Jambo Ayee, North Aceh District. The data analysis technique used is path analysis with SPSS. Based on the results of the causality study, it can be concluded that the Principal's Leadership has a significant effect on Teacher Performance by 63.2%. Teacher competence has a significant effect on teacher performance by 63.1%. Teacher Work Motivation has a significant effect on Teacher Performance by 79.9%. The principal's leadership has a significant effect on teacher competency by 72.5%. Principal leadership has a significant effect on teacher work motivation of 83.8%. Teacher competence has a significant effect on teacher work motivation by 73.6%. Principal leadership has a significant effect on teacher performance through teacher competence of 65.7%. Principal leadership has a significant effect on teacher performance through teacher work motivation of 65.8%. Teacher competence has a significant effect on teacher performance through teacher work motivation of 76.2%. Principal Leadership, Teacher Competence, and Teacher Work Motivation have a significant effect on Teacher Performance simultaneously by 59.8%.

Keywords: *Principal Leadership, Competence, Work Motivation, Teacher Performance*

INTRODUCTION

SMA Negeri 1 Tanah Jambo Ayee North Aceh Regency is one of the educational units with a high school level which is located at Jl. Jambo Aye Panton Pumpkin, Kec. Land of Jambo Aye North Aceh District with Establishment Decree: 0188/0/1979 Date SK: 1979-04-12. SMA Negeri 1 Tanah Jambo Ayee North Aceh Regency has accreditation A, based on certificate 842/BAN-SM/SK/2019.

The teacher is the spearhead in the teaching and learning process. Because teachers interact directly with students in the classroom. It is the teacher who is very important in playing a role in making students understand and understand about the subject. Schools as educational institutions need teachers who not only function as teachers who teach certain subjects to their students, but also as educators who provide students with knowledge about ethics, the ability to survive in life, morals, empathy, creation and so on (Fathurrohman and Suryana, 2012).

Purpose of Law no. 20 of 2003 is very dependent on the teacher's performance in developing the potential of students in carrying out the tasks assigned to them as stated by Sulistyorini (2001). Bernardin and Russel define performance as a record of outcomes resulting from certain job functions or activities over a certain period of time (Fathurrohman and Suryana, 2012). Performance reflects the success of an organization, so it is considered important to measure the characteristics of its workforce. Teacher performance is the culmination of three interrelated elements, namely skills, effort, nature of circumstances and

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external conditions. Skill level is the raw material that a person brings to the workplace such as experience, ability, interpersonal skills and technical skills. While external conditions are the extent to which external conditions support work productivity (Sulistiyorini, 2001). The dimensions put forward by Ilyas (2002) put forward the dimensions of performance, namely: work performance, responsibility, obedience, honesty, cooperation, and initiative.

Teacher performance cannot be separated from the influence of good school principal leadership. A leadership style that does not support subordinates will fail in the process of implementing teacher performance improvement management. Supposedly, the principal is able to understand the school as a system in which one part is interrelated with other parts. Therefore, the principal should act more as a leader than as a manager (Maswan, 2015). Leadership is an activity or action of a person who has the ability to influence, motivate, invite, direct, advise, guide, order, order, prohibit, and punish the behavior of a person or group as well as fostering with the intention of achieving administrative goals effectively and efficiently. (Nasution, 2016; Chairunnisa, 2016).

Untung (2019) stated that in order for educational and teaching activities to run well, educational institutions must have teachers who have high motivation so that teacher performance increases. Besides that, every educational organization expects teachers who are highly motivated and have high competence. Pratiwi, Prasetyo, Shabrina (2021) stated that leaders of educational institutions must be able to improve teacher performance by increasing teacher work motivation which is supported by good competence. Ardiana (2017) states that work motivation has an important role in terms of growing passion, feeling happy and enthusiastic to work optimally. Asmarazisa (2018) states that teachers who have high work motivation will have a lot of energy to carry out educational and teaching activities as their main task. Low teacher work motivation is an unfavorable symptom because low teacher motivation shows a lack of concern for their performance and the performance of educational institutions which can have an impact on the poor quality of students as well. Zuhriyah (2015) states that the success of teachers and educational institutions is largely determined by the level of teacher achievement motivation, in other words teachers and educational institutions will be successful if the teacher's achievement motivation is high which does not come entirely from within the teacher but can also come from educational institutions who did not succeed in providing motivation that was able to arouse the teacher's enthusiasm at work. Dewi (2015) states that basically work motivation is a factor that greatly determines the success of teachers in carrying out the tasks assigned to them by educational institutions. The dimensions of work motivation used in this study use the theory put forward by Stoner, Freeman, Gilbert, and Daniel (2005), namely the need for survival (physiological), the need for security, the need for social, the need for appreciation, and the need for self-actualization.

