

# The Effect of Principals Managerial Ability and Work Motivation on Teacher Performance

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**Abstract.** The purpose of this study was to analyze the effect of the Principal's managerial ability on teacher performance, the effect of work motivation on teacher performance, and the influence of Principal's managerial ability and work discipline in multiple ways on teacher performance. The data analysis test used validity, reliability, classic assumption tests and multiple linear tests which were processed using IBM SPSS 24. The results showed: (1) Principal's managerial ability (X1) was proven to have a significant effect on teacher performance in State Elementary Schools in Tambakromo, Pati Regency. The t-test result shows the sig value. equal to  $0.000 < 0.05$  and t-count  $7.769 > t\text{-table } 1.9727$ . (2) Work discipline (X2) is proven to have a significant effect on teacher performance. The t-test result shows the sig value. equal to  $0.000 < 0.05$  and the value of t-count  $9,024 > t\text{-table } 1.9727$ . (3) Principal's managerial ability and work discipline simultaneously proved to have a significant effect on teacher performance in State Elementary Schools in Tambakromo, Pati Regency. The results of the Ft-test show the sig. equal to  $0.000 < 0.05$  and the value of f-count  $269,523 > f\text{-table } 3,04$  and simultaneously influence the teacher performance variable (Y) of 74,1%.

## 1. Introduction

The preamble to the 1945 Constitution of the Republic of Indonesia states that the purpose of national education is to protect the entire nation and motherland Indonesia and to promote public welfare, educate the nation's life, and participate in implementing world order based on independence, eternal peace and social justice. The government's attention to education in recent years has increased, as seen from the introduction of free schools and an increase in the state budget for education costs, application of graduation standards through National Exam (UAN), implementation of the 2013 curriculum, and others. Teacher performance as a set of tangible behaviors shown by the teacher when he provides learning to students. According to Law No. 14 of 2005 on Teachers and Lecturers, chapter 1 article 1 states that: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education pathways. formal education, basic education, and secondary education". Teachers are expected to have good performance in carrying out their duties at school to improve the quality of education, both individually and in groups. Teacher performance is the ability and effort of teachers to carry out learning tasks as well as possible in planning teaching programs, implementing learning activities and evaluating learning outcomes [1].

The school principal as executor is responsible for the implementation of educational activities, school administration, coaching other educational personnel and utilization and maintenance [2]. Referring to Article 15 of Regulations of Ministry of Education and Culture (Permendikbud) Number 6 of 2018 concerning Assignment of Teachers as Principals, it is stated that the main duties and

functions of the principal are: (1) The entire workload of the Principal is to carry out managerial main tasks, entrepreneurial development, and supervision of teachers and education personnel. (2) The principal's workload aims to develop schools and improve schools based on 8 (eight) national education standards. (3) When there is a shortage of teachers in a certain education unit, the Principal can carry out learning and guidance tasks so that the learning and guidance process continues in the relevant education unit. (4) The principal who carries out the learning or mentoring task, the learning task or the guidance is an additional task beyond the main task. (5) Workloads for school principals who are placed in Overseas Indonesian School (SILN) workload training also carry out the promotion of Indonesian culture.

Managerial fields related to school management, so that all resources can be used and used optimally to achieve school goals effectively and efficiently. Managerial abilities are intangible knowledge, skills, and experiences that can be utilized by leaders [3]. The managerial ability of the principal in his capacity as a leader is very important for performance in improving the performance of teachers under his leadership. The current phenomenon that occurs in public elementary schools in Tambakromo sub-district includes, 1) the principal has difficulty in gathering opinions from teachers or employees to make decisions in planning due to the lack of a culture of initiative to provide income. 2) difficulties related to the next principal are habits, willingness and skills of teachers that are not yet in accordance with the programs run by the school principal. 3) lack of optimal focus on the supervision of the principal on the implementation of school programs. The principal is the spearhead of a school institution, and as the principal is also required to improve teacher performance, one of which is the managerial ability of the head in carrying out his duties as a leader in the school, because the teacher's performance will have a positive impact on the school he leads. This is in line with research conducted by Amanda and Yoyon [4] which states that there is a significant relationship between managerial ability and teacher performance, the higher the managerial ability of the principal, the higher the teacher's performance.

