

**Research Article**

## **Relationship Between School Leadership, Work Motivation, Morale Spirit and Teacher Performance of SMP Negeri Se Kecamatan North Laut Island, Kotabaru District**

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**ABSTRACT**

The purpose of this study was to determine the relationship between leadership, work motivation, morale with the performance of the teachers of State Junior High Schools se Kecamatan North Laut Island, Kotabaru District. This research uses quantitative methods. The results showed that: 1) teacher performance, principal leadership, work motivation and morale at high categorization, 2) There is a direct relationship between principal leadership and teacher work motivation, 3) There is a direct relationship between work motivation and teacher performance, 4 ) There is a direct relationship between principal leadership and teacher performance, 5) There is a direct relationship between principal leadership and morale spirit, 6) There is a direct relationship between work morale and teacher performance, 7) There is an indirect relationship between principal leadership and performance teachers through teacher work motivation, 8) There is an indirect relationship between principal leadership and teacher performance through morale spirit.

*Keywords: Principal Leadership, Work Motivation, Morale Spirit, Teacher Performance*

### **Introduction**

Article 1 paragraph 1 of Law Number 14 of 2005 concerning Teachers and Lecturers states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal primary and secondary education. Furthermore, in article 25 it is emphasized that the teacher's workload includes main activities, namely planning learning, implementing learning, assessing learning outcomes, guiding and training students, and carrying out additional tasks.

Based on the cues from the article above, it can be understood that teacher performance is the performance shown by the teacher both in quality and quantity displayed during the teaching and learning process with indicators

including the ability to plan learning, implement learning and evaluate learning effectively. In other words, these are design, enactment, and reflection (McKenney, 2017). Teachers design and reflect both before and during lessons (McKenney & Visscher, 2019). Yamin and Maisah (2014: 87) suggest a definition of teacher performance as a behavior or response that gives results that refer to what they do when they face a task. Performance can be seen in the aspect of activities carrying out tasks and quality in carrying out these tasks. By looking at the main task of a teacher is teaching, the teacher's performance can be seen in the teacher's activities while teaching in the learning process. High-quality teachers are thought and expected not only to raise test scores but also to provide emotionally supportive environments that contribute to students' social and

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emotional development, manage classroom behaviors, deliver accurate content, and support critical thinking (Blazar & Kraft, 2017).

The impact of less than optimal teacher performance will affect the quality of education in general. Citing the results of the 2019 national exam for Kotabaru Regency at the State SMP / MTs level (Kemendikbud, 2019), namely the average Indonesian language score is 64.37 below the South Kalimantan Province average score 66.59, English 46.84 below the Provincial average score 48.85, Mathematics 41.86 below the Provincial average 42.05 and the mean

value of IPA is 46.88 from the average value of the province of 47.08. The mean score of the National Junior High School / MTs National Examination in Kotabaru Regency is 49.99, below the average score of South Kalimantan Province, which is 51.14.

In addition to the data from the observations and interviews above, the authors include other supporting data in the form of a recapitulation of teacher performance appraisals as follows:

| No. | Descriptions              | Target Planning | Realization  |            |            |
|-----|---------------------------|-----------------|--------------|------------|------------|
|     |                           |                 | 2016/2017    | 2017/2018  | 2018/2019  |
| 1.  | TASK PLANNING             |                 |              |            |            |
|     | a.Task Lesson Plan(RPP    | 100%            | 75%          | 80%        | 75%        |
|     | b.Compleiton RPP          | 100%            | 70%          | 85%        | 75%        |
|     | c. Evaluate RPP           | 100%            | 70%          | 75%        | 75%        |
| 2.  | WORK DISCIPLINE           |                 |              |            |            |
|     | a. Presens                | 100%            | 85%          | 90%        | 85%        |
|     | b. Presence duty          | 100%            | 65%          | 75%        | 65%        |
|     | c. Join meeting           | 100%            | 65%          | 80%        | 80%        |
| 3.  | RESPONSIBILITY INITIATIVE | 100%            | 80%          | 85%        | 80%        |
| 4.  |                           | 100%            | 70%          | 70%        | 65%        |
| 5.  | LEADERSHIP                | 100%            | 80%          | 80%        | 75%        |
|     | <b>Rata-Rata</b>          | <b>100%</b>     | <b>73,3%</b> | <b>80%</b> | <b>75%</b> |

Sources: District Education and Culture Department at Kotabaru

From the data above, it appears that the most dominant factor affecting the quality of learning is teacher performance. The results of research conducted by Sudjana (2002) showed that 76.6% of student learning outcomes were influenced by teacher performance, with details: the teacher's ability to teach contributed 32.43%, mastery of subject matter contributed 32.38% and the teacher's attitude towards lesson contributed 8.60%. As stated by Uno (2011), the factor that affects the downturn of the nation is the failure of our national education to produce national cadres with sincere intentions and professional abilities. While, education is important for national development and a prosperous society as one of the basic needs for human development and to escape from poverty (Akareem & Hossain, 2016).

Hence, change in education reforms are engaged in such a way that learning outcomes convey the highest quality, integrity, and equity into the system right from schooling till higher education (Devi & Cheluvaraju, 2020).

