



The Effect of Teachers' Perceptions on Principal's Leadership and Teaching Motivation on Teacher Performance in Learning

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Abstrak

Penelitian ini bertujuan untuk mengetahui besarnya pengaruh persepsi guru atas kepemimpinan kepala sekolah dan motivasi mengajar terhadap kinerja guru dalam pembelajaran. Metode Penelitian ini merupakan penelitian survey. Subjek penelitian ini adalah 80 guru diambil secara acak di SMA Negeri 2 Tambun-Bekasi. Data dikumpulkan dengan instrumen angket menggunakan skala likert. Keabsahan data diperoleh dengan uji validitas dan reliabilitas, semua data memiliki distribusi normal. Hasil penelitian menunjukkan bahwa persepsi guru atas kepemimpinan kepala sekolah memberi pengaruh yang signifikan terhadap kinerja guru dalam pembelajaran. Begitu juga motivasi mengajar memberi pengaruh yang signifikan terhadap kinerja guru dalam pembelajaran. Koefisien determinasi persepsi guru atas kepemimpinan kepala sekolah dan motivasi mengajar mempunyai hubungan kurang kuat terhadap kinerja guru dalam pembelajaran.

Kata Kunci: Persepsi, Kepemimpinan, Motivasi, Kinerja

Abstract

This study aims to determine the magnitude of the influence of teacher perceptions of principals' leadership and motivation to propel teachers' performance in learning. This research method is survey research. The subjects of this study were 80 teachers taken randomly at Tambun-Bekasi 2 High School. Data was collected by questionnaire instruments using skla likert. The validity of the data is obtained by validity and reliability, all data has a normal distribution. The results of the study showed that teachers' perceptions of principals' leadership had a significant influence on teacher performance in learning. Likewise the motivation of teaching gives a significant influence on teacher performance in learning. The coefficient of determination (R)² is the teacher's perception of the principal's leadership and teaching motivation has a less strong relationship to teacher performance in learning.

Keywords: Perception, Leadership, Motivation, Performance

Introduction

Learning as the implementation of the educational mission lasts as long as humans live, or known as lifelong education which means that education takes place when children are still small until they become adults (Hairani, 2018; Suherman & Yusuf, 2021). Teachers in the learning process in the classroom are seen to play an important role, especially in helping students to build positive attitudes in learning, arouse curiosity, encourage independence and accuracy of intellectual logic and create conditions for success in learning, arouse curiosity, encourage independence and accuracy of intellectual logic and create conditions for success in learning (Anggraeni, 2017; Nurhamidah, 2018; Sutisna, 2022). This role views the teacher as taking responsibility for the transformation of student orientation from ignorance to knowledge, from dependence to independence, from unskilled to skilled, and from ego orientation to our orientation.

The key to the success of an education depends on the quality of the teacher (Mas, 2008), because all processes in management in general depend on the quality and performance of human resources (Darda et

al., 2022). Based on the National Education System Law number 20 (2003) article 39 paragraph 2, it is stated that educators (teachers) are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and community service. especially for educators in universities. Furthermore, Article 40 paragraph 2 states the obligations of teachers, namely: (1) creating a meaningful, fun, creative, dynamic and dialogical educational atmosphere, (2) having a professional commitment to improve the quality of education, and (3) setting an example and maintain the good name of the institution, profession and position in accordance with the trust given to him.

The teacher as a manager in the classroom has a control function over the level of achievement of the goals set (Erwinsyah, 2017; Manullang, 2014). In the context of learning as a system, the evaluation will function as a monitor of the performance of the system components in achieving the ultimate goal of learning and can then be taken into consideration for future learning policies and developments. (Triwiyanto, 2022).

Regarding the principal, the principal can be defined as a functional teacher who is given the task of leading a school where the teaching and learning process is held, or a place where interactions occur between teachers who give lessons and students who receive lessons. (Nur et al., 2016; Prasetyo, 2020). The principal as an educational leader has the task of integrating school elements by taking into account the cultural environment which is a condition for the creation of an effective school (Fatonah, 2017). Schools as institutions are complex and unique. It is complex because the school as an organization in which there are various dimensions that are interrelated and mutually determine each other, is unique, the school has its own character, where the teaching and learning process occurs, the place where the civilizing of human life is held, because of its complex and unique nature, the school as a Organizations require a high level of coordination. The success of a school is dependent on the principal (Sholeh, 2016), the challenges of principals and teachers are also getting tougher in the digital era like today (Ismanto et al., 2022).

Principals related to leadership, there are four kinds of leadership approaches, namely: (a) the influence of authority approach, that is, it is possible for a school principal to use his influence in fostering, empowering, and setting an example for teachers, (b) a trait approach, namely the success of a leader not only influenced by personal traits, but also determined by skills, (c) behavioral approach, which is an approach based on the idea that the success or failure of a leader is determined by motivation and leadership style, how to give orders, share tasks and authority, how to communicate, how to encourage morale, and (d) a situational approach in which the leader tries to find a middle ground between views that state the existence of universal principles of organization and management. (Zaininahturrofi'ah, 2017).

