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The Effect of Leadership Styles of Principals, Personality and Work Motivation on the Performance of Elementary School Teachers in Sekolah Alam

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Abstract

The quality of education is one of the main pillars in the development of human resources which is very important for national development. Quality education can be realized, one of which is through the performance of good educators. This study aims to analyze the influence of the principal's leadership style, teacher personality, and teacher personality on the performance of elementary school teachers in natural schools. The primary data in this study were obtained from questionnaires distributed to 55 elementary school teachers at Sekolah Alam and then statistically analyzed using the Multiple Linear Regression Analysis method using data processing tools, namely Microsoft Excel and SPSS. The results of the analysis showed that there was a positive influence on the leadership style of the principal. schools, personality and work motivation of teachers on the performance of elementary school teachers. The functional relationship in the form of the regression equation is Y = 8.053 + 0.081X1 + 0.420X2 + 0.226X3. The Teacher Personality Variable has the greatest influence where each increase in the Personality variable will increase the Teacher Performance Variable by 0.420 units.

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1. Introduction

Performance is the result achieved from what has been done and worked on by someone in carrying out work or tasks. Performance is a work achievement or performance, namely the results of work during a certain period compared to various possibilities. The education process is very dependent on the role of teachers. With the improvement of the quality of education, it is expected to meet the needs of the world of education.

Teachers are mentors, coaches and educators. Disruptions to teacher performance will result in disruption of the teaching and learning process. As

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teachers, teachers are required to always improve their work effectiveness. To achieve effective school quality, teachers and all stakeholders must work together to advance the school. Teachers must be able to understand the existing school culture and this cannot be separated from the teaching patterns used. A good culture must start from the teachers, School culture is closely related to the vision of the school. Developing a school vision requires collaboration between the principal, teachers, parents, administrative staff, and professionals.

The implementation of national education is carried out in a bureaucratic and centralistic manner, so that schools as education providers are highly dependent on bureaucratic decisions, schools are more subordinate to the bureaucracy above them. So that they lose their independence, motivation, creativity/initiative to develop and advance their institutions. The role of school residents, especially teachers, is often ignored in decision making and the role of the community in particular.

Improving the quality of education in schools is a process that is integrated with the process of improving the quality of human resources themselves. The process of improving the quality of human resources has currently been attempted and continues to be carried out by the government together with the private sector through various efforts to develop higher quality education, including through the development and improvement of the curriculum and evaluation system, improvement of educational facilities, development, and procurement of teaching materials.

Factors that play an important role in improving the quality of education include teachers, students, facilities and infrastructure, educational environment, and curriculum. These five factors have their respective roles and authorities that support each other, but one element that has a very important role in improving the quality of higher education is the teaching staff, namely teachers.

Educators/teachers are one of the important components in an education system in schools that interact directly with students. The role, duties, and responsibilities of teachers are very meaningful in realizing the goals of national education, namely to educate the nation's life, improve the quality of Indonesian human resources including the quality of faith and piety, noble morals, and mastery of science, technology, and art (IPTEKS), and to realize an advanced, just, prosperous, and civilized Indonesian society. Educators/teachers are required to demonstrate good performance. Improving teacher performance requires several things such as high motivation, adequate competence, good leadership and a work environment that supports educators/teachers to improve their performance.

Teacher performance or work achievement (performance) is the result achieved by the teacher in carrying out the tasks assigned to him based on skills, experience and sincerity, as well as the use of time. Teachers who have good performance values will certainly have an impact on the results of their activities, especially related to the

teaching and learning process, where the output will increase both in quality and quantity. However, teacher performance in Indonesia is currently being highlighted due to inadequate abilities and performance.

Sekolah Alam as one of the schools that is increasingly developing has a teacher performance improvement program as an effort to improve the quality of education. Sekolah Alam in Indonesia has existed since 2004 and has an interesting learning concept by integrating three pillars of education that are believed to be key factors in human excellence, namely the pillars of faith, knowledge, and leadership.

There are three Nature schools in the city of Bogor, namely, Bogor Nature School, Cendikia Nature School, and Al Giva Nature School. Although each has its own characteristics, in general the three nature schools have the same concept and each has a teacher performance improvement program with the aim of increasing the quality of education.

2. Research Method

Type of Research

The research method used in this study is a survey method with a correlational approach to see the relationship between variables. The survey method is designed to obtain information about leadership, personality, and work motivation on teacher performance at nature schools in Bogor city for Elementary School level. The survey method is used considering that the research is conducted at the present time and in a short time. In addition, the survey method is used because it is in accordance with the characteristics of the problem being studied and the cost is relatively cheap.