From some of the opinions described above, it can be concluded that teacher performance can be influenced by internal and external factors. The life and work of teachers are often shaped by what they believe and know, as well as educational experiences, perceived competence or self-efficacy, the changing macro-context of educational systems, etc (Lee J. C.-K., 2017) and also the job demand or workload (Skaalvik & Skaalvik, 2018). At company level, the factors of internal and external environment have impact on overall operation, innovation, and even management decision-making

(Shatilo, 2019). Internal factors include: mental attitude (work motivation, work morale), view of life (belief, theology), work competence (ability and work skills, education level). For instance, attitude can be seen as a mental and neural state of readiness and the most distinctive and indispensable concept in contemporary social psychology that have cognitive, affective, and behavioral component (Marcinkowski & Reid, 2019). While, competencies can be ability and willingness to learn, teamwork and cooperation, hardworking and willingness to take on extra work, self-control, and analytical thinking (Pang, Wong, Leung, & Coombes, 2018) or knowledge, skills, and attitudes (Martini, Supriyadinata, Sutrisni, & Sarmawa, 2020). The external factors include: education, income, principal leadership, work culture, achievement opportunities, rewards, social security, work environment, tolerance among others. For internal factors, work culture, for instance, can be the most important factor to the success of the organization (Tran, 2017) and its future prospect (Bendak, Shikhli, & Abdel-Razek, 2020) that relates to the complex whole encompassing knowledge, beliefs, art, ethical habits, and customs acquired by human beings through implicit education and socialization in the society (Joseph & Kibera, 2019).

The leadership of the principal is thought to have an effect on teacher performance because communication between fellow teachers and school principals can be said to be not going well because the principal does not provide full motivation for teachers so that sometimes teachers are still reluctant to develop their professional level. While, communication is one of the most important levels of management that a company can implement for the formation of teams and achieving valuable performance (Bucăța & Rizescu, 2017). Through communication, interaction is vital which meant to act upon each other and have influences on each other (van Ruler, 2018). However, leadership communication always has both content and relational consequences that successful communication refers to the quality and accuracy of information transmission as well as to the fulfillment of personal needs, aspirations, and expectations of the involved agents (Arendt,

Pircher, & Kugler, 2019). With these conditions, there will automatically be a shift in the role of the teacher in the process of developing the potential of students, namely the teacher is only a provider of information for students. This is inseparable from the influence of the principal's leadership in carrying out his leadership (Arimbi, 2011). In Triyogo's research (2016), it was stated that there was a contribution of the principal's leadership behavior to the teaching performance of public elementary school teachers in the North Laut Island sub-district, Kotabaru Regency.

In addition to principal leadership, work motivation is thought to have an influence on teacher performance. Motivation is a condition that moves employees to be able to achieve the goals of their motives (Mangkunegara & Prabu, 2013, p. 93). Besides, motivation can also be seen as the psychological force that generates complex processes of goal-directed thoughts and behaviors (Shkoler & Kimura, 2020) that becoming mechanism chosen by certain individuals and groups (McInerney, 2019). These processes revolve around an individual's internal psychological forces alongside external environmental/contextual forces and determine the direction, intensity, and persistence of personal behavior aimed at a specific goals (Kanfer, Frese, & Johnson, 2017). In line with this, work motivation according to Rivai (2013, p. 455) is a series of attitudes and values that influence individuals to achieve specific things in accordance with individual goals. Hence, it is important to understand what really motivates employees to maximize organizational performance (Lee & Raschke, 2016). Work motivation has an important role for the creation of professional teachers. Actually, the best motivator is yourself, but due to many obstacles, a teacher is not sufficiently able to present self-motivation (inner self) and maintain it alone. Here the important role of school leaders (school principals), heads of education offices, and other teachers is expected to work together to produce, manage, and maintain and increase ideal teacher work motivation. In Suriansyah's research (2015), it is stated that work motivation has a positive and significant effect on employee performance.

Apart from the above factors, the factor that is thought to have an influence on teacher performance is teacher morale, because most of the teacher's time is spent in school/work. Morale can be meant as an intangible concept that refers to how positive and supportive a group feels toward the organization to which it belongs and the special feelings members of the group share with others in the leadership and organizational success (Mallik, Mallik, & DS, 2019). Besides, morale can also be seen as a dimension of subjective or psychological well-being, containing cognitive, social, and emotional aspects (Nasman, et al., 2020). Teachers who have high morale will work hard, diligently so as to provide opportunities to achieve high work results. Teacher morale should be regarded as the professional interest and enthusiasm displayed toward the achievement of individual and group goals within the school setting (Converso, et al., 2019). In general, high morale will lead to high productivity (Shaban, Al-Zubi, Ali, & Alqotaish, 2017). This is in accordance with Hasibuan's statement (2014, p. 21) that morale is the willingness and belief of a person to do their job well and be disciplined in order to achieve maximum work performance. Hence, morale efficacy can be defined as individuals' beliefs that they can handle effectively what is required to achieve morale performance (Afsar, Shahjehan, Afridi, Shah, Bin Saeed, & Hafeez, 2019) by knowing what is right and wrong that can be considered of interest to explain the social behavior of individuals living together in groups (Ellemers, van der Toorn, Paunov, & van Leeuwen, 2019) that significantly can influence performance (Sabitova, Hickling, & Priebe, 2020). In other words, high morale means that work results are expected to be good, while low morale will result in poor results. It is for low morale engage in several behaviors that are undesirable to the organization including lowering work input and time-wasting (Kennedy & Garewal, 2020) which can influence the organizational culture (Kendrick, 2021).

