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## The influence of school principal leadership and work motivation on teaching quality of teachers at state vocational schools in oku timur

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### ABSTRACT

The purpose of this study was to describe and analyze the influence of three independent variables including principal leadership and work motivation on teacher teaching quality. This research is a type of quantitative research. The population in this study amounted to 133 people from a number of State Vocational Schools institutions in OKU Timur. The data collection techniques used were questionnaires, interviews, observation and documentation. The data analysis technique in this study was started by using inferential statistics which included normality, homogeneity, linearity, simple linear correlation test, multiple correlation test, T test, and f test. The results of this study are (1) principal leadership has a positive effect on the quality of teacher teaching, (2) work motivation has a positive effect on the quality of teacher teaching, and (3) principal leadership and teacher work motivation simultaneously have a positive effect on teacher teaching quality.



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## Introduction

Today the excellence of a nation is no longer marked by the abundance of natural resources, but in the superiority of human resources formed through educational institutions. In line with the current challenges of globalization, education is very important because it determines the quality of human resources. Human power is greatly influenced by education. The education sector is a field that forms the backbone of the implementation of national development and as stated in the Law on the National Education System Number 20 of 2003, that the goal of national education is to develop capabilities and shape the character and civilization of a nation with dignity in the context of educating the nation's life, aiming at its potential development. Students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, competent, creative, independent, become democratic and responsible citizens.

The role of the principal is simply defined as a functional teacher who is assigned the task of leading a school where there is interaction between teachers who give lessons and students who receive lessons. [1] the principal is responsible for education management micro, which is directly related to the learning process.

Basically, school management is the responsibility of the principal and teachers. However, in achieving success in school management the participation of parents and students also supports that success. Achieving success, this management must be supported by the attitude pattern and the ability of the principal to lead. Educational institutions that are the responsibility of. The leadership of the principal is expected to create

conditions that allow for the birth of a work climate and relationships between humans that are harmonious and conducive. The development and progress of a school is very dependent on the leadership of a school principal in managing the school he leads, including developing an organizational culture.

The continuation institution of the family is the school that functions as, which provides education and teaching to its students about everything that is not found in the family and as further education from education in the family. formal institutional, scientific and functional. To carry out these responsibilities is a joint task between managers of educational institutions, principals, teachers and students. Likewise with private or public school institutions, this responsibility will not be fulfilled if there is no good cooperation with various parties.

That school leadership is a form of management that is carried out independently and puts forward the interests of the school. This means that the principal and teachers are given the authority to regulate and manage the interests of the school community to make their own initiatives based on the aspirations of the school community to improve the quality of education at the school itself, but still in line with the regulations governing the implementation of national education. Therefore the role of the Principal and teachers in school management are the initiators, directors, and assessors of educational activities. This is the teacher participating in thinking about planned educational activities and their values. Implementing education administration, apart from being a teacher, is also responsible for the smooth running of education and is required to be able to carry out administrative activities. [1]

Based on this opinion that in school development, the qualities of the Principal and the teacher are as initiative makers, decisions, policies and implementers of leadership in schools are the principal and teachers. The importance of the leadership of the principal and teachers is to improve the quality of education in the school itself. Especially for teachers to improve student learning achievement for the better. Because teachers in addition to serving as educators, teachers, as well as administrators who take care of school administration problems related to teacher duties With the leadership of the principal and teacher as feedback or evaluation material for the success of the teaching and learning process as seen from the results of student achievement in the Mid Semester and Semester and graduation.

The role of principal and teacher leadership and teacher work motivation is to improve the quality of teacher teaching to be better than before. For this reason, the leadership of the principal and teachers in SMK must have been applied as a guide in carrying out the teaching and learning process to make it more effective and efficient.

The teacher's performance can be seen from their responsibility in carrying out their mandate, the profession they carry, and the morals they have. Then, this is reflected in their compliance, commitment and loyalty in developing the potential of students and advancing the school[2]. A teacher has a role which is very strategic, because its existence is related to the success and quality of education. As a person who is able to translate and describe the values contained in the curriculum, then transform these values to students through the learning process in the classroom. Teachers also have various tasks related to forms of service.

The task covers the professional and humanitarian fields, as well as the social sector. In the field as a profession, it includes educating, teaching and training students so that their various potentials are able to develop. Educating means continuing and developing the values of life and life that need to be owned. by students to become an important part of society. Teaching means continuing and developing science and technology, so that students are able to master it, while training means developing skills that students have to become part of society [2].

The description above explains that teacher performance is the behavior produced by a teacher in carrying out his duties as an educator and teacher when teaching in front of the class, according to certain criteria, namely, learning planning, implementing learning, evaluating learning outcomes, and monitoring the learning process. Thus, the task of a teacher is not only to teach in class, but a teacher also has a great responsibility to educate their students.