Providing the right motivation will encourage teachers to change their behavior in order to grow and develop to achieve success at work. Work motivation is defined as a condition that affects arousal, direction, and maintenance of relevant behavior in work settings [5]. Providing teacher work motivation is an important factor in improving teacher performance because it is the main driving force for every teacher to carry out their professional duties in accordance with applicable regulations to increase work morale and achieve career advancement. This is in line with research conducted by Sya'roni, et al. [6] which states that motivation has a positive effect on teacher performance, meaning that the higher the motivation of a teacher, the teacher's performance will also increase. The results of this study contradict the results of Sampurno and Wibowo's [7] research that work motivation has no effect on the performance of teachers and education personnel. The phenomenon that occurs in Public Elementary Schools in Tambakromo is that there are still teachers who have not received motivation from the leadership or the community in their environment to work in an effort to increase the effectiveness and efficiency of work systems in order to increase work productivity. Teachers still haven't used varied learning strategies, so learning feels boring for students.

Good performance can be achieved by teachers if they carry out their work and duties properly. This can be seen from the duties and responsibilities of the teacher according to Mulyasa [8], namely: 1) In the teaching and learning process the teacher has followed the education standards currently used, namely using School-Based Curriculum (KTSP) and the 2013 Curriculum, 2) The teacher is disciplined in carrying out their duties as educators, 3) The teacher has provided motivation to students to study more actively. 4) The teacher also uses learning strategies, the use of media and learning resources, and 5) The teacher has arranged an orderly administration. For this reason, from several phenomena that have arisen in public elementary school teachers in Tambakromo sub-district, it is necessary to improve teacher performance, one of which is by increasing the level of teacher work discipline, and providing motivation to teachers so that teachers are enthusiastic in fulfilling their responsibilities as educators. In addition to the motivation and work discipline factors provided by the teacher, the managerial ability of a leader can also have an effect on improving teacher performance. This is in line with research conducted by Gita, et al. [9] which states that there is a significant influence on the principal's managerial ability, work discipline, and interpersonal communication

simultaneously on teacher performance.

Based on the phenomena and research gaps, the objectives of this research are to: (1) Analyzing the managerial influence of school principals on teacher performance in Public Elementary Schools in Tambakromo District, Pati Regency. (2) Analyzing the effect of work motivation on teacher performance in Public Elementary Schools in Tambakromo District, Pati Regency. (3) Analyzing the influence of principal managerial skills and work motivation in a double manner on the performance of teachers in public elementary schools in Tambakromo District, Pati Regency.

## **2. Theoretical Review**

### *2.1 Principal's Managerial Abilities*

Managerial abilities are intangible knowledge, skills, and experiences that can be utilized by leaders [3]. The principal managerial ability is the ability to carry out management activities carried out by the principal in a procedural manner to empower all available resources to achieve organizational goals effectively and efficiently [10]. It can be concluded that managerial skills are a person's ability to lead, organize, plan and control procedurally to achieve goals. Duties and functions in the managerial field of school principals in regulation of the minister of national education (Permendiknas) Number 28 of 2010 concerning the Assignment of Teachers as Principals of Schools / Madrasahs, including activities of compiling school planning, managing learning programs, managing students, managing facilities and infrastructure, managing school personnel, managing school finances, managing relationships schools and communities, Managing school administration, Managing school information systems, Evaluating school programs, Leading schools.

### *2.2 Work Motivation*

Work motivation is defined as a condition that influences arousal, direction, and maintenance of relevant behaviors in work settings [5]. Work motivation is the provision of a driving force that creates a person's enthusiasm for work so that they are willing to cooperate, work effectively, and are integrated with all their efforts to achieve satisfaction [11]. It can be concluded that elementary school teacher motivation is the power that directs or channels the teacher's motives for purposeful behavior. Indicators of work motivation: a) Developing creativity, b) Enthusiasm for high achievement, c) The need to feel accepted by other people in the environment where they live and work (*sense of belonging*), d) The need for feelings of respect, e) The need for feelings of belonging and (*sense of participation*), f) Having the best position, g) Mobilizing the ability to achieve power [11].

### *2.3 Teacher Performance*

Teacher performance is the skill and success of teachers in carrying out learning tasks in schools [12]. Teacher performance is the result of teacher work that is reflected in how to plan, implement and assess the teaching and learning process whose intensity is based on work ethic, as well as professional discipline in the learning process [13]. Teacher performance is the ability and effort of teachers to carry out learning tasks as well as possible in planning teaching programs, implementing learning activities and evaluating learning outcomes [1]. Teacher performance is the ability of a teacher to carry out the learning process in the classroom in accordance with predetermined goals [14]. It can be concluded that teacher performance is the ability and effort of teachers to carry out learning tasks as well as possible in planning teaching programs, implementing learning activities and evaluating learning outcomes. Teacher performance indicators: 1) Quality of work, 2) Quantity, 3) Responsibility, and 4) Cooperation [5].

