

The Influence of Principals' Leadership on the Work Motivation of Vocational High School Teachers in Padang

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ABSTRACT

The purpose of this study was to analyze the influence of principals' leadership on the work motivation of vocational high school teachers in Padang City. Accordingly, a sample of 80 teachers from various vocational high schools in the city was utilized for the research. Data collection was performed through two instruments, which were the principal's leadership and teachers' work motivation, and each used a 5-point Likert scale with 40 and 36 items, respectively. The data were analyzed via descriptive statistics and linear regression by employing Jeffrey's Amazing Statistics Program (JASP). Consequently, the results showed that the principal's leadership had an effect of 60.9% on the work motivation of vocational high school teachers in Padang. Also, the need for an increase in the intensity of the principal's leadership to facilitate an improvement in their work motivation was indicated.

Keywords: Principals's Leadership, Work Motivation, Vocational High School, Teachers

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Introduction

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Iskandar (2013) stated that teachers require external motivation, which seriously needs to be considered by principals. Work motivation from these leaders is important to direct and encourage teachers to act and overcome all challenges and

obstacles to facilitate the achievement of educational goals. An educator with high work motivation displays a desire and responsibility for the job (Pratiwi, 2013) and exhibits some characteristics or behaviors at work, such as diligence, passion, enthusiasm, and discipline (Simarmata, 2020).

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The level of teachers' motivation was exhibited in the results of the Analytical and Capacity Development Partnership (ACDP) of the Indonesian Education Sector project in 2014. This report revealed that the daily absence of teachers' in Indonesian schools was 10-11% and 12-14% in classes, while near Sumatra, 8% absenteeism from

school and 17% from classes were experienced. Therefore, the phenomenon that teachers lacked the motivation to work was confirmed by these results.

Research by Khair (2019) showed that leadership has a positive and significant effect on motivation, and this was corroborated by Sukiyanto (2020) concerning principals and teachers, as well as employees. The principal has an enormous responsibility to improve the performance of teachers, which ultimately leads to an enhancement in the quality of the learning process (Hadis & Nuryahati, 2012). According to Setiyati (2014), the role of the principal's leadership is very large, and it affects teacher performance. This leader is responsible for the continuity of the school, and the management, as well as the development of this organization, through administrative and leadership activities depend on the principal's ability.

Leadership involves directing and influencing activities that are related to the duties of members (Rivai & Mulyadi, 2011) and can be interpreted through the trait, behavioral, and contingency approaches. Additionally, school principals have competencies, which are stipulated in Number 13 of 2007 on the Indonesian Ministry's Regulation of National Education. They play a role as the central and driving force of school life and must understand their duties and functions. Also, they should be concerned about the staff and students to promote the success of the school (Wahjosumidjo, 2005).

Usman (2008) suggested that the principal's leadership is a factor that encourages schools to achieve goals effectively and efficiently. According to Mulyono (2008), it is the spirit and central force that drives the organization to

achieve goals and effectively conducts meetings with teachers in conducive situations when there are increased opportunities. Therefore, the behavior of the principal should encourage the teachers' work motivation by showing them friendly, close, and full consideration, both as individuals and as a group. Consequently, the purpose of this study is to examine the effect of principal's leadership on the work motivation of vocational high school teachers in Padang.

Method

This research is a quantitative descriptive study on vocational high school teachers in Padang city and was performed through purposive random sampling. The data was collected through two instruments, namely the principal's leadership and the teachers' work motivation, which were filled by eighty (80) teachers of vocational high schools spread across the city. Meanwhile, the questionnaire used a 5-point Likert scale with 40 and 36 items to represent the principal leadership and teachers' work motivation instruments, respectively. Furthermore, the data were analyzed by descriptive and inferential linear regression statistics, which were used to discover how much influence the principal's leadership variable had on the work motivation of vocational high school teachers in Padang city. The data of this research can be accessed via the link: <https://osf.io/n7hxc/>.

Result and Discussion

Before performing the linear regression tests, the descriptive results of the research variables were explained, as in Table 1 below:

Table 1. Descriptive Results of Research Variables

	N	Minimum	Maximum	Mean	Std. Deviation
Principal's Leadership	80	158.00	184.00	169.97	6.99543
Teacher's Work	80	157.00	178.00	167.46	5.55967

Table 1 shows that the average value of principal leadership, which was 169.97, was higher than that of the teacher's work motivation at 167.46. Also, the results of the standard deviation revealed that the principal's leadership variable was higher

than the teacher's work motivation. This means that other factors, apart from work motivation, caused the variation in the leadership parameter. A simple linear regression was calculated for this study, and results can be seen in Table 2.

