

# THE EFFECT OF LEADERSHIP AND ACHIEVEMENT MOTIVATION ON TEACHER PERFORMANCE AT STATE VOCATIONAL SCHOOL 2 PEKANBARU

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**Abstract:** This study aims at describing the effect of leadership and achievement motivation on teacher performance at SMK Negeri 2 Pekanbaru. The population in this study were all PNS (Civil Servant) teachers at SMKN 2 Pekanbaru. The total population was 107 people. The participants were obtained by using a simple random sampling technique to obtain a sample of 84 people. This qualitative descriptive research uses a type of correlative research. The data were obtained through questionnaire and documentation techniques. The collected data were then analyzed using descriptive analysis and path analysis. The results of the study showed that there was an influence of the principal's leadership on teacher performance. The coefficient of positive path analysis shows that there is a positive relationship between the principal's leadership and teacher's performance. It is found that the leadership of the school principal is very influential on teacher performance; there is a correlation between achievement motivation and teacher performance; and there is also a positive relationship between principal's leadership and achievement motivation on teacher performance. Principal leadership influences teacher performance to increase work productivity in achieving goals.

**Keywords:** *principal leadership, achievement motivation, teacher performance*

## INTRODUCTION

Problems that exist in the world of education show that teachers potential to be creative as an effort to improve his performance does not always develop naturally and smoothly due to the influence of various factors that arise either inside or outside the teacher's personality.

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The essence of improving teacher performance is to advance teacher achievements through continuous coaching and supervision (Mulyasa, 2013). The decline in the quality of education in Indonesia in general and specifically the quality of higher education viewed from a macro perspective can be caused by the poor national education system and low human resources (Hadith and Nurhayati, 2010).

From the data of Teacher Competency Tests conducted at the end of 2015 at SMK Negeri 2 Pekanbaru, the teachers of SMK Negeri 2 Pekanbaru in particular obtained scores that met the minimum standards as many as 38% (met the passing standards) and 62% of the average scores did not meet standards. This shows the level of competence possessed by the teachers is still relatively low. The low level of competency means that the performance of the teachers at SMK Negeri 2 is poor. To overcome the low competency of teachers, it is necessary to provide trainings for teachers, where the government carries out development and improvement of curriculum, evaluation system, improvement of educational facilities, development and procurement of teaching materials and training for teachers and education staff, so that teachers can improve their performance.

## **LITERATURE REVIEW**

Susanto (2013) states that performance is something that is achieved, the performance shown, or the ability of work carried out; carrying out tasks with fields and results that are obtained properly. According to Supardi (2014) performance is the result of work that has been achieved by someone in an organization to achieve goals based on standard or size and time adjusted to the type of work and in accordance with established norms and ethics. Furthermore, Supardi (2014) also states that teacher performance can be interpreted as a condition that shows the ability of a teacher to carry out their duties in school and describes the existence of an act displayed by the teacher in or during the learning activities.

Factors that influence teacher performance are internal and external factors. One of the external factors is leadership. Barnawi and M. Arifin (2016) state that leadership (in this case the principal's leadership) will continue to influence the teacher so that it will be more dominant in determining how well the teacher's performance. The principal can influence teacher performance through the function of the principal. The main function of the principal according to Mulyasa (2007) is the principal as an educator, as a manager, an administrator, a supervisor, a leader, an innovator, and a motivator.

Another factor that influences performance is achievement motivation. Supardi (2014) states that performance is strongly influenced by individual characteristics that consist of knowledge, skills, abilities, achievement motivation, values, and attitudes. Furthermore,

Usman (2008) states that achievement motivation is an internal drive to overcome all challenges and obstacles as an effort to achieve the determined goals. Achievement motivation will improve teacher performance, and this assumption is strengthened by Wayan Murnayasa's research (2014).

Leadership has an impact on performance; leadership has an impact on achievement motivation; achievement motivation has an impact on performance; and principal leadership and teacher achievement motivation positively and significantly affect performance. This is corroborated by the findings of a research by Heni Nafiqoh (2017).

