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THE INFLUENCE OF TEACHER PERCEPTIONS OF PRINCIPAL LEADERSHIP AND TEACHER WORK MOTIVATION ON TEACHER PERFORMANCE (SURVEY AT SOUTH JAKARTA PRIVATE VOCATIONAL SCHOOLS)

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The Influence of Teacher Perceptions of Principal Leadership and Teacher Work Motivation on Teacher Performance (Survey at South Jakarta Private Vocational Schools). If there really is a positive and significant relationship, then how strong is the relationship between Teacher Perceptions of Principal Leadership and Teacher Work Motivation and Teacher Performance. The research method used is a survey with correlation and regression analysis, namely connecting data showing Teacher Perceptions of Principal Leadership and Work Motivation with data showing Teacher Performance. Data regarding Teacher Perceptions of Principal Leadership, Teacher Work Motivation on Teacher Performance was obtained through a questionnaire compiled by researchers, namely measuring things related to the three things above: There is a significant influence on teacher perception of the principal's leadership style and teacher work motivation together on teacher performance. This can be proven by the value of F0 = 54.476 and sig 0.000 < 0.05. There is a significant influence of perceptions of the principal's leadership style on teacher performance. This can be proven by the value t0 = 6.924 and sig 0.000 < 0.05. There is a significant influence of teacher work motivation on teacher performance, which is not significant. This can be proven by the value t0 = 5.846 and sig 0.000 > 0.05.

1. INTRODUCTION

School principals have a big role in developing the quality of education in their schools. The growth and development of work enthusiasm, the creation of harmonious cooperation, the development of teacher quality and performance, are determined by the quality of the school principal's leadership. Therefore, school principals should always develop themselves to become professional educational leaders.

A teacher who has high performance is certainly consistent in his duties as an educator. One of them is by being disciplined, all activities will be orderly and directed so that the expected work goals can be achieved well. The description above is the basis for the need to conduct research on the relationship between teacher perceptions of school principal leadership, teacher motivation, and learning media on teacher performance. To find out this problem, researchers conducted research with the title "The Influence of Teacher Perceptions of Principal Leadership and Teacher Work Motivation on Teacher Performance in South Jakarta Private Vocational Schools (Survey at South Jakarta City Private Vocational Schools)".

Formulation of the problem

The problem formulation is as follows;

1. Is there an influence of Teacher Perceptions of Principal Leadership and Teacher Work Motivation on Teacher Performance?
2. Is there an influence of Teacher Perceptions of Principal Leadership on Teacher Performance?
3. Is there an influence of Teacher Work Motivation on Teacher Performance?

Research purposes

The research carried out aims to:

1. Knowing the influence of Teacher Perceptions of Principal Leadership and Teacher Work Motivation together on Teacher Performance in Private Vocational Schools in South Jakarta.
2. Knowing the influence of Teacher Perceptions of Principal Leadership on Teacher Performance in South Jakarta Private Vocational Schools.
3. Knowing the influence of Teacher Work Motivation on Teacher Performance in South Jakarta Private Vocational Schools.

Literature review

Understanding School Principal Leadership Style

The term leadership basically relates to the skills, abilities and level of influence that a person has. Leaders can be said to have leadership characteristics that at least fulfill the following criteria: 1) influence, 2) power, 3) authority, 4) followers. Leadership in relation to organizations is the ability to be able to move and develop people or groups of people so that they act or work effectively and efficiently in achieving goals. Thus, educational leaders focus on organizing and mobilizing educators or teachers to achieve educational goals.

Understanding Work Motivation

What exactly is motivation? What causes someone to have motivation? why are motivations different? Many experts, especially in the field of psychology, have tried to explain motivation. According to Oemar Hamalik (2003:87), motivation has two components, namely an external component and an internal component. The external component is what a person wants, the goal is the direction of his behavior. The internal component is changes within a person, a state of dissatisfaction, psychological tension. According to Freud (1990: 133) human behavior is motivated by instincts (drives) from within and the unconscious part of human psychology (unconscious nature).

