



## The influence of leadership style, academic supervision, and work motivation of School Principals on the performance of Private Primary School Teachers in Indonesia

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### Abstract

This research aims to determine: 1) The principal's leadership partially influences the performance of teachers in private elementary schools in Agats City, 2) The principal's supervision partially influences the performance of teachers in private elementary schools in Agats City, 3) The principal's leadership and supervision schools have a simultaneous effect on teacher performance in Private Elementary Schools in Agats City. 4) How much does the principal's leadership and supervision variables influence teacher performance variables in private elementary schools in Agats City. This research uses a quantitative approach with ex-post facto research methods. This research was carried out at private elementary schools in the city of Agats and the research subjects were all private elementary school teachers with the sampling method being the total sampling method or census. The data collection technique in this research was by using questionnaires and documentation. The results of the research show that the school principal's leadership style has a positive and significant effect on the performance of private elementary school teachers in Agats City, Regency. Asmat. With a Tcount value of  $2.611 > T_{table} 2.021$  and a significance value of  $0.013 < 0.05$ . The principal's academic supervision has no effect on teacher performance with a T value of  $-0.733 < T_{table} 2.021$  and a significance value of  $0.468 > 0.05$ . The principal's work motivation has a positive and significant effect on teacher performance with a T value of  $4.816 > T_{table} 2.021$  and a significance value of  $0.000 < 0.05$ . The results of the simultaneous test (F) show that the results of the three independent variables including the principal's leadership style, the principal's academic supervision and the principal's work motivation on teacher performance obtained a significant value of  $0.000 < 0.05$  and Fcount  $75.349 > F_{table} 2.85$ . This shows that there is a significant positive influence simultaneously from the principal's leadership style, the principal's academic supervision (X2), and the principal's work motivation on teacher performance.

**Keywords:** Causal factors, School dropout, elementary education

### Introduction

Schools are educational institutions that are established and have a major influence on improving the quality of education. Suhardan, *et al* (2013) argue that schools function as "agents of change", which means that schools have a duty to develop students who have the capacity to overcome domestic obstacles and compete effectively on a global scale. Therefore, schools must prioritize cultivating competent and virtuous students.

These ideas hold the most prominent leadership positions in educational institutions, such as schools. Its functions mostly include the role as an authoritative figure and leader within educational institutions. Principals are educational specialists with a particular focus on managing school operations and promoting effective teaching methods and student engagement. The person responsible for supervising the school in all matters is called the principal.

Performance is a measure of a person's level of competence or achievement in their work. The main determinants of educational achievement include educators, students, facilities, learning environment, and curriculum. Teachers are important pedagogical facilitators who have a major influence on academic achievement. The effectiveness of the principal's leadership in mobilizing and inspiring the team has a major impact on teacher performance, because this determines their ability to inspire and direct their subordinates towards achieving goals. Here, principals can do more to increase teacher productivity by showing genuine interest in them as people and their work. When school leaders model positive behavior, it inspires and

motivates everyone to work together to realize the school's mission and fulfill its vision. Principals are most effective when they have support from teachers, parents through the school committee, and ambitious students who want to learn and grow.

Supervision is a targeted process aimed at helping teachers and supervisors develop essential skills and knowledge to effectively carry out their daily duties in schools. In this way, they are able to provide superior service to parents and schools, while fostering a productive learning community (Mulyasa, 2007). Principal supervision primarily aims to improve teachers' competence in the classroom and in educational activities so that they can fulfill their teaching responsibilities well and make a significant contribution to national education goals. The teaching profession is not without problems, and these problems will likely continue for some time. School administrators play an important role in helping teachers become more professional and effective in their work by providing guidance and support. To ensure systematic and sustainable development in the implementation of learning activities in schools, school principals seek support in improving teacher performance.

Various problems that occur in the field can be used as an initial basis for researchers to analyze in more depth the importance of leadership, principal supervision and principal work motivation on teacher performance so as to improve teacher performance in private elementary schools in Agats City. Various problematic phenomena that occur in the field can be used as an initial basis for researchers to analyze in more depth the importance of leadership style on

teacher performance so that they can improve teacher performance in private elementary schools in Agats City, Regency. Asmat.

From this background, the researcher was interested in examining the extent of the influence of the principal's leadership style on teacher performance, so the researcher's desire arose to choose a title related to the things mentioned above, namely "The Influence of Leadership Style, Academic Supervision, and Work Motivation of School Principals on the Performance of Private Primary School Teachers in Indonesia".

