



The Influence of Leadership Style and Environment Work to Work Motivation of SMP Teachers in Bandar Sribhawono Distric Lampung Timur District

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Abstract

This study aims to investigate: (1) the Influence of leaderships style toward Teachers' Work Motivation at Junior High Schools in Bandar Sribhawono Distric, East Lampung Regency, (2) the Influence of work environment toward Teachers' Work Motivation at Junior High Schools in Bandar Sribhawono Distric, East Lampung Regency, and (3) the influence of leaderships style and work environment toward teachers' work motivation at Junior High Schools in Bandar Sribhawono Distric, East Lampung Regency. This was a quantitative study. The research population comprised teachers at Junior High Schools in Bandar Sribhawono Distric, East Lampung Regency. The sample consisted of 35 respondents from 9 Junior High Schools in Bandar Sribhawono Distric, East Lampung Regency. The research instruments were a questionnaire, observation, and interview. The data analysis technique in the study was multiple regression analysis. The results of the study are as follows. (1) There is a significant and positive influence of leadership style toward teachers' work motivation. It can be seen from the result of T_{Count} is 1,689 greater that T_{tabel} is 1,689 and the significant value was 0,000 at the significant level of 5% (0,05). So it can be said that $0,000 < 0,05$. The influence value of leadership style toward teachers' work motivation is 43,2%. (2) There is a significant and positive influence of work environment toward teachers' work motivation. It can be seen from the result of T_{Count} is 7,812 greater that T_{tabel} is 1,689 and the significant value was 0,000 at the significant level of 5% (0,05). So it can be said that $0,000 < 0,05$. The influence value of work environment toward teachers' work motivation is 39,0%. (3) There is a significant and positive influence of leadership style and work environment toward teachers' work motivation. It can be seen from the result of F_{Count} is 31,112 greater that T_{tabel} is 2,247 and the significant value was 0,000 at the significant level of 5% (0,05). So it can be said that $0,000 < 0,05$. The influence value of leadership style and work environment toward teachers' work motivation is 66,0%.

Keywords: Leaderships Style, Work Environment, Motivation

Introduction

One of the main and important components in the education system in schools is the process component in which there are sub-components in the form of the learning process. And in this learning process, the teacher is the central figure who determines the success of the teaching and learning process in the classroom. The position of teachers in education is at the forefront of creating quality products, namely human resources. The professional duties of teachers according to the Law of the Republic of Indonesia Number 14 of 2005 article 20 are planning lessons, implementing quality learning processes, and assessing and evaluating learning outcomes, this can be realized if the work motivation is high. Efforts to optimize the duties of professional teachers are influenced by many very complex factors, one of which is considered important is work motivation. Being a teacher without work motivation will quickly feel bored because there is no driving element. Motivation is the provision of a driving force that creates one's work enthusiasm, both working independently and working together. Work that is carried out effectively and integrated with all its efforts to achieve satisfaction for those who do a job. Motivation is reflected in the basic attitudes, work habits, and behavior of a person which is manifested by working hard, being independent, enthusiastic, forward-thinking, disciplined and able to work well together in completing work. So that work motivation can be optimized in school institutions, it is necessary to know the factors that can affect the work motivation of teachers at the school. Factors that are thought to influence the work motivation of teachers are seen from internal factors originating from within the teacher and external factors originating from outside the individual. Internal factors such as attitudes towards work, talents, interests, satisfaction, experience, and others. Also external factors are factors that come from outside the individual concerned, such as supervision, salary, work environment, leadership. Each principal has a different leadership style. This is a separate perception for school residents to be able to translate any orders and work instructions given. In addition to the leadership of the principal, another factor for teachers to have strong motivation, they must work in a conducive school environment. The work environment is a dynamic element in the place where he works. The work environment for