Teacher work motivation is the factors that encourage a teacher to do their work more enthusiastically so that they will achieve better performance. These factors are: 1) Intrinsic factors, namely factors that are satisfying and arise from themselves. 2) Extrinsic factors, namely factors from outside here a teacher that will influence his enthusiasm for work. From the several theories above, there are several common assumptions that can be taken, namely that motivation arises because there are needs that must be fulfilled within a person. This need is what drives someone to act or behave. The level of motivation is influenced by many factors, including factors from within the individual and from outside the individual.

Understanding Teacher Performance

Performance is work achievement, work results or work performance (Haryono, 1998). According to Vroom (2001), the ability to carry out tasks or performance is something that can continuously improve the motivational function. On the other hand, performance is basically the result of multiplying ability and motivation (Hoy & Miskel), (1978: 166).

Relevant research

Research that is relevant to this research is; Research by Uli Triani (2011) "The role of participatory leadership in the performance of PT employees. Astra International Tbk. Honda Jogjakarta Branch". This research concludes that: there is a significant influence between the role of participatory leadership on employee performance with the coefficient of determination (R2) being 0.006, which means that changes in employee performance are determined by 6% by the role of participative leadership. Where the tcount test is determined to be 2.032 which is greater than ttable.

Hypothesis

The hypothesis proposed by the author is as follows:

1. There is a significant influence on Teacher Perception of Principal Leadership and Teacher Work Motivation together on Teacher Performance.
2. There is a significant influence of teacher perceptions of the principal's leadership on teacher performance.
3. There is a significant influence of Teacher Work Motivation on Teacher Performance.

2. METHODS

Place and time of research

The research was carried out at private vocational schools in the South Jakarta area. The implementation of this research will start from July to September 2023.

Research methods

The research was carried out in the form of field research, while the method used was descriptive analysis. The descriptive survey method is a research method that takes samples from the population and uses questionnaires as a data collection tool.

Survey research method to obtain clear information about a particular problem in research. Research is carried out for actions that are descriptive in nature, namely describing things that contain facts whose function is to formulate and describe what happened (Ali, 1997: 5). In connection with the definition of the descriptive method, it explains that research is viewed from the presence of variables and when they occur, then research carried out by explaining or describing past and present variables (currently occurring) is descriptive research (Arikunto, 1998: 10). The aim of this descriptive research is to create systematic, factual and accurate descriptions, images or paintings regarding the facts and relationships between the phenomena being investigated. Before carrying out data analysis regarding the influence of data variables, data analysis techniques are used using inferential statistics, simple correlation and multiple correlation, partial correlation, and multiple regression. Correlation requires a minimum of two variables, while multiple correlation requires three variables in this study.

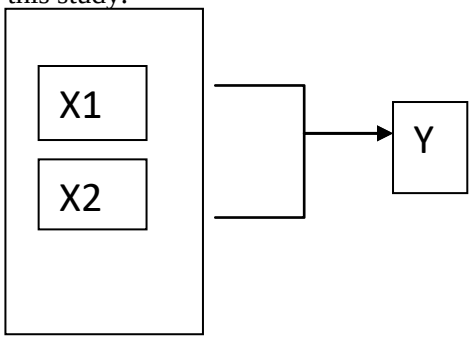

Figure 1 Constellation of relationships between research variables

Information :

Independent Variable (X_1) : Perceptions of Principal Leadership

Independent Variable (X_2) : Teacher Work Motivation

Dependent Variable (Y): Teacher Performance

Sampling Techniques

In a study, the size of the sample to be used depends on several things, namely: 1) The degree of homogeneity of the population, 2) The level of analytical accuracy desired in the research, 3) The analysis plan, 4) Energy, costs, and available time. One method that can be used to determine the sample size is the purposive sampling method. In this method, the sample size is determined by considering the research objectives based on predetermined criteria.