This study aims at analyzing the effect of leadership and achievement motivation on teacher performance, both direct and indirect influences, at SMK Negeri 2 Pekanbaru. The reason for carrying out the research is because the teacher's performance at SMK Negeri 2 Pekanbaru is still relatively low seen from the results of the UKG score, while the school, in this case, the headmaster has provided guidance by conducting some trainings.

## **RESEARCH METHODOLOGY**

The type of this research is quantitative descriptive research with a correlative research type. The relationship of variables is indicated by the number of correlation coefficients. There are two types of data used in this study, i.e.:

- a. Primary data, i.e. data about the variables of achievement motivation and leadership related to PNS teachers at SMK Negeri 2 Pekanbaru
- b. Secondary data, i.e. data about the teacher performance variable originating from the principal regarding Teacher Performance Assessment (PKG).

An instrument is a tool used to collect data. The instrument in this study used a questionnaire to determine data regarding achievement motivation with leadership. The technique of collecting data used a questionnaire and documentation method. The collected data were then analyzed using descriptive and quantitative analysis, i.e. path analysis with the help of SPSS 21.

The data analysis technique used descriptive analysis to calculate the respondent achievement level (TCR) of each category from the descriptive data of variable x1 (the principal's leadership) and variable x2. Descriptors of the indicators in this study can be seen in Table 3.1 as follows:

**Table. 1 Research Variables and Dimentions**

<b>Variable</b>	<b>Dimention</b>
Principal Leadership	Principal as a manager
	Principal as an administrator
	Principal as a supervisor
	Principal as a leader
	Principal as an innovator
	Principal as a motivator
Achievement Motivation	Need for achievement
	Need for affiliation
	Need for power
Teacher Performance	Teacher's score (PKG)

## RESULTS AND DISCUSSION

The description of the variables in this study is to calculate the scores of the respondent's capability (TCR) of each category from the data of the principal's leadership variable (X1) and achievement motivation variable (X2). The results of the descriptive analysis in this study are as follows:

**Tabel 2. The Condition of Teachers' Performance of SMK Negeri 2 Pekanbaru**

<b>Teachers PK result value</b>	<b>Category</b>	<b>Response</b>	<b>%</b>
91 – 100	Very good	21	25%
76 – 90	good	63	75%
61 – 75	Fair	-	-
51 – 60	inadequate	-	-
≤ 50	inacceptable	-	-

Based on Table 4.1 above, it can be seen that the condition of teachers' performance from 84 respondents, 21 respondents or 25% was categorized very good and 63 respondents or 75% was categorized good. It can be concluded that the teachers' performance of SMKN 2 Pekanbaru was categorized good