## **3. Research Method**

This study uses a quantitative research approach. The data collection technique used is a closed questionnaire type with the instrument in the form of questions given to respondents. The research was aimed at Civil Servants (ASN) and non Civil Servants teachers conducted at the Tambakromo District Elementary School with a total of 191 teachers as the research sample.

## 4. Results and Discussion

### 4.1 Results

Respondents in this study were 122 teachers (63.9%) with Civil Servants employment status, and the rest were 69 teachers (36.1%) with noncivil Servants employment status. And as many as 51 teachers (26.7%) were male, and the rest were 140 teachers (73.3%) with female gender. The results of the regression test in this study are obtained as follows in table 1.

**Table 1.** Linear Regression Test Results  
**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.
		B	Beta		
1	(Constant)	.939		.524	.601
	Managerial skill	.225	.427	7.769	.000
	Work motivation	.703	.496	9.024	.000

a. Dependent Variable: Teacher Performance

The results of the regression calculation are calculated using the equation formula

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 = 0,939 + 0,225 \cdot X_1 + 0,703 \cdot X_2$$

The linear regression test results obtained a constant value ( $\alpha$ ) of 0.939, meaning that without the influence of the three independent variables, the teacher performance variable (Y) has a value of 0.939. an increase in the managerial ability of the principal by one unit will increase teacher performance by 0.225 without being influenced by other variables. The work motivation regression coefficient of 0.703 states that each increase in work motivation by one unit will increase teacher performance by 0.703 without being influenced by other variables. The partial test results (t test) can be seen in table 4.1. obtained  $t_{table}$  by formula

$$t_{table} = (\alpha/2; n - k - 1) = (0,05/2; 191 - 3 - 1) = 0,025; 187 = 1,9727$$

First Hypothesis Testing, the Sig. for the influence of  $X_1$  to Y is equal to 0.000 < 0.05 and  $t_{count}$  value 7,769 >  $t_{table}$  1,9727, so it can be concluded that  $H_1$  accepted which means that there is an influence on the principal's managerial ability ( $X_1$ ) on teacher performance (Y). The second hypothesis testing, the value of Sig. for  $X_2$  influence on Y is equal to 0.000 < 0,05 and  $t_{count}$  value 9,024 >  $t_{table}$  1,9727, so it can be concluded that  $H_2$  accepted, which means that there is an influence of work motivation ( $X_2$ ) on teacher performance (Y). The F test is used to determine the significance level of the influence of the independent variables simultaneously on the dependent variable [9]. The results of the F test can be seen in table 2.

**Table 2.** F Test Results  
**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2662.131	2	1331.065	269.523	.000 <sup>b</sup>
	Residual	928.456	188	4.939		
	Total	3590.586	190			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Work Motivation, Managerial Skill

Obtained  $F_{table}$  with formula  $F_{table} = (k; n - k) = (2; 191 - 2) = (2; 189) = 3,04$

The Sig. value to influence the principal's managerial ability ( $X_1$ ) and work motivation ( $X_2$ ) on teacher performance (Y) is equal to 0.000 < 0,05 and  $f_{count}$  value 269,523 >  $f_{table}$  2,65, so it can be concluded that  $H_3$  so it can be concluded that ( $X_1$ ) and work motivation ( $X_2$ ) there is a simultaneous influence on teacher performance (Y). The results of the coefficient of determination test can be seen in Table 3.

**Table 3.** Determination Coefficient ( $R^2$ )

<b>Model Summary<sup>b</sup></b>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.861 <sup>a</sup>	.741	.739	2.222	1.701
a. Predictors: (Constant), Work Motivation, Managerial skill					
b. Dependent Variable: Work Motivation					

Based on the output above, the value of *R Square* is 0,741, The research results prove that the influence of the principal's managerial ability variable ( $X_1$ ) and work motivation ( $X_2$ ) simultaneously on teacher performance variables ( $Y$ ) is 74,1%.