Principal leadership can affect teacher motivation as stated by Pratiwi, Prasetyo, Shabrina (2021), Ardiana (2017) and Sulistiyani (2015). Principal leadership can affect teacher competency as stated by Pratiwi, Prasetyo, Shabrina (2021), Ardiana (2017) and Resawati and Larashati (2016). Teacher competence influences teacher work motivation as stated by Pratiwi, Prasetyo, Shabrina (2021), Untung (2019), Ardiana (2017), Zuhriyah (2015), and Mutakin (2015).

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THEORETICAL BASIS

Definition of Leadership

Leadership can be defined as a pattern of behavior designed to integrate organizational goals with individual goals to achieve a certain goal. Experts try to classify existing leadership using a certain basis. The basis that is often used is the task that is felt to be carried out by the leadership, the obligations that the leader expects to be received by subordinates and the philosophy adopted by the leadership for the development and fulfillment of the expectations of the subordinates.

The following is a definition of leadership according to experts, including: Leadership is defined as the overall pattern of a leader's actions, both visible and invisible to his subordinates (Rivai and Sagala (2010). Meanwhile Hasibuan (2013) states that leadership is a way for leaders to influence their subordinates so that they want to work together and work productively to achieve organizational goals.

Based on the above definition, it can be concluded that basically leadership style is the pattern of behavior of leaders in directing their subordinates to follow their wishes in achieving a goal.

Definition of Competence

The concept of competence is starting to become a trend and is widely discussed and is currently becoming very popular, especially in the "modern" environment of multinational and national companies. The term and concept of competency has actually been introduced by an American management writer in the book *The Competence Manager*. In the book, Boyatzis argues that US business managers must have certain competencies if US business and the economy do not want to be defeated by Japan and Europe (Ruky, 2006).

Some definitions of competency include:

1. Competence comes from competency in English which means: a) skills, abilities, competencies; b) authority (Echols and Shadily, 1990).
2. Competence is an ability to carry out a job or task that is based on skills and knowledge and is supported by the work attitude demanded by the job (Wibowo, 2011). Furthermore, it is said that self-concept is the attitude, values or self-image of a person. Confidence is people's belief that they can be effective in almost any situation is part of people's self-concept. Knowledge is information that people have in a specific field. Knowledge is a complex competency. Skill is the ability to do a particular physical or mental task. Mental competence or cognitive skills include analytical and conceptual thinking.
3. Competence as a characteristic of someone who can be shown, which includes knowledge, skills, and behavior, which can result in performance and achievement (Dessler, 2019). Measurable competence, expertise and knowledge are at the heart of the performance management process in all companies.
4. "An underlying characteristic of an individual that is casually related to criterion referenced effective and/or superior performance in a job or situation" faced and last long enough in humans (Widihastuti, 2007).

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5. Job-oriented competencies are abilities, behaviors or skills that have been shown to generate or predict superior performance in certain jobs (Rampesad, 2006).
6. Competence shows skills or knowledge characterized by professionalism in a particular field as something that is most important, as the superiority of that field. Competence is the basic foundation of people's characteristics and identifies ways of behaving or thinking, equalizing situations and supporting for long periods of time (Hasibuan, 2013).

Definition of Work Motivation

Humans as one of the basic components in public organizations must have motivation stored in their hearts or desires that can spur them to achieve what they aspire to. Motivation is a concept that describes the forces that exist within employees that initiate and can direct that person's behavior (Gibson, Ivancevich, and Konopaske, 2011).