**Table 3. Conditions of Principal Leadership Indicators at State Vocational High School 2 Pekanbaru.**

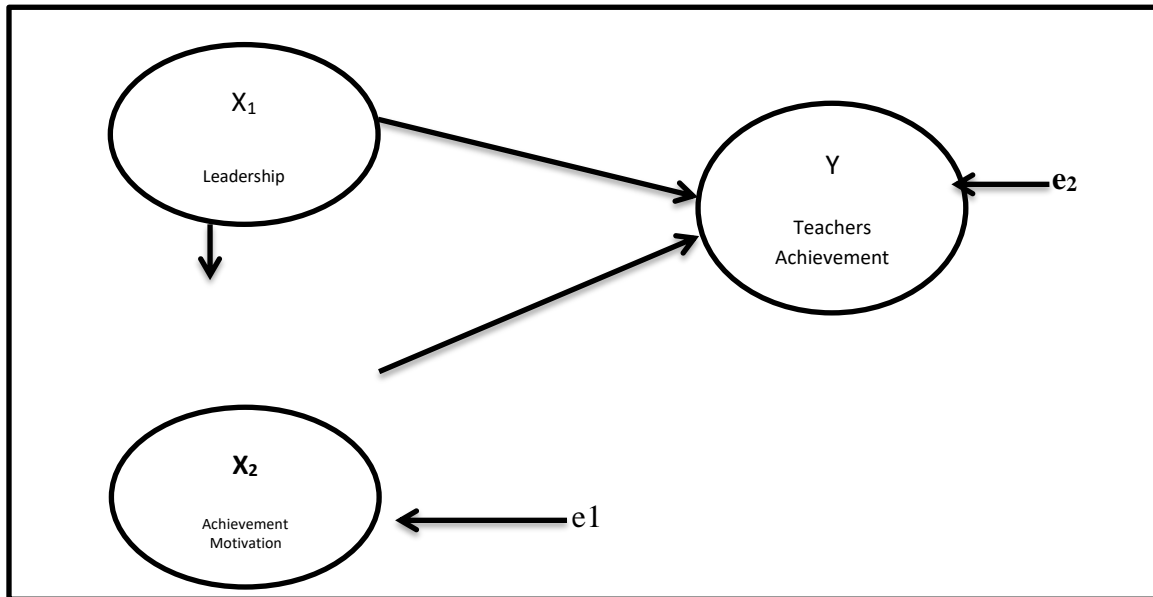
No	Indicator	Score	%	Category
1	School principal as a manager	1108	82,44	Very good
2	Administrator	1097	81,62	Very good
3	Supervisor	1334	79,40	Very good
4	Leader	1351	80,41	Very good
5	Innovator	1086	80,80	Very good
6	Motivator	826	81,94	Very good
	Ratio Principal Leadership		81,10	Very good

From the table above, it can be seen that the six indicators of leadership of the school principal are in a very good category. The indicator that has the highest percentage is the indicator of the principal as manager 82.44% and the motivator indicator with a percentage of 81.94% while the lowest indicator is the supervisor with a percentage of 79.40%.

**Table 4. Condition of Achievement Motivation Indicators of Teachers at State Vocational High School 2 Pekanbaru.**

No	Indicator	Score	%	Category
1	Need for achievement	3012	81,49	Very good
2	Need for affiliation	2688	80,84	Very good
3	Need for power	1680	80,17	Very good
	Ratio Achievement Motivation		80,83	Very good

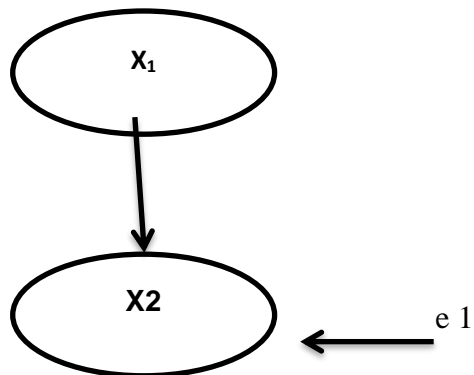
From the table above it can be seen that the three indicators of teacher achievement motivation have a very strong category. The indicator that has the highest percentage is the indicator of need for achievement with a percentage of 81.49% and in the need for affiliation indicator with a percentage of 80.84%, while the lowest indicator is in the indicator of need for power with a percentage of 80.17%.



**Figure 1. path analysis**

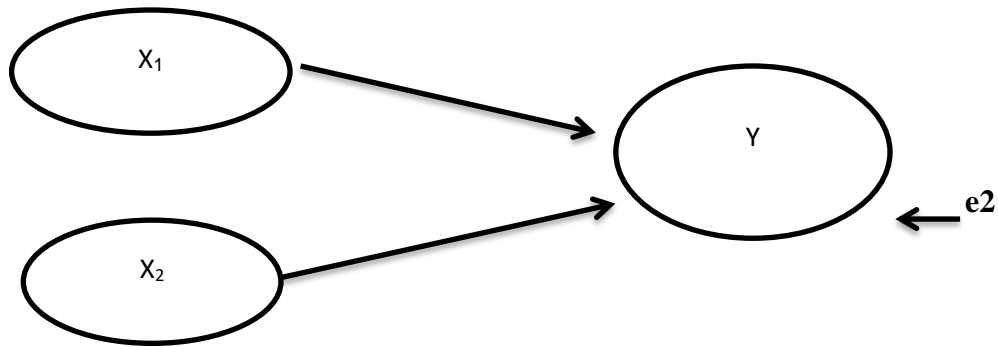
The results of the thinking framework in this study can be seen in the two structures below:

**a. Structure 1** (The effect of leadership on achievement motivation)



with the equation:  $X_2 = \rho X_1 + e_1$

**b. Structure – 2**



with the equation:  $Y_2 = px_1 + px_2 + e_2$

From the above structures, the path analysis is calculated using SPSS Statistics 21. The results of the path analysis are as follows:

**Table 5. path analysis of structure 1**

Variabel	Koefisien Jalur	Sig.	R Square
principal's leadership (konstant)	0,727	0.000	0,529
a. Dependen Variabel : achievement motivation			

From the table above, it is obtained that Sig. 0.00 < 0.05, meaning that the principal's leadership has a significant effect on teacher performance.

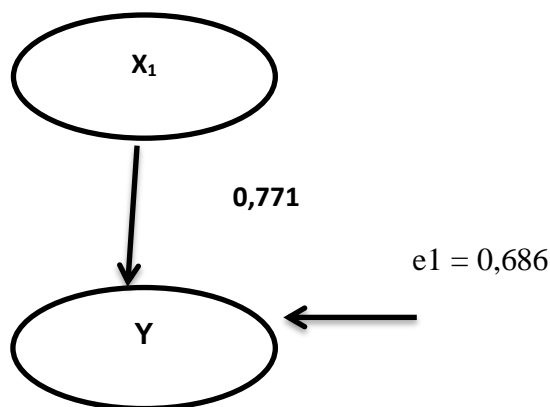
The obtained determination coefficient value is 0.529. It means that the influence of leadership on teacher performance is 52.9%. Meanwhile the remaining 47,1% is a contribution from other variables.

$$e_1 = \sqrt{1 - R^2}$$

$$= \sqrt{1 - 0,529} = 0,686$$

If the results of this path analysis are described in structure one, the image will be formed as follows

**a. Structure 1** (The effect of leadership on achievement motivation)



with the equation:  $X_2 = pX_1 + e_1$

The equation of structure -1 is as follows:

$$X_2 = PX_1 + e_1$$

$$X_2 = 0,727 + 0,686$$

The interpretation of the above equation is:

1. The obtained coefficient value of the principal's leadership variable ( $x_1$ ) is 0.727. This means that each increase in the perception of leadership by 1 unit will increase achievement motivation by 0.727 and vice versa.
2. Standard error ( $e_1$ ) is 0.686, meaning that the error path coefficient for other variables outside of this study influences principal's leadership by 0.686.

**Table 6. path analysis of structure 2**

Variabel	Koefisien Jalur	Sig.	R Square
Principal's leadership	0,460	0,000	0,681
Achievement motivation	0,428	0,000	
a. Dependent Variable: teacher performance			

It is obtained that  $\text{Sig. } 0.00 < 0.05$ , meaning that the principal's leadership and achievement motivation have a significant effect on teacher performance. Thus, hypotheses 2 and 3 are accepted. The magnitude of the influence of leadership and achievement motivation on teacher performance is 0.681 (68.1%), while the remaining 37.9% is a contribution from other variables.

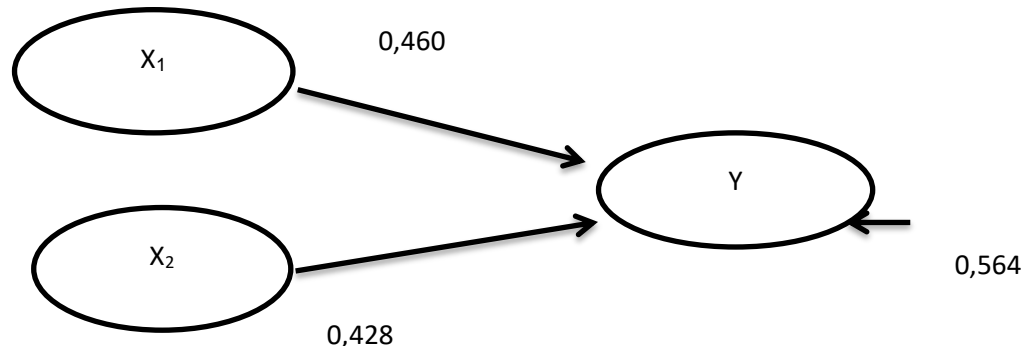


Furthermore, the residuals/errors are calculated as follows:

