

ANALYSIS OF THE ROLE OF LEADERSHIP STYLE WORK SATISFACTION AND WORK MOTIVATION ON TEACHER PERFORMANCE

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Abstrak: Penelitian ini bertujuan untuk menjelaskan bagaimana gaya kepemimpinan, motivasi, dan kepuasan kerja mempengaruhi efektivitas guru. Penelitian semacam ini bersifat kuantitatif. Peserta dalam penelitian ini adalah semua pendidik. 50 responden digunakan untuk proses pengambilan data berbasis sampling jenuh. SPSS digunakan untuk memperoleh data penelitian ini melalui analisis regresi berganda pada dokumentasi dan kuesioner. Tingkat signifikansi $0,000 < 0,05$ dan adjusted r-square 0,43 dari temuan penelitian, yang menunjukkan hubungan simultan dan substansial antara gaya kepemimpinan, motivasi, dan kepuasan kerja dan kinerja guru. Selebihnya dijelaskan oleh faktor-faktor yang tidak berhubungan dengan penelitian ini. Secara parsial, kebahagiaan kerja, motivasi, dan gaya kepemimpinan memiliki dampak yang besar terhadap kinerja guru. Semua faktor ini juga memiliki dampak yang signifikan terhadap kinerja guru.
Kata kunci: gaya kepemimpinan, motivasi, kepuasan kerja, kinerja, guru

Abstract: This study aims to clarify how leadership style, motivation, and job satisfaction affect teacher effectiveness. Research of this kind is quantitative. The participants in this study were all educators. 50 respondents are used for the saturation sampling-based data retrieval process. SPSS was used to obtain data for this study through multiple regression analysis on documentation and questionnaires. The significance level of $0.000 < 0.05$ and the adjusted r-square of 0.43 of the study's findings, which show a simultaneous and substantial relationship between leadership style, motivation, and work satisfaction and teacher performance, respectively. The remainder is explained by factors not related to this study. Partially, work happiness, motivation, and leadership style all have a substantial impact on teachers' performance. These factors also all have a significant impact on teachers' performance.

Keywords: leadership style, motivation, work satisfaction, performance, teacher

Introduction

The educator is the most influential element in the educational institution. Educators play a crucial role in the advancement of education, particularly in formal educational settings. The educator's role is closely tied to student success, particularly in the teaching and learning process, and has the greatest impact on the creation of high-quality educational processes and outcomes. Therefore, efforts to enhance the quality of education will not have a significant impact unless they are supported by competent and professional educators. With the advancement of science and technology, educators must be capable of immersing students in the continuously evolving world of science and technology. As facilitators, educators are responsible for assisting students in achieving educational objectives. Consequently, educators must possess a mature and well-developed character, possess a strong grasp of science and technology, possess the ability to spark student interest, and cultivate a sustainable profession (Admodiwiro, 2000).

One of the key determinants of any educational endeavor's success is you, the teacher or teacher educator. The quality of education is heavily influenced by teacher performance, which will also have an effect on the graduates' quality once they graduate. When compared to other nations, Indonesia's education issue is still a long way off when it comes to the quality of its people resources. According to information from the Organisation for Economic Co-operation and Development's World Education Ranking, the country in that position is a developed country in terms of education. The top nations in reading, mathematics, and science are listed by this organisation. In a list of 75 nations, Indonesia comes in at number 69. According to the OECD assessment, Singapore took first place, followed by Hong Kong, South Korea, and Japan. Meanwhile, Indonesia scored 402 in reading, 371 in maths, and 383 in natural science. PISA, or the Programme for International Student Assessment, is tied to global education rankings. Since Pisa is a programme that is well-regarded internationally, it is expected that politicians and policymakers would evaluate the variations in educational systems among other nations. In line with Indonesia's education ranking compared to other countries in the world, many factors determine the success of students, starting from school facilities and infrastructure, parents' economic conditions, the role of educators, the learning environment, the family environment, the psychological factors of students, and many other factors (Mokodenseho et al., 2023).