Data Analysis Techniques

1. Descriptive Analysis Techniques
   The data obtained will be presented in a series of descriptive statistics such as total data, average (mean), middle value (median), highest frequency (mode), standard deviation (standard deviation), variance, kurtosis, skewness, range, maximum and minimum .
2. Data Presentation
   The steps taken in presenting the data are a) Identifying the value, b) Determining the range (R), c) Determining the number of classes (K) using the Struges formula, d) Determining the length of the interval class (P).
3. Data processing

a) Determining the average (X) using a formula, b) Determining the Mean/average (Y), c) Finding the median (Me), d) Finding the mode, e) Finding the Standard Deviation or Standard Deviation (SD).

Data Analysis Requirements Test Techniques

a. Normality test
The data normality test was carried out using the Liliefors test with the following conditions, if the Lh < Lt value then the data comes from a normal population, conversely if it does not meet these requirements then the data does not come from a normal population. The research data is normally distributed if the value Lcount < Ltable, with a significance level of 0.05.

b. Regression Linearity Test
Testing the linearity (linearity) of the regression line in this study used the F test, the formula (Sudjana, 1992: 332) is as follows:

$$F = \frac{S_{TC}^2}{S_E^2} = \frac{\frac{JK(TC)}{k-2}}{\frac{JK(E)}{n-k}}$$

c. Homogeneity Test
The homogeneity test is intended to test groups of variance originating from a normally distributed population, the normality test is based on the Bartlet test (Sudjana, 2000; 261). To test homogeneity, the following combined variance formula is used:

$$s^2 = \frac{\sum (n_i - 1) S_i^2}{\sum (n_i - 1)}$$

B = log si2 (Σ(nI – 1)
It can be concluded that the data variance used is homogeneous if it meets the following values $\chi^{2\ count} < \chi^{2\ tables}$ for a significance level of 0.05.

Hypothesis Testing Techniques

After all data analysis requirements have been met and it is known that the data is suitable for further processing, the next step is to test each hypothesis that has been proposed. Hypothesis testing uses path analysis techniques, namely looking for coefficients of influence, both direct and indirect, between endogenous variables (variables that influence) and exogenous variables (variables that are influenced). The influence coefficients used in this research are the regression coefficient and regression line.

a. Multiple Correlation Test
It is useful to determine the influence of perceptions of the Principal's Leadership Style (X1) and Teacher Work Motivation (X2) on Teacher Performance (Y).

$$R_{y.1.2} = \sqrt{\frac{r_{y1}^2 + r_{y2}^2 - 2 r_{y1} r_{y2} r_{12}}{1 - r_{12}^2}}$$

b. Multiple Linear Regression Test
The multiple regression analysis used is formulated as Ý = a + bX1+ bX2 This equation is based on the functional or causal relationship between two independent variables: Principal Leadership Style (X1) and Teacher Work Motivation (X2) perceptions of Teacher Performance (Y).

c. Correlation Analysis
To determine the correlation coefficient (R) value between the two variables X1 and X2 and Y, use the following correlation formula:

$$R2 = \frac{JK_{reg}}{JK(R)},$$

Testing the simple correlation coefficient with the t test, the formula is:

$$\frac{\pi y_1 \sqrt{n-2}}{\sqrt{1-\pi^2 y_1}}$$

Meanwhile, testing the multiple correlation coefficient with the F test, the formula is:

$$Fh = th = \frac{R^2 / k}{(1-R^2)/(n-k-1)}$$

d. Coefficient of Determination
The use of the coefficient of determination formula is intended to measure how much the independent variables (School Principal Leadership Style and Teacher Work Motivation) contribute to the dependent variable (Teacher Performance).

$$KD = r^2 x100\%$$

e. F-test (Fisher test)

$$F_{hitung} = \frac{S_{reg}^2}{S_{res}^2}$$

Significance criteria is if Fcount>Ftable then H0 is rejected, otherwise Ho is accepted.

f. Multiple Regression Significance Test (between Y and X1 and X2)
Testing the significance (significance) of multiple regression coefficients in this study used the analysis of variance test (ANOVA) for a significance level of 5% and degrees of freedom (dk) in the numerator k = 2 (according to the number of independent variables) and dk in the denominator (n – k – 1) , with the formula (Sudjana, 1992: 355)

$$F = \frac{\frac{JK_{reg}}{k}}{\frac{JK_{res}}{n-k-1}};$$

The test criteria are "if Fcount> Ftable then the regression coefficient is significant.

