
Principal Leadership In Effort To Increase The Motivation Of The Teacher (A Case Study At Elementary School)

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Abstract

This study aims to describe the principal leadership in efforts to increase the motivation of the the teachers. This study examines the influence of the principal's role as a leader on the motivation of elementary school teachers in Tapan District. The research method used ex-post facto with a quantitative approach and a correlational design. The results of simple linear regression analysis for testing hypothesis 2 obtained a partial correlation coefficient of X variable of 0.504 and is positive; Sig (2-tailed) of 0.000 is less than 0.05. Thus, it can be concluded that there is a positive correlation between the role of the principal as a leader, and the work motivation of teachers.

Keywords: *Motivation of the Teacher, Principal's Leadership*

INTRODUCTION

Education in the current era of globalization can be seen by the presence of benchmarks for achieving the successful performance of human resources in the process of educational progress. It is hoped that it can improve learning at educational institutions through school leaders called school principals.

A qualified human resource cannot be separated from the greatness of leadership applied in an organization. Leadership is a process which contains aspects of influence, and cooperation, and it is aimed at achieving common goals of the organization. Arifin (2008) stated that leadership has a central role in an organization's dynamics of life. Leadership acts as locomotive for every human resources and any other resources in an organization. Based on that statement, it is understood that the success of a school as an organization led by a school headmaster depends on leadership.

The principal is the designer and set of provisions in a school. The principal becomes the pillar of the success of a school so that it becomes a successful school (Renihan, 2016). The principal and the teachers in the school must have a good relationship. A principal must be able to communicate well within the school environment (Valli, Stefanski, & Jacobson, 2014). A leader has a function to regulate in running a system. Similarly, the principal also maintains the stability of the school with its members in the school (Sirisookslip, Ariratana, & Ngang, 2015).

Leadership style is an attitude, gesture, or manners that are chosen by a leader in his duty of leadership. Every leader may have a different style that distinguishes them from the others. Style can also be different depending on a situation and condition of leadership. Leadership style is a norm of behavior that is used by someone when he/she is trying to influence/affect other people's behavior.

The principal is not easy for just anyone to carry out their duties as an educational leader. The principal has a great responsibility in guiding every human resource around him so that they can develop. It is the same with the principal at SDN Tapan District who works hard to

improve the quality of his school. In this case, the principal is trying to increase teacher work motivation. The principal as an educational leader is responsible for creating a conducive learning environment to develop the potential of teachers, employees and students as optimally as possible. In such an environment, the principal provides work motivation for teachers and employees to fully develop self-competence, not just cognitive competence, but also affective and psychomotor. Therefore, school principals must be at the forefront of modeling, motivating, and empowering human resources.

As a service-based profession, teachers often seen as a profession with relatively high challenges than other professions (Travers & Cooper, 1996). As long as they fulfil their workload, teachers must interact with students, parents, fellow teachers, and principals, each of whom has different problems and demands. On the other hand, workrelated pressures such as meeting deadlines for curriculum needs, changing curriculum, adapting processes to unhealthy working conditions, and dealing with problem students are also among the teachers' challenges. Stant exposure of teachers to this situation, if not appropriately handled mostly in terms of reward, can lead to low teacher job satisfaction (Suputra et al., 2019). Based on the results of pre-observations and informal interviews by the author with teachers in SDN Tapan, it known that there are still teachers who feel that even though they work with sufficient wages, there are several things that limit the space for social activities carried out together, especially in research. The problems of the teachers in SDN Tapan are Lack of opportunities for promotion, especially for young teachers, even though the level of education and ability to sit in structural positions was sufficient, and 3) supervision from the principal is still normative, not specifically directing the development of professionalism, especially in terms of research. Then, the writer found that the role of school principal in SDN Tapan had not optimally implemented. In this case, the principal seems to lack facilitation and encouragement for teachers to improve their competence so that the learning process does not run effectively and efficiently.

RESEARCH METHODS

This study examines the influence of the principal's role as a leader on the motivation of elementary school teachers in Tapan District. The research method used ex-post facto with a quantitative approach and a correlational design. The population in this study were all public elementary school teachers in Tapan District who did not serve as school principals. There are 92 government employees of the teachers who are still working in each primary school. The research sample consisted of 40 teachers who were randomly selected from the existing population. The research instrument used in this study is a questionnaire using a Likert scale, where the answers to each instrument item have a gradation from very positive to very negative such as: Very Often (VO), Often (O), Rarely (R), Very Rarely (VR), and Never (N)

RESULTS AND DISCUSSION

Table of Frequency Distribution of School Principals' Role Scores as Leaders

Category	Score Range	Frequency	Percentage
Very High	>28	15	37,50

High	23,34 – 28,00	13	32,50
Medium	18,68 – 23,33	10	25,00
Low	14,01 – 18,67	2	5,00
Very Low	≤ 14,00	0	0,00
Total		200	100,00

The table shows that in general, the assessment of the SDN teachers in Tapan District regarding the role of the principal as an educator in SDN Tapan is in very high category with a percentage of 37.50%.

Descriptive statistical analysis for the variable data of the principal's role as administrator shows a score range between 13 to 35. The results of the analysis show that the principal's role as administrator variable has an average of 25,405; standard deviation of 3.35; median 14.00; and mode 13.

The results of simple linear regression analysis for testing hypothesis 2 obtained a partial correlation coefficient of X variable of 0.504 and is positive; Sig (2-tailed) of 0.000 is less than 0.05. Thus, it can be concluded that there is a positive correlation between the role of the principal as a leader, and the motivation of teachers. Based on these results, it can be concluded that the null hypothesis (Ho) is rejected and the hypothesis which states that there is a positive influence on the role of the principal as a leader on teacher motivation is accepted.

Leaders have the responsibility to create conditions and stimulants that affect customer satisfaction to achieve specified goals. Leadership can have an impact on positive behavior, namely providing morale or a positive impact on leadership. A person's leadership greatly influences a person's ability to influence individuals or groups, so that the behavior of subordinates is in accordance with organizational goals, so there must be a combination of extra-role behavior to fulfill their own needs and organizational demands. Based on the value of the path analysis calculation, leadership has a significant effect on teacher motivation. In this study, it can be seen that the direct influence given by the leadership factor on motivation of teachers at SDN Tapan is proven to be significant.

CONCLUSION

Based on statistical calculations, the results of the coefficient of the influence of the X2 variables are 0.504 and are positive; which indicates that the role of the principal as a leader has a positive effect on teacher work motivation. Therefore, increasing the role of the principal as a leader will be very helpful in increasing teacher work motivation. The results of the study are in accordance with the notion of leadership which contains meaning as an ability to mobilize all existing resources in an organization so that they can be utilized optimally to achieve the goals set. In organizational practice, the word "leading" contains the connotation of moving, directing, guiding, protecting, fostering, setting an example, providing encouragement, providing assistance, and so on. The principal as a leader must be able to generate high morale, be able to create a pleasant, safe and enthusiastic work atmosphere, be able to develop his staff to grow in his leadership. The principal's leadership influence is not merely in the form of

instructions, but rather a motivation or trigger that can inspire teachers and employees, so that their initiative and creativity develop optimally to improve its performance.

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