



## **Effect of principal leadership style, learning facilities, and achievement motivation on teacher performance (Study of Vocational High School Teachers in Minahasa District)**

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### **Abstract**

This study aims to obtain the results of studies and descriptions of the influence of the leadership style of school principals, learning facilities, and achievement motivation on teacher performance (studies on vocational school teachers in Minahasa Regency). In this study there are four hypotheses, namely (1) there is an influence of leadership style from the principal on teacher performance, (2) there is an influence of learning facilities on teacher performance, (3) there is an influence of achievement motivation on teacher performance, (4) there is a style influence leadership from the school principal, learning facilities, and motivation to jointly achieve teacher performance. The population unit in this study were all vocational school teachers in Minahasa Regency with a total of 403 teachers and a research sample of 80 teachers. This research was conducted by survey method using a questionnaire instrument in Vocational Schools in Minahasa Regency. The results showed that (1) the leadership style of school principals influenced the performance of teachers, (2) learning facilities affected the performance of teachers, (3) achievement motivation influenced the performance of teachers, (4) the leadership style of the principal, learning facilities, and Achievement motivation has a joint effect on teacher performance.

**Keywords:** Leadership style of the principal, learning facilities, achievement motivation, teacher performance

### **1. Introduction**

The teacher is a crucial component of education in the face of education in Indonesia. The spearhead of all educational policies is the teacher. It is the teacher who forms the character and the spirit of the nation. Because of the very large role of teachers, teachers are needed who are professional, creative, innovative, have a high willingness to continue learning and are aware of technology and information so that they are able to keep abreast of increasingly modern times.

Research conducted by Koster (2002) states that teacher performance will increase school productivity and effectiveness. Teachers who have good teaching abilities and qualities will contribute to the effectiveness of the school. Thus, to improve the quality of education required high-performance teachers who think that teaching is a duty to serve the children of the nation in order to achieve the goals of National Education <sup>[1]</sup>.

But not every teacher has a high performance. Some teachers still have low performance which can be known through the results of research reports conducted by Leutuan (2011), that low teacher performance is influenced by the ability of teachers to teach. The teacher has the ability to master the material only mastered 27.67% of the material that should be and the percentage is still below the ideal limit of 75% minimum <sup>[2]</sup>.

Based on the preliminary observations the researchers made on the condition of the performance of vocational school teachers in Minahasa Regency, the teacher's performance did show some things that were less encouraging. For example, teachers arrive late not according to the hours set by the school, teachers are only at school during teaching hours only, teachers teach less in accordance with the

syllabus, teachers teach only in the lecture method yet use more varied methods, use of time learning is still less effective, some teachers are still unable to use media and technology in accordance with the times for the learning process.

One factor that is thought to influence the performance of vocational school teachers in Minahasa Regency is the leadership style of the school principal. Sagala (2008) states that "the principal is the person who is given the task and responsibility of managing the school, gathering, utilizing, and mobilizing the full potential of the school optimally to achieve goals <sup>[3]</sup>." In connection with efforts to improve teacher performance, the principal as a leader schools must have the ability to carry out their duties and process, mobilize and utilize all the elements that exist in the school in order to achieve goals and in accordance with expectations. However, there may be some conditions in the leadership style of the principal that cause the teacher's performance conditions are not optimal, among others, the principal only side with some parties in accepting the teacher's opinion, for example in the implementation of the meeting, there is no open nature in the process of implementing school assignments, does not have a relationship harmonious with the teachers, has not provided an example, direction and guidance as well as supervision of the teacher in carrying out the teaching process. In addition, principals in their leadership tend to behave in ways that are not in line with the expectations of school residents. The indication can be seen from a number of facts that teachers lack discipline in carrying out their duties and teachers do not try to improve performance in learning activities. Learning facilities are also thought to play a role in teacher performance. According to Dimiyati and Mudjiono (2009),

learning facilities are learning facilities and infrastructure. Infrastructure includes school buildings, study rooms, sports fields. Learning facilities include textbooks, reading books, tools and school laboratory facilities and various other media [4]. The still lack of facilities and infrastructure in various Vocational Schools in Minahasa Regency such as the old school buildings that have not been renovated given the growing number of students and need more classrooms, textbooks whose numbers are still lacking, laboratories that are no longer maintained including facilities and media that are outdated in them show disruption to the performance of teachers in the daily teaching process.

Achievement motivation is thought to have also influenced teacher performance. Motivation comes from within the teacher himself to achieve the desired achievement with the goals set. However, teachers are still lacking in motivating themselves to achieve achievements, teachers are still lacking in their desire to start something new to support their performance improvement, especially in the learning process.

