

THE RELATIONSHIP BETWEEN PRINCIPAL LEADERSHIP AND TEACHER WORK MOTIVATION IN STATE SENIOR HIGH SCHOOLS IN TANAH DATAR DISTRICT

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ARTICLE INFO

Article history:

Received November 11, 2024

Revised December 20, 2024

Accepted December 25, 2024

Available online March 30, 2025

Keywords:

Principal Leadership, Teacher Work Motivation



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ABSTRACT

This type of research uses a correlational research method that looks at the relationship between principal leadership and teacher work motivation in State Senior High Schools throughout Tanah Datar Regency. The population of this study was all teachers in State Senior High Schools throughout Tanah Datar Regency with a total of 540 people. The sample was determined using the Cluster Random Sampling technique, so that the sample totaled 48 people. The results of the data analysis showed that 1) Teacher work motivation was at a high interpretation of 4.17, 2) Principal leadership was at a good interpretation of 4.18, 3) There was a significant relationship between the two variables with a correlation coefficient of 0.504 and a correlation significance test of 3.395. Based on the results of the study, it can be concluded that principal leadership is one of the factors that influences work motivation in State Senior High Schools throughout Tanah Datar Regency.

1. INTRODUCTION

School is an educational institution that carries out learning services or educational processes. As a formal educational institution, schools have a responsibility to improve the quality of education. Schools as educational institutions are also a complex and dynamic system, which are interconnected with each other, and the system consists of the principal, teachers, students and others, in one system order to achieve educational goals.

The implementation of the teacher's duties to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, and independent, become democratic and responsible citizens, must be carried out with high work motivation. Teacher motivation in carrying out tasks is very important for the smoothness and success of the learning and teaching process and in order to realize the expected educational goals.

Work motivation is a desire that causes encouragement, enthusiasm and passion in working. Teachers who have enthusiasm or passion in working and carry out their duties with full awareness without being ordered by their superiors. This is in line with the opinion of Hamzah (2008) who states that motivation comes from the word motive which can be interpreted as the power contained within an individual, which causes the individual to act or do. So it is very clear that motivation is a driver for someone to work in achieving the expected goals.

Teachers who feel happy in carrying out their duties, they will try harder to get maximum results with high enthusiasm, and always try to develop themselves. This is because the achievement of educational goals and the success of students in learning are greatly influenced by the teacher himself. Therefore, teachers must have high motivation in carrying out their duties.

Based on the results of observations conducted by the author in State Senior High Schools throughout Tanah Datar Regency, that the motivation of teachers in carrying out their duties is still lacking, this can be seen from the phenomena that occur, including: There are still a number of teachers who have not fully demonstrated dedication to their duties. This can be seen from the presence of teachers who have not prepared adequate learning devices, do not carry out pickets according to schedule, and even leave the classroom during the learning process to interact with colleagues. There are a number of teachers who are not fully active in school activities. This can be seen from their low participation in meetings, decision-making, and school events. Some teachers tend to only mark attendance and leave the event before it is finished. There are still some teachers who are indifferent to the tasks given by the principal so that the implementation and completion of the tasks are delayed. There are still some teachers who pile up work such as checking assignments or providing materials to students, so that students or learners do not get feedback on time. Lack of feedback from teachers regarding completed assignments can hinder the development of students' understanding of concepts. There are still teachers who are late, even though there are clear rules about entry times, there are still many teachers who do not fully comply with these regulations. This can be seen from the results of checking the absence of teachers on duty which shows that several classes are still empty because the teacher has not arrived, thus disrupting the smooth learning process. The presence of teachers who are less enthusiastic in carrying out their duties, such as often going home early before the lesson is finished, can have a negative impact on the student learning process. This not only reduces student learning time, but can also reduce their learning motivation

The above phenomenon reflects the still low work motivation of teachers in carrying out their duties. If the above is not seriously addressed, then the achievement of educational goals and improvement of student learning outcomes will be low. One of the causes of low work motivation of teachers is thought to be the less than optimal leadership of the principal. The leadership of the principal is very necessary to increase the work motivation of teachers. The principal as a manager must be able to provide constructive direction and coaching and be able to build harmonious relationships. The success and failure of a leader is largely determined by the style of attitude and action in carrying out his leadership. The style of attitude and action is evident from the way of doing a job, namely the way of giving orders, the way of giving assignments, the way of communicating, the way of guiding, enforcing discipline, the way of supervising work and so on.

One of the suspected causes of low teacher work motivation is the less than optimal leadership of the principal, this can be seen from the phenomena that appear in the field, including: The principal seems less respected by his employees. This can be seen from the principal who is less firm in carrying out his duties. The principal gives less attention and guidance to teachers to complete tasks at school. The principal rarely gives praise to teachers who excel so that teachers consider the achievements they have achieved are not appreciated.

2. METHOD, DATA, ANALYSIS

Given the many types of research and in accordance with the problems and objectives proposed in this study, this type of research is classified as correlational research. As stated by Arikunto (2006) that correlation research aims to find whether there is a relationship. So this research can be classified as correlational research, namely revealing the relationship between principal leadership and teacher work motivation in State Senior High Schools in Tanah Datar Regency. Population is all subjects studied. According to Djarwanto (Sahir, 2021) Population is the overall score of individuals whose characteristics are to be studied and these units are called analysis units, which can be people, institutions, and objects.

Based on the title of the study, the population in this study is all teachers of State Senior High Schools in Tanah Datar Regency, with a total of 540 teachers. Based on the population of all teachers in State Senior High Schools in Tanah Datar Regency, the author took the population in the capital city of Tanah Datar Regency, namely Batusangkar City, which includes 2 sub-districts, namely Lima Kaum District and Sungai Tarab District with a population of 91 teachers.

