

The Influence of Principal Leadership Style on Teacher Work Motivation in Public High Schools in Koto Tengah Subdistrict

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ARTICLE INFO

Article history:

Received October 28, 2025

Revised December 04, 2025

Accepted December 11, 2025

Available online December 30, 2025

Keywords:

Influence, Leadership Style, School Principal, Teacher Work Motivation



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ABSTRACT

This study was motivated by the low work motivation of teachers. Many factors influence teacher work motivation, one of which is the leadership style of the principal. This study aims to determine the extent to which the leadership style of the principal influences teacher work motivation at public high schools in the Koto Tengah subdistrict. This study is a quantitative study using a correlation research design. The population in this study consisted of 192 teachers at public high schools in the Koto Tengah subdistrict, and the sample size was determined using the Slovin formula with a 10% margin of error. Sampling was conducted using proportional random sampling with a total sample of 69 people. Data collection tools used Likert scale questionnaires that had been tested for validity and reliability, and the test results showed that the questionnaires were valid and reliable. The data analysis technique used was the Simple Linear Regression technique with the help of the SPSS version 25 program. The results of the study show that 1) The work motivation of teachers at public high schools in the Koto Tengah sub-district is in the high category with an achievement rate of 84.21%. 2) The leadership style of principals at public high schools in the Koto Tengah sub-district is in the adequate category with an achievement rate of 79.73%. 3) There is a significant influence between the principal's leadership style and teacher work motivation of 27.3%. Based on these research results, it can be concluded that the better the principal's leadership style, the higher the work motivation produced by teachers at public high schools in the Koto Tengah subdistrict.

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1. INTRODUCTION

Teachers, as the spearhead of education, have a huge responsibility in creating an effective learning process. To carry out their duties optimally, teachers must have high work motivation. Uno (2021:71) states that work motivation is one of the important factors that influence individual performance. Without work motivation, teachers tend to neglect their main duties and functions, which in turn can reduce the quality of education in schools (Uno, 2016).

However, the issue of low teacher motivation remains a challenge in many schools. According to Indahyati and Hendarti (2020), motivated individuals tend to persevere in their work in order to achieve their goals. However, in reality, many teachers still lack enthusiasm in their work. According to Robbins and Judge (2019), when someone is highly motivated, they will do their best to complete their work. Conversely, without motivation, individuals tend not to produce new things that can support the achievement of the organization's goals.

The leadership style of the principal is an important factor in increasing teacher motivation (Danim, 2015). According to Sunyoto (2015), motivation plays an important role because through motivation, it is hoped that every teacher can work hard and enthusiastically, so that they can achieve optimal work productivity. The principal, as an educational leader, has the authority to regulate, supervise, and provide motivation so that teachers can work according to the rules. Mulyasa (2017) states that school principals, as educational leaders, have the authority to regulate, supervise, and motivate teachers to work in accordance with regulations.

In public high schools in the Koto Tengah subdistrict, a number of symptoms of low teacher motivation were found, such as teachers lacking enthusiasm in teaching, a lack of initiative among some teachers to develop themselves through training or other professional activities, and some teachers appearing to lack initiative in improving the quality of learning. Preliminary research shows that some teachers lack enthusiasm in doing their work and lack responsibility for their work. This is thought to be due to weak supervision and follow-up by the principal. Wahjosumidjo (2018) emphasizes that the principal has a strategic role in fostering, motivating, and supervising teachers so that they are able to carry out their duties professionally and responsibly. Thus, weak supervision by the principal can have an impact on teachers' motivation and sense of responsibility in carrying out their duties. In addition, according to Usman (2020), effective educational leaders must be able to set an example, provide moral support, and ensure that every teacher has a high work ethic in achieving school goals. Therefore, the principal not only acts as an administrative manager but also as a motivator who functions to maintain the work ethic of teachers so that it remains optimal.

Based on this phenomenon, this study aims to examine the influence of principal leadership styles on teacher work motivation in public high schools in the Koto Tengah District, Padang City. This location was chosen based on the need to determine the extent to which principals carry out their role in increasing teacher work motivation. As stated by Rusmawati (2013), the success of school principals in managing and motivating teachers will determine the level of work enthusiasm and student learning outcomes. Thus, this study is expected to contribute to improving the quality of education by strengthening the leadership role of school principals in shaping better teacher work motivation. This is in line with Mulyasa's (2019) opinion, which states that principals have a strategic role as driving forces who determine the success of education through effective leadership skills.

2. METHOD, DATA, ANALYSIS

This study is a correlation study with a quantitative approach. According to Sugiyono (2017), correlation studies aim to determine whether there is a relationship and degree of influence between two or more variables, while a quantitative approach is used to test hypotheses formulated for a specific population or sample. In line with this, Creswell (2018) explains that quantitative research focuses on objective measurements of the phenomena being studied through statistical analysis to obtain conclusions that can be generalized. Meanwhile, Arikunto (2019) adds that correlation research not only describes the relationship between variables but also helps researchers understand the extent to which changes in one variable can affect other variables. Data collection was carried out using research instruments and analyzed statistically (Sugiyono, 2016). This study specifically aims to determine the extent of the influence between the principal's leadership style as an independent variable and teacher work motivation as a dependent variable in public high schools in the Koto Tengah District. According to Sugiyono (2018), population is defined as a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to be studied. The population in this study was all teachers at public high schools in the Koto Tengah subdistrict, totaling 192 people. The sample was a portion of the population used as a source of data in the study. The sample represented some of the characteristics of the population (Sugiyono, 2014). The sampling technique used was proportional random sampling, which was taken randomly without regard to strata in the population (Irianto, 2010:144). The sample size was determined using the Slovin formula with a 10% error rate, resulting in a sample size of 69 teachers at public high schools in the Koto Tengah subdistrict.

