

UNDERSTANDING TEACHER PERFORMANCE THROUGH LEADERSHIP ROLE, WORK ENVIRONMENT, AND WORK MOTIVATION

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ABSTRACT:

Teachers have an essential role in determining the success of education. Teacher performance is of particular concern in the world of education. This study examines the influence of madrasah principal leadership, work environment, and work motivation on teacher performance. The research approach uses a quantitative approach with a correlational type. The population in this study were Madrasah Tsanawiyah Negeri teachers throughout Pidie Jaya Regency, Aceh Province. The sampling technique is purposive sampling. The data collection is a questionnaire measured by a Likert Scale. The validity test was calculated by comparing the r-table at a significant level of 0.05 with degrees of freedom (n-2). The reliability test was carried out using Cronbach Alpha. Data analysis used Partial Least Square to analyze the outer Model, Inner Model, and Bootstrapping. The results showed that the leadership of the madrasah principal had a significant positive effect on work motivation, the work environment has a significant positive impact on teacher work motivation, and the principal's leadership also has a significant positive impact on teacher performance. The teacher's work environment has a negative and insignificant effect on teacher performance, while work motivation has a positive and minor impact on teacher performance. Another finding is that there is no indirect effect between the principal's leadership on teacher performance through work motivation. There is no indirect effect of the work environment on teacher performance through work motivation. Excellent leadership role, well-environment and high work motivation will optimize the teacher performance.

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ABSTRAK:

Guru memiliki peranan penting dalam menentukan keberhasilan pendidikan. Kinerja guru menjadi perhatian khusus dalam dunia pendidikan. Penelitian ini mengkaji pengaruh kepemimpinan kepala madrasah, lingkungan kerja dan motivasi kerja terhadap kinerja guru pendekatan penelitian menggunakan pendekatan kuantitatif dengan jenis korelasional. Populasi dalam penelitian ini adalah guru Madrasah Tsanawiyah Negeri di seluruh Kabupaten Pidie Jaya Provinsi Aceh. Teknik pengambilan sampel dengan purposive sampling. Alat pengumpulan data adalah kuesioner. Pernyataan kuesioner diukur dengan Skala Likert. Uji validitas diukur dengan membandingkan r-tabel pada taraf signifikan 0,05 dengan derajat kebebasan (n-2). Uji reabilitas dilakukan dengan menggunakan Cronbach Alpha. Analisis data menggunakan Partial Least Square untuk menganalisis Outer Model, Inner Model dan Bootstrapping. Hasil penelitian menunjukkan kepemimpinan kepala madrasah berpengaruh positif signifikan terhadap motivasi kerja, lingkungan kerja berpengaruh positif signifikan terhadap motivasi kerja guru dan kepemimpinan kepala madrasah juga berpengaruh positif signifikan terhadap kinerja guru. Lingkungan kerja guru memiliki pengaruh negatif dan tidak signifikan terhadap kinerja guru, sedangkan motivasi kerja memiliki pengaruh positif yang tidak signifikan terhadap kinerja guru. Temuan lainnya adalah tidak ada pengaruh tidak langsung antara kepemimpinan kepala madrasah terhadap kinerja guru melalui motivasi kerja. Tidak ada pengaruh tidak langsung lingkungan kerja terhadap kinerja guru melalui motivasi kerja. Peran kepemimpinan yang baik, lingkungan yang baik dan motivasi kerja yang tinggi akan mengoptimalkan pencapaian kinerja guru.

Kata Kunci: *kepemimpinan; kinerja guru; lingkungan kerja; motivasi kerja.*

INTRODUCTION

Teachers are an essential element in educational institutions, especially in schools/madrasah. Even many experts state that it is impossible to improve the quality of educational institutions without improving the quality of teachers. Priansa noted that one of the primary problems that caused the low quality of education was the low quality of teachers (Priansa, 2014).

The low quality of teachers is caused by differences in teachers' quality of performance, competence, and abilities, which will ultimately affect teacher performance. Even according to Danim, "teachers who have not been able to show good performance is one of the crises faced in education in Indonesia" (Danim, 2006. 168). Teachers who have low performance fail to meet performance standards and can harm others (Jones, Jenkin & Lord, 2006).

Teacher performance is complex and involves various factors that can influence a teacher's performance that will significantly impact students (Fitria, Mukhtar & Akbar, 2017; Khasanah, Kristiawan & Tobari, 2019; Renata). Internal factors are one of the factors that encourage teacher performance (Lixia, 2017). Internal factors that come from within the individual can be commitment,



motivation, and ability. External factors can also affect teacher performance, such as adequate rewards (Thanomton, Niyamabha, Wichitputchraporn & Koedsuwand, 2018), supportive leadership, and conducive work culture (Ruth, 2017).