3. RESULT AND DISCUSION

Descriptive Analysis

This research was conducted on 60 respondents who were used to measure four variables, namely perceptions of the Principal's Leadership Style (X1), and Teacher Work Motivation (X2) as the independent variable, and Teacher Performance (Y) as the dependent variable, with data compilation it can be see in the attachment section. The data description of each variable is as follows.

Perceptions of Principal Leadership Style

From administering the questionnaire to the research sample consisting of 60 teachers, the highest score was 144 and the lowest score was 112. Furthermore, the average perception of the Principal's Leadership Style was 123.58, with a standard deviation of 1.082 supported by a median of 120.50 and a mode of 115. More Complete details can be seen in the following table:

Table 1 Descriptive Statistics on Perceptions of Principal Leadership Style

Statistics		
Principal Leadership Style		
N	Valid	60
	Missing	0
Mean		123.58
Std. Error of Mean		1,082

Median		120.50
Mode		115
Std. Deviation		8,379
Variance		70,213
Skewness		,550
Std. Error of Skewness		,309
Kurtosis		-.841
Std. Error of Kurtosis		,608
Range		32
Minimum		112
Maximum		144
Sum		7415
Percentiles	25	115.00
	50	120.50
	75	131.00

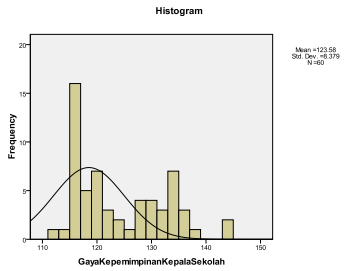

Figure 2 Histogram of Perceptions of Principal Leadership Style

By referring to the average and minimum and maximum scores achieved by teachers, it can be said that the perception of the school principal's leadership style has a quite positive phenomenon.

Work motivation

From administering the questionnaire to the research sample consisting of 60 teachers, the highest score was 141 and the lowest score was 110. Furthermore, the average Work Motivation was 122.95, with a standard deviation of 0.922 supported by a median of 121.00 and a mode of 121. More details can be seen in following table:

Table 2 Work motivation

Statistics Work motivation		
N	Valid	60
	Missing	0
Mean		122.95
Std. Error of Mean		,922
Median		121.00
Mode		121
Std. Deviation		7,144
Variance		51,031
Skewness		,695
Std. Error of Skewness		,309
Kurtosis		-.087
Std. Error of Kurtosis		,608
Range		31
Minimum		110
Maximum		141
Sum		7377

Percentiles	25	118.00
	50	121.00
	75	127.50

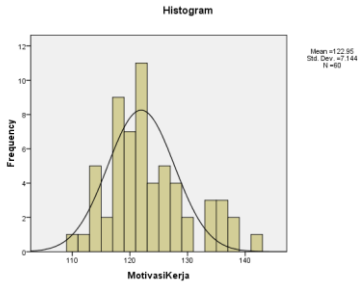

Figure 3. Histogram of work motivation

By referring to the average and minimum and maximum scores achieved by teachers, it can be said that Work Motivation has a quite positive phenomenon.