teachers is the school environment, namely everything that is inside or outside the school, both the physical and social environment. A good work environment will provide encouragement (motivation) to each individual to be able to work comfortably and optimally, otherwise a less supportive work environment will affect work optimization. Based on the results of observations, it is known that the work motivation of teachers has many problems. This can be seen from several realities that the author found, for example; Not all junior high school teachers in Bandar Sribhawono sub-district have optimal teaching motivation in accordance with teaching demands. This can be seen from the tendency that not all teachers are responsible for work such as discipline in work, which there are still some teachers who are late in entering the classroom when teaching which has not been in accordance with the specified time. In addition, teacher motivation that has not been optimal can also be seen from the lack of teacher motivation in exploring learning methods, as well as the less optimal use of learning media. Teachers mostly use the lecture method and only use textbooks and conventional media in the delivery of learning materials. Based on the explanation above, the researchers are interested in conducting in-depth research, which is formulated into the title "The Influence of Principal Leadership Style and Work Environment on Work Motivation of Middle School Teachers in Bandar Sribhawono District, East Lampung Regency". The purpose of this study was to find out the strength or magnitude: 1) The influence of leadership style on the work motivation of junior high school teachers in Bandar Sribhawono District, East Lampung Regency, 2) The influence of the work environment on the work motivation of junior high school teachers in Bandar Sribhawono District, East Lampung Regency. , and 3) The effect of leadership style and work environment together on the work motivation of junior high school teachers in Bandar Sribhawono District, East Lampung Regency.

B. Theoretical Foundation

1. Work Motivation.

The term motivation comes from the Latin word "movere" which means to encourage or move. Motivation according to Hasibuan (2014: 92) that "motivation questions how to encourage subordinates to work hard by giving all their abilities and skills to realize company goals".

According to Hamzah (2016: 2) that motivation is the basic impulse that moves a person to behave. Basically, a person works because he wants to fulfill his life needs. The impulse of desire in a person with others is different so that human behavior tends to vary at work. In line with the opinion above, according to Vroom in Ngalim Purwanto (2006: 72), motivation refers to a process of influencing individual choices towards various forms of desired activities. Motivation as a psychological process in a person is influenced by several factors. According to Siswanto (2005: 116-120), these factors can be distinguished into internal and external factors. internal factors include; 1) Desire to live, 2) Desire to have, 3) Desire to be rewarded, 4) Desire to gain recognition, and 5) Desire for power. While external factors include; 1) Working environment conditions, 2) Adequate compensation, 3) Good supervision, good supervision, 4) Job security, 5) Status and responsibilities, and 6) Flexible regulations. Furthermore, one's work motivation will appear in several indicators. According to Hamzah (2016: 112), explaining several indicators of a person's work motivation, including the following: 1) Responsibility in doing work, 2) Achievements, 3) Self-development, and 4) Independence in acting. Another opinion about indicators of work motivation can be seen from the driving elements of motivation put forward by Siswanto (2005: 268-270), which include: Performance (Achievement), Recognition (Recognition), Challenges (Challenge), Responsibility (Responsibility), Development (Development)., Involvement, and Opportunity.

2. Leadership Style .

Leadership plays a very important role in organizational management. Leadership style according to Heidjrachman and Husnan (2002: 224) is "a pattern of behavior designed to integrate organizational goals with individual goals to achieve certain goals". Meanwhile, according to Tjiptono (2001: 79) "leadership style is a way used by leaders in interacting with their subordinates". Another opinion was also conveyed by Hersey (2004: 29). If the leader is incapable of organizing and not having the skills and experience in the lead then it will decline and be left behind with other educational institutions (ihsan, :2018 46). states that "leadership style is a pattern of behavior (words and actions) of a leader that is perceived by others". Regarding leadership style, according to