Leadership principal plays a central role in teacher performance (Andriani, Kesumawati & Kristiawan, 2018). Principal leadership continues to play an essential role in all activities, and thus leadership has a significant impact on improving teacher performance (Ross & Gray, 2006). The research results by Achman Sani and Vivin Maharani also state that leadership has a direct and positive effect on work performance (Sani & Maharani, 2012).

In addition to the principal's leadership variable, the work environment also has an essential role in teacher performance. The work environment plays a vital role in teacher performance (Kuncoro & Dardiri, 2017). In addition to the principal's leadership role and the work environment, the next aspect that affects teacher performance is work motivation (Siahaan, Rafida & Batubara 2020), so these factors are considered very important in improving teacher performance. Teachers who have good performance can be based on having good principal leadership and good motivation at work. These factors are essential in enhancing teacher performance (Hartinah, Suharsono, Umam, Syazali, Lestari, Roslina & Jermsittiparsert, 2020).

Based on the description above, it seems that there are so many factors that affect teacher performance. Specifically, this study will examine that the principal's leadership (X1), work environment (X2), and work motivation (Z) will affect the teacher's performance (Y). This variable was chosen because of the previous studies that supported, rejected, or had a different point of view from this research. So with this research, it can be seen how the influence of principal madrasa leadership, work environment, and work motivation on teacher performance in MTsN throughout Pidie Jaya Regency, Aceh Province. In addition, it can find strategies to improve teacher performance and solve problems faced by teachers in madrasah. Scientific studies of these variables need to be done in-depth.

METHODS

This research uses quantitative and correlational research methods. It aims to explain the influence between principal leadership, work environment, and work motivation on teacher performance. The population of this study was a teacher at Madrasah Tsanawiyah Negeri (MTsN, Islamic Junior High School) in Pidie Jaya Regency, Aceh Province. The sampling technique in this study is purposive sampling, which is a technique with specific considerations. The sample in this study is several teachers who teach at MTsN throughout Pidie Jaya Regency with the characteristics: Civil Servant status (PNS) and certified.

The data collection tool or the instrument used is non-test, namely in the form of a questionnaire. According to Sugiono, the starting point for preparing the questionnaire is the research variables set to be investigated. From these variables, operational definitions are given, and then the indicators to be measured are determined. These indicators are then translated into questions or statements (Sugiyono, 2016:103). Comments or questions in questionnaires or questionnaires are developed based on theories relevant to each research variable. Remarks or questions in questionnaires or questionnaires are measured using a Likert scale, a scale used to measure attitudes, opinions, perceptions of a person or group of people about social phenomena. Questionnaire statements were measured using a Likert scale. The validity test was calculated by comparing the r-table value at a significant level of 0.05 with the degrees of freedom (n-2). The reliability test was carried out using Cronbach Alpha.

Data analysis uses Partial Least Square (PLS) through the Smart PLS version 3.0 program. The data analyzed include Outer Model, Inner Model, and Bootstrapping. Measurement of the Outer Model consisted of reflective measurements, and the Inner Model is done through a structural model.

The Outer Model testing in this study uses formative measurements on each item to indicators and indicators to variables. In this study, there are four variables, namely the principal's leadership (X1), work environment (X2), work motivation (Z), and teacher performance (Y). at the same time, the Inner Model testing is done by evaluating the structural model. This model will be analyzed with the path coefficient values, and the significance level of the value assess a



structural model for collinearity issue (VIF), structural model path coefficient, coefficient of determination (R²), effect size (F²), and predictive relevance (Q²).

FINDINGS

Respondents in this study were 99 MTsN teachers throughout Pidie Jaya Regency who were civil servants and certified. Based on the data collected, the results of data analysis indicate that the frequency distribution of the leadership of the madrasah principal (X1) is in the very good category with a score of 60%. While the results of the respondents, namely 52%, stated that the school environment was of good value.

Testing the work motivation variable (Z) shows that teachers' work motivation is in the very good category, namely 52%. Regarding the teacher performance variable (Y), the answers of some respondents were also in the very good category, namely 51%.

Hypothesis testing in this study is as many as seven hypotheses stating the effect of exogenous variables on endogenous variables is carried out through a structural model if P-Value <0.05, then the relationship is significant and vice versa. The results of the structural model coefficient analysis can be seen in the following table.