Based on the existing problems, researchers are interested in researching on "The Effect of Principal Leadership Style, Learning Facilities, and Achievement Motivation on Teacher Performance (Case Study on Vocational Teachers in Minahasa District)"

## 2. Research Methods

The influence of the leadership style of the principal on teacher performance.

In carrying out educational activities at school, the principal plays an important role through his leadership. The leadership style of the school principal determines the success of the implementation of the education program at the school, especially towards the teachers. The leadership style of a good headmaster will influence the performance of a teacher in carrying out their duties. Wahyudi (2009) states that: "School principals in the management of educational units have a strategic position in developing school resources, especially utilizing teachers in achieving educational goals that have been set." Based on the description above, it is assumed that the leadership style of the school principal influences the performance of a teacher [5].

### Effect of learning facilities on teacher performance.

In education, learning facilities are an important element in supporting teaching and learning in schools, if learning facilities are adequate, the learning process will also be maximized. According to Arikunto and Yuliana (2009) "facilities are all things that can facilitate and facilitate the implementation of a business". The more complete the learning facilities the better the transfer of knowledge in the learning process from teacher to student. Based on the description above, it is suspected that learning facilities affect teacher performance [6].

### Effect of achievement motivation on teacher performance

The higher the encouragement of a teacher to perform their duties optimally in order to achieve the expected achievements, the teacher's performance will increase due to the encouragement from within the teacher himself. Pupuh Fathurrohman and AA Suryana (2012) states that achievement motivation is an impulse in a person to do or

do an activity or task as well as possible in order to achieve achievement with honors. Based on these descriptions, it is suspected that achievement motivation influences teacher performance [7].

### The effect of school leadership style, learning facilities, achievement motivation together on teacher performance.

The leadership style of the school principal, learning facilities, and achievement motivation together affect the performance of the teacher, where the principal is the leader whose job is to influence, guide, motivate the teachers to be able to carry out their tasks happily to achieve the goals expected by the school. In addition, learning facilities are also suspected to affect the performance of teachers where more complete and adequate learning facilities are available at school. The teacher will be more leverage in the teaching and learning process and when the teaching and learning process is felt by the teacher more leverage. Teachers will be more motivated to achieve something better that will further encourage teacher performance to be improved and better because of the motivation encouragement from within the teacher himself who is thought to influence the performance improvement of the teacher concerned.

### Research Paradigm

Based on the conceptual framework of the variables, it can be described the scope of research studies on the influence of the leadership style of the principal, learning facilities, and achievement motivation on teacher performance. The linkages of the research variables are:

X1 = Leadership Style of the School Principal (independent variable)

X2 = Learning Facility (independent variable)

X3 = Achievement Motivation (dependent variable)

Y = Teacher Performance (dependent variable)

### Methods

The approach taken in the study is a quantitative research approach with the method used is the survey method. Data collection using research instruments, quantitative data analysis with the aim to test the hypothesis.

### Population and Sample

The population is 403 teachers, while the sample is 80 teachers.

### Data Collection Technique

#### Documentation

The documentation aims to obtain data on the profile of teachers and vocational schools in Minahasa district in the 2018/2019 school year as research data.

### Questionnaire

In this study, a questionnaire regarding the leadership style of the principal, learning facilities, and achievement motivation and teacher performance. As respondents are predetermined vocational teacher. The questionnaire in this study uses a Likert scale with five possible answers, namely Strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS) and Strongly Disagree (STS), with positive statements (5-1).

### Test Research Instruments

To test the validity of the leadership style questionnaire

from the principal, learning facilities, and achievement motivation and teacher performance were calculated using Microsoft Excel 2016 software with the Pearson Product Moment technique compared to  $r_{(table (n-2))}$ . If the value is less than  $r_{table}$  declared invalid and if more than  $r_{table}$  is declared valid. In Significant Level  $\alpha = 0.05$  (5%) and  $dk = N - 2$  ( $80 - 2 = 78$ ) this can be seen in the Product Moment  $r$  table.

And to test the reliability of the instrument using SPSS software for Windows version 23 with the Alpha Cronbach technique. Based on Sugiyono's reliability standard (2013: 123), the research instrument is reliably said if  $r$  calculation is greater than  $r_{table}$  on the Pearson Product  $r$  critical price table by looking at the value of Cronbach alpha and comparing it with  $dk = N - 2$  ( $80 - 2 = 78$ ) with significant level of 5%.

### Prerequisite Test

#### Normality test

Calculation of normality test in this study using SPSS for windows version 16 with Kolmogorov Smirnov technique with a significant rate of 0.05.