Table 2. Simple Linear Regression Analysis Results and Significance (X) to (Y)
 Model Summary - SaW

Model	R	R ²	Adjusted R ²	RMSE	Durbin-Watson		
					Autocorrelation	Statistic	p
H ₀	0.000	0.000	0.000	5.560	0.079	1.819	0.416
H ₁	0.780	0.609	0.604	3.498	0.169	1.648	0.109

According to Table 2, the correlation (R) between the two variables was 0.780, which was high, while the R² value of 0.604 indicated that the principal's leadership contributed 60.4% of the

variance in teacher's work motivation. The result of the Durbin-Watson test was 1.648, which was above 1, and showed that the regression test was valid.

Table 3. Results of the Significance of Variable X against Y

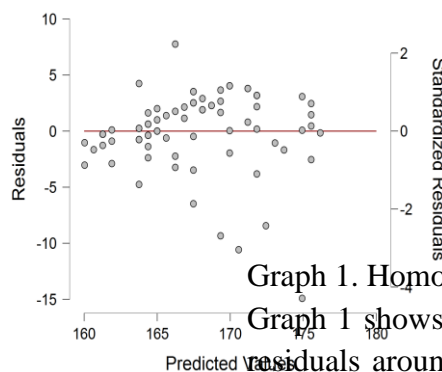
ANOVA

Model		Sum of Squares	df	Mean Square	F	p
H ₁	Regression	1487.356	1	1487.356	121.540	< .001
	Residual	954.531	78	12.238		
	Total	2441.888	79			

The ANOVA test in Table 3 showed a significance of <0.001, which indicated that it was a significantly better predictor of teachers' work

motivation when compared to the principal's leadership

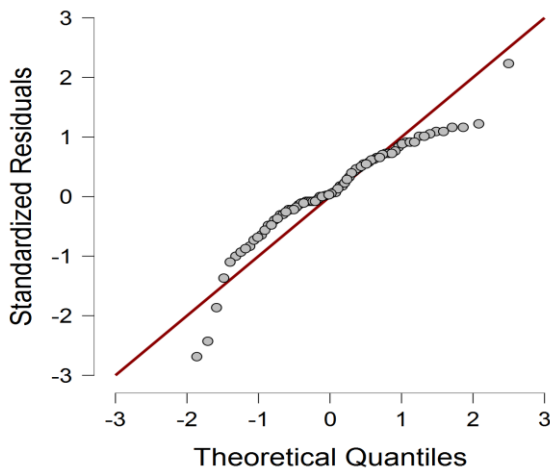
Residuals vs. Predicted



Graph 1. Homoscedasticity Assumption Testing
 Graph 1 shows a balanced random distribution of residuals around the baseline, illustrating that the homoscedasticity assumption was fulfilled.

Conversely, the Q-Q plot on graph 2 shows that the standardized residuals, which are depicted in points, are along the diagonal line.

Q-Q Plot Standardized Residuals



Graph 2. Normality and Homogeneity Testing

This confirmed that two other assumptions, namely normality, and linearity, were met. The principal’s leadership variable (X) was concluded to affect the work motivation factor (Y) due to the significance value of 0.000, which is less than 0.05 ($0.000 < 0.05$) that was obtained from the results in the Table. Furthermore, the R Square value was 0.609, meaning that the principal’s leadership contributed 60.9% to the work motivation, while the remaining 39.1% was influenced by other variables that were not explained in this study. This corresponded with the research by Redo (2017), which stated that leadership has a positive and significant effect on motivation. Sukiyanto (2020) also declared that the principal’s leadership affected the motivation of teachers and employees.

According to Maslow’s hierarchy of needs theory, humans are encouraged to fulfill their strongest requirements according to time, circumstances, and experience (Maslow & Lewis, 1987). Nitisemito (2010) also stated that the fulfillment of needs is one way to increase teachers’ work motivation. Based on these conditions, proper

management is necessary for principals to make policies that make meeting the needs of teachers possible (Ramadhan, 2017).