Sondang (2009: 75), from various studies on leadership it is known that there are five types of leadership, namely: a) authoritarian type of leadership, b) paternalistic type, c) laissez faire type, d) democratic type, and e) charismatic type. Furthermore, based on the opinion of Hasibuan (2011: 205) leadership styles are divided into three, namely: authoritarian leadership, participatory leadership, and delegative leadership. A successful leader is a leader who is able to manage or regulate the organization effectively and is able to carry out leadership effectively as well, for that the leader must really be able to carry out his function as a leader by applying a leadership style that is in accordance with the characteristics of subordinates. In an effort to optimize the achievement of organizational goals, the orientation of leaders in organizations must be able to have several abilities, namely: 1) decentralizing the organization and giving power to others, 2) encouraging creativity, innovation, and experimentation, 3) appreciating a democratic working atmosphere based on a sense of trust, 4) establish a democratic work atmosphere based on trust, 5) redesign work to create a sense of responsibility and ownership, 6) encourage people to be involved rather than dominate, and 7) re-engineering the business to be competitive. Hamzah (2016)

3. Work Environment .

Regarding the work environment, according to Davis and Newstrom (2000: 211), what is meant by the work environment is "the human environment in which the employees of the organization do their work." This definition is in line with that presented by Hoy and Miske, (1982: 170) which explains that the work environment is defined as a set of internal characteristics that distinguish one school from another that affect human behavior. The work environment is influenced by many things. In this regard, Davis and Newsorm (2000: 85) state that the typical elements that make up a pleasant work environment are: 1) Leadership qualities, 2) levels of trust, 3) Up and down communication, 4) Feelings of doing useful work, 5) Responsibility, 6) Fair remuneration, 7) Reasonable work pressure, 8) Opportunity, 9) Reasonable control, structure and bureaucracy, 10) Employee involvement, participation. The work environment is a reflection

of the general values, norms, attitudes, behavior and feelings of teachers towards the school organization. The response is due to the interaction between an open organizational structure, dynamic performance standards, management style, a sense of teacher responsibility, teacher involvement/involvement in the organization, recognition of supportive and consistent work results/commitment in carrying out tasks.

4. Framework and Paradigm.

A person performs an activity because it is driven by the existence of factors, biological needs, instincts, and other mental elements as well as the influence of human cultural development. In relation to teaching and learning, what is important is how to create conditions or processes that direct students and teachers to carry out learning activities. Every leader in carrying out his leadership has a way and style. The leader has his own characteristics, habits, temperament, character and personality, so that it is his behavior and style that distinguishes him from others. The failure or success of the leader in carrying out his work tasks shows the failure or success of the leader himself. The principal's leadership pattern also has an effect on increasing teacher teaching motivation. Likewise with the work environment, the work environment and teachers are inseparable, a comfortable work environment will make workers feel at home in the school. The work environment is very important to support teachers in carrying out their duties or work. With a good work environment, they feel at home and comfortable at work and are motivated to work. Motivation is closely related to goals, and goals are closely related to needs. A person will be encouraged to do something when he feels there is a need. The need arises because of an unbalanced, unsuitable situation or a sense of tension that demands satisfaction. An unbalanced situation or a feeling of dissatisfaction requires proper motivation. If the needs are not met, then the activity will decrease and in accordance with the dynamics of human life, new demands will arise. This shows that human needs are dynamic, changing according to the nature of human life itself. Likewise with the teacher as one of the factors that have an important

role in achieving the success of the teaching and learning process. Teachers must have good motivation in carrying out their teaching tasks. Good motivation can be interpreted by the emergence of a high desire and awareness in carrying out teaching tasks without any other elements that result in teachers being forced to carry out their teaching duties, for example fear of the leader, wanting attention and so on. If this kind of motivation arises in a teacher to carry out his duties, then the teaching and learning activities carried out are only releasing responsibilities without being supported by a strong moral burden. A teacher who has good motivation in carrying out his duties is a teacher who truly animates his work as educators, animates students and animates the field of study being taught and tries as much as possible so that the material being taught and the level of understanding of students can be appropriate and mutually supportive. Seeing the magnitude of the teacher's role, so that this is achieved, the teacher must have good motivation in carrying out his duties so that the teaching and learning process can run smoothly according to the expected goals. Therefore, the principal as a leader in the school must be able to foster the motivation of teachers in teaching through leadership styles and the creation of a conducive work environment.