Work motivation is the encouragement, effort and desire that exist within humans that activate, empower and direct behavior in carrying out tasks in the work environment. The essence of work motivation is the urge to do everything better than others in carrying out activities to achieve goals (Umar, 2013). Motivation is a desire within a person that causes that person to take action (Malthis and Jackson, 2019). Motivation is a set of attitudes and values that influence individuals to achieve specific results according to individual goals (Rivai and Sagala, 2010).

Definition of Performance

Performance comes from the notion of performance. There are also those who provide an understanding of performance as a result of work or work performance. However, performance actually has a broader meaning, not only the result of work, but also how the work process takes place. Phrases such as output, efficiency and effectiveness are often associated with productivity (Gomes, 2013). The work results in quantity and quality are achieved by an employee in carrying out their duties in accordance with the responsibilities given (Mangkunegara, 2019). Thus, performance is work performance or work results both in quality and quantity achieved by a person in accordance with the responsibilities given to him and how to do the work and the results achieved from the job. Performance is about what is done and how to do it (Sembiring, 2021).

METHOD

Method used

As explained in the previous chapter, this study seeks to answer the formulation of the problem posed. Basically there are two research objectives, namely to answer descriptively the formulation of the problem descriptively and to answer the formulation of the problem with causality verification. Descriptive research is research that aims to obtain a description of the variable characteristics of the Principal's leadership, teacher competence, teacher work motivation, and teacher performance. The nature of the verification research is to test the truth of a hypothesis which is carried out through data collection in the field, where in this study the

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influence of the principal's leadership, teacher competency, teacher work motivation, and teacher performance at SMA Negeri 1 Tanah Jambo Ayee North Aceh Regency will be tested.

Considering that this research is descriptive and verification, the research method used is a descriptive survey and an explanatory survey method. The type of investigation in this study is causality. This research is included in the cross-sectional category, namely information from a portion of the population (sample of respondents) collected directly from the location empirically with the aim of knowing the opinion of some of the population on the object studied, namely the leadership of the principal, teacher competency, teacher work motivation, and high school teacher performance Negeri 1 Tanah Jambo Ayee, North Aceh Regency.

Time and Place of Research

The time for this research was planned for approximately six months which included preparation, pre-research, preparation to the form of a research proposal report and research results. The location of the research was carried out at SMA Negeri 1 Tanah Jambo Ayee, North Aceh Regency.

Research Population

Sugiyono (2019) population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. The population is the totality of all possible values, either the result of counting or measurement, quantitative or qualitative, and certain characteristics regarding a complete and clear set of objects whose properties you want to study. The population used in this study were 108 teachers at SMA Negeri 1 Tanah Jambo Ayee, North Aceh District.

Research Sample

The sample according to Sugiyono (2019) is part of the population. The research sample is part of the population taken as a data source and can represent the entire population. The sample that is the target of the research is elements that are in the population, therefore the sample for the research is some teachers who will represent teachers at SMA Negeri 1 Tanah Jambo Ayee, North Aceh Regency. As explained in the discussion on population, there are 108 teachers in SMA Negeri 1 Tanah Jambo Ayee, North Aceh District. In order for the number of samples to represent the total population, the number of samples will be determined. Determining the number of samples from a certain population developed by slovin for an error rate of 5% (Sugiyono, 2019) can be calculated using the following formula:

$$s = \frac{N}{d^2 \cdot N + 1} = 108 : (0.05^2 \times 108 + 1) = 85,03$$

Information:

S = Number of samples

N = Total population ie

d2 = Set precision (0.05)

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RESULTS AND DISCUSSION

Characteristics of Respondents

Out of 86 respondents it can be seen that 40% of the teachers at SMA Negeri 1 Tanah Jambo Ayee North Aceh Regency are male, while the teachers at SMA Negeri 1 Tanah Jambo Ayee North Aceh Regency are female 60%. It can be concluded that teachers at SMA Negeri 1 Tanah Jambo Ayee, North Aceh Regency are dominated by women. According to Robbins (2006), that there is no consistent difference between men and women in their performance.

from 86 respondents it can be seen that teacher at SMA Negeri 1 Tanah Jambo Ayee, North Aceh District those aged 20-30 years are as much as 5%, meanwhile teacher at SMA Negeri 1 Tanah Jambo Ayee, North Aceh District those aged 31-50 years as much as 64%, meanwhile teacher at SMA Negeri 1 Tanah Jambo Ayee, North Aceh District aged > 50 years as much as 31%. It can be concluded that those aged 31-50 years are 64% dominated by those aged 31-50 years. According to Ardhana (2012) that age affects physical and mental conditions.