Population and Sampling Techniques

The population in this study were elementary school teachers at Sekolah Alam Bogor totaling 36 teachers, Sekolah Alam Cendekia totaling 10 teachers and Sekolah Alam Al Giva totaling 9 teachers so that the total population was 55 teachers. This data came from each school.

The sampling technique in this study used proportional random sampling. This technique was used to obtain samples from a population of 50 teachers of the Nature School in Bogor City who had the same characteristics in their duties and functions as teachers by using the Taro Yamane sample size formula as explained below. Calculation of the number of samples according to the Taro Yamane formula

Data collection in this study was carried out using a survey method, namely by filling out a questionnaire that was delivered directly to the research respondents. A questionnaire is one way that can be used to collect data. The questionnaire contains a list of questions asked to respondents. Answers to the questions are made using a Likert scale of 1 to 5. The Likert scale is generally used to measure a person's attitude,

opinion and perception of something or someone (Riduwan 2011: p32). The data obtained are interval and are given scores or values as follows:

1 : Strongly Disagree (STS)
2 : Disagree (TS)
3 : Average (RR)
4 : Agree (S)
5 : Strongly Agree (SS)

By considering the number of respondent population of 55 teachers, the author conducted a survey of the population of Elementary School teachers at Nature Schools in Bogor City. To process this primary data, researchers will use the SPSS Statistical Data Processing program.

3. Results

1. Data Normality Test

a. Principal Leadership Error Normality Test(X1)toTeacher Performance(Y).

The results of the calculation of the normality of the estimated error Y-Ŷ1 obtained Lo = 0.052, while Lt = 0.093. The normal requirement is Lo < Lt, thus the estimated standard error Y-Ŷ1 comes from a normally distributed population.

b. Teacher Personality Error Normality Test (X2)toTeacher Performance(Y).

The results of the calculation of the normality of the estimated error Y-Ŷ2 obtained Lo = 0.061, while Lt = 0.093. The normal requirement is Lo < Lt, thus the estimated standard error Y-Ŷ2 comes from a normally distributed population.

c. Normality Test of Teacher Work Motivation Errors (X3)toTeacher Performance(Y).

The results of the calculation of the normality of the estimated error Y-Ŷ3 obtained Lo = 0.063, while Lt = 0.093. The normal requirement is Lo < Lt, thus the estimated standard error Y-Ŷ3 comes from a normally distributed population.

Table 1. Summary of Data Normality Test

No	Error	Lo	Lt		Conclusion
			(α = 0.05; n = 54)	(α = 0.01; n = 54)	
1	Y- Ŷ1	0.052	0.093	0.107	Normal
2	Y- Ŷ2	0.061	0.093	0.107	Normal
3	Y- Ŷ3	0.063	0.093	0.107	Normal
Normal Condition : Lo < Lt					

Source: Primary data

2. Hypothesis Testing

a). The Influence of the Principal's Leadership Style (X1) onTeacher Performance(Y).

Functional RelationshipX1 with Y can be presented in the form of a regression equation as follows:

School 1 : Y = 25.768 + 0.299 X1

School 2 : Y = 22.184 + 0.336 X1

School 3 : Y = 39.211 + 0.103 X1

For the whole school, that is Ŷ = 28,080 + 0,262X1.

To test the hypothesis that there is a positive influence between StylePrincipal Leadership(X1) with Teacher Performance (Y), then a significance and linearity test is required for the regression equation using the F test. The requirement for a tested hypothesis is if F count > F table.

Based on the results of the regression significance test calculations as shown in the table, the F count value is 8.602 while F table (α = 0.05) = 1.02. This shows that the relationship between the style variablesPrincipal Leadership(X1) with Teacher Performance (Y) is significant.

Description of linear regression equation of variablesThe principal's leadership style and teacher performance can be seen in the scatter diagram of the principal's leadership style and teacher performance.