Of the numerous factors that impact the success of students, the educator who plays the most crucial role in this scenario is the instructor. Teachers who incidentally serve as guardians and role models for their students are extremely important, as it is widely acknowledged that the teacher's motto signifies individuals who are trusted and emulated as role models. The trust bestowed upon teachers is intended to be a source of encouragement and motivation for them to consistently enhance their quality and professionalism. One of the elements that affects teacher performance is a leader, specifically the school principal. Based on observations conducted by researchers on several teachers, it was stated that there were various issues, including the leader providing inadequate attention or guidance to their subordinates, offering insufficient motivation, and excluding subordinates from decision-making processes (Goleman, 2002). The principal holds a pivotal position within the school, as they are responsible for assigning tasks to teachers and establishing policies. This is because educational leadership demands primary focus. Through effective leadership, it is hoped that individuals of high calibre will emerge in various fields as thinkers and workers who can ultimately enhance the quality of the workforce. This viewpoint implicitly suggests that leadership style has an impact on teacher performance. The implementation of the appropriate leadership style will significantly influence decision-making and also inspire teachers to fulfil their duties proficiently (Lahiya & Mokodenseho, 2023).

Performance Evaluation is a procedure for establishing a mutual understanding of what will be accomplished and an approach for managing and developing individuals in ways that increase the probability of success in a short or long period. This enhancement is not solely due to the management-driven system for overseeing the performance of their staff but also to an approach to managing and developing individuals that empowers them to oversee their own development and performance within the framework of clear objectives and standards agreed upon with their supervisors (Handoko, 2000). Performance appraisal is the process of evaluating the work of personnel in an organization through performance evaluation instruments. Essentially, performance appraisal is an assessment of the work performance of personnel by comparing it with established performance standards. This performance evaluation activity assists personnel in making decisions and provides feedback regarding the implementation of their work. Performance factors comprise of internal and external factors. Internal factors (dispositional) are factors linked to an individual's characteristics. For instance, someone's performance is excellent because they possess high abilities and are diligent, while someone's performance is subpar because they possess low abilities and do not make efforts to enhance their skills. External factors are factors that influence an individual's performance that originate from the environment. Examples include the behaviour, attitudes, and actions of colleagues, subordinates, or leaders, work facilities, and work climate (Susiloningsih et al., 2023).

Motivation is another element that has an impact on teachers' performance. Because motivation affects how individuals behave at work, or in other words, because behaviour is the simplest expression of motivation, the function of teacher motivation both internally and externally is crucial for the development of professional teachers (Kreitner & Kinicki, 2003). Someone's motivation is what persuades them to engage in a particular activity. As a result, motivation is frequently seen as a motivating component in behaviour. Every action someone takes must be motivated by something. In general, a person's needs and desires are what drive them to engage in a given activity. The inner component is a shift in a person, a feeling of unease, or tension in the mind. What a person wants is the external component; his action is directed in that way by his objective. Therefore, the inner component is the need that must be met, and the outside component is the objective that must be accomplished. Goals and fulfilment have a significant tie and connection when we consider our needs,

motives, actions, and behaviours. Motivation underlies every behaviour (Dianto et al., 2023).

Because of a perceived need, motivation emerges, and subsequent action is focused on reaching predetermined objectives. You will feel content if the aim has been accomplished. Once a need has been met, behaviour has a tendency to be repeated, strengthening and stabilising it. Something that stimulates enthusiasm or encouragement to work is called a motivator. Therefore, motivation is a quality a person has that influences his actions in order to achieve particular objectives. In reality, a worker with high job motivation typically performs well. Therefore, initiatives to increase employee performance must take motivation into account (Sedarmayanti, 2007). Some of these viewpoints imply that teacher performance can be impacted by motivation. Needs, motivation, actions, or behaviour goals, and satisfaction are closely related. Job satisfaction is related to how well one's goals and the incentives received line up. Job happiness among teachers affects productivity, discipline, and the calibre of work. Teachers who are happy with their jobs will perform better, which will probably have a good effect on raising educational standards. Employees' emotional reactions to their work might be either joyful or unpleasant, depending on their job satisfaction. Job satisfaction is a reflection of how someone feels about their employment. Employees' favourable attitudes towards their jobs and everything else experienced at work are evidence of this. The means is one of the elements that affects job happiness (Sutrisno, 2009). Schools require the infrastructure and support of educational facilities because they are educational institutions. Infrastructure and educational facilities are crucial components of education (Tampubolon, 2007). The educational process in schools is substantially supported by the fact that many schools have complete educational infrastructure and facilities. These facilities seem beneficial to both teachers and pupils (Winardi, 2010). But sadly, this state did not last very long. The amount and calibre of facilities and infrastructure cannot be consistently maintained. In order to preserve the quality and quantity of facilities and infrastructure over a comparatively longer period of time, efforts must be made to manage them effectively.