Table 1. Results of Research Model Hypothesis Testing

Hypotheses	Effect Between Variables	Coefficient	P-Value	Information
H1	Madrasah principal leadership (X1)-> Work Motivation (Z)	0.441	0.000	Positive Significant
H2	Work environment (X2)-> work motivation (Z)	0.332	0.002	Positive Significant
H3	Madrasah principal leadership (X1) -> Teacher Performance (Y)	0.630	0.000	Positive Significant
H4	Work environment (x2)-> Teacher Performance (Y)	-0.154	0.171	negative no Significant
H5	Work Motivation (Z)-> Teacher Performance (Y)	0.245	0.151	positive no Significant
H6	Madrasah principal leadership (X1)-> Work Motivation (Z)-> Teacher Performance (Y)	0.108	0.227	positive no Significant
H7	Work environment (X2)-> Work Motivation (Z)-> Teacher Performance (Y)	0.081	0.161	positive no Significant

Based on the data in the table above, the coefficient analysis of the structural path model is used to determine the relationship that has a significant effect. Hypothesis testing of the principal's leadership variable (X1) on work motivation (Z) with a P-Value 0.05, which is 0.000, means that the principal's leadership significantly influences work motivation. Test the hypothesis with a path coefficient value of 0.441, which means that the madrasah principal's leadership and work motivation have a positive relationship.

Testing the hypothesis of the work environment variable (X2) on work motivation (Z) with a P-Value >0.05 , which is 0.002, means that the work environment has a significant influence on work motivation. And with a coefficient value of 0.332 means that the work environment and work motivation have a positive relationship. Hypothesis testing of the madrasah principal's leadership variable (X1) on the work environment (Y) also has a positive and significant relationship with a P-Value 0.05, which is 0.000 and a coefficient value of 0.630

Hypothesis testing of the work environment variable (X2) on performance (Y) with a P-Value 0.05, which is 0.171, means that the work environment does not significantly affect teacher performance. A coefficient value of -0.154 implies that the work environment on performance has a negative relationship. Thus, there is a negative and insignificant effect between work motivation variable (Z) on performance (Y) with a value of 0.05, which is 0.151, which means that work motivation has no significant effect on teacher performance. The coefficient value is 0.245, which means a positive relationship between work motivation and teacher performance.

We are testing the hypothesis of the indirect effect of madrasah leadership (X1) through work motivation (Z) on performance (Y) with a P-Value 0.05, which is 0.227, which means that the leadership of the madrasah principal does not have a significant influence through work motivation on teacher performance. Hypothesis testing with a coefficient value of 0.108 means that the leadership of the madrasah principal through work motivation on teacher performance has a positive relationship. We are testing the hypothesis of the indirect effect of work environment variables (X2) through work motivation (Z) on performance (Y) with a P-Value 0.05, which is 0.161, which means that the work environment through work motivation has no significant effect on teacher



performance. The coefficient value is 0.081, which means a positive and insignificant impact between work environment variables through work motivation on teacher performance.

The explanation shows a positive and significant influence, such as the madrasah principal's leadership on teacher performance. If the principal's leadership is implemented ideally, it will improve proportionally. The positive and insignificant effect, such as the effect of work motivation on performance, means that if work motivation increases, it has no impact or has an impact on increasing performance. The negative and insignificant effect, such as the effect of the work environment on performance, means if the work environment has an increase, the teacher's routine will decrease and vice versa.

Testing the coefficient of determination (R^2) was also carried out in this study. It is used to measure the accuracy of estimates on endogenous variables caused by all exogenous variables connected to them. The formation of the model from the research work motivation variable (Z) can be explained well by the leadership variable of the principal (X_1) and work environment (X_2) of 49.5%. In comparison, other variables outside this study explain 50.5%. Likewise, the formation of the teacher performance variable model (Y) can be explained well by the madrasah principal leadership variable (X_1) and the work environment variable (X_2) by 51%. In comparison, other variables can explain 49% outside of this study.

DISCUSSION

Teachers who have good performance will significantly impact students and educational institutions (Fitria, 2018; Irmayani, Wardiana & Kristiawan, 2018). Teacher performance can be influenced by different variables, namely: individual variables consisting of abilities and skills both mentally and physically, family background, experience, age, marriage, organizational variables (award, leadership), and various psychological variables related to perception, attitude, personality and motivation (James Gibson, Ivancevich, Donnelly & Konopaske, 2006), but in the current study it is based on three factors, namely: the leadership of the madrasah principal, work environment and motivation work.

The leadership variable madrasah principals have seven indicators and Mulyasa theory which states that principals in their leadership at least have roles and functions as educators, managers, administrators, supervisors, leaders, innovators, and motivators (Mulyasa, 2009). There are two indicators on the work environment variables that represent Sedarmayanti's view. The work environment is divided into two, namely the physical work environment and the non-physical work environment (Sedarmayanti, 2001). The work motivation variable has three indicators that refer to the Islamic perspective. According to Muwafik Saleh, working with motivation gives an excellent personality. It is justified by Islam having several characteristics, namely good nature and right intentions (hoping for Allah's pleasure), piety in work, and sincerity in work (Saleh, 2009). The teacher performance variable has three indicators, referring to the Minister of State for Administrative Reform and Bureaucratic Reform No. 16 of 2009 concerning teachers' available positions and credit scores. Teacher performance can be measured through lesson planning, implementation of teaching and learning activities and learning assessment (TIM Badan PSDMP dan PMP & Tim Direktorat Profesi Pendidik Dirjen PMPTK Kementerian Pendidikan dan kebudayaan, 2012).