Based on these problems the authors formulated the main problem, namely whether there is a relationship between the principal's leadership, work motivation and work morale

with the performance of the teachers of SMP Negeri in Pulau Laut Utara District, Kotabaru Regency?

## **Literature Review**

### ***Teacher Performance***

Teacher performance is activities that are measured (assessed) to determine the teaching performance of a teacher in planning learning, implementing learning and evaluating learning.

Performance appraisal according to Nawawi (2016) is an effort to identify, measure (assess) and manage (management) the work carried out by workers in an organization / company environment. In the context of education, this assessment is to identify and measure the results of the work that has been done by the teacher in carrying out their duties and obligations as a teacher and educator.

According to the Ministry of National Education (2010), teacher performance indicators in classroom learning activities are (1) planning learning activity programs, (2) implementing active and effective learning activities, (3) evaluating or assessing learning.

### ***Leadership of the principal***

Principal leadership is defined as the ability and skills of school principals as work unit leaders to influence, mobilize, direct and empower teachers to work as well as possible in providing teaching and education to students.

Wahyusumidjo (2013: 17) explains that principal leadership can be measured through indicators, a) openness, including: (1) the principal formulates policies democratically, deliberations with subordinates, (2) the principal delegates tasks well, (3) the principal establish organizational rules and agreed upon by the teacher or school community. (b) attention to subordinates, including: (1) the principal helps the work of teachers and school staff, (2) the principal improves social ethics and enthusiasm, (3) the principal provides an overview of individual efforts, (4) the principal provides motivation / encouragement, enthusiasm and appreciation for the success of teachers and school staff, (5) The principal guides, helps teachers and school staff who have difficulty

teaching and other personal problems, (6) The principal is full of hospitality in solving problems and is compassionate towards subordinates. c) Interaction, including: (1) The principal fosters a harmonious relationship among school members, (2) The principal can adjust to the organizational situation the school has formed. d) Decision makers, including: (1) The principal develops the values of democratic school life for the school community and (2) The principal cares about school shortages and tries to provide, complement it.

### **Work Motivation**

Work motivation is an impulse that arises from within yourself to get a better work passion than before or also a drive that comes from other people's motivations. According to Herzberg, motivation consists of two variables: (1) Motivator factors (driving factors) include: (1) achievement, (2) recognition, (3) improvement, (4) responsibility, meanwhile. And b) Hygiene factors (health factors) include: (1) personal relationships with colleagues, (2) interpersonal relationships with subordinates, (3) interpersonal relationships with superiors, (4) job security, (5) life personal, policy and administration, (6) opportunities to grow, (7) salary / income, and (8) working conditions (Soekidjo, 2012: 19).

### **Morale Spirit**

Morale is an attitude of willingness and sincerity as well as a person's ability to do his job well, is passionate, always has initiative, is on time, and has loyalty and enthusiasm to achieve the expected work performance. Indicators of morale according to Nawawi's opinion (Suroso, 2012) have dimensions, including: (a) sincerity: sincerity to work, sincerity in carrying out duties and never giving up, (b) discipline: discipline in work, according to superior

government and implementing policies, (c) enthusiasm: enthusiasm at work, happy to carry out tasks and work with attractive results, (d) hospitality: friendliness with other employees, (e) cooperation: spirit of cooperation and outside activities, (f) innovating: creating aids, maximum efforts for quality and content, (g) maintaining ethics: maintaining work ethics, creating cooperation with superiors and subordinates and (h) success: successfully carrying out tasks, solving problems.

### **Research Methods**

The approach used by researchers to get a clear picture of the role of principal leadership on work motivation, morale and performance of SMP Negeri Se Island Laut Utara District Kotabaru Regency uses a quantitative approach and uses descriptive research methods. The point is to describe a phenomenon as it is, no treatment is given to subjects such as experimental research (Furqon, 2009: 50).

The quantitative approach means that all data / information is translated into numbers (quantitative) which are analyzed using statistical techniques. It means the symptoms or indications know the indications studied in the form of data and information extracted through a questionnaire then converted or measured first in quantitative or numeric form.

This study is intended to determine teacher performance as the dependent or dependent variable (Y) between the three variables, these variables are the principal leadership variable (X) as the independent or independent variable, the work motivation variable (Z1) and the morale spirit variable (Z2) as a variable moderating variable.

The relationship between the variables X, Z1 and Z2 and Y is depicted as follows in Figure 3.1.