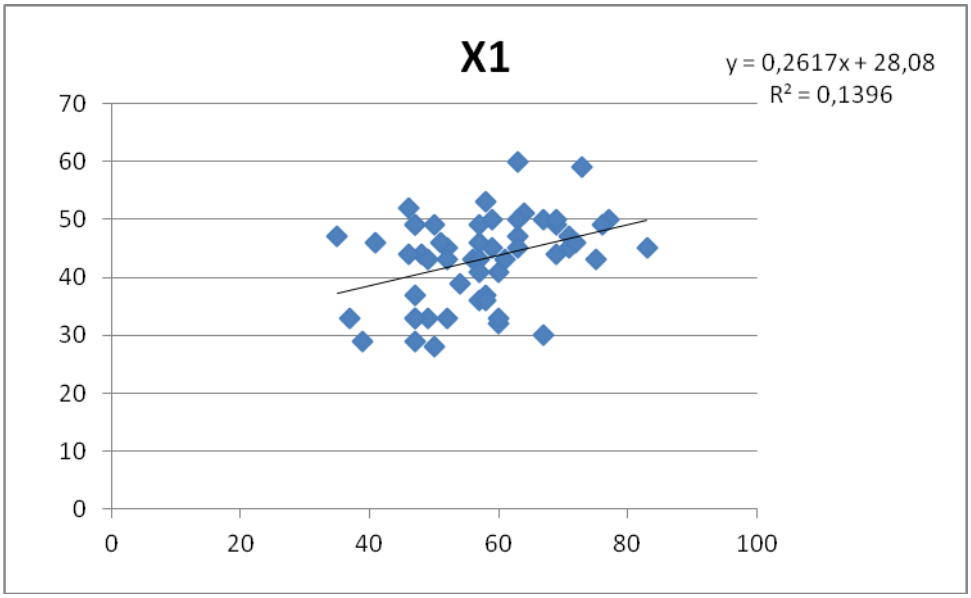

Figure 1. Scatter Diagram of Principal Leadership Style with Teacher Performance

To test the strength of the relationship on the positive influence between variablesX1 with variable Y requires a correlation coefficient significance test, namely the t-test. The criteria for testing the correlation coefficient significance are if t count > t table.

Based on the calculation results obtained tcount = 2.933 while t table = 1.671. This means that the correlation coefficient between principal leadership and teacher performance is significant.

The coefficient of determination between the principal's leadership style and teacher performance is $ry1^2 = 0.140$. This means that 14% of teacher performance is the result of the contribution of the principal's leadership.

The hypothesis stating that there is a positive influence between the principal's leadership and teacher performance can be accepted, meaning that improving the principal's leadership style will also lead to an increase in teacher performance.

b). The Influence of Teacher Personality (X2) onTeacher Performance(Y).

Functional RelationshipX2 with Y can be presented in the form of a regression equation as follows:

School 1 : Y = 15.487 + 0.593 X2

School 2 : Y = 19.116 + 0.490 X2

School 3 : Y = 1.665 + 0.878 X2

For the whole school, namely $\hat{Y}$ = 15.693 + 0.585X2.

To test the hypothesis that there is a positive influence betweenTeacher Personality (X2) with Teacher Performance (Y), then a significance and linearity test

is required for the regression equation using the F Test. The requirement for a tested hypothesis is if F count > F table.

Based on the results of the regression significance test calculations as shown in the table, the Fcount value is 45.019 while Ftable (α = 0.05) = 1.02. This shows that the relationship between the variablesTeacher Personality (X2) with Teacher Performance (Y) is very significant.

Full calculation resultsvariable significance testteacher personalitywith Teacher Performance summarized in the following table.

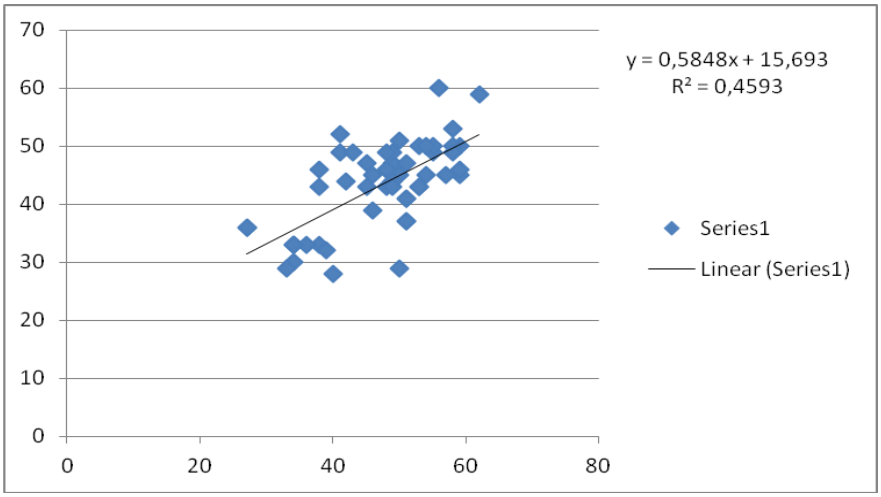

Figure 2. Scatter Diagram Teacher Personality with Teacher Performance

Description of the linear regression equation for attitude variablesteacher personalitywith Teacher Performance can be seen as in the scatter diagram imageteacher personalitywith Teacher Performance.

