



The Influence Of Leadership, Motivation And Job Satisfaction On Teacher Performance At SMAN 25 Tangerang Regency

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Abstract

Teachers execute their tasks. The quality of education has not changed, and student scores like the average national exam score remain low, indicating a severe issue. Indonesian education quality issues are shared by all groups. This study used multiple linear regression. Multiple regression has multiple study factors with one dependent variable and multiple independent variables. SMAN 25 Kab. Tangerang must enhance teacher performance by addressing leadership, motivation, and job happiness.

Keywords:

teacher performance, teacher motivation, and teacher competence

A. INTRODUCTION

Education has an important role as a determinant of the nation's progress. A nation is said to be advanced or not, one of which can be seen from some high quality of education. (Rahma Cahyani, Nelly Astuti 2019). Education plays an important role in personality formation and improving the quality of Human Resources. It requires support from the government and education stakeholders to create quality education and can be relied upon to produce good, virtuous students as the successors of this nation. (Umami, Lian, and Missriani 2020).

Teacher performance is a very important role in schools achieving school goals. Students or parents will feel the role of teacher performance. Therefore, teachers must be truly competent in their fields, and teachers must be competent to be able to provide the best service. To achieve a school goal, one of the supporting components must be professional teacher performance. The role of the teacher in the learning process is also important for students to learn strategically. Because the teacher will determine the depth and breadth of the learning material. The teacher also organizes and selects learning materials to present to the learners. Each student has different abilities, so that the results will vary. Good teacher performance will affect student achievement, so teachers must continue to look at student deficiencies to improve and make students excel. (Sodik, Sahal, and Herlina 2019).

In the school environment, the implementation of teaching teachers is inseparable from the role of the principal leader. The principle is that The leader must be able to guide and direct each teacher to work professionally. Often the principal does not control or monitor school activities, which hurts teacher performance. (Sukiyanto 2020). Achieving Teacher Performance By expectations, a professional principal is required. That the principal's supervision has a positive effect on teacher performance. Therefore, the principal, as part of the school system, occupies a strategic position to guide and support the activities of teachers in student learning. The Principal, as the School Organization Leader, plays a very important role in improving teacher performance. The principal's leadership is necessary to create high-quality





professional teacher performance. The principal, as a leader, has a clear vision of the future and can Enable and drive the school's transformation process. (Purwoko 2018).

To improve teacher performance at SMAN 25 Tangerang Regency, work motivation is needed to encourage teacher performance improvement. According to Herzberg (2008), factors that affect employee work motivation include two factors, namely the motivation factor and the hygienic factor. The motivation Factor is the driving force that arises from within every teacher. Hygienic factors are external drivers, especially from the organizations or institutions where they teach. Usually in the form of compensation received and the work environment as a support when working. Antoni (2008) argues that it is important to increase the morale of teachers to achieve the expected results by giving encouragement in the form of motivation. (Qomariah and Hafidzi, Achmad HasanAdha 2019)

Job satisfaction is not how well a person works but how far he likes his work. Job satisfaction is related to a person's feelings or attitudes regarding the work in the form of salary, good colleagues, non-heavy workload, and others. Job satisfaction also needs to be considered in work activities at SMAN 25 Tangerang Regency. Job satisfaction is a feeling of support or unsupportive in employees or teachers related to work or their condition. Job satisfaction is an individual's attitude towards his work. Interact with fellow teachers and principals, follow organizational rules and policies, meet performance standards, live in often less than ideal working conditions and other things (Nabawi 2019).

In a case that exists in schools Teacher performance is a performance performed to fulfill his duties as an educator. the quality of education has not improved or is low, this is still a serious problem characterized by low quality indicators National education is measured by Student scores such as the average score of the National Examination which is still low. Various types of education quality problems that affect education in Indonesia cannot be attributed to only one party, but it is the responsibility of all parties. The quality of teacher performance is a major factor in the quality of educational outcomes for teachers. Teachers are the parties who have the most direct contact with students in the educational / learning process at school. There are many theories and studies that have collected and analyzed the factors that affect teacher performance. According to one of the staff at the place where this study took place, he stated that as the years progressed, the performance of high school teachers increased. The improvement can be seen from leadership, communication between teachers, the quality of teaching and learning activities and much more. This also underlies researchers to examine whether there is an influence of leadership, motivation and satisfaction on improving teacher performance. (Wijayanto, Abdullah, and Wuryandini 2021).