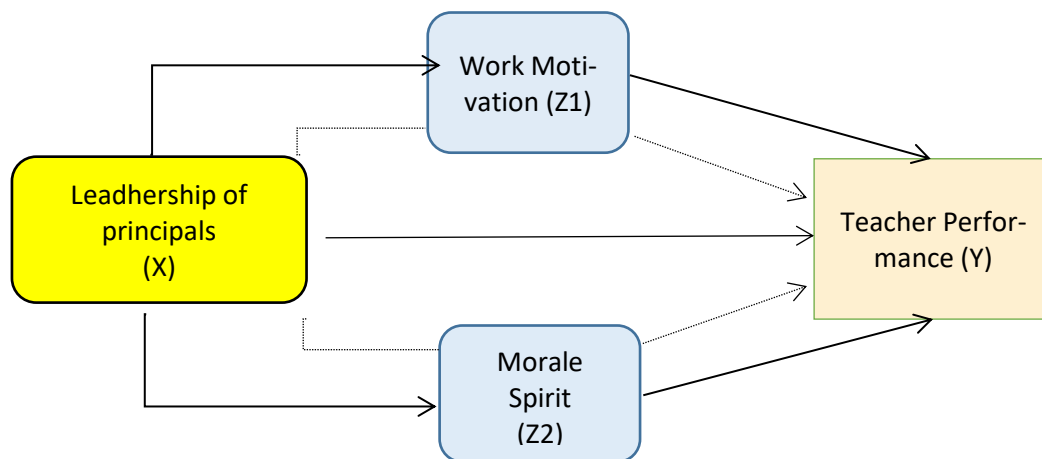


Figure 3.1 Relationship Between Variables

The data collection technique used in this study was through an intermediary instrument or questionnaire. The instrument used in this study is a scale (1 to 5). The population of this research is State Junior High Schools in Pulau Laut Utara Subdistrict, Kotabaru Regency, totaling 7 schools and will use 128 teachers from 188 teachers for the research sample. Then the determination of the sample to be used is by using proportionat random sampling.

The research variables are principal leadership (X), work motivation (Z1), morale (Z2) and teacher performance (Y). Hypothesis testing research is conducted to test whether the formulated hypothesis is accepted or rejected. Hypotheses 1, 2, 3, 4 and 5 use partial correlation analysis and simple regression, while for hypotheses 6 and 7 use simultaneous correlation analysis (together) and multiple regression.

Data analysis regarding principal leadership, work motivation, morale and teacher performance using SPSS 26 for windows. The results of the data processing will display the average score of the respondents' answers. The answers of respondents in this study amounted to 128 respondents consisting of school principals and teachers who were in the Pulau Laut Utara District, Kotabaru Regency.

## Research Result

### ***Description of teacher performance, principal leadership, work motivation and morale spirit of public junior high schools in Pulau Laut Utara District, Kotabaru.***

#### *Teacher performance of public junior high schools in Pulau Laut Utara District, Kotabaru*

Teacher performance is activities that are measured (assessed) to determine the teaching performance of a teacher in planning learning, implementing learning and evaluating learning. Teacher performance in this study was measured through teacher performance appraisals issued by the Ministry of National Education, so that indicators in teacher performance appraisal include: (1) planning learning activity programs, (2) implementing active and effective learning activities, (3) evaluating or assessing learning.

The results showed that the average total teacher performance was "high" qualification, which means that the performance of teachers in junior high schools throughout the Pulau Laut Utara District, Kotabaru was good. Teachers at state junior high schools in the North Sea Island District of Kotabaru in carrying out learning assessments guided by or referring to RPP, namely by utilizing various methods and strategies and using instruments in accordance with the RPP where the results of the assessment will be considered in future leadership.

Hasibuan (2014, p. 99) states that performance is a result of work achieved by a person in carrying out the tasks assigned to him based on skills, experience and seriousness of time. Nawawi (2016: 66-67) defines performance as what someone does or does not do in carrying out their main tasks. Meanwhile, according to Anwar Prabu Mangkunegara (2013, p. 67) performance comes from the word job performance or actual performance (job performance or actual achievement someone has achieved). The definition of performance (work performance) is the quality and quantity of work achieved by an employee in carrying out his duties in accordance with the responsibilities assigned to him.

#### *Leadership of Principals at Public Junior High Schools in Pulau Laut Utara District, Kotabaru*

The leadership of the principal is one of the determining factors in improving the quality of education in these schools. This can be seen from the steps of the principal in encouraging and motivating school members to realize the vision, mission and goals of the school through programs that are implemented in a planned and gradual manner.

This needs to be mentioned because of the close relationship between the quality of school principals and various aspects of school life such as school discipline and school cultural climate. In that case, the principal is responsible for micro education management, which is directly related to the learning process in schools. What is stated above becomes more important in line with the increasingly complex demands of the principal's duties, which require more effective and efficient performance support. Therefore, a school principal is ideally someone who has strong leadership abilities to be able to make decisions or as a decision maker and have the courage to take the initiative to improve the quality of the school.

The results showed that the leadership of the principal at the State Junior High Schools in Pulau Laut Utara Subdistrict Kotabaru had a total average score of 4.38. This figure represents a very high value. The sub-variable as a liaison (mediator) obtained the highest average value

of 4.42. This value is in the high category, meaning that the principal of the State Junior High School in North Laut Island District has a very good ability in terms of conveying policies from the government to all school members, being able to accommodate the aspirations of school residents and convey them to the government and school principals. also able to be a leader between the community and school members.

The value of the Sub Variable of Openness obtained the smallest average score of 4.32, but this value is still in the high category, meaning that the average principal in Public Junior High Schools in Pulau Laut Subdistrict has the nature of openness, namely involving teachers in formulating policies and establishing rules, delegating tasks, and providing direction so that teachers carry out their duties properly.

Hoy & Miskel (2013: 426) states, "We define leadership broadly as a social process in which an individual or a group influences behavior toward a shared goal." Leadership in a broad sense is a social process that influences individual or group behavior to achieve common goals.