The population of this study was 91 teachers, so the sample size was determined by teachers using the Slovin formula by calculating the sample size based on a 10% error and 90% confidence in the population. Based on this formula, the size of the research sample with an

estimated error of 10%. So it can be determined using the Slovin formula with a population of 91 people and a sampling error of 10%, the number of samples needed in this study is 48 respondents.

3. RESULT AND DISCUSSION

Result

Description of Teacher Work Motivation Research Data

The findings of the study on the relationship between principal leadership and teacher work motivation in State Senior High Schools throughout Tanah Datar Regency showed high and good results. With a significance level of 5%, a correlation coefficient of 0.504 was found and a correlation significance test of 3.39563. This shows that principal leadership has a significant relationship with teacher work motivation in State Senior High Schools throughout Tanah Datar Regency.

Table 1. Description of Teacher Work Motivation Research Data

Variables	Indicator	Number of Items	Total Ideal Score	Average Score	Score Achievement Level	Category
Teacher Work Motivation	Need for achievement	10	50	41.8	4.18	High
	Opportunity to grow	8	40	33.4	4.18	High
	Pride in one's own work	9	45	33.7	4.19	High
	The need for recognition	8	40	33.3	4.16	High
	Salary received	3	15	12.3	4.08	High
Amount		38	190	158.6	4.17	High

From the table above, it can be concluded that the indicator of the need for achievement is in the "High" category with a score of 4.18, the indicator of opportunities for development is in the "High" category with a score of 4.18, the indicator of pride in one's own work is in the "High" category with a score of 4.19, the indicator of the need for recognition is in the "High" category with a score of 4.16, and the indicator of salary received is in the "High" category with a score of 4.08. When viewed based on sub-indicators, all sub-indicators are in the high category.

Principal Leadership Data Description

Data collection on school climate was obtained from distributing questionnaires with 28 questions to 91 students (respondents). From the results of the questionnaire collected, the scores obtained by respondents with the highest score were 145 and the lowest score was 91. From the results of data processing using SPSS, the average score was obtained = 118.24, median = 121.00, mode = 121 and standard deviation = 16.058.

Table 2. Description of Principal Leadership Research Data

Variables	Indicator	Number of Items	Total Ideal Score	Average Score	Score Achievement Level	Category
Principal Leadership	Influence	10	50	42.41	4.24	Good
	Moving	10	50	41.51	4.15	Good
	Direct	10	50	41.72	4.17	Good
	Motivating	8	40	33.40	4.16	Good
Amount		38	190	159.04	4.18	Good

Discussion

Based on the results of the calculation of the correlation test and significance test, a conclusion was obtained that there is a significant relationship between the principal's leadership and teacher work motivation in State Senior High Schools throughout Tanah Datar Regency, at a

significance level of 5% with a coefficient of 0.504 and a correlation significance test of 3.39563. This shows that the principal's leadership has a significant relationship with teacher work motivation in State Senior High Schools throughout Tanah Datar Regency.

In general, the results of the study indicate that teacher work motivation is at the level of achievement of a score of 4.17 with the interpretation of "high" and the leadership of the principal is at the level of achievement of a score of 4.18 with the interpretation of "good", meanwhile, the results of the correlation test and the significance test of the correlation of the relationship between principal leadership and teacher work motivation in State Senior High Schools throughout Tanah Datar Regency show results greater than the values listed in the table. It can be concluded that there is a significant relationship between principal leadership and teacher work motivation at a significance level of 5%.

Based on the calculation results above, the t count result is 3.9563. After the t count value is obtained, the next step is to find the t table value at Alpha 0.5 with degrees of freedom (df = N-2), t table with N = 48 at a significance level of 5% or at a confidence level of 95% is 1.6765. From the results of the calculation of the correlation significance test, the t count is greater than the t table at a significance level of 5%, namely $3.39563 > 1.6765$. The criteria in calculating the correlation significance test state that if the t count is greater than the t table, then H_0 is rejected and H_a which states that there is a significant relationship between principal leadership and teacher work motivation is accepted, meaning that there is a significant relationship between principal leadership and teacher work motivation.

Based on the description above, it can be concluded that the principal's leadership has a relationship with teacher work motivation. The better the principal's leadership, the better the teacher's work motivation. However, if the principal's leadership is not good, then the teacher's work motivation will be less good. Therefore, both variables must be maintained and improved to be even better.

4. CONCLUSION

Based on the results of the research and discussion that have been conducted in the previous chapter, it is concluded that: Teachers' work motivation in State Senior High Schools throughout Tanah Datar Regency is in the high category with a score achievement level of 4.17. This means that teachers in State Senior High Schools throughout Tanah Datar Regency have high work motivation, but there needs to be an improvement in order to achieve a very high category of teacher work motivation in carrying out their work. Principal leadership in State Senior High Schools throughout Tanah Datar Regency is in the good category with a score achievement of 4.18. This means that principal leadership in State Senior High Schools throughout Tanah Datar Regency is already in the good category, but there needs to be an improvement again in order to achieve a very good category for principal leadership in State Senior High Schools throughout Tanah Datar Regency. There is a significant relationship between principal leadership and teacher work motivation in State Senior High Schools throughout Tanah Datar Regency. The magnitude of the correlation coefficient is 0.504 and the correlation significance test is 3.39563 at a significance level of 5% or at a confidence level of 95%. Thus, it can be concluded that principal leadership has a relationship with teacher work motivation.

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