Teacher Performance

From administering the questionnaire to the research sample consisting of 60 teachers, the highest score was 141 and the lowest score was 112. Furthermore, the average work motivation was 121.90, with a standard deviation of 1.078 supported by a median of 120.50 and a mode of 112. More details can be seen in following table:

Table 3 Descriptive Statistics of Teacher Performance

Statistics Teacher Performance		
N	Valid	60
	Missing	0
Mean		121.90
Std. Error of Mean		1,078
Median		120.50
Mode		112
Std. Deviation		8,354
Variance		69,786
Skewness		,509
Std. Error of Skewness		,309
Range		29
Minimum		112
Maximum		141
Sum		7314
Percentiles	25	114.00
	50	120.50
	75	128.75

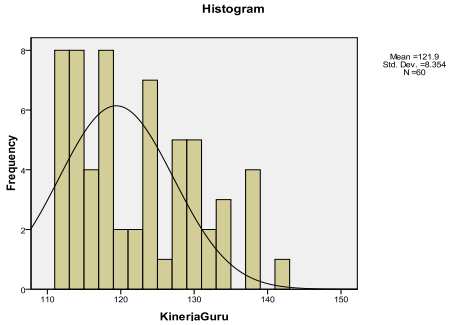

Figure 4 Teacher Performance Histogram

By referring to the average and minimum and maximum scores achieved by teachers, it can be said that teacher performance has a quite positive phenomenon.

Discussion

The results of calculations and testing can be seen in Appendix I-III with the following results:

The influence of perceptions of the Principal's Leadership Style (X1) and Teacher Work Motivation (X2) on Teacher Performance (Y)

The hypothesis of this influence is:

H0: $\beta y1 = \beta y2 = 0$;
H1: $\beta y1 \neq 0$ and $\beta y2 \neq 0$;

It means:

H0 : There is no influence of the perception of the Principal's Leadership Style, and Work Motivation, together on Teacher Performance.

H1 : There is an influence of perception on the Principal's Leadership Style and Work Motivation together on Teacher Performance.

From table 4.11. above, it can be seen that the multiple correlation coefficient of the influence of the independent variables Perception of the Principal's Leadership Style (X1) and Work Motivation (X2) together on Teacher Performance (Y) is 0.854.

The calculation of the multiple correlation coefficient significance test can be seen in the Appendix. From these calculations it was found that the correlation coefficient was significant, in other words there was a significant influence of the independent variables Perception of the Principal's Leadership Style (X1), and Teacher Work Motivation (X2) together on Teacher Performance (Y). Meanwhile, the coefficient of determination is 72.9%, indicating that the contribution of the perception of the principal's leadership style and work motivation together to teacher performance is 72.9%, the remainder (27.1%) is due to the influence of other factors. Hypothesis testing through regression analysis obtained the calculation results shown in Table 4.12 and Table 4.13. From Table 4.13. The regression line equation obtained represents the influence of variables X1, X2 on variable Y, namely = -2.031 + 0.896 X1 + 0.539$\hat{\mathbf{Y}}$

Testing the significance of the regression line is by paying attention to the calculation results in Table 4.12. According to existing provisions, the regression significance criteria are "if Sig<0.05 then H0 is rejected" or "if Fcount>Ftable then H0 is rejected", which means that the regression coefficient is significant, in other words there is a significant influence of the independent variable X1, and X2 to the dependent variable Y. The Sig value is the number listed in the Sig column in Table 4.12. The Fcount value is the number listed in column F in Table 4.12. Meanwhile the Ftable value is the value of the F distribution table for the 5% significance level with the degree of the numerator (k) = 3 and the degree of the denominator (n – k – 1) = 58, where n is the number respondents, and k is the number of independent variables.

From Table 4.12. It can be seen that the Sig value = 0.000 and Fcount = 50.095, while Ftable = 3.158. Because the Sig value <0.05 and Fcount>Ftable, H0 is rejected, which means that the regression coefficient is significant. This means that there is a significant influence of the independent variables Perception of the Principal's Leadership Style (X1), and Teacher Work Motivation (X2) together on Teacher Performance (Y). From the results of the correlation and regression tests, it can be concluded that there is a joint influence and perception of the Principal's Leadership Style (X1) and Teacher Work Motivation (X2) on Teacher Performance (Y).