This study shows that the leadership of the madrasah principal has a positive and significant effect on work motivation. A teacher with high work motivation will show perseverance, enthusiasm, and discipline in carrying out his duties (Simarmata, 2014). Iskandar stated that a teacher needs an external reason to consider the principal (Iskandar, 2013). The leadership's work motivation is directed to encourage teachers to achieve educational goals. Harapan and Khair, in their research, also reveal that administration has a positive and significant effect on the basis (Harahap & Khair, 2019). Principals have a substantial role in influencing teacher performance (Setiyati, 2014). Motivation is also related to a person's psychology (Kotera & Ting, 2021) because when a teacher is in good condition, they will be motivated to work harder and produce quality results. Leaders are responsible for the continuity, management, and development of an organization. Therefore an increase in principal's leadership will lead to a rise in teacher work motivation.

The results also show that the work environment has a positive and significant effect on work motivation. Working environment conditions include physical and psychological aspects. Physical aspects include the state of the



building, the availability of facilities, and the strategic location of the building or workplace. Then the work environment conditions related to psychological aspects include feelings of security at work, loyalty to the vertical and horizontal dimensions, and emotions of satisfaction (Wursanto, 2005). The results of this study are also in line with the findings of Dwi Sampurno and Agus Wibowo. They showed a linear relationship between work environment and work motivation and had a significant effect (Sampurno & Wibowo, 2017). It indicates that a safe, comfortable and peaceful environment can encourage someone to do their job well.

This study shows that the leadership of the madrasah principal has a positive and significant effect on teacher performance. Research related to the principal's leadership on teacher performance was also carried out by several researchers, including Ratno et al., showing that the principal's leadership significantly influences teacher performance (Ratno, Wildan, Baehaqi & Yulia, 2020). Effective leadership allows all teachers or employees to participate in various activities that affect individual and organizational performance (Mullen, 2004). The principal can pay attention to the characteristics of its members, such as the formation of a future image, determining achievable goals, and showing enthusiasm in achieving organizational goals. The teacher will view that educational purposes are the main so that they have great confidence and ambition to optimize high performance (Mehdinezhad & Mansouri, 2016). The level of efficiency, ability, and individual performance in work can determine the success of the organizational (Haerani, Sumardi, Hakim, Mardiana & Hartini, 2018).

This study shows that the work environment has a negative and insignificant effect on performance. It can happen because many teachers who live around the school do not care about the work environment. Everything around workers and can affect them in carrying out the assigned tasks is the definition of the work environment (Lutfah, Hariyanti & Handayaningrum, 2019). In this study, the work environment is based on two main components: a physical work environment and a non-physical work environment. The physical work environment is everything around the teacher while working. In contrast, the non-physical work environment is a work environment that occurs from the human relationships between teachers and superiors, co-workers, and students (Sedarmayanti, 2001). This research is supported by Dwi Agung Nugroho

Arianto, with the results showing that the work environment does not affect teacher performance (Arianto, 2013).

This study shows that work motivation has a positive and insignificant effect on performance. Motivation is fundamental in the organization (Sujanto & Mukhtar, 2017; Evie, Sudarmo & Didik, 2018) in line with Mulyasa's theory "The ability of the principal in managing each component in a school is a factor that greatly influences the success or failure of education and learning in the school" (Mulyasa, 2013). The level of motivation will determine the teacher's response to his responsibilities and all organizational activities. Motivation is also the force that initiates, guides, and sustains goal-oriented behavior (Callo, 2014).

This study shows that there is no indirect effect between the leadership of the madrasah principal on the performance of work motivation. This study also indicates no indirect effect between the work environment on performance through work motivation. In this study, work motivation as an intervening variable was not proven to mediate or be an intermediary between work environment variables on performance. However, if the work environment does not significantly affect teacher performance through work motivation, then there may be other factors that influence it. As research conducted by Rindam et al., the results of his study show that the work environment affects performance through employee morale (Rindam, Hidayar & Rahman, 2021).

CONCLUSION

Based on the theory described, it can be concluded that the principal's leadership, work environment, and work motivation can affect teacher performance. The madrasa principal's leadership and work environment affect the work motivation of teachers. The administration of the madrasah principal also affects teacher performance. However, the work environment harms teacher performance and has a low impact. Work motivation has no significant impact on teacher performance. Then there is no indirect effect between the principal's leadership on teacher performance through work motivation. There is also no direct tidal effect between the work environment on performance through work motivation.



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