Based on the results of the normality test, it can be explained that: The leadership style variable from the principal ( $X_1$ ) obtained a significance value of  $0.373 > 0.05$  meaning that the data distribution was normal. The learning facility variable ( $X_2$ ) obtained a significance value of  $0.247 > 0.05$ , meaning that the data distribution was normal. Achievement motivation variable ( $X_3$ ) obtained a significance value of  $0.395 > 0.05$  meaning that the data distribution was normal. Teacher performance variable ( $Y$ ) obtained a significance value of  $0.367 > 0.05$  meaning that the data distribution was normal.

#### Variable Linearity Test

The test was carried out with the help of SPSS version 16 using the for linearity test technique with a significant level  $\alpha = 0.05$ . Linearity test results with the help of SPSS Application Program version 16.

Based on Table 4.2 (Linearity Test on Variable  $X_1$ ) on the ANOVA Table it is known that the Sig.Deviation from Linearity value is 0.132. Because the value of Sig,  $0.132 > 0.05$ , it can be concluded that there is a linear relationship between the Leadership Style variables of the Principal ( $X_1$ ) and Teacher Performance ( $Y$ ). Table 4.3 (Linearity Test on Variable  $X_2$ ) on the ANOVA Table is known that the Sig.Deviation from Linearity value is 0.810. Because the value of Sig,  $0.810 > 0.05$ , it can be concluded that there is a linear relationship between the Learning Facilities ( $X_2$ ) variable with Teacher Performance ( $Y$ ). Table 4.4 (Linearity Test on variable  $X_3$ ) on the ANOVA Table is known that the Sig.Deviation from Linearity value is 0.486. Because the value of Sig,  $0.486 > 0.05$ , it can be concluded that there is a linear relationship between the Achievement Motivation variable ( $X_3$ ) and Teacher Performance ( $Y$ ).

### Research Hypothesis Testing

#### Effect of Leadership Style from the Principal ( $X_1$ ) on Teacher Performance ( $Y$ )

Testing the research hypothesis of the influence of the School Leadership Style on Teacher Performance with the help of the SPSS Application Program version 16.

From the Coefficients<sup>a</sup> Table (Table 4.5) illustrates that the regression equation has a value:  $\hat{Y} = a + bX_1 = 34.616 + 0.304 X_1$ , while the results of the t test show:  $t_{count}$  of 3.734

$> t_{table}$  2.00. Furthermore, in the summary model (Table 4.6), the correlation coefficient ( $r$ ) of 0.389 means that the leadership style of the principal ( $X_1$ ) has an influence on teacher performance ( $Y$ ). The value of the contribution of the leadership style of the principal ( $X_1$ ) to teacher performance ( $Y$ ) is  $r^2 = 15.2\%$  while 84.8% of teacher performance is influenced by other factors. Based on the ANOVA<sup>b</sup> table, the  $F_{count}$  is 13.946 with a significant level (0.000). Probability (0.000) is smaller than 0.05 (Sig.  $< \alpha$ ).

#### Effect of Learning Facilities on Teacher Performance

Testing the research hypothesis of the effect of Learning Facilities on Teacher Performance with the help of the SPSS Application Program version 16.

From Table 4.8 Coefficients<sup>a</sup> illustrates that the regression equation has a beta coefficient value:  $\hat{Y} = a + bX_2 = 15.136 + 0.769 X_2$ , while the results of the t test show:  $t_{count}$  of 4.125  $> t_{table}$  2.00. Furthermore, in the summary model (Table 4.9), the correlation coefficient ( $r$ ) of 0.751 which means that Learning Facilities ( $X_2$ ) has an influence on Teacher Performance ( $Y$ ). The value of the contribution of Learning Facilities ( $X_2$ ) to Teacher Performance ( $Y$ ) is  $r^2 = 56.5\%$  while 43.5% of Teacher Performance is influenced by other factors. Based on the ANOVA<sup>b</sup> table, the  $F_{count}$  is 101.146 with a significant level (0.000). Probability (0.000) is smaller than 0.05 (Sig.  $< \alpha$ ).

#### Effect of Achievement Motivation on Teacher Performance

Testing the research hypothesis of the effect of Achievement Motivation on Teacher Performance with the help of the SPSS Application Program version 16.

From the Coefficients<sup>a</sup> table illustrates that the regression equation has a beta coefficient value:  $\hat{Y} = a + bX_3 = 18.064 + 0.783 X_3$ , while the results of the t test show:  $t_{count}$  of 4.541  $> t_{table}$  2.00. Furthermore, in the summary model (Table 4.12), the correlation coefficient ( $r$ ) of 0.695, which means that Achievement Motivation ( $X_3$ ) has an influence on Teacher Performance ( $Y$ ). The contribution value of Achievement Motivation ( $X_3$ ) to Teacher Performance ( $Y$ ) is  $r^2 = 48.3\%$  while 51.7% of Teacher Performance is influenced by other factors. Based on the ANOVA<sup>b</sup> table, the  $F_{count}$  is 101.146 with a significant level (0.000). Probability (0.000) is smaller than 0.05 (Sig.  $< \alpha$ ).