3. RESULT AND DISCUSSION

Result

Description of Teacher Work Motivation Data

Data on teacher work motivation was collected by distributing a questionnaire containing 25 items to 69 teachers (respondents). From the results of the questionnaires collected, the highest score obtained by respondents was 124 and the lowest score was 91. From the results of data processing using SPSS 25, the average score was 105.23, the median was 105, the mode was 113, and the standard deviation was 7.826.

Table 1. Description of Teacher Work Motivation Data

No	Indicator	Average	TCR	Category
1	Responsibility	4,10	82,07	High
2	Work Ethic	4,36	87,17	High
3	Perseverance	4,17	83,41	High
Total		4,21	84,22	High

Based on the table above, it can be concluded that the responsibility indicator is in the high category with an achievement score of 82.07%. The work ethic indicator is in the high category with an achievement score of 87.17%. The perseverance indicator is in the high category with an achievement score of 84.22%. Overall, when added together, all teacher work motivation indicators are in the high category with a total achievement score of 84.21%.

Description of Principal Leadership Style Data

Data collection on the leadership style of school principals was obtained by distributing a questionnaire containing 30 items to 69 teachers (respondents). From the results of the questionnaires collected, the highest score obtained by respondents was 150, and the lowest score was 89. From the results of data processing using SPSS 25, the average score was 119.71, the median was 118, the mode was 116, and the standard deviation was 11.380.

Table 2. Description of Principal Leadership Style Data

No	Indicator	Average	TCR	Category
1	Autocratic Leadership Style	4,05	80,99	Good
2	Democratic Leadership Style	3,99	79,99	Enough
3	Laissez Faire Leadership Style	3,92	78,32	Enough
Total		3,99	79,73	Enough

Based on the table above, it can be concluded that the autocratic leadership style indicator is in the good category with a score of 80.99%. The democratic leadership style indicator is in the fair category with a score of 79.99%. The laissez-faire leadership style indicator falls into the adequate category with an achievement score of 78.32%. Overall, when added together, all school principal leadership style indicators fall into the adequate category with a total achievement score of 79.73%.

Discussion

This section will discuss the results of research on Student Perceptions of Library Services at State Junior This study shows that the work motivation of teachers in public high schools in Koto Tengah District is in the "high" category with an achievement percentage of 84.21%. High work motivation is reflected in responsibility, enthusiasm, and perseverance. Of the three indicators analyzed, the enthusiasm indicator had the highest value at 87.17%, while the responsibility indicator recorded the lowest value at 82.07%. According to Hamid (2017), responsibility is a reflection of teacher professionalism, which is closely related to the awareness to carry out tasks and face the consequences of their role in the world of education. This statement is reinforced by (Nellitawati et al., 2024) that a single school leader is responsible and has authority. Mulyasa (2021) states that responsibility is part of the professional competence that teachers and principals must have to create a harmonious work atmosphere oriented towards improving the quality of education.

The importance of teacher responsibility in supporting work motivation also depends on the principal's leadership style. According to Mangkunegara (2017), efforts that can be made to increase responsibility

include work ethic training, giving awards to outstanding teachers, continuous discipline coaching, and adjusting workloads to be more balanced and in line with teachers' abilities. In addition, Rivai and Mulyadi (2019) also emphasize that effective leadership is leadership that is able to build commitment and responsibility through open communication and continuous empowerment of teachers. Thus, the principal's leadership style plays an important role in creating a work environment that fosters responsibility and work motivation.

The principal's leadership style in this study also received a "fair" rating with a percentage of 79.73%. Of the various indicators, the autocratic leadership style indicator received the highest score of 80.99%, while the laissez-faire leadership style indicator received the lowest score of 78.32%. This shows that the principal has performed their managerial functions optimally, but still needs to increase the intensity of guidance to teachers. As stated by Abdillah et al. (2022), the principal's guidance is important in helping teachers overcome learning obstacles and encouraging the improvement of their competence and professionalism. Effective school leadership is not only about decision-making and organization, but also about supervision, interpersonal communication, and continuous coaching that encourages teachers to feel supported, innovative, and confident in carrying out their duties (Neliwati, Hasnah Anas & Lestari, 2024).

Statistically, there is a positive and significant influence between the principal's leadership style and teacher work motivation. The analysis results show a correlation coefficient (R) value of 0.523 and a determination value (R^2) of 0.273. This means that 27.3% of the variation in teacher work motivation can be explained by the principal's leadership style. In other words, improving the quality of the principal's leadership style has a direct impact on increasing teacher work motivation. These findings support the theory proposed by Usman (2019), which states that the principal's leadership has a direct effect on teacher work motivation because the principal acts as a motivator, mentor, and role model in the implementation of educational tasks.

4. CONCLUSION

Based on the results of research and data analysis using simple linear regression analysis techniques conducted in this study, several conclusions can be drawn, namely that teacher work motivation in public high schools in the Koto Tengah sub-district is in the high category, with a respondent achievement rate of 84.21%. The principal's leadership style is in the adequate category, with a respondent achievement rate of 79.73%, and there is a positive and significant influence between the principal's leadership style and teacher work motivation of 27.3%. This means that a good principal's leadership style will be followed by an increase or change in teacher work motivation.

5. ACKNOWLEDGE

The authors would like to express their deepest gratitude to Prof. Drs. Syahril, M.Pd., Ph.D., as their supervisor, for his cooperation, guidance, direction, and support throughout this research process. They would also like to thank everyone at SMA Negeri Se-Kecamatan Koto Tengah for their opportunity, assistance, and cooperation in conducting this research. The authors also thank the relevant departments for their support, facilities, and administration, which enabled this research to be completed successfully.

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