This is confirmed by Sutarto (2009) who summarizes the definition of leadership according to the opinion of experts, namely (1) Influencing Activities (Tcad); (2) Teaching Ability (Counter and Devis); (3) Ability to direct (Reuter); (4) Ability to create (Freeman and Taylor); (5) Influencing processes (Stodil, Tosi, Scoot, Chung, Megginson, Sharma, Hersey, Blanchard, Hallander); (6) Effort to direct (Haiman); (7) Using authority and making decisions (Dubin); (8) The start of the action (Hemphill); (9) Directs (Hempill and Coons); (10) Ability to make people act (Moree); (11) Power relations (Widows); (12) Ability to convince (Black); (13) Interpersonal influence (Tennenbaum, Irving, Fred); (14) Relationship and structure maintenance (Sherif); (15) Influencing (Negro, Terry and Stoner); and (16) The art of coordinating and motivating (Piftner and Presthus).

#### *Teachers' work motivation at state junior high schools in Pulau Laut Utara District, Kotabaru*

The results showed that the total average score of teacher work motivation was 4.43. The

sub-variable of increasing work performance obtained the highest average value of 4.50. This value is in the high category, meaning that the teacher gets support from the principal to increase work performance in various activities aimed at increasing teacher competence and improving the quality of teacher teaching.

The value of the sub-variable working conditions obtained the smallest average value of 4.31 but this value is included in the high category, meaning that recognition of teacher work by fellow teachers, employees and from supervisors is very important for teachers.

There are various definitions of work motivation, but basically have the same meaning. Hasibuan (2014, p. 145) states that motivation is the provision of a driving force that creates a person's enthusiasm for work so that they are willing to work together, work effectively and are integrated with all their efforts to achieve satisfaction. Afin Murtie (2012: 63) states that motivation is an impulse or turmoil that arises from within humans to fulfill their various needs. Kadarisman (2012: 222) states that motivation is a driving force or impetus in a person to want to behave and work actively and well in accordance with their duties and obligations. According to Saydam (2012: 327) motivation is defined as the whole process of giving encouragement or stimulation to someone so that they are willing to work willingly without being forced. Usman (2013: 276) states that work motivation can be interpreted as a desire or need that motivates a person to work.

#### *Teacher Morale Spirit in State Junior High Schools in Pulau Laut Utara District, Kotabaru*

Morale refers to the attitudes and feelings a person has regarding their job. The average score of total teacher morale was 4.35. This figure indicates a high value. The sub-variable maintaining work ethics has the highest average value of 4.77. This value is in the high category, meaning that the teachers of SMP Negeri in Pulau Laut Utara District, Kotabaru uphold the ethics of the work profession which indicates the professionalism of teachers.

The value of the sub-variable for the success of solving the problem has the smallest average value of 3.06, this value is included in the

medium category, meaning that the average teacher at State Junior High Schools in Pulau Laut Utara District, Kotabaru succeeded in solving problems at school.

Hasibuan (2014, p. 94) states that morale is the desire and sincerity of a person to do their job well and be disciplined to achieve work performance, while according to Sri Widodo (2015: 104) work morale is a reflection of the condition of employees in their work environment. Morale (mental reaction) cannot be felt and felt, but its quality can be determined by observing how someone behaves. In this case there are two kinds of differences, namely low work morale which results in less effective and less efficient work, which can lead to disappointment, loss, setbacks or other things that are not good for the institution. Meanwhile, high work morale results in efforts to advance work or tasks that are more effective and bring job satisfaction.

#### *Direct Relationship Between Principal Leadership and Junior High School Teacher Performance in Pulau Laut Utara District, Kotabaru.*

This study proves that the leadership of the principal has a significant direct relationship with the performance of teachers in SMP Negeri in Pulau Laut Utara Kotabaru District.

The principal is a person who has professional abilities who work based on agreed-upon professional performance patterns to facilitate and support the success of learning (Mulyasa, 2013). To achieve optimal teacher performance, a democratic and professional leadership of the principal is required. So, on that basis there is a relationship between principal leadership and teacher performance, meaning that the better the leadership of the principal the better the performance of a teacher, and vice versa, the worse the principal's leadership the lower the performance of a teacher. This relationship is supported by studies from: Anto (2014) and Azhar (2015) which state that there is a positive relationship between the principal's leadership and teacher performance.

The results of the path analysis show that there is a strong relationship between principal

leadership and teacher performance as indicated by the R square value of 0.607. The results of this study are in line with the results of research by Rompas and Hendrik (2011) which concluded that the results of the study showed that there was an influence of the principal's leadership on the effectiveness of teachers' work and the leadership of principals in improving the performance of teachers, which was more prominent in terms of the principal as teacher educators. -teacher at Getsemani Manado Christian Vocational School.

In addition, the results of this study are also in line with research by Winda Sri Astuti (2018), with the results of the study that there is a significant relationship between principal leadership and teacher performance at SMK Bisnis Manajemen, West Padang District, Padang City. The magnitude of the correlation coefficient obtained was  $r_{count} = 0.298$  and  $t_{count} = 2.613$  at the 95% confidence level.

According to Mulyasa (2013, p. 117), there is a positive attitude towards the principal in encouraging, directing and motivating all school members to work together in realizing the vision, mission and goals of the school.