Instrument Validity Test

The validity test was carried out to determine the instrument's ability to measure research variables. The validity test is used to obtain research results where there are similarities between the data collected and the data that actually occurs on the object under study. A valid instrument means that it is measured using a valid measuring instrument (Sugiyono, 2016). The validity test was carried out to see the closeness of the relationship between two variables in a research instrument. The measuring tool used in this study is the Pearson Product Moment correlation with the following formula:

$$r = \frac{n(\sum XY) - (\sum X) \cdot (\sum Y)}{\sqrt{\{n(\sum X^2)\} \cdot \{n \cdot (\sum Y - \sum Y^2)\}}}$$

Information :

r = Correlation coefficient between X and Y variables

n = Number of respondents

X = Respondent's total score

Y = Total score of each respondent's statement

$\sum X$ = Sum of scores in the X distribution

$\sum Y$ = Sum of scores in the Y distribution

The validity testing criteria are:

1. If $r_{count} > r_{table}$ then the questionnaire items are declared valid
2. If $r_{count} < r_{table}$ then the questionnaire items are declared invalid

The validity test was calculated based on 30 initial questionnaires, and processed with SPSS 26 for Windows software with a confidence level of 5% ($\alpha = 0.05$). A questionnaire will be said to be valid if the calculated product moment correlation coefficient value is greater than the product moment table correlation coefficient value, namely 0.361, meaning that r is said to be valid, $r > 0.361$ (Sugiyono, 2016). The results of validity testing in this study can be seen in the table below:

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Table 1 Results of the Questionnaire Validity Test on Principal Leadership Variables (X1)

Items Question	r count	r table	Test results
1	0.732	0.361	Valid
2	0.521	0.361	Valid
3	0.683	0.361	Valid
4	0.762	0.361	Valid
5	0.710	0.361	Valid
6	0.708	0.361	Valid
7	0.721	0.361	Valid
8	0.789	0.361	Valid
9	0.540	0.361	Valid
10	0.708	0.361	Valid
11	0.511	0.361	Valid
12	0.789	0.361	Valid
13	0.577	0.361	Valid
14	0.708	0.361	Valid
15	0.668	0.361	Valid
16	0.807	0.361	Valid
17	0.764	0.361	Valid

Table 2 Competency Variable Questionnaire Validity Test Results (X2)

Items	r count	r table	Test results
18	0.482	0.361	Valid
19	0.673	0.361	Valid
20	0.713	0.361	Valid
21	0.623	0.361	Valid
22	0.781	0.361	Valid
23	0.711	0.361	Valid
24	0.738	0.361	Valid
25	0.621	0.361	Valid
26	0.777	0.361	Valid
27	0.694	0.361	Valid

Table 3 Results of the Questionnaire Validity Test on Work Motivation Variables(X3)

Question Items	r count	r table	Test results
28	0.473	0.361	Valid
29	0.761	0.361	Valid
30	0.725	0.361	Valid
31	0.697	0.361	Valid
32	0.492	0.361	Valid
33	0.665	0.361	Valid
34	0.768	0.361	Valid
35	0.745	0.361	Valid
36	0.731	0.361	Valid
37	0.728	0.361	Valid
38	0.553	0.361	Valid

Table 4 Variable Questionnaire Validity Test Results Teacher Performance (Y)

Question Items	r count	r table	Test results
39	0.442	0.361	Valid
40	0.589	0.361	Valid
41	0.528	0.361	Valid

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42	0.487	0.361	Valid
43	0.697	0.361	Valid
44	0.656	0.361	Valid
45	0.620	0.361	Valid
46	0.464	0.361	Valid
47	0.511	0.361	Valid
48	0.523	0.361	Valid
49	0.631	0.361	Valid
50	0.547	0.361	Valid
51	0.697	0.361	Valid

Source :Data Processed by Researchers (2022)

The results of the data instrument test that has been carried out on each item are said to be valid if $r_{count} \geq r_{table}$ with $r_{table} = 0.361$. Based on the table above, the results of the variable validity test show valid results which can be said that the statements on the questionnaire in each item can reveal something that will be measured by the questionnaire conducted by the researcher.