## Research Method

### Research Type

This research uses a quantitative approach, because the data obtained is in the form of numbers and is processed using statistical methods which are used and then interpreted. The purpose of choosing a quantitative approach refers to the opinion of Sudarsono (1989), namely describing a symptom quantitatively by presenting average scores, deviations, graphs and so on, as well as making predictions and estimates based on the results of analysis and models that have been determined.

Furthermore, this research is ex-post facto because it only reveals data on events that have already taken place and are available to respondents without providing treatment or manipulation of the variables studied. This is in accordance with the opinion of Sugiyono (2010) who states that ex-post facto research is carried out to examine events that occur and then trace backwards through the data to determine possible causes for the events studied. This type of research was chosen because the researcher intended to reveal how much influence the independent variables (school principal leadership) and (school principal supervision) had on the dependent variable (teacher performance).

### Research Location and Time

The location of the research was carried out at Private Elementary Schools in Agats City including YPPK Lintas Suci Agast Elementary School, YPPGI Agats Elementary School and Darusalam Agats Elementary School for 3 months with the research time being carried out from August to October 2023.

### Data Source

A total of 32 private elementary school teachers in Agats City comprised the population of this study. The census or total sampling procedure was implemented. This is due to the fact that the population in this study is relatively limited, and therefore, all members of the population were sampled.

### Data Collection Techniques and Instruments

The data collection technique used in this research is by using questionnaires. Widoyoko (2013) stated that a questionnaire is a data collection method that is carried out by giving a set of questions or written statements to respondents to provide responses according to user requests. Meanwhile, Sugiyono (2009: 199) states that a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents for them to answer. Sugiyono (2009) further explained that questionnaires are suitable for use if the number of respondents is large enough and spread across several large areas.

## Findings and Discussion

### The Influence of the Principal's Leadership Style (X1) on Teacher Performance in Private Elementary Schools in Agats City

The school principal is seen as the driving force and determinant of policies that are generally realized. The principal's leadership style must be able to mobilize and motivate teacher performance so that teachers in the school can prepare programs, present programs well, carry out evaluations, carry out learning analysis and carry out improvements and enrichment in an orderly and responsible manner (Larashati & Retno, 2016).

From the results of the partial test (T) carried out on the principal's leadership style variable on teacher performance, it was found that the significance value was  $0.013 < 0.05$  and the T value was  $2.611 > T$  table 2.024. This means that there is a positive and significant influence of the principal's leadership style on teacher performance, p. This is in line with research conducted by Romadhon & Zulela (2021) showing the results that there is an influence of school principal leadership on teacher performance of 15.1% while the rest is influenced by other factors. Apart from that, research conducted by Yunus, *et al.*, (2021) shows similar results that school leadership has a significant influence with a percentage of 58.8%.

There are various styles that can be applied by school principals, one way to discipline and increase the responsibility of teachers, staff and students, is that school principals are suitable to apply an instructive (telling) style. Wahyudi (2012: 140) states: The instructive style is applied to teachers who are unable and do not dare to assume responsibility, if carrying out tasks requires special explanation, arrangement/direction and supervision. An instructive leadership style (G1) is appropriate to apply to teachers who are unable and unwilling to accept responsibility. The principal carries out strict supervision, thus the degree of human relations is in the low category but attention to the organization is high.

### The Influence of Principal Academic Supervision on Teacher Performance in Private Elementary Schools in Agats City

Academic supervision is coaching and assessment towards providing assistance to teachers and other personnel by making quality improvements regarding work procedures and work instructions that have been determined jointly (Afiyanli & Sabandi, 2020). Principal supervision is influenced by teacher performance in elementary schools.

From the results of the partial test (T) carried out on the principal's academic supervision variable, the T value was  $-0.733 < T$  table 2.024 and the significance value was  $0.468 > 0.05$ . This means that there is no influence of the principal's academic supervision on teacher performance. This is inversely proportional to research conducted by Afiyanli and Sabandi (2020) showing the results that the influence of principal supervision on teacher performance at Vocational High School (SMKN) 2 in Padan gave significant results with 66% obtained. Apart from that, research conducted by Aprida, *et al.*, (2020) shows significant results of principal supervision on teacher performance at SDN Sanga Desa. And research conducted by Susilo (2019) found that the principal's academic supervision had a positive effect on teacher performance.

### **The Influence of Principal Work Motivation on Teacher Performance in Private Elementary Schools in Agats City**

Work motivation refers to the intrinsic or extrinsic factors that drive people to achieve goals and excel in their work or workplace. Principals are critical in encouraging teachers to perform well and fostering a positive work atmosphere. They give honest praise, express gratitude for the work teachers do, and provide individualized assistance. They also offer tools, opportunities for professional growth, measurable goals, and clear guidance. Positive relationships are fostered by the principal acting as a mentor, offering emotional support, and paying attention to teacher needs. Teachers who work in this supportive atmosphere will be more enthusiastic, dedicated, and have a stronger sense of community, which improves the quality of teaching and student learning outcomes (Fanani, 2018).