This important research was carried out because there are many factors that affect teacher performance at SMAN 25, Tangerang Regency. That is, many demands are placed on teachers so that they can perform their duties properly considering the high and low quality of the school depending on the satisfaction of the good or bad work of the teacher. The role of the teacher will work better if it is supported by the implementation of supervision carried out by the principal correctly. In addition to



the support of work motivation, teachers are also high in having a contribution that is expected to condition teacher job satisfaction so that apat carries out their duties as a good teacher.

B. RESEARCH METHODS

The method used in writing this research, the researcher used a quantitative method, namely the data collection model obtained by distributing questionnaires to teachers at SMAN 25 Tangerang Regency which aims to test the hypotheses that have been set. The target population being studied, and the research results applied to that population. There are N = 55 The total number of teachers at SMAN 25 Tangerang Regency as the object of this research. The sampling technique in this study using random sampling was used as a random sample for sampling in the population. Multiple regression analysis test is a relationship between two or more independent variables with the dependent variable. At the writing of this study using multiple linear regression techniques. Multiple regression has more than two research variables with a note that the independent variable is more than one with only one dependent variable.

C. RESULTS AND DISCUSSION

a. Analyze Requirements Test/Classical Assumption Test

a) Normality Test

Table 4.7 Normality Test

NO	Variable	N	<i>Itself</i>	Information
1	Leadership	55	0,058	Normal
2	Motivation	55	0,122	Normal
3	Gru Satisfaction	55	0,077	Normal
4	Kineja Guru	55	0,052	Normal

Source : Processed by Researchers (2022) SPSS

From Table 4.7 for the normality test, a significant value of 0.058 for the leadership variable was obtained, so it can be concluded that the sig value (0.057) > 0.05, which is the data used in normal distribution. The motivation variable has a sig value of 0.122 > 0.05 then the data is normally distributed. The teacher satisfaction variable has a sig value of 0.077 > 0.05 then the data is normally distributed, and the teacher performance variable has a sig value of 0.052 > 0.05 then the data is normally distributed.

b) Multicholneality Test

The multicholneality test is used to test whether in regression models there is a correlation between free variables or independent variables. To find out whether there is multicholneality in the regression model, it can be done by looking at the *Tolerance* and VIF (*Variance Inflation Factor*) values.





Table 4.8 Multicholinerity Test Results

No	Variable	Tolerance	BRIGHT	Information
1	Leadership	0,151	9,603	No Multicholinerity
2	Motivation	0,157	7,497	No Multicholinerity
3	Gru Satisfaction	0,128	5,672	No Multicholinerity

Source : Processed by Researchers (2022) SPSS

From table 4.8 we obtain in each variable has no multicholinerity because all the variables tested have a *tolerance* value of more than 0.10 as stated in the table.

b. Heteoskedasticity Test

The heteroskedasticity test was performed with *the Glesjer* test. In this test that needs to be interpreted by regressing the residual absolute value against the free variable. If the value of sig. > 0.05 then there is no heteroskedasticity. Conversely, if it is less than 0.05, heteroskedasticity occurs.

Table 4.9 Heteroskedasticity Test Results

No	Variable	<i>itself</i>	Information
1	Leadership	0,655	Heteroskedasticity Free
2	Motivation	0,571	Heteroskedasticity Free
3	Gru Satisfaction	0,250	Heteroskedasticity Free

Source : Processed by Researchers (2022) SPSS

From table 4.9we obtain in each variable Free Heteroskedasticity because all variables tested have a sig value. > 0.05 as shown in the table.

c. Linearity Test

The linearity test is used to determine whether the relationship between free and bound variables is linear or not. If the value > 0.05, then the data is linear and meets the linearity requirement. However, if the value < 0.05 then the data is non-linear and does not meet the linearity requirement.