According to Sugiyono (2016) states that a reliable instrument is an instrument which when used several times to measure the same object will produce the same data. Meanwhile, according to Lupiyoadi & Ikhsan (2015: 54) states that reliability means that an indicator is reliable enough to be used as a data collection tool and refers to the level of reliability. To determine reliability in this study, researchers used the Cronbach Alpha (α) method to calculate it. The results of the Cronbach Alpha test (α) will determine whether the indicators used are reliable or not. It is said to be reliable if it gives a Cronbach Alpha value (α) > 0.60. The reliability test in this study is to use SPSS 26 for Windows. The formula for Cronbach Alpha (α) is as follows:

$$R = \left(\frac{k}{k-1} \right) \left(1 - \frac{\Sigma \sigma_b^2}{\sigma_t^2} \right)$$

Information :

R = reliability index

k = Number of statement items

$\Sigma \sigma_b^2$ = Total variance of the items

$\Sigma \sigma_b^2 \sigma_t^2$ = total variance

Table 5 Instrument Reliability Test Results

Variable	Cronbach's Alpha	Cronbach's Alpha Variable	Information
Principal Leadership	0.60	0.771	Reliable
Teacher Competency	0.60	0.738	Reliable
Teacher Work Motivation	0.60	0.729	Reliable
Teacher Performance	0.60	0.745	Reliable

Source :Data Processed by Researchers (2022)

Based on the reliability testing conducted, it can be seen that the value of Cronbach's Alpha is > 0.60, so it can be concluded that the questionnaires in this study are reliable or consistent, that is, can be trusted or relied upon so that they can be used as instruments in research.

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DISCUSSION OF RESEARCH RESULTS

The Effect of Principal Leadership (X1) on Teacher Performance (Y)

The results of the study show that the effect of Principal Leadership (X1) on Teacher Performance (Y) is 81.2%, which is in line with research conducted by Pratiwi, Prasetyo, Shabrina (2021), Giantoro and Purnomo (2019), Asmarazisa (2018), Abdullah (2017), Yawan (2016), Resawati and Larashati (2016), Rahun and Kailola (2016), Satriadi (2016), Sutarno and Suprayitno (2016), Zuhriyah (2015), Kusumayani, Natajaya, and Atmadja (2013), Pujiyanti and Handayani (2012), Wahjosumidjo (2011), and Firmansyah (2006). Principal leadership can have a significant influence on teacher performance. An effective principal is able to provide the direction, motivation, support, and supervision needed to ensure that teachers can work well and achieve the educational goals that have been set.

Effect of Teacher Competence (X2) on Teacher Performance (Y)

The results of the study show the effect of Teacher Competence (X2) on Teacher Performance (Y) of 73.6% which is in line with research conducted by Giantoro and Purnomo (2019), Damanik (2019), Zuhriyah (2019), Ardiana (2017), Fadillah, Sulastini, Hidayati (2017), and Mutakin (2015). Competence is the basic capital in every implementation of a job in the form and scope of work, because employees will be more creative to work efficiently and effectively in achieving optimal work results which in the end can achieve the goals set by the organization.

Effect of Teacher Work Motivation (X3) on Teacher Performance (Y)

The results showed that the effect of Teacher Work Motivation (X3) on Teacher Performance (Y) was 79.9%, which is in line with research conducted by Pratiwi, Prasetyo, Shabrina (2021), Giantoro and Purnomo (2019), Zuhriyah (2019), Untung (2019), Asmarazisa (2018), Ardiana (2017), Syamra (2016), Dewi (2015), and Sagir in Siswanto (2006). Work motivation is an encouragement in a person to do a job so that the goals and expectations of the organization can be achieved. Or in other words highly motivated employees will feel happy and get satisfaction in their work so that they can achieve work results in accordance with the wishes and goals of the organization.