With such circumstances, the authors feel called to conduct research and at the same time as a study of the leadership of school principals and the motivation of teacher work demands the quality of teacher teaching. Starting from the above problems, then in this study the author takes the title "The Effect of Principal Leadership and Work Motivation on Teaching Quality of Teachers at State Vocational Schools in OKU Timur.

### School Principal Leadership

Leadership is the strength or quality of a person in leading and directing what he leads to achieve goals. While leaders are called coaches, role models, mentors, administrators, movers and so on. Leaders are people who lead, while leadership is about the leader or how to lead. Therefore, every leader will not be the same in his leadership. This means that a leader will have a distinctive style in leading [1].

Leadership comes from the word "pimpin" which means to lead, guide show the way, train, educate, and teach. In addition to understanding the way, leading also means influencing and leaders have both physical and spiritual responsibility for the success of the work activities of people. people he leads. Leadership is the process of influencing others in the relationship between leaders and subordinates or with followers [3].

Leadership is the process of influencing others in relationships between leaders and subordinates or with followers. In essence, the meaning of leadership is a process of influencing others to achieve goals in a situation [4] From the opinion of a number of experts above, it can be concluded that the definition of a principal is a teacher who gets additional duties as a school principal. Even though the teacher who gets additional duties as the principal is the person most responsible for the application of innovative educational administration principles in schools. getting additional assignments means that the principal's main task is a teacher, namely as a teaching and educator, meaning that in a school a school principal must have a duty as a teacher who carries out or provides lessons or teaches a particular field of study or provides guidance.

### Work motivation

Motivation comes from the Latin word "Movere" which means encouragement or driving force. Work motivation is something that creates enthusiasm or encouragement and work. Therefore, work motivation in psychology is a driving force for work morale. Motivation is the provision of a driving force that creates a person's work excitement. , so that they are willing to cooperate, be effective and integrated with all efforts to achieve satisfaction [5].

Motivation is a tool used by school principals so that teachers and administrative staff can work hard. School heads must know the motivation patterns of each teacher in the school in terms of understanding the related work attitudes. School heads need to provide motivation for teachers and administrative staff because some of them need motivation first before they can show their best performance. Motivation that comes from within is called intrinsic, while motivation that comes from outside is called extrinsic. Generally, those who are motivated from within will be much more secure in carrying out their duties than those who are motivated from outside. The technique that is often used by various groups in building the motivation of their subordinates is the principle of MOTIVATE (M = Manifest means to generate confidence when delegating tasks. O = Open means that delegation of tasks is done openly. T = Tolerance means tolerant of failure, make failure a lesson because experience is the most important teacher. I = Involve, involved by all parties in the work. V = Value, the value expected and recognized in good performance (what prizes are obtained and how to get it) A = Align, meaning balancing between job objectives and individual goals (people will be eager to work to achieve the desired satisfaction). T = Trust, meaning honesty must be a priority for the whole group. E = Empower means being able to empower all team members).

### Teacher Teaching Quality

The quality or quality of the teacher's teaching consists of three words, each of which has a separate meaning, but also has the meaning of unity. According to the Big Indonesian dictionary "Quality is a (measure) of whether an object is good or bad, quality, level, grade, or degree (intelligence, intelligence and so on). In the normative sense, the quality of education is based on intrinsic and extrinsic considerations (criteria). In a descriptive sense, quality is determined based on the actual situation seen from the performance test results.

Zamroni's view is that improving school quality is a systematic process that continuously improves the quality of the teaching and learning process and the factors related to it, with the aim that school targets can be achieved more effectively and efficiently [7]. According to [4] That the quality of education refers to the input, process, output, and impact. According to [8] argue that quality is a dynamic condition related to products, labor, processes and tasks as well as the environment that meets or exceeds customer needs.

To improve the quality and quantity of teaching and learning activities carried out by teachers as educational staff, the teaching profession must have and master the planning of teaching and learning activities, carry out planned activities and assess the results of the teaching and learning process. The teacher's ability to plan and implement the learning process is a major factor in achieving teaching goals. The skills to

plan and implement this teaching and learning process are closely related to the duties and responsibilities of the teacher as an educating teacher.

Teachers as educators have a very broad meaning, not only providing teaching materials but reaching out to ethical and aesthetic behavior in facing the challenges of life in society. As a teacher, teachers should have a sufficiently mature teaching plan. Teaching planning is closely related to various elements such as teaching objectives, teaching materials, learning activities, teaching methods, and evaluation. These elements are an integral part of the overall responsibility of the teacher in the learning process.

## Method

This research was conducted at State Vocational Schools in OKU Timur. The school was chosen by researchers because of several considerations, namely the school has adequate criteria for research. These criteria include: 1) The school has adequate facilities and can support research, 2) The school is an educational institution that has adequate and experienced teaching resources, 3) The school has a good organizational structure, and 4) the location is still accessible and accessible to researchers even though the school is far from one another. The research time was carried out from July 2020 to September 2020.