Method

All of the teachers who participated in this study fit the profile of a teaching staff member in a school. The samples were all instructors, representing a total of 30 schools and 50 individuals. Saturated sampling is the method of sample gathering that is used. The author employed interviews, questionnaires, literature reviews, and documentation as data collection methods for this study. Validity testing was carried out to measure the statements in the questionnaire. An instrument is said to be reliable when it is used to measure many times to produce the same or consistent results. To test the classical assumptions on this primary data, the researchers conducted a multicollinearity test, a normality test, and a heteroscedasticity test. The Kolmogorov-Smirnov non-parametric statistical test is yet another statistical test that can be used to check the normality of the residuals. The variance inversion factor (VIF) and tolerance are evaluated as part of the multicollinearity test. The goal of the heteroscedasticity test is to determine whether there is an inequality in variance between the residuals from one observation and another in the regression model. Multiple regression analysis is used in this investigation.

Findings and Discussion

The 50 respondents who participated in the survey to assess leadership style, motivation, and job satisfaction represent a range of ages from 25 to 56 years old. Male respondents made up 23 people, or 47.9% of the total, compared to 25 female respondents, or 52.1%. Although not much different, there are more female teachers than male teachers. This is in accordance with the 2015–2016 Ministry of Education and Culture Data and Statistics Centre, which states that the teaching profession is dominated by women. The respondent's last education was dominated by those with the last Bachelor's degree, namely 42 people, or 87.5%. This is because the school has determined that its students must have the last education as a Bachelor's degree. Respondents to measure teacher performance, totalling 50, came from 22 people elementary school students and 28 people school students, regardless of gender. According to the results of the questionnaire's frequency of responses, the leadership style has given priority to power while assigning tasks to instructors. The task is being assigned in a manner that is appropriate or effective. Tasks were assigned according to defined procedures under the leadership style. The leadership style has provided good communication with the teachers. The leadership style has given enthusiasm to the teachers. Leadership styles can motivate teachers to carry out their duties properly. The leadership style has included teachers in giving opinions. The leadership style has valued the opinions of the teachers. Leadership style has given teachers freedom in carrying out their duties. The leadership style has given directions to teachers to carry out their duties with full responsibility.

Motivation is based on clear responsibilities. motivation based on his interest in teaching. Motivation is supported by the necessities of life. Motivation is supported by a clean and comfortable work environment.

Motivation is supported by security and work-safety facilities. Teacher job satisfaction is supported by a salary that is in accordance with the responsibilities carried. Interesting or enjoyable assignments help teachers feel more satisfied with their jobs. If the work is good, promotion will promote teacher job satisfaction. The principal's backing is a key factor in teacher job satisfaction. The cooperation of co-workers supports teacher job happiness. A teacher's effectiveness can be evaluated based on the explanation of the learning content that will be covered. The description of the learning objectives that will be taught can be used to evaluate the performance of the teacher. The selection of appropriate media for the lesson being taught can be used to evaluate a teacher's performance. The knowledge of the subject matter being taught by the teacher can be used to evaluate their performance. Teacher performance can be assessed by how the teacher gives students the opportunity to ask questions about the lessons being taught. Teacher performance can be assessed through the use of methods that are appropriate to the lessons being taught. Teacher performance can be assessed by giving homework after each lesson is taught. Teacher performance can be assessed through the implementation of learning evaluations (tests or exams) according to the schedule. Teacher performance can be assessed by whether the teacher gives grades to students objectively or not. Teacher performance can be assessed through the preparation of report cards to be given to students' parents.

Of these 50 respondents, the lowest leadership style score was 37.00, and the highest score was 50.00. The average leadership style score for the 50 responders was 42.4375, with a standard deviation of 3.41403. The range of the motivational variable's values is from 19.00 to 25.00. The motivating variable has a standard deviation of 1.51353 and an average value of 21.4167. The range of the job satisfaction variable's values is from 12.00 to 23.00. The average value of the work satisfaction variable is 19.2500, and its standard deviation is 2.16844. With a standard deviation of 3.58329 and an average teacher performance score of 42.7292, the teacher performance variable's values range from 36.00 to 50.00. 43%, or the corrected R square, is 0.430. This is the adjusted coefficient of determination. The regression model's three variables are more strongly correlated with one another when the Adjusted R Square value is higher. It can be determined that variables like leadership style, motivation, and job happiness can account for 43% of teacher performance characteristics. While factors outside the scope of the study have an impact on or can explain the remaining 57% of the difference.