The principal as an education manager needs to motivate teachers so that the learning process can be carried out properly (Purwanti, 2013). Teacher performance plays an important role in the success of students such as being independent, creative and honest (Iskandar, 2013). The teacher as the spearhead of education plays a very important role in managing learning in accordance with the principles of teaching and learning activities (Sosrowidigdo et al., 2011; Suherman et al., 2022). Teachers are expected to design and implement learning materials that are able to create and transfer knowledge, attitudes, and skills into a more meaningful unit for the lives and development of students' personalities, so that they can develop as optimally as possible, so that learning achievement can be achieved. (Syaharuddin, 2020).

Principal leadership certainly has an impact on teacher performance and motivation in teaching (Septiana & Ivada, 2013), Motivation is an impulse that causes a person to make a change in energy to create conditions or environmental systems that support and allow for the teaching and learning process to take place. This implies that motivation is one of the main elements in a person's behavior that causes behavior towards certain goals.

Method

This research is a survey research, the dependent variable is teacher performance in learning, the independent variable is teacher perception of principal's leadership and teaching motivation. The research was carried out at SMA Negeri 2 Tambun-Bekasi in the 2020/2021 academic year. Research subjects 80 teachers were taken randomly, data collection using a Likert scale. The collected data is processed using SPSS.

Results and Discussion

The following presents the results of data processing using SPSS.

Table 1. Regression Test

Coefficients ^a						
Model	Unstandardized Coefficient	Standardized Coefficient	Beta	T	Sig.	
		B				
1	(Constant)	32.275	6.019		5.362	.000
	Leadership	.311	.108	.337	2.878	.005
	Motivation	.277	.107	.304	2.595	.011

Based on table 1, the test results $t_{count} = 2.878 > t_{table} = 1.894$ and $sig = 0.005 < 0.05$, so it can be concluded that the perception of principals' leadership has a significant impact on teacher performance.

Based on table 1, the test results $t_{count} = 2.595 > t_{table} = 1.894$ and $sig = 0.011 < 0.05$, so it can be concluded that teaching motivation has a significant impact on teacher performance.

The following is the data from the simultaneous test results.

Table 2. F Test

ANOVA ^a						
Model	Sum of Squares	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1017.875	2	508.937	18.916	.000 ^b
	Residual	2071.675	77	26.905		
	Total	3089.550	79			

Based on table 2, the results of testing the value of $F_{count} = 18.916 > F_{table} = 2.976$ and $sig = 0.000 < 0.05$, so it can be concluded that together the perception of leadership and teaching motivation has a significant impact on teacher performance.

Tabel 3. Coefficient of determination

Model Summary ^a				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.574 ^a	.329	.312	5.18699

The value of the coefficient of determination (R²) of 0.329 means that 32.9% of teachers' perceptions of the principal's leadership and teaching motivation give a weak relationship to teacher performance in learning, while the remaining 67.1% (100% - 32.9%) are not analyzed in this study. this research.

Based on the results of research on the influence of teachers' perceptions of the principal's leadership on teacher performance in learning. Based on the results of research on the effect of teaching motivation on teacher performance in learning, teaching motivation has a significant influence on teacher performance in learning. Furthermore, according to the results of the research, teacher perceptions of principal leadership and teaching motivation together have a significant influence on teacher performance in learning.

Teachers' perceptions have a significant influence on teacher performance in learning. Referring to Sabri's opinion in Nurdin et al (2022), states that perception as an activity that enables a teacher to control the stimuli that reach him through his senses, enabling the teacher to know his environment. The school principal needs to give a good impression to the teacher about his leadership. Nawawi in Syamsul (2017) states that leadership is the ability to move, motivate, and influence people to be willing to take action directed at achieving goals through the courage to make decisions about activities that must be carried out. If the teacher has a positive perception of the principal, then the teacher can carry out learning as well as possible, so that teacher performance can be achieved according to the expectations that have been set.

Nurdin (2016) argues that perception is the experience of objects, events, or relationships obtained by inferring information and attaching messages. Atmodiwiro and Soeranto's opinion in Ekosusilo & Soepardjo (2014) states that the principal as an educational leader has the task of integrating school elements by taking into account the cultural environment which is a condition for the creation of an effective school. The success of a school is dependent on the principal. For this reason, teachers who have a good perception of the principal will carry out the teaching and learning process well.

Muhammad (2017) states that motivation is an impulse that causes someone to make changes to achieve a goal. Djamarah (2015) states that there are two motivations, namely intrinsic motivation are motives that become active or function do not need to be stimulated from outside, because in every individual there is an urge to do something. Extrinsic motivation are motives that are active and function because of external stimuli. When it comes to teaching then Santosa, (2016) states that teachers need to help students and provide individual guidance for students who have difficulty doing assignments. It is said that if the teacher has intrinsic motivation, the teaching and learning process can be carried out properly, so that the teacher's performance in learning is achieved.

Conclusion

This study concludes that teachers' perceptions of the principal's leadership have a significant influence on teacher performance in learning. Likewise, teaching motivation has a significant influence on teacher performance in learning, the results of simultaneous data analysis can also be concluded that teachers' perceptions of principal leadership and teaching motivation together have a significant influence on teacher performance in learning.

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