$$\begin{aligned} e1 &= \sqrt{1 - R^2} \\ &= \sqrt{1 - 0,681} = 0,564 \end{aligned}$$

If the results of this path analysis are described in structure 2, the image will be formed as follows:

**b. Structure – 2**



The interpretation of the scture-2 equation is as follows:

With the equation:  $Y = px_1 + px_2 + e_2$

$$Y = 0,460 + 0,428 + 0,564$$

1. The obtained coefficient value of the achievement motivation variable (x<sub>2</sub>) is 0.428. This means that every increase in the perception of performance by 1 unit will increase performance by 0.428 and vice versa.
2. The obtained coefficient value of the leadership variable (x<sub>1</sub>) is 0.460. This means that every increase in the perception of achievement motivation of 1 unit will increase performance by 0.460 and vice versa.
3. The standard error (e<sub>2</sub>) is 0.564, meaning that the magnitude of the error path coefficient for other variables outside of this study which affects performance is 0.564.

### Direct and Indirect Effects of Principal Leadership and Achievement Motivation on Teacher Performance.

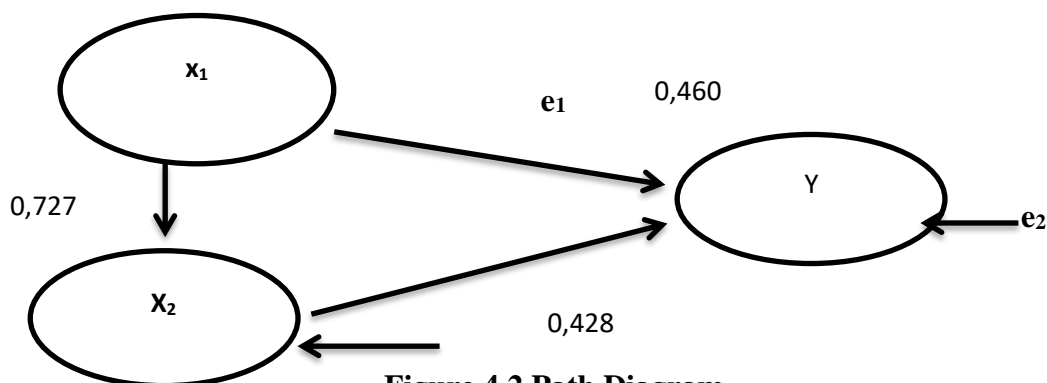


Figure 4.2 Path Diagram

From the figure of the path structure above, direct and indirect effects in the research can be seen through the table below:

Table 7. Direct and Indirect Effect Results

Variabel	Direct	Indirect	Total	Ket
$X_1 \rightarrow X_2$	0,727	-	0,727	Strong
$X_2 \rightarrow Y$	0,428	-	0,428	Strong
$x_1 \rightarrow Y$	0,460	$0,727 \times 0,428 = 0,311$	$0,460 + 0,311 = 0,771$	Strong

It is obtained that the direct influence of the principal's leadership on performance has P coefficient of 0.727. The influence of achievement motivation on performance directly or indirectly has P coefficient of 0.428 and 0.311 or a total of 0.771. While the direct influence of the principal's leadership on performance has P coefficient of 0.460.

## DISCUSSION

### The Effect of Leadership on teacher performance at SMK Negeri 2 Pekanbaru

Based on the data analysis and hypothesis testing that have been done in this study, the results of the study show that there is an influence of the principal's leadership on teacher performance. The positive coefficient of path analysis shows that there is a positive relationship between the leadership of the principal and the performance at SMK Negeri 2 Pekanbaru.