Performance is simultaneously and significantly impacted by the variables of leadership style, motivation, and job happiness. The f-count value above, 11,060, which is more than the f-table value of 2.79 with a probability of 0.000, which is less than 0.05, demonstrates this. As a result, the alternative hypothesis is accepted if $f\text{-count} > f\text{-table}$ ($11,060 > 2.79$). The association between leadership style, motivation, and work satisfaction and student achievement is positive or unidirectional, according to an f-count value of 11,060. In other words, a teacher performs better the better their leadership style, motivation, and job happiness. These results are consistent with past research that examined the relationship between management style, employee motivation, and work satisfaction and productivity. The results of his research show that a leader's style, drive, and degree of job satisfaction all have an impact on performance. The test results demonstrate that the distribution of f-count 12.443 is greater than f-table 2.81 with a p-value of $0.000 < 0.05$. Therefore, it can be said that a leader's style, employee motivation, and job satisfaction all have an effect on workers' performance either separately or together.

While the t-table value is 2.015, the t-test result for the leadership style coefficient is 2.147. The variable of leadership style has a statistically significant Sig value of 0.037 0.05. If the t-count exceeds the t-table value ($2.147 > 2.015$), the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Therefore, it can be said that the leadership style coefficient, to a certain extent, has a substantial impact on teacher performance. This result is in line with a prior investigation titled "The Influence of Leadership Style and Motivation on Teacher Performance at Yadikalubuklinggau High School." The findings of this study suggest that leadership style influences teacher performance favourably. The leadership style variable's t-count value, at a significant level of 5.751, is greater than the t-table value, at 1.68385. In other words, it may be said that the Leadership Approach does, in fact, have a considerable impact on teachers' effectiveness. Additionally, the t-critical value is 2.015, while the t-value for the driving coefficient is 2.378. The driving variable's Sig value, which is 0.022 and less than 0.05, denotes its significance. The alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected if the t-value exceeds the t-critical value ($2.378 > 2.015$). Thus, it can be said that the driving coefficient has a substantial impact on teachers' efficacy to some extent. The results are consistent with the study titled "The Impact of Leadership Approach and Motivation on Teacher Effectiveness at Yadikalubuklinggau High School." The outcomes of his study show that teacher performance is positively impacted by motivation. The results of the t-value analysis show that the Motivation variable has a t-value of 5.614, which is much higher than the t-critical value at 1.68385. This implies that teacher effectiveness is significantly influenced by motivation.

The job satisfaction coefficient's t-test result is 3.249, whereas the t-table value is 2.015. The job satisfaction variable has a statistically significant Sig value of $0.001 < 0.05$. If the t-test result exceeds the t-table value ($3.249 > 2.015$), the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected, it may be said that the work satisfaction coefficient has a significant impact on teacher performance to some extent. The results are in line with a study that looked at how high school teachers' performance was affected by their work environment, job happiness, and work discipline. Additionally, according to this research, job satisfaction enhances teachers' efficacy. The job happiness variable has a t-test value of 6.668, which is greater than the t-table value at a significance level of 1.653, according to the t-test results. This suggests that job satisfaction has a big impact on how well teachers perform. The coefficient number X1 shows that raising the effectiveness of leadership will raise student accomplishment. The coefficient X2 shows that any increase in motivation will provide for better instruction. According to the coefficient number X3, increasing work satisfaction will raise student accomplishment.

Conclusion

Teacher performance is significantly impacted by leadership style. The performance of teachers is significantly impacted by motivation. The performance of teachers is significantly impacted by job happiness. Teachers' performance is significantly influenced by their leadership style, motivation, and job satisfaction, either alone or all at once. Schools must develop their leadership skills by paying attention to the requirements of their staff, allowing them the flexibility to perform their jobs while yet being in charge of them so that they are in accordance with goals, and effectively interacting with subordinates who can make the workplace comfortable. In order to increase the motivation of employees, schools should continue to make improvements that will have the effect of increasing the motivation of subordinates, one of which is by providing support to employees in carrying out their duties. In order to increase school job satisfaction, it is better to increase the compensation of employees to support their daily needs and improve work facilities in order to create comfortable and conducive working conditions. With this research, it is hoped that schools can take advantage of this research as material for consideration so that they pay more attention to teacher needs, especially in the leadership style and motivation given as well as job satisfaction, which pay more attention to improving teacher performance. It is envisaged that future research on this topic, specifically the impact of leadership style, motivation, and work satisfaction on teacher performance, will draw on this study as a guide. Future research is encouraged to look at other issues, besides the author's discussion of leadership style, motivation, work satisfaction, and teacher effectiveness, that are backed by the most recent theories or studies and have distinct dimensions and indicators.

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