This study uses a quantitative descriptive method to see the effect partially between the existing variables [9]. The population in this study were all teachers at State Vocational Schools in OKU Timur, namely 133 teachers. According to [10] the sample is part or representative of the population to be studied. Furthermore, the sample is part of the number and characteristics possessed by the population [9]. Therefore, the sample is part of the population to be studied, and represents the entire population. The sampling technique used in this study was simple random sampling, which is how to take a sample of a population of 75 teachers. With the consideration that the number of samples is less than 100 people, the researchers took all of them. In this study, the sources and data collection techniques were: questionnaires, interviews and documents.

## Results and Discussions

This hypothesis testing is done by using the correlation technique, while the correlation technique used is statistical analysis of correlation and determination, regression coefficient (t test) and association correlation coefficient (F test), which is carried out using SPSS version 21.

### Testing the Principal Leadership Hypothesis (X1) on the Quality of Teaching Teachers (Y)

Table 1 <X1 on Y>

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1793.605	1	1793.605	185.486	.000 <sup>a</sup>
Residual	1489.139	154	9.670		
Total	3282.744	155			

a. Predictors: (Constant), Kepemimpinan Kepala Sekolah  
b. Dependent Variable: Mutu mengajar guru

The table above shows that  $F_{count} = 185.486 > F_{table} = 3.06$  with a significance level of probability  $0.000 < 0.05$  or  $sig = 0.000 = 0\% < 5\%$  means reject  $H_0$  and accept  $H_a$ , thus the regression model used for this study is significant. This means that the principal leadership variable (X1) has a significant effect on the teacher teaching quality variable (Y).

### Testing Work Motivation (X2) on Teacher Teaching Quality (Y).

Table 2 <X2 on Y>

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2402.041	1	2402.041	420.022	.000 <sup>a</sup>
Residual	880.702	154	5.719		
Total	3282.744	155			

a. Predictors: (Constant), Motivasi Kerja  
b. Dependent Variable: Mutu\_Mengajar\_Guru

From the table above, it can be seen that  $F_{count} = 420.022 > F_{table} = 3.06$  with a significance level of probability  $0.000 < 0.05$  or  $sig = 0.000 = 0\% < 5\%$  means reject  $H_0$  and accept  $H_a$ , thus the regression model

used for this study is significant, meaning that the work motivation variable (X2) has a positive and significant effect on the teacher teaching quality variable (Y).

### Testing the Principal Leadership Hypothesis (X1) and Work Motivation (X2) on the Quality of Teaching Teachers (Y)

Table 3 <X1 and X2 on Y>

ANOVA <sup>b</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2407.220	2	1203.610	210.334	.000 <sup>a</sup>
Residual	875.523	153	5.722		
Total	3282.744	155			

a. Predictors: (Constant), Motivasi\_Kerja, Kepemimpinan\_Kepala\_Sekolah

b. Dependent Variable: Mutu\_Mengajar\_Guru

From the table above, it can be seen that  $F_{count} = 210.334 > F_{table} = 3.06$  with a significance level of probability  $0.000 < 0.05$  or  $sig = 0.000 = 0\% < 5\%$  means reject  $H_0$  and accept  $H_a$ , thus the regression model used for this study is significant. This means that the principal leadership variable (X1) and the work motivation variable (X2) simultaneously have a positive and significant effect on the teacher teaching quality variable (Y).

## Conclusions

Based on the results of testing and hypothesis testing in the previous chapter, which was accompanied by supporting theories regarding the influence of principal leadership on work motivation and its effect on the quality of teaching at State Vocational Schools in OKU Timur, the following conclusions were obtained: (1) Leadership of the principal of SMK Negeri Kab. East OKU is included in the high category but is more effective at task-oriented. The work motivation of the State Vocational Schools in OKU Timur teachers is in the sufficient category. And the teaching quality of State Vocational Schools in OKU Timur teachers are in the sufficient category. (2) Principal leadership has a positive effect on work motivation. This means that the higher the leadership of the principal, the higher the work motivation of the vocational school teachers will increase. The magnitude of the increase in the leadership of the principal is the same as the increase in his motivation to work. (3) Principal leadership has a positive effect on the teaching quality of vocational teachers. This means that when the principal is leadership, the teaching quality of the teacher will be high, but if the leadership is low, the teaching quality of the teacher will be low. (4) Work motivation has a positive effect on the teaching quality of teachers. This means that when the teacher's work motivation to teach is high, the teaching quality of the teacher will also be high, but if the work motivation is low, the quality of teaching will decrease. (5)

The suggestions that the authors propose for further researchers are as follows: (a) It is necessary to conduct further research on other factors outside the principal's leadership style and work motivation that can affect teacher performance such as organizational climate, compensation or others. (b) It is better that in the future, this research can be used as a reference for further research with regard to the leadership style adopted by the principal and work motivation carried out by teachers as an effort to improve teacher professionalism in teaching. (c) For the next researcher to measure the principal's leadership, work motivation and teaching performance with different dimensions, in order to know the effectiveness of each dimension.

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