This shows that one of the factors that influence teacher performance is the leadership of the principal. According to Robert and Jackson (Makawimbang, 2012: 219) state that a person's performance is influenced by their abilities, motivation they have, the support they receive, the existence of the work they do and their relationship with the organization. Gibson (Makawimbang, 2012: 220) states that a person's performance is influenced by 3 factors, namely (1) individual factors such as abilities, skills, family background, work experience, social and demographic levels of a person, (2) psychological factors such as perceptions, roles, attitudes, personality, motivation, and job satisfaction and (3) organizational factors such as organizational structure, job design, leadership, and reward systems.

#### *Direct Relationship Between Principal Leadership and Teacher Work Motivation in Junior High Schools in Pulau Laut Utara District, Kotabaru*

Teacher work motivation is very dependent on the condition of the principal's leadership. The key to the success of a leader in mobilizing teachers or subordinates lies in its ability to understand work motivation factors in such a way as to become an effective driver. These findings support the findings of Mahri (2014) that principal leadership and teacher work motivation have a significant relationship with a correlation value of 0.570. The principal's support can keep teachers highly motivated in teaching. Personal support from the principal can be effective in increasing teacher work motivation by providing opportunities for subordinates to use their potential and ensuring the achievement of individual goals of teachers and the school institution as a whole. The school principal believes that the ability to build good motivation will build and increase work effectiveness and efficiency (Sabirin, 2012; Purwati, 2013), so that his subordinates are able to be creative in order to realize good quality education as well. The ability of school principals to build motivation is one of the keys to improving the quality of education because it is coordinated with teacher performance.

The results of the path analysis show that there is a weak relationship between principal leadership and teacher work motivation as indicated by the R square value of 0.325. The results of this study are in line with the research of Septiana, Ngadiman, & Ivada (2013) which concluded that principal leadership and work motivation together have an effect on teacher performance.

The results of this study are also in line with research conducted by Yuli Hastuti (2015) with the results of the study, namely that there is a positive and significant relationship between (1) the role of principal leadership and teacher performance, (2) work motivation and performance, (3) the role of head leadership. school and work motivation on teacher performance.

A leader has a duty to provide direction or guidance (Finch & McGough, 1981). The direction (leading) according to Stoner (1992) includes: (1) motivation, (2) performance, (3) job satisfaction, (4) leadership, (5) groups and committees, (6) communication, (7) negotiation, and (8) individual career management. Meanwhile Schermenton (1996) states that leading includes: (1) the basics of leading, (2) leading through motivation, (3) leading through communication, (4) leading through personal skills, (5) leading through group dynamics and work team, and (6) leading through innovation and change planning.

Robbins (2007) states that leaders include: (1) understanding basic human behavior, (2) work motivation and rewards, (3) basic leadership issues, (4) contemporary leadership issues, (5) building trust, and (6) develop interpersonal skills. This is also confirmed by Hunsaker (2002) that a leader is a person who (1) builds a foundation of power, (2) directs change, (3) motivates others, (4) develops subordinates, and (5) manages conflict.

*Direct Relationship Between Teacher Work Motivation and Teacher Performance in Junior High Schools in Pulau Laut Utara District, Kotabaru.*

A person's motivation begins with a need, desire and urge to act in order to achieve a need or goal. This indicates how strong the drive, effort, intensity, and willingness to make sacrifices for the achievement of goals.

The purpose of motivation is to increase employee productivity (Hasibuan, 2015). In this case, the stronger the motivation or motivation and enthusiasm, the higher the performance. This is in accordance with the opinion of Robbins (1997) which states that motivation is defined as the willingness to exert a high level of effort towards organizational goals, which is conditioned by the ability of the effort to meet an individual need.

The results of the path analysis show that the R square value is 0.666 which means that there is a strong relationship between work motivation and teacher performance. The results of this study are in line with the theory put forward by Armstrong (1994) which states that

the relationship between motivation and performance is positive because employees who have high motivation will produce high performance as well.

The results of this study are also in line with research conducted by Irwan Saputra (2016) which shows that there is an effect of work motivation on the performance of Madrasah Aliyah teachers in Kapuas Regency. Suyanto (2017), which shows that there is a positive relationship between the work motivation of SD / MI teachers in the city of Semarang. So that if the teacher's work motivation increases, the teacher's performance will increase, on the other hand, if the teacher has decreased work motivation, the teacher's performance will be low.

This means, the higher the motivation, the higher the employee's performance. Doyle and Wong (1998) suggest a link between achievement motivation and performance. Doyle and Wong stated that the success of a business is inseparable from the amount of motivation that appears in the employee's personality. A similar opinion was expressed by Munandar (2001): "Performance is the result of the interaction between work motivation, abilities, and opportunities". Furthermore, according to Munandar (2001) states "There is a positive relationship between motivation and performance with achievement, meaning that managers who have high achievement motivation tend to have high performance, on the other hand those who have low performance are possible because of low motivation". Luthans (2006) research shows that extrinsic motivation in the United States has a positive impact on Russian employee performance. Agustina and Sulaiman (2013) who show that work motivation has a positive effect on teacher performance.

According to Robert and Jackson (Makawimbang, 2012) state that a person's performance is influenced by their abilities, motivation they have, the support they receive, the existence of the work they do, and their relationship with the organization. An equally important factor that affects teacher performance is the motivation of employees who have High motivation will usually carry out their duties energetically and energetically because there

are certain motives and goals behind these actions. Vroom Mulyasa (2006) states that the performance formula is as follows:

Performance = F (ability x motivation).