C. Research Method .

The research design used in this study is a quantitative research with a correlational method with a survey approach. The research variable consisted of the independent variable, namely leadership style (X1), the work environment variable (X2), and the dependent variable, namely teacher job satisfaction (Y). The target population to be studied is all junior high school (SMP) teachers in Bandar Sribhawono District, East Lampung Regency. The teachers are spread over 9 junior high schools, one of which is a public junior high school and the other six are private junior high schools, with a total of 162 teachers. Sampling using proportional random sampling technique which is set at 15% of the total research population. Calculation of the number of samples with the SLOVIN formula, namely:

$$n = \frac{N}{1 + N(e)^2} = \frac{162}{1 + 162(0,15)^2} = 34,87, \text{ rounded to } 35.$$

Furthermore, to make it easier to understand the meaning of each variable in this study, the following operational definitions of each variable are presented, namely:

- 1) Work Motivation Variable (Y) What is meant by teacher work motivation is the encouragement from within the teacher to carry out the task. It is a total score that is revealed using a questionnaire including indicators: 1) work performance, 2) responsibility towards work, 3) self-development ability, 4) independence in work, 5) desire to get rewards, challenges, involvement, and 6) opportunities to work. Up
- 2) Variable leadership style (X1) What is meant by the principal's leadership style is the approach used by the principal in carrying out tasks measured using a questionnaire including indicators: 1) relationships with subordinates, 2) assignment, 3) efficiency in completing tasks, 4) relationships with work partners, and 5) communication and task orders.
- 3) Work Environment Variable (X2) What is meant by the work environment is a workplace condition that is influenced by general values, norms, attitudes, behavior, and feelings of teachers towards the school organization. Is the total score revealed using a questionnaire including indicators: 1) Condition of work facilities, 2) Work comfort, 3) leadership attention and support, 4) teacher responsibility in carrying out tasks, and 5) smooth communication

In this study, the instruments used were: 30 items to measure Teacher's Work Motivation, 32 items to measure Principal's Leadership Style, and 20 items to measure Teacher's Work Environment. Alternative answers to each instrument item using a multiple choice Likert scale. Because the variable being measured is a behavioral variable, the scale used uses the terms Always (SL), Often (SR), Sometimes (KK), Ever (PR), and Never (TP). The data collection method used in this study was carried out with the main method and the supporting method. The main method is using a questionnaire. While the supporting methods use the interview and observation methods. In the analysis of the data analyzed quantitatively, the procedures are: 1) data description, 2) analysis

requirements test which includes normality test, homogeneity test, and linearity test, then 3) hypothesis testing. Hypothesis testing in this study includes single and multiple regression analysis. Single regression analysis was used to test the first hypothesis which states that there is an influence of leadership style on the work motivation of teachers and to test the second hypothesis which states that there is an influence of the work environment on the work motivation of teachers. Multiple regression analysis is used to test hypothesis III which states that there is an effect of leadership style and work environment together on teacher work motivation.

D. Research Results and Discussion

1. Data Description.

Before conducting a data description, hypothesis testing and discussion of the results of the analysis. Respondents in this study were 35 teachers who were taken as research samples spread over 9 junior high schools throughout Bandar Sribhawono District, East Lampung Regency. The selection of the 35 samples as respondents used Proportional Cluster Random Sampling where the number of respondents for each school varied according to their proportions. Most of the junior high school teachers in Bandar Sribhawono District, East Lampung Regency are 54.3% male, while female is 45.7%. These results indicate that males are more dominant as teachers in junior high schools, this is related to the characteristics of men who are responsive and able to handle the situation of junior high school students, namely during puberty and need special treatment, and male teachers are considered capable of handling the problems of the youth. Furthermore, the education of junior high school teachers in Bandar Sribhawono sub-district is already educated to Strata 1 (S1), and there are 11% (4 teachers) who have completed S2 education, there are 9 (26%) teachers who have honorary status, and the majority of teachers are 49 % (17 respondents) traveled 2–4 km, and there were 46% (16 respondents) who went to their place of work > 4 KM to their place of work.