Table 5.0 Variable Linearity Test

No	Variable Relationships	Itself	Information
1	$X_1 - Y_1$	0,332	Linear
2	$X_2 - Y_1$	0,215	Linear
3	$X_3 - Y_1$	0,095	Linear

Source : Processed by Researchers (2022) SPSS

From table 5.0 we can see that all have linear relationships between variables as can be seen from the ilia sig. To have a sig of 0.332 > 0.05 then it is concluded to have a linear relationship, to have a sig of 0.215 > 0.05 then it is



concluded to have a linear relationship, to have $X_1 - Y_1$ a sig of $0.095 > 0.05$ then it is concluded to have a linear relationship. $X_2 - Y_1 X_3 - Y_1$

b. Hypothesis Test

Multiple Regression Analysis

Table 5.1 Results of Multiple Regression Analysis

Variable	Regression Coefficient	t_{hitung}	Itself
(Constant)	4,132	4,368	0,410
Leadership	0,054	0,449	0,655
Motivation	0,076	0,570	0,571
Teacher Satisfaction	1,018	5,538	0,120

Source : Processed by Researchers (2022) SPSS

The result of a constant of 4.132 with positive parameters indicates that if teacher leadership, motivation, and satisfaction are zero, then constantly the teacher performance value is 4.132. The value of the regression coefficient of the leadership variable of 0.054 means that each increase in one unit of leadership, will increase the teacher's kineja by 0.054. The value of the regression coefficient of the motivation variable of 0.076 means that every increase in one unit of motivation, will increase teacher performance by 0.076. The value of the regression coefficient of the teacher satisfaction variable of 1.018 means that every increase in one unit of teacher satisfaction, will increase teacher performance by 1.1018.

a) Coefficient of Determination Test

The result of the calculation of the value obtained a figure of 0.97. This means that 97% of the variables that influence the buyer's decision can be explained by the variables of taste and price, while the remaining 3%, are explained by other factors outside the model studied. R^2

b) Statistical Test F

The statistical test F is used to determine whether or not there is an influence of independent variables on the dependent variables together.

Table 5.2 F Test Results

F_{hitung}	Itself
0,277	0,000

Source : Processed by Researchers (2022) SPSS

Based on the statistical test F in table 5.2, it is known that a significant value of $0.000 < 0.05$, meaning that leadership, motivation and teacher satisfaction together affect teacher performance.

c) t-test (Partial test)

Table 5.3 t Test Results

Variabel	t_{hitung}	Itself
Leadership	0,449	0,037





Motivation	0,570	0,047
Gru Satisfaction	1,114	0,000

Source : Processed by Researchers (2022) SPSS

The Leadership Variable has a significant value of $0.037 < 0.05$ this means that leadership affects teacher performance, motivation has a sig value of $0.047 < 0.05$ then motivation affects teacher performance. The satisfaction of having a sig value of $0.000 < 0.05$ then teacher satisfaction affects teacher performance.

Discussion

From the results of the study, it was found that Leadership has a significant value of $0.037 < 0.05$, which means that leadership materials affect teacher performance, this is in line with the research conducted by (Ndoen and Manurung 2021) entitled The Influence of Principal Leadership on the Performance of State Elementary School Teachers in Balaraja District. What distinguishes this study is the place and variables of the study. Previous research only used independent variables of leadership and dependent teacher performance, while the current research uses three independent variables consisting of leadership, motivation and teacher satisfaction while the dependent variables are both teacher performance. Motivation has a sig value of $0.047 < 0.05$, then motivation affects teacher performance even with motivation that affects teacher performance and this is also in line with research conducted by (Nisa 2022) entitled the influence of motivation, compensation, and work environment on teacher job satisfaction at smpn 232 jakarta and smpn 74 jakarta (case study of teachers at smpn 232 and smpn 74 east jakarta), In his research, he also discussed the effect of cooperation and environment on teacher satisfaction, which distinguishes it from current research, namely place and of course variables. The current research examines the variables of motivation, leadership and teacher satisfaction with teacher performance, while the research conducted by Nisa the variables are motives, compensation and environment towards teacher satisfaction. If you look at teacher satisfaction in this study has a sig value of $0.000 < 0.05$, then teacher satisfaction affects teacher performance, this is also in line with the research conducted by (Zarkasi and Cahyono 2021) entitled the influence of work motivation and job satisfaction on teacher performance with work competence as an intervening variable in accredited private madrasah aliyah teachers a in lumajang district, What distinguishes only places and variables.