From the results of the partial test (T) carried out on the principal's leadership style variable on teacher performance, it was found that the significance value was  $0.000 < 0.05$  and the T value was  $4.816 > T$  table 2.024. This means that there is a positive and significant influence of the principal's work motivation on teacher performance, p. This is in line with research conducted by Zailani (2023) that the school principal's work motivation has a positive and significant influence on teacher performance, which means that the better the motivation provided by the principal, the better the resulting performance.

The work motivation of school principals has a major influence on teacher performance, which improves teaching standards in schools. Teachers become more enthusiastic, creative and productive. A highly motivated school principal will provide a healthy work atmosphere, which encourages teachers to give their best effort. They also provide clear direction and a sense of ownership of the school's goals (Suzanna, 2022)

By offering professional development, constructive criticism, support in facing obstacles and changes in the education system, and training, principals also help teachers become more skilled educators. Teachers who are motivated like this have greater self-confidence and independence, which inspires them to continue learning and growing as professionals (Yope, 2022).

### **Simultaneous Influence of Leadership Style, Principal Academic Supervision and Principal Work Motivation on Teacher Performance in Private Elementary Schools in Agats City**

The principal's leadership style, the principal's academic supervision and the principal's work motivation are components that can influence teacher performance in the field of education. This component always influences the results of teacher performance if it is done according to established procedures. The principal's leadership style contributes to the activities of teachers in the school, academic supervision provides guidance to teachers which has an impact on the progress of the school itself and the principal's work motivation has a big influence on teacher performance, which improves teaching standards in the school. Teachers become more enthusiastic, creative and productive. From this it follows that these components are linked to mutually influence teacher performance in schools. The results of the simultaneous test (F) show that the results of the two independent variables including the principal's

leadership style, the principal's academic supervision, and the principal's work motivation on teacher performance obtained a significant value of  $0.000 < 0.05$  and an Fcount value of  $75.349 > F$ table 2.85. This shows that there is a significant positive influence simultaneously from the principal's leadership style, the principal's academic supervision, and the principal's work motivation on teacher performance. This is in line with research conducted by Fajeri (2023) that the variables of leadership, academic supervision and work motivation have a significant effect on teacher performance, both simultaneously and partially.

Research conducted by Khobir, *et al.*, (2021) shows that the results show that there is an influence of the school supervisor's academic supervision and the leadership of the school principal, both partially and simultaneously, on the performance of SMPN teachers in Banyuasin II District. Apart from that, research conducted by Rafli and Amra (2021) also shows the results that academic supervision and the leadership style of school principals can be used as predictor variables and can influence the performance of high school teachers in Solok Regency.

### **Conclusion**

From the data analysis and discussion in the previous chapters, researchers can draw the following conclusions

1. The principal's leadership style has a positive and significant effect on the performance of private elementary school teachers in Agats City, Regency. Asmat. With a Tcount value of  $2.611 > T$ table 2.021 and a significance value of  $0.013 < 0.05$ .
2. The principal's academic supervision has no effect on the performance of private elementary school teachers in Agats City, Regency. Asmat. With a Tcount value of  $-0.733 < T$ table 2.021 and a significance value of  $0.468 > 0.05$ .
3. The work motivation of school principals has a positive and significant effect on the performance of private elementary school teachers in Agats City, Regency. Asmat. With a Tcount value of  $4.816 > T$ table 2.021 and a significance value of  $0.000 < 0.05$ .
4. The results of the simultaneous test show that the results of the three independent variables including the principal's leadership style, the principal's academic supervision and the principal's work motivation on teacher performance obtained a significant value of  $0.000 < 0.05$  and Fcount  $75.349 > F$ table 2.85. This shows that there is a significant positive influence simultaneously from the principal's leadership style, the principal's academic supervision, and the principal's work motivation on teacher performance.

From the results of the research conducted, the author proposes suggestions that can be used as input for the Agats City Private Elementary School and further research

1. It is recommended to Agats City Private Elementary Schools that principals continue to strive to improve teacher performance by giving awards to teachers who excel, paying attention to both material and non-material aspects, involving teachers in preparing school programs, listening to teachers' ideas and provide a sense of security for teachers so that teachers feel comfortable and have ownership of school improvement.

2. It is hoped that further research can consider other variables that may be related to influencing teacher performance.

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