The judgments above are in line with the results of the research conducted by Zendri and Erni Masdupi (2014) where there is an effect of leadership on performance. Moreover, the research conducted by Titik Handayani and Aliyah (2015) also states that leadership styles have a significant effect on teacher performance. A research conducted by Wyn Murnayasa and Natajaya (2014) states that leadership style has a significant effect on teacher performance.

From the description above, it can be concluded that the leadership of the principal is very influential on teacher performance. Then it is fairly assumed that there is a relationship between the leadership of the principal and the teacher's performance. The better principal's leadership is, the better the teacher performance will be, and vice versa.

### **The Effect of Achievement Motivation on Teacher Performance at SMK Negeri 2 Pekanbaru**

Based on the data analysis and hypothesis testing that have been done in this study, the results of the study show that there is an influence of achievement motivation on teacher performance. The positive coefficient of path analysis shows that there is a positive relationship between achievement motivation and teacher performance in SMKN 2 Pekanbaru.

The results of the Indrayogi study (2014) state that achievement motivation significantly influences the performance of Physical Education teachers. Mishan (2014), in the results of his research, stated that teacher work motivation is one of the factors that can influence teacher performance.

The research conducted by Zendri and Erni Masdupi (2014) also states that achievement motivation influences teacher performance. Moreover, the research conducted by Heni Nafiqoh (2017) also shows that there is a very high influence between achievement motivation and teacher performance.

From the description above, it can be concluded that there is a connection between achievement motivation and teacher performance. Then the higher the motivation for

achievement, the higher the results of teacher performance and vice versa where the low performance of a teacher is due to the low motivation for achievement.

### **The direct and indirect effects of Principal Leadership and achievement motivation on teacher performance at SMK Negeri 2 Pekanbaru**

Based on the data analysis and hypothesis testing that have been carried out in this study, the results of the study show that there is an influence of leadership and achievement motivation on teacher performance. The positive coefficient of the path analysis shows that there is a positive relationship between principals' leadership and achievement motivation on teacher performance at SMK Negeri 2 Pekanbaru.

In line with the opinion of Barnawi and Arifin (2016), the teacher's performance is influenced by several factors, including external and internal factors. Internal factors of teacher performance are those that come from personal/individual which includes several elements, one of which is motivation to become a teacher. While external factors are factors that come from outside a teacher's personal; external factors that can affect teacher performance, one of which is leadership that can be seen from the leadership of the school principal. Leadership influences teacher performance to improve work productivity in order to achieve goals. Thus, there is an influence of principals' leadership and achievement motivation on teacher performance at SMK Negeri 2 Pekanbaru.

## **CONCLUSIONS**

Based on the results of the analysis that has been carried out regarding the effect of principal's leadership and achievement motivation on teacher performance at State Vocational High School 2 Pekanbaru, it can be concluded that there is a significant and positive influence of principal leadership on teacher performance at SMK Negeri 2 Pekanbaru. Principal leadership will improve teacher performance in carrying out their obligations at school. Furthermore, there is a significant and positive effect on achievement motivation on performance at SMK Negeri 2 Pekanbaru. Motivation for teacher achievement will improve the performance of teachers in carrying out their assigned tasks. Next, there is a significant and positive influence of principals' leadership on achievement motivation at SMK Negeri 2 Pekanbaru. Principal leadership will increase teacher achievement motivation. Moreover,

there is a direct and indirect influence of the principal's leadership on teacher performance at SMK Negeri 2 Pekanbaru.

Based on the results of the research and conclusions stated above, some suggestions can be given as follows: (1) The principal is expected to further improve his performance to improve teacher achievement motivation and teacher performance in carrying out obligations in work at school with full responsibility so that the common goal of educating the nation's young generation is achieved. (2) Furthermore, teachers are expected to further increase their discipline and performance in work that has been carried out with full responsibility. (3) Moreover, for other researchers, further research is needed to find out other factors that can affect teacher performance, such as work facilities, school environment and so on.

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