- a. Description of Leadership Style Based on the data, it is known that the average value obtained by research respondents who answered research questionnaires regarding perceptions of the principal's leadership style was 85.69. The highest value obtained by the respondent is 97 and the lowest value is 73. While the standard deviation

value obtained by the respondent is 5,639, the mean (average) = 137.97, the median (middle value) = 140.00, the mode (the value often occurs) = 141 and standard deviation = 9.272. The distribution of the principal's leadership style is majority in the interval 134 – 141, which is 12 people (34.3%). The leadership style of the principal of junior high school teachers in Bandar Sribhawono District, East Lampung Regency is good and conducive.

b. Description of Work Environment Variables (X₂) Based on the data, it is known that the average value obtained by research respondents who answered research questionnaires regarding the work environment was 78.40. The highest score obtained by the respondent is 91 and the lowest value is 66. While the standard deviation value obtained by the respondent is 5.647 and the Range Score is 25. Teachers' perceptions of the work environment in junior

high schools throughout Bandar Sribhawono District, East Lampung Regency are mostly classified as moderate. namely 42.9%) or 15 respondents. The work environment at school is conducive.

c. Description of Teacher Work Motivation Data (Y) The results of distributing questionnaires on teacher work motivation obtained the average value obtained by research respondents who answered research questionnaires on teacher work motivation of 126.31. The highest value obtained by respondents was 145 and the lowest value was 105. While the standard deviation value obtained by respondents was 8.914 and the range of scores (Range) was 40. Teacher work motivation obtained empirical facts that the work motivation of junior high school teachers in Bandar Sribhawono District, East Lampung Regency classified as reaching 15 people (42.9%) in the medium/good category.

2. Data Analysis

a. **Normality test.** The results of the normality test can be seen from the following table: Table 1. Normality Test Based on Alpha

Number	Variable	Kolmogorov-Smirnov	Asymp. Sig. (2-tailed)	description
1	Leadership Style (X ₁)	0,766	0,601	Normal
2	Work environment (X ₂)	0,594	0,873	Normal
3	Work motivation (Y)	1,016	0,254	Normal

The results of the normality test in the table above show that the Kolmogorov-Smirnov significance value for the three variables is greater than the confidence level value ($\alpha = 0.05$), both Leadership Style (X₁), Work Environment (X₂), and Work Motivation (Y).

b. **Linearity Test.** The results of the linear test of data between work motivation variables (Y) on Leadership Style (X₁), and work environment (X₂) are as follows: Table 2. Linearity Test Results of Leadership Style (X₁) and Work Environment (X₂) with Work Motivation (Y)

No	Variabel	Deviation from Linearity		Description
		F	Sig	
1	Leadership Style (X ₁)	2,016	0,106	Linear
2	Work environment (X ₂)	0,733	0,742	Linear

F for the leadership style variable (X₁) is 2.016 with a significance of 0.106, and the F price for the work environment variable (X₂)

is 0.733 with a significance of 0.742. The two significance values are > the significance level of 0.05 (more than 0.05). It can be concluded

that the data variable has a linear relationship between the variable (X1) perception of leadership style, and the variable (X2) the work environment with the variable (Y) work motivation.

c. Multicollinearity.