According to this model, a person's performance is a function of the multiplication of ability and motivation. Employees can work professionally because they have high motivation. This relationship is supported by studies from: Indrawati (2006); Rochmawati and Siti (2009); Romlah (2010); Parjuangan Pardosi (2012); and Ikenyiri and Ihua (2012). Herzberg (Robbins, 2007) argues that there are motivational factors that are intrinsic in nature that affect a person at work. Including motivational factors are achievements, recognition, world of work, responsibility, and progress.

*Direct Relationship Between Principal Leadership and Morale Spirit in Junior High Schools in Pulau Laut Utara District, Kotabaru*

The whole series of activities that exist in schools is an effort to fulfill the achievement of school goals, so that all school organizational activities should be managed more optimally, in order to realize these goals, the quality of teacher work needs to be improved. And therefore, leadership from the principal is needed to encourage teachers to work even more optimally. One of the principal's duties is as a leader. If the principal can perform his duties, functions, and responsibilities as a leader well and carry out his leadership effectively and efficiently and professionally, then the principal's leadership can increase morale for teachers.

Teachers who are enthusiastic in their work will be more diligent, resilient, creative and so on in carrying out each task / job which in the end will be able to create good performance to improve the quality of education. From this description, it can be argued that there is a significant relationship between principal leadership and teacher morale.

The results of the path analysis show that there is a moderate relationship between principal leadership and teacher morale as indicated by the R square value of 0.427. The results of this study are in line with the results of Mahri's (2014) study which explains that prin-

cipal leadership and teacher morale have a relationship. Effective leadership shows a high level of attention to tasks and relationships as a balance.

The results of this study are also in line with research conducted by Wida Nyoman, I Nyoman Natajaya, Anak Agung Gede Agung (2015) which states that there is a significant relationship together with the leadership behavior of the principal, the morale of the teacher, the supervision of school supervisors and the quality of management. lessons learned by Public Elementary School teachers in Cluster VIII, Abiansema District, Badung Regency.

This also shows that the principal's support in shortening the gap between the current spirit of the teacher and the ideal spirit expected by the teacher is necessary to provide recognition in non-financial forms so that teachers are enthusiastic about working.

Mulyasa (2013, p. 114) states that schools are expected to be able to carry out an effective learning process, can achieve the expected goals, the material taught is relevant to the needs of the community, oriented to results (outputs) and impacts (outcomes), as well as to carry out assessments, supervision, and school-based monitoring on a continuous and ongoing basis. This is especially necessary to ensure the overall quality (total quality), and create a continuous improvement process (continues improvement), because improvement does not recognize the word stop. To realize organizational programs, the principal must have an established leadership spirit. With adequate establishment and leadership skills, it is hoped that the principal can carry out his functions and duties. Supervising, managerial skills are needed in realizing organizational goals. Therefore, leadership skills are an absolute requirement that school principals must possess.

The school principal is responsible for carrying out educational activities, school administration, coaching other educational personnel, and utilizing and maintaining facilities and infrastructure. This becomes important in line with the increasingly complex demands of the principal's duties, which require more effective and efficient performance support. The principal as the highest leader who is very influential

and determines the progress of the school must have administrative skills, have high commitment and be flexible in carrying out his duties. Therefore the principal must have the personality or traits, abilities and skills to lead an educational institution.

*Direct Relationship Between Morale Spirit and Teacher Performance in Junior High Schools in Pulau Laut Utara District, Kotabaru.*

Morale is a picture of a person's feelings about work and the state of the work environment. Hariandja (2002) reveals that morale is a range of feelings experienced by individuals both positively and negatively that arise due to various factors or dimensions that exist in their work. Morale will be manifested when a person feels happy with the job and the conditions that develop in his work environment. Pleasure itself will arise when, with consideration, a teacher can feel that his needs can be met fairly through the job and the environment in which he works.

The means of satisfying these needs include, among others, salary or wages, promotion of positions, patterns of interaction between co-workers, bonuses and medical benefits, as well as other means found in work and work environment. Performance is the work achieved by someone in an organization in accordance with their respective authorities and responsibilities in order to achieve organizational goals legally, in accordance with morals and ethics (Prawirosentono, 2014: 2). Meanwhile, according to Simamora (2015: 327) performance is a level of one's achievement in fulfilling work. Good performance will be shown through good work behavior as well. This performance will then be assessed and evaluated by management, the results will be used to make managerial decisions related to compensation, employee transfer and promotion for the employee concerned.

The results of the path analysis show that there is a strong relationship between morale and teacher performance as indicated by an R square value of 0.698. The spirit of work that is received and felt by an employee will affect the results obtained from their work. By obtaining

morale by employees both by providing appropriate wages, jobs provided in accordance with their expertise, and relationships with superiors are well established, this will improve the performance of employees. So that there is a much stronger relationship between morale and employee performance (Luthans, 2006). Employees who are satisfied at work will always have a positive attitude and always have high creativity (Chang, 2007).