## 4.2 Discussion

### 4.2.1 The Influence of Principal's Managerial Ability on Teacher Performance

The results showed that the principal managerial ability had a significant effect on the performance of teachers in SD Negeri in Tambakromo District, Pati Regency. The results of the respondents' responses to the principal's managerial ability variable obtained an average value of 4.24, which means that most of the respondents agreed to the variable of the principal's managerial ability. Most of the respondents agreed that the school principal prepared a school work plan. The Sig. t test results for effect  $X_1$  on  $Y$  is equal to  $0.000 < 0,05$  and  $t_{count}$  value  $7.769 > t_{count}$  1,9727. The results of the regression coefficient, the principal managerial ability variable ( $X_1$ ) has an influence on teacher performance of 0.225. This states that each time there is an increase in the principal's managerial ability by one unit, it will increase teacher performance by 0.225 without being influenced by other variables. The better the managerial ability of the principal, the better the teacher's performance in SD Negeri Tambakromo District, Pati Regency.

The principal has a very important role in mobilizing, and harmonizing all the educational resources available in schools and using them as needed, the leadership of the principal is one of the factors that can realize the vision, mission, goals and objectives of the school through a program that is implemented in a planned manner. and gradually [15]. Principals are required to have adequate management skills in order to be able to take initiatives and initiatives to improve the quality of education in schools. This can be done one of them with the managerial ability of the principal in terms of preparing school work plans. Because with good principal managerial abilities it will improve teacher performance. This research supports previous research conducted by Amanda and Yoyon [4] and Bandi and Supriyoko [16] which stated that there is a significant relationship between managerial ability and teacher performance.

### 4.2.2 The Influence of Work Motivation on Teacher Performance

The results showed that work motivation had a significant effect on teacher performance in SD Negeri in Tambakromo District, Pati Regency. The results of respondents' responses to the work motivation variable obtained an average value of 4.24, which means that most respondents gave agreed answers to the work motivation variable. Most of the respondents agree that there is a harmonious and comfortable relationship between colleagues. The Sig. for  $X_2$  influence on  $Y$  is equal to  $0.000 < 0,05$  and  $t_{count}$  value  $9,024 > t_{table}$  1,9727. The result of the regression coefficient, the work motivation variable ( $X_2$ ) has an influence on teacher performance of 0.703. This states that each increase in work motivation by one unit will increase teacher performance by 0.703 without being influenced by other variables. The better the work motivation, the better the teacher's performance in SD Negeri in Tambakromo District, Pati Regency. Teacher motivation is an encouragement for these teachers to carry out and complete their work as well as possible [6]. This will happen if teachers enjoy their work. It is evident that the majority of respondents stated that they are happy with their work. In addition, teachers who have a desire to be better than other teachers will improve their abilities, so that indirectly teacher performance will increase. This research supports previous research conducted by Supeno, et al. [17] and Djafar and Nurhafizah [18] which states that there is an influence of motivation on teacher performance.

#### 4.2.3 The Influence of Principal Managerial Ability, Work Discipline and Work Motivation on Teacher Performance

The results showed that the principal managerial ability, work discipline and work motivation had a simultaneous effect on teacher performance. The Sig. for the effect of principal managerial ability ( $X_1$ ) and work motivation ( $X_2$ ) on teacher performance (Y) is equal to  $0,000 < 0,05$  and  $f_{\text{count}} \text{ value } 269,523 > f_{\text{table}} 3,04$ , So it can be concluded that the principal managerial ability ( $X_1$ ), work discipline ( $X_2$ ) and work motivation ( $X_3$ ) have a simultaneous influence on teacher performance (Y). Based on the output of the determination value, it is known that the *R Square* value is 0.741, this means that the principal managerial ability variable ( $X_1$ ) and work motivation ( $X_2$ ) simultaneously influence the teacher performance variable (Y) by 74.1%.

### 5. Conclusion

Based on the research results and on the basis of hypothesis testing, the overall thesis writing conclusions: (1) Principal managerial ability is proven to have a significant influence on teacher performance in SD Negeri in Tambakromo District, Pati Regency. The t test result shows the sig value. equal to  $0,000 < 0,05$  and  $t_{\text{count}} \text{ value } 7,769 > t_{\text{table}} 1,9727$ . (2) Work motivation is proven to have a significant effect on teacher performance in SD Negeri Tambakromo District, Pati Regency. The t test result shows the sig value. equal to  $0,000 < 0,05$  and  $t_{\text{count}} \text{ value } 9,024 > t_{\text{table}} 1,9727$ . (3) The principal managerial ability and work motivation simultaneously proved to have a significant effect on teacher performance in SD Negeri in Tambakromo District, Pati Regency. The F test result shows the sig value. equal to  $0,000 < 0,05$  and  $f_{\text{count}} \text{ value } 269,523 > f_{\text{table}} 3,04$  and simultaneously influence the teacher performance variable (Y) of 74,1%.

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