Test The results of the multicollinearity test are presented in Table 21 below: Table 3. Multicollinearity Test Results Based on the Value of

Variabel Independen	Tolerance	VIF	Description
Leadership Style (X ₁)	0.622	1,607	There is no multicollinearity
Work environment (X ₂)	0.622	1,607	There is no multicollinearity

In the multicollinearity test Table 3, it can be seen that the Leadership Style variable has a Tolerance value of $0.622 > 0.10$ and a VIF of $1.607 < 10$, so there is no multicollinearity in the Leadership Style variable. In the work environment variable has a Tolerance value of $0.622 > 0.10$ and VIF $1.607 < 10$ then the work environment variable also does not occur multicollinearity. From the results of the multicollinearity test, it can be concluded that in the regression model there is no multicollinearity because from the calculation results there are no independent variables (Leadership Style and work environment) which have tolerance values > 0.10 and VIF values < 10 .

3. Hypothesis Test

a. First Hypothesis Table 4. Summary of Simple Regression Analysis Results (X1-Y)

Source	Coefficient	R	r ²	t count	t _{table}	p	Description
Constant	39,117						
Leadership Style (X ₁)	0,632	0,657	0,432	5,011	1,689	0,000	H0 rejected

Based on table 4, the coefficient of the direction of simple linear regression of leadership style (b) is 0.632 with a constant (a) of 39.117. So the simple linear regression equation is $a + bX_1$ $39.117 + 0.632X_1$.

Meanwhile, if viewed from the results of the coefficient of determination, it is known that the price of the correlation coefficient (R) is 0.657 and the coefficient of determination (r²) is 0.432. This shows that the work motivation of junior high school teachers in Bandar Sribhawono District, East Lampung Regency 43.2% is determined by the principal's

leadership style variable. While 56.8% is determined by other variables, including work environment variables and other variables that cannot be explained in this study. The results of the t-test obtained that the tcount value is 5.011 with a significant level (α) = 0.000 which is smaller than the level used (ie 0.05) or $0.000 < 0.05$ or when compared to the ttable value of 1.689 at a significance level of 5%, then $5.011 > 1.689$ (tcount > ttable) so it can be concluded that Ho is rejected, meaning that the principal's leadership style has a positive and significant influence on teacher work motivation.

b. Second Hypothesis Table 5.

Summary of Simple Regression Analysis Results (X2-Y)

Source	Coefficient	r	r ²	t count	t _{table}	p	Description
Constan	29.681						
Work environment (X ₂)	1,233	0,781	0.610	7.182	1,689	0,000	H0 rejected

Source: Primary data that has been processed

Based on table 23, the coefficient of the simple linear regression direction of the work environment (b) is 1.233 with a constant (a) of 29.681. So the simple linear regression equation is a $b_2X_2 + 29,681$. Meanwhile, if viewed from the results of the coefficient of determination, it is known that the price of the correlation coefficient (R) is 0.781 and the coefficient of determination (r^2) is 0.610. This shows that the work motivation of junior high school teachers in Bandar Sribhawono District, East Lampung Regency 61.0% is determined by the work environment variable. While 39.0% determined other variables including leadership style variables and other variables that cannot be explained in this study. The significance test in this study aims to determine the level of significance of the work environment variable on the work motivation of teachers. The significance test in this study used the t test. The results of the t-test obtained tcount value of 7.812 with a significant level (α) = 0.000 smaller than the level of used (ie 0.05) or $0.000 < 0.05$ or when compared with the ttable value of 1.689 at a significance level of 5%, then $7,812 > 1,689$ (tcount > ttable) so it can be concluded that H_0 is rejected, meaning that the work environment has a positive and significant influence on teacher work motivation.

c. Third Test .