Perceptions of the Principal's Leadership Style have a significant effect on Teacher Performance

The hypothesis of this influence is:

H0 : $\beta y1 = 0$
H1: $\beta y1 \neq 0$

It means:

H0 : There is no significant influence of the perception of the principal's leadership style on teacher performance.

H1 : There is a significant influence of the perception of the principal's leadership style on teacher performance.

To prove this hypothesis, pay attention to the values/numbers listed in the t column or Sig column for the Perception of School Principal Leadership Style row (Variable X1) in Table 4.13. According to existing provisions, the regression significance criteria are "if tcount>ttable then H0 is rejected" or "if Sig<0.05 then H0 is rejected", which means that there is a significant influence of the independent variable X1 on the dependent variable Y. The Sig value is the number listed in the Sig column for the Perception of Principal Leadership Style row (Variable X1) in Table 4.13. The calculated value is the number listed in the t column for the Perception of Principal Leadership Style row (Variable X1) in Table 4.13. Meanwhile, the t table value is the t distribution table value for a real level of 5% with a degree of confidence (df = n – 2) = 58 where n is the number of respondents.

From Table 4.9. It can be seen that the Sig value = 0.002 and tcount = 6.924, while ttable = 1.684. Because the Sig value <0.05 and tcount>ttable, H0 is rejected, which means there is a significant influence of the independent variable X1 (Perception of the Principal's Leadership Style) on the dependent variable Y (Teacher Performance). From the results of correlation testing, regression testing and by looking at the line model, it can be concluded that there is a significant influence of the independent variable X1 (Perception of the Principal's Leadership Style) on the dependent variable Y (Teacher Performance).

Teacher work motivation has a significant effect on teacher performance

The hypothesis of this influence is:

H0 : $\beta y1 = 0$

H1: $\beta y1 \neq 0$

It means:

H0 : there is no significant influence of work motivation on teacher performance

H1 : there is a significant influence of work motivation on teacher performance

Proving this hypothesis is by paying attention to the values/numbers listed in the t column or Sig column for the Teacher Work Motivation row (Variable X2) in Table 4.13. According to existing provisions, the regression significance criteria are "if tcount>ttable then H0 is rejected" or "if Sig<0.05 then H0 is rejected", which means that there is a significant influence of the independent variable X1 on the dependent variable Y. The Sig value is a number which is listed in the Sig column for the Teacher Work Motivation row (Variable X1) in Table 4.13. The calculated value is the number listed in column t for the Teacher Work Motivation row (Variable X2) in Table 4.13. Meanwhile, the t table value is the t distribution table value for a real level of 5% with a degree of confidence (df = n – 2) = 58 where n is the number of respondents.

From Table 4.13. It can be seen that the Sig value = 0.000 and tcount = 5.846, while ttable = 1.684. Because the Sig value <0.05 and tcount>ttable, H0 is rejected, which means there is a significant influence of the independent variable X2 (work motivation) on the dependent variable Y (teacher performance). From the test results, it can be concluded that there is a significant influence of the independent variable X2 (Work Motivation) on the dependent variable Y (Teacher Performance).

4. CONCLUSION

From this research it can be concluded that there is a significant influence of teacher perception on the principal's leadership style and teacher work motivation on teacher performance is very significant (F0 = 54.476 and sig 0.000 < 0.05), there is a significant influence of perception of the principal's leadership style on teacher performance is very significant (t0 = 6.924 and sig 0.000 < 0.05), there is a significant influence of work motivation on teacher performance which is not significant (t0 = 5.846 and sig 0.000 > 0.05), You should always strive to improve the teacher's perception of the principal's own leadership. Teachers' perceptions of the Principal's leadership are always created and maintained in order to improve teacher performance. Teachers' perceptions of the principal's leadership have a significant effect on teacher performance. To optimize teacher performance, this must be done by improving the quality of teacher perceptions regarding the

leadership of the school principal by involving the active role of parents, school principals and the surrounding community.

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