The results of this study are in line with the results of Pratiwi's (2013) research which is also supported by the theory of Moeherton (2012) which states that one of the factors of teacher performance is the morale factor. Morale factor is a factor that is related to the individual's feelings about the job that gets the situation he expects. This shows that there is a very significant positive relationship between morale and teacher performance. The positive relationship of the study illustrates that the higher the morale, the higher the teacher's performance and vice versa, the lower the morale, the lower the teacher's performance.

The results of this study are also in line with research conducted by Syahropi (2016) concerning the Effect of Work Spirit on Employee Performance of PT. Bangkinang in Pekanbaru (Case Study on permanent employees of PT. Bangkinang), that morale has a positive and significant effect on employee performance. Furthermore, research conducted by Handayani (2016) on the Effect of Work Environment and Work Spirit on the Performance of PNS Balitsa Lembang which states that partially work morale has a significant effect on employee performance. Then Pratama and Wardani (2017) state that work ability, morale, and job satisfaction simultaneously have a significant effect on employee performance. Misrani (2013) which shows that: (1) there is a positive relationship between work morale and performance variables.

*Indirect Relationship Between Principal Leadership and Teacher Performance in Junior High Schools throughout Pulau Laut Utara Kotabaru District Through Teacher Work Motivation*

The results of the path analysis show that there is an indirect relationship between the

leadership of the principal and the performance of junior high school teachers in the North Sea Island district of Kotabaru through the teacher work motivation variable of 0.216 with a Z value of 7.030.

Work motivation reflects a person's feelings about his job. This is evident in the attitude of employees towards their work and everything they face in their work environment. Leadership support for teacher performance is very necessary and needs to be created in schools, so that teachers can work with high morale, discipline, enthusiasm, dedication and live up to their profession. Teachers who feel satisfied at work because they are influenced by the attitude of the leader who is harmonious, shows a feeling of friendship, closeness, and full consideration of the teacher, both as individuals and groups. This positive attitude of the principal can encourage, direct, and motivate all school members to work together in realizing the vision, mission and goals of the school. Based on the description above, the principal's leadership is one of the dominant determinants for every teacher at work, especially in increasing teacher work motivation. Riyadi (2015) concludes that performance can be improved when teacher motivation and morale increase.

However, based on the results of the analysis, the relationship between principal leadership directly to performance is stronger than through work motivation first. So teacher work motivation does not significantly increase the relationship between principal leadership and teacher performance.

*Indirect Relationship between Principal Leadership and Teacher Performance in Junior High Schools in Pulau Laut Utara Kotabaru District through Morale Spirit.*

According to Gibson, Ivanevich, & Donnely (2007), morale and leadership are factors that influence performance so that the principal's leadership and work morale must go hand in hand.

The results of the path analysis show that there is an indirect relationship between principal leadership and teacher performance through morale as indicated by the multiplica-

tion value between the direct relationship between leadership and work morale and the direct relationship between morale and performance of 0.127 with a Z value of 5.060.

In order to achieve school goals, the quality of teachers needs to be improved. Therefore, the leadership of the principal is needed to encourage teachers to work optimally. Teachers who are motivated in teaching are shown in their persistence when carrying out tasks tenaciously, fully creatively and so on. As'ad (1980) states that the relationship between subordinates and leaders is very important in increasing work productivity. The spirit of subordinates can be increased through attention and good relations from the leader to the subordinates, so that the teacher or subordinate will feel that he is an important part of the organization (sense of belonging).

However, based on the results of the analysis, the relationship between principal leadership directly to performance is stronger than through morale first. So teacher morale does not significantly improve the relationship between principal leadership and teacher performance.

## Conclusions

Based on the results of the study, the conclusions in this study are as follows: 1) Teacher performance, principal leadership, work motivation and morale at State Junior High Schools in the North Sea Island District of Kotabaru are in the high classification. 2) There is a direct relationship between principal leadership and teacher work motivation at State Junior High Schools in Pulau Laut Utara District, Kotabaru Regency. 3) There is a direct relationship between work motivation and the performance of the teachers of State Junior High Schools in Pulau Laut Utara Kotabaru District. 4) There is a direct relationship between the leadership of the principal and the performance of teachers in SMP Negeri in Pulau Laut Utara District, Kotabaru Regency. 5) There is a direct relationship between the leadership of the principal and the morale of the teachers at State Junior High Schools in Pulau Laut Utara District, Kotabaru Regency. 6) There is a direct relationship between morale and teacher performance at

State Junior High Schools in Pulau Laut Utara District, Kotabaru Regency. 7) There is an indirect relationship between principal leadership and teacher performance through teacher work motivation at State Junior High Schools in Pulau Laut Utara District, Kotabaru Regency. 8) There is an indirect relationship between principal leadership and teacher performance through teacher morale at State Junior High Schools in Pulau Laut Utara District, Kotabaru Regency.

### Suggestions

The suggestions that researchers can provide are based on the results of the above research, namely:

1. To teachers of State Junior High Schools in Pulau Laut Utara District, Kotabaru Regency, they should be able to plan learning activities more effectively, namely by making learning tools that are tailored to the characteristics of each student.
2. For school principals in State Junior High Schools in Pulau Laut Utara District, Kotabaru Regency, it is necessary to further enhance their role as leaders, one of which is by being more assertive in decision making.
3. For further researchers, it is suggested to be able to examine other factors that can also affect teacher performance apart from principal leadership, teacher work motivation and teacher morale, so that other factors that are related to teacher performance can be identified.

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