Table 6. Summary of Multiple Regression Analysis Results ($X_1, X_2 - Y$)

Source	Coefficient	R	r^2	F count	F_{table}	p	Description
Constant	13,552						
Leadership Style (X_1)	0,274	0,813	0,660	31,112	2,247	0,000	H_0 rejected
Work environment (X_2)	0,956						

Source: Primary data that has been processed (see attachment 6)

Based on table 6, the coefficient of the direction of multiple linear regression of leadership style (b1) is 0.274 and the work environment (b2) is 0.956 with a constant (a) of 13.552. So the simple linear regression equation is: $a + b_1X_1 + b_2X_2$. $29,681 + 0,274X_1 + 0,956X_2$. From the regression equation $29,681 + 0,274X_1 + 0,956X_2$, it can be explained as follows:

1. The constant of 29.681 means that the value of the leadership style and work environment is 0, then the teacher's work motivation is 29.681.
2. The regression coefficient of the leadership style variable is 0.274, meaning that if the leadership style variable has increased by 1 unit and the work environment is fixed, the teacher's work motivation will increase by 0.274. The positive coefficient means that there is a positive influence of leadership style on teacher work motivation. The better the leadership style, the better the teacher's work motivation.
3. The regression coefficient of the work environment variable is 0.956, meaning that if the work environment variable has increased by 1 unit and the leadership style remains, the teacher's work motivation will increase by 0.956. The positive coefficient means that there is a positive effect of the work environment on the work motivation of teachers. The better the work environment, the better the teacher's work motivation.

Based on the explanation above, it shows that teacher work motivation is not only influenced by leadership style and work environment, but also influenced by other factors. Meanwhile, if viewed from the results of the coefficient of determination, it is known that the price of the correlation coefficient (R) is 0.813 and the coefficient of determination (r^2) is 0.660. This shows that the work motivation of junior high school teachers in Bandar Sribhawono District, East Lampung Regency 66.0% is simultaneously determined by the variables of leadership style and work environment. While 34.0% determined other variables that were not discussed and not explained in this study. The significance test in this study used the F test. The F test results obtained an Fcount value of 31.112 with a significant level (α) = 0.000 smaller than the level used (ie 0.05) or $0.000 < 0.05$ or when compared to the Ftable value of 2,247 at the 5% significance level, then $31,112 > 2,247$ (t count > t_{table}) so it can be concluded that H_0 is rejected, meaning that the leadership style and work environment have a positive and significant influence on teacher work motivation.

E. Conclusion.

Based on the results of the analysis and discussion, several conclusions were obtained as follows: 1. There is a positive influence of leadership style on the work motivation of junior high school teachers in Bandar Sribhawono District, East Lampung Regency 2. There is a positive effect of the work environment on the work motivation of junior high school teachers in Bandar Sribhawono District, East Lampung Regency. 3. There is a positive influence of leadership style and work environment together on the work motivation of junior high school teachers in Bandar Sribhawono District, East Lampung Regency. The implication of the research results on the problem of leadership style and work environment its influence on work motivation is that these two variables have an effect on work motivation, both variables make a significant contribution to work motivation. In schools that condition a dynamic, open leadership style where leaders can control organizational situations that are oriented to workers/teachers as subordinates. The existence of a work environment that is open and in favor of the teacher and the motivation for achievement that comes from the bottom of the teacher's heart, the teacher will fulfill his expectations, satisfaction and awareness in increasing work motivation. Meanwhile, teachers can also motivate themselves to work to reach the peak of achievement. This orientation for achievement will encourage teachers to do their best work. Based on the research results, conclusions and implications, the authors propose the following suggestions:

First, teacher work motivation can have an impact on improving teacher performance. Where teachers who are motivated at work will try to work as well as possible. Therefore, it is necessary to create a work environment that is more conducive, healthy, clean, and comfortable by fulfilling/providing recreational places, creating cooperation and togetherness among teachers.

Second, an increase in teacher motivation can be created by encouraging teachers to excel and carry out their duties at school. Strive for schools to always run dynamically by making mature plans and programs that can be run, formulating school goals clearly, dividing tasks fairly and evenly, and trying to control competition among teachers in schools and providing jobs with low risk.

Third. Teachers should always try to increase work motivation and motivate themselves to carry out

tasks more professionally. This can be done by increasing knowledge through further studies and developing their profession through the development of teaching materials, conducting research on a regular basis.

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