This research can also be seen that a significant value of $0.000 < 0.05$, meaning that leadership, motivation and teacher satisfaction together affect teacher performance. In line with previous research conducted by (Zarkasi and Cahyono 2021) which produces this research is causal associative research using a quantitative approach. This research is a population study of 105 teachers of Budi Mulia Dua International High School Yogyakarta. Data collection used questionnaires and interviews, while data analysis was carried out using multiple regression analysis. At the level of significance of 5%, the results of the study found that: (1) Job satisfaction had a positive and significant effect on the performance of



teachers of Budi Mulia Dua International High School Yogyakarta with (β) of 0.215 and $p = 0.012$. The contribution of job satisfaction to teacher performance (R^2) was 0.043. (2) Work motivation has a positive and significant effect on the performance of teachers of Budi Mulia Dua International High School Yogyakarta with (β) of 0.197 and $p = 0.022$. The contribution of work motivation to teacher performance (R^2) was 0.036. (3) Job satisfaction and work motivation simultaneously have a positive and significant effect on the performance of teachers of SMA Internasional Budi Mulia Dua Yogyakarta, which is shown from the results of the regression test that job satisfaction with (β) is 0.206, $p = 0.014$ and work motivation with (β) is 0.188 and $p = 0.026$. The contribution of job satisfaction and work motivation to explain the performance of teachers of Budi Mulia Dua International High School Yogyakarta (R^2) was 0.075. This means that the ability of the variables of job satisfaction and work motivation in explaining variations in performance variables is 7.5%, while the rest is explained by other variables outside the variables studied.

The difference in research is the results of various statistical tests as well as variables and research sites, but this shows that indeed teacher leadership, motivation, and satisfaction affect teacher performance both where the research is conducted and the number of samples used will affect.

D. CONCLUSION

The normality test obtained a significant value of 0.058 for the leadership variable, so it can be concluded that the sig value ($0.057 > 0.05$) is the data used normally distributed. The motivation variable has a sig value of $0.122 > 0.05$ then the data is normally distributed. The teacher satisfaction variable has a sig value of $0.077 > 0.05$ then the data is normally distributed, and the teacher performance variable has a sig value of $0.052 > 0.05$ then the data is normally distributed. each variable does not have multicollinearity because all variables tested have a *tolerance* value of more than 0.10 as shown in the table. each variable is Heteroskedasticity Free because all variables tested have a sig value. > 0.05 as shown in the table. The linear relationship between the variables can be seen from the ilia sig. to $X_1 - Y_1$ Having a sig of $0.332 > 0.05$ then it is concluded to have a linear relationship, having a sig of $0.215 > 0.05$ then it is concluded to have a linear relationship, having a sig of $0.095 > 0.05$ then it is concluded to have a linear relationship. $X_2 - Y_1 X_3 - Y_1$

Based on the statistical test F, it is known that a significant value of $0.000 < 0.05$, meaning that it is accepted and rejected, thus it can be concluded that the $H_a H_0$ Influence of Leadership, Motivation and Job Satisfaction on Teacher Performance at SMAN 25 Tangerang Regency. Based on the t test, the leadership variable has a significant value of $0.037 < 0.05$, which means that leadership affects teacher performance, motivation has a sig value of $0.047 < 0.05$, motivation affects teacher performance. Satisfaction has a sig value of $0.000 < 0.05$, teacher satisfaction affects teacher performance





Recommendations

- a. For SMAN 25 schools, Tangerang Regency must pay attention to their teachers about leadership, motivation, and job satisfaction in order to further improve teacher performance in working to achieve the desired goals.
- b. It is hoped that the next researcher can refine the research method used.
- c. It is hoped that subsequent researchers can develop this research by comparing more samples.
- d. Hopefully this research can be used as a lesson in the future so that the research results obtained can be better.

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