#### Effect of Leadership Style from the Principal, Learning Facilities, and Achievement Motivation together on Teacher Performance

Testing the research hypothesis of the influence of the Principal's Leadership Style, Learning Facilities, and Achievement Motivation together on Teacher Performance with the help of the SPSS Application Program version 16.

From the Coefficients<sup>a</sup> Table illustrates that the regression equation has a value:  $\hat{Y} = a - bX_1 + bX_2 + bX_3 = 13,554 - 0.059 X_1 + 0.595 X_2 + 0.307 X_3$ . To test the regression coefficients together, ANOVA (analysis of variance) is used, as in table 4.16 which shows  $F_{count}$  37.465  $> F_{table}$  3.96. Based on the Summary Model Table (Table 4.13), there is a correlation coefficient ( $r$ ) of 0.772, which means the Leadership Style of the Principal ( $X_1$ ), Learning Facilities ( $X_2$ ), and Achievement Motivation together have an influence on Teacher Performance ( $Y$ ). The Rsquare value is 0.597 which means that the contribution of the Leadership Style of the Principal, Learning Facilities, and Achievement

Motivation together to Teacher Performance is 59.7% while 40.3% of Teacher Performance is influenced by other factors.

### Hypothesis Testing Results

#### Hipotesis Satu

$H_0$ : There is no influence of the leadership style of the principal on the performance of the teacher

$H_1$ : There is an influence of the leadership style of the principal on the performance of the teacher

Based on hypothesis one, obtained a  $t_{count}$  of  $3.734 > t_{table}$  2.00 and a significance value =  $0.000 < \alpha = 0.05$ , meaning Hypothesis  $H_0$  is rejected or accepted  $H_1$ . The test results show there is an influence of the leadership style of the principal on teacher performance (a study of vocational teachers in Minahasa District).

#### Hypothesis two

$H_0$ : There is no effect of learning facilities on teacher performance

$H_1$ : There is an effect of learning facilities on teacher performance

Based on testing the hypothesis two, obtained a  $t_{count}$  of  $4.125 > t_{table}$  2.00 and a significance value =  $0.000 < \alpha = 0.05$  means that  $H_0$  Hypothesis is rejected or accepted  $H_1$ . The test results show that there is an influence of learning facilities on teacher performance (a study of vocational teachers in Minahasa District).

#### Hypothesis three

$H_0$ : There is no effect of achievement motivation on teacher performance

$H_1$ : There is an effect of achievement motivation on teacher performance

Based on testing the hypothesis three, obtained a  $t_{count}$  of  $4.541 > t_{table}$  2.00 and a significance value =  $0.000 < \alpha = 0.05$  means that  $H_0$  Hypothesis is rejected or accepted  $H_1$ . The results of these tests indicate that there is an influence of achievement motivation on teacher performance (a study of vocational teachers in Minahasa District).

#### Hypothesis four

$H_0$ : There is no influence of the leadership style of the principal, learning facilities, and achievement motivation together on teacher performance

$H_1$ : There is an influence of the leadership style of the principal, learning facilities, and achievement motivation together on teacher performance

Based on testing the fourth hypothesis, obtained  $F_{count}$   $37.465 > F_{table}$  3.96 and the significance value =  $0.000 < 0.05$  which means the hypothesis  $H_0$  is rejected or accepted  $H_1$ . The test results indicate that there is an influence of the leadership style of the principal, learning facilities, and achievement motivation together on teacher performance (studies on vocational teachers in Minahasa District).

### 4. Conclusion

Based on the results of research and discussion and as an answer to the formulation of the problem and research objectives, the conclusions of this study are as follows:

1. The leadership style of the principal influences teacher performance (studies of vocational school teachers in Minahasa District). Therefore, the better the leadership

style of the Principal, the better and improved the performance of the teacher.

2. Learning facilities affect teacher performance (studies on vocational school teachers in Minahasa Regency). The better Learning Facilities in schools, the teacher performance will increase.
3. Achievement motivation has an effect on teacher performance (a study of vocational school teachers in Minahasa Regency). The higher the motivation for achievement, the teacher's performance will increase.
4. Leadership style of school principals, learning facilities, and achievement motivation jointly influence teacher performance (studies of vocational teachers in Minahasa District). The better the leadership style of the principal, learning facilities, and achievement motivation, the better the teacher's performance.

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