Furthermore, Mulyasa (2004) stated that teachers will work seriously if highly motivated, as this will cause them to show interest, be attentive, and willing to participate in tasks or activities. According to this opinion, teachers are less successful at lecturing due to decreased motivation, which then has an impact on decreasing their productivity or performance. However, those that are highly motivated are the effects or results of good principals’ leadership (Leithwood, Steinbach, & Jantzi 2020; Hartiwi, Kozlova, & Masitoh, 2020), which makes this motivation necessary. Meanwhile, the regression equation is displayed in Table 3 below.

Table 4. Regression Equations and the Significance of X on Y

	Unstandardized Coefficients	
	B	Std. Error
(Constant)	62.032	9.571
Principal’s leadership value	0.620	0.056

According to Table 3, the constant value (a) was 62.032, while the principal’s leadership value, (b) was 0.620. Hence, the regression equation became $\hat{Y} = 62.032 + 0.620X$, and this formula showed that every rise in the principal’s leadership by one point was accompanied by an increase of 0.620 in the teachers’ work motivation. Therefore, an increase in principal leadership will lead to an improvement in the teachers’ work motivation, which is shown by the positive regression coefficient obtained. A harmonious relationship between the principal and colleagues can increase optimal work motivation, marked by the support displayed during the completion of assignments (Muslikhah, 2007).

Internal communication with the principal produced an effect of 21.2% on teachers’ work motivation (Muslikhah, 2007). Also, Gülşen et al. (2015) revealed that there was a need for

supervision that leads to the increased advancement of applied methods and techniques, professional development of teachers, and the discovery of better teaching tools in the modern era. Furthermore, it is necessary to develop habits of self-assessment, create feelings of sharing personal problems, assist people with getting acquainted, and finding the best solutions to their problems. From the statement above, it can be stated that the important point was not the assessment of the teachers' general competence. However, it was helping the teachers to attain the levels they can, and encouraging them to improve their current performance (Nolan & Hoover, 2008).

Increasing teachers' work motivation by encouraging them (Harini, Maulana, Sudarijati, & Juniarti, 2020; Wahyono, Zaman, Saifudin, & Hartono, 2020) results in maximized performance and proper implementation of their work (Kusuma, 2016). Motivating employees is needed to increase their enthusiasm at their jobs, which will otherwise reduce without the appropriate encouragement to perform all assigned tasks (Ali et al., 2020; Andriani, Kesumawati, & Kristiawan, 2018; De Vito, Brown, Bannister, Cianci, & Mujtaba, 2018). Additionally, motivation is related to psychology because when teachers are in good conditions (Kotera & Ting, 2019), they will be encouraged to work harder and produce quality results. Also, they are likely to take on more roles, become involved in the school, and tend not to leave the organization to look for more satisfying opportunities (Sadri & Bowen, 2011). The above findings are supported by research, which found that individual performance on the job is also related to the assessment and motivation given (Ductoc, 2020).

Humans will be encouraged to meet the most intense needs according to the time, circumstances, and experiences concerned, following a hierarchy (Maslow & Lewis, 1987). Based on this order, the first needs that must be met are physiological (Masri, Arokiasamy, & Arumugam, 2017), and after being are satisfied,

they are followed by the main needs, which are the next or higher on the pyramid. This involves the need for a sense of security, which, after being fulfilled, will be followed by the third. Subsequently, this process continues until the self-actualization needs are met, where the management can provide incentives to motivate cooperative relationships and the growth of employees' morale (Maslow & Lewis, 1987).

Based on this explanation, it can be seen that the leadership activities provided by the principal can increase the teacher's work motivation. This is because the leadership consists of assessment, provision of a sense of security, as well as a positive evaluation. Hence, individuals are encouraged to increase their work motivation when leadership is performed optimally and effectively by school principals.

Conclusion

The research results showed that principals' leadership (X) had a significant contribution of 60.9% and, so, influenced the work motivation (Y) of SMK teachers in Padang city. Also, the regression coefficient was positive, signifying that a rise in principals' leadership leads to an increase in the work motivation of teachers. Meanwhile, there is a need for principals to play a role in planning teachers' performance leadership programs to increase work motivation. This increase is promoted by attention from the principal and a sense of concern for the needs of teachers, which motivates them to work harder to improve their skills and knowledge. It is hoped that subsequent researchers will perform further studies on teachers' welfare to increase their work motivation during the Covid-19 pandemic.

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