The Effect of Principal Leadership (X1), Teacher Competence (X2), and Teacher Work Motivation (X3) on Teacher Performance (Y)

The results of the study show that there is a significant difference between Principal Leadership (X1), Teacher Competence (X2), and Teacher Work Motivation (X3) together on Teacher Performance (Y) as stated in the various theories described above.

The Effect of Principal Leadership (X1) on Teacher Competence (X2)

The results of the study show that the effect of Principal Leadership (X1) on teacher competence (X2) is 72.5%, which is in line with research conducted by Giantoro and Purnomo (2019), Amiruddin (2018), Resawati and Larashati (2016), Syakir and Pardjono (2015), and Zulkifli (2014). Principal leadership can also have an impact on teacher competence. An

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effective principal is able to provide the support and guidance needed by teachers to improve their competence in teaching and managing the classroom.

The Effect of Principal Leadership (X1) on Teacher Work Motivation (X3)

The influence of the Principal's leadership (X1) on teacher work motivation (X3) is 83.6% which is in line with research conducted by Giantoro and Purnomo (2019), Yawan (2016), Rahun and Kailola (2016), and Syakir and Pardjono (2015). Principal leadership can also have a significant influence on teacher motivation. An effective principal is able to create a positive work environment and provide the necessary support to motivate teachers in carrying out their duties.

The Effect of Principal Leadership (X1) on Teacher Performance (Y) Through Teacher Work Motivation (Y)

The results of the study show the influence of the Principal's Leadership (X1) on Teacher Performance (Y) through Teacher Work Motivation (X3) of 67%. If the Principal's Leadership is also supported by good Teacher Work Motivation, Teacher Performance will increase as stated in the various theories described above.

Effect of Teacher Competence (X2) on Teacher Performance (Y) Through Teacher Work Motivation (X3)

The results of the study show the effect of Teacher Competence (X2) on Teacher Performance (Y) through Teacher Work Motivation (X2) of 46.7%. If transparency in the use of village funds is also supported by good teacher work motivation, teacher performance will increase as stated in the various theories described above.

The Effect of Principal Leadership (X1) on Teacher Performance (Y) Through Teacher Competence (X2)

The results of the study show the influence between the Principal's Leadership (X1) on Teacher Performance (Y) through Teacher Competence (X2) of 53.4%. If the Principal's Leadership is also supported by good Teacher Competence, Teacher Performance will increase as stated in the various theories described above.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research above, the researcher makes a conclusion as follows:

1. The principal's leadership has a significant effect on teacher performance in SMA Negeri 1 Tanah Jambo Ayee, North Aceh Regency by 63.2%.
2. Teacher competence has a significant effect on teacher performance in SMA Negeri 1 Tanah Jambo Ayee, North Aceh Regency by 63.1%.
3. Teacher Work Motivation has a significant effect on Teacher Performance in SMA Negeri 1 Tanah Jambo Ayee, North Aceh Regency by 79.9%.
4. The Principal's Leadership has a significant effect on Teacher Competence SMA Negeri 1 Tanah Jambo Ayee, North Aceh Regency by 72.5%.

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5. The principal's leadership has a significant effect on teacher work motivation SMA Negeri 1 Tanah Jambo Aye, North Aceh Regency by 83.8%.
6. Teacher competence has a significant effect on teacher work motivation SMA Negeri 1 Tanah Jambo Aye, North Aceh Regency by 73.6%.
7. Principal leadership has a significant effect on teacher performance SMA Negeri 1 Tanah Jambo Aye, North Aceh Regency through Teacher Competence of 65.7%
8. The principal's leadership has a significant effect on teacher performance in SMA Negeri 1 Tanah Jambo Aye, North Aceh Regency through Teacher Work Motivation of 65.8%
9. Teacher competence has a significant effect on teacher performance in SMA Negeri 1 Tanah Jambo Aye, North Aceh Regency through Teacher Work Motivation of 76.2%.
10. Principal Leadership, Teacher Competence, and Teacher Work Motivation have a significant effect on Teacher Performance SMA Negeri 1 Tanah Jambo Aye, North Aceh Regency simultaneously by 59.8%

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