Strength of variable relationshipteacher personality with Teacher Performance is indicated by the correlation coefficient ry2 = 0.459. To test the strength of the relationship on the positive influence between the variablesX2 with variable Y requires a correlation coefficient significance test, namely the t-test. The criteria for testing the correlation coefficient significance are if t count > t table.

Based on the calculation results, the calculated t = 6.71 while the t table = 1.671. This means that the correlation coefficient betweenteacher personalitywith Teacher Performance is significant.

The coefficient of determination between organizational culture and Teacher Performance is $ry2^2$ = 0.459. This means that 45.9% of Teacher Performance is the result of the contribution of Teacher Personality.

The hypothesis states that there is a positive influence betweenteacher personalitywith acceptable teacher performance, meaning an increaseteacher personalitywill also result in increased teacher performance.

c). The Influence of Teacher Work Motivation (X3) onTeacher Performance(Y).

Functional RelationshipX3 with Y can be presented in the form of a regression equation as follows:

School 1: Y = 17.835 + 0.527 X

School 2 : Y = 25.880 + 0.381 X3

School 3 : Y = 23.768 + 0.418 X3

For the whole school, that is $\hat{Y}$ = 21.129 + 0.466X3.

To test the hypothesis that there is a positive influence betweenTeacher Work Motivation (X3) with Teacher Performance (Y), then a significance and linearity test is required for the regression equation using the F test. The requirement for a tested hypothesis is if F count > F table.

Based on the results of the regression significance test calculations as shown in the table, the Fcount value is 21.261 while Ftable (α = 0.05) = 1.02. This shows that the relationship between the variablesTeacher Work Motivation (X3) with Teacher Performance (Y) is very significant.

Description of the linear regression equation for attitude variablesteacher work motivation with teacher performance can be seen as in the scatter diagram imageteacher work motivation with teacher performance.

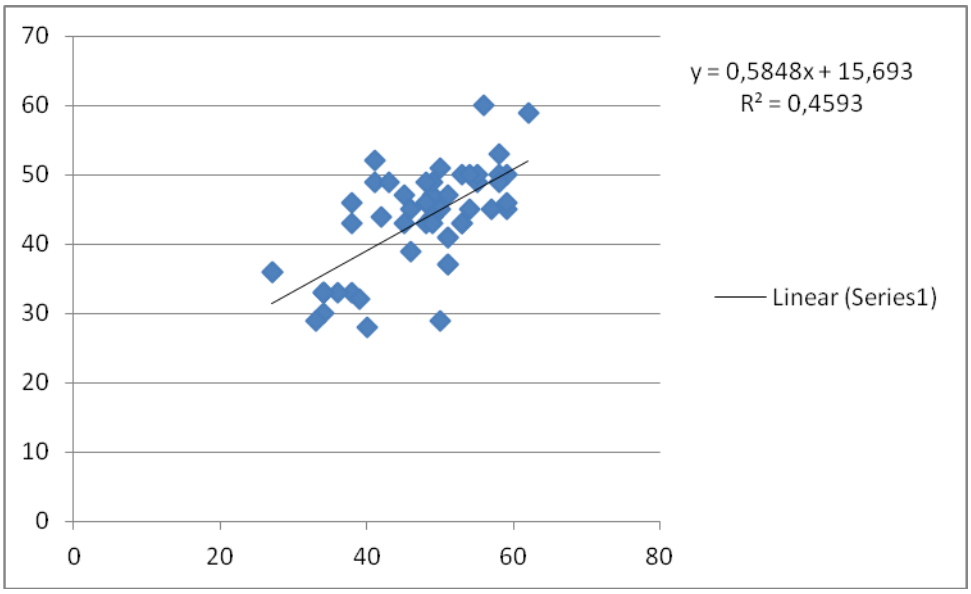

Figure 3. Scatter DiagramTeacher Work Motivation with Teacher Performance

Based on the calculation results, the calculated t = 4.611 while the t table = 1.671. This means that the correlation coefficient betweenteacher work motivation withTeacher Performanceis significant.

The value of the coefficient of determination between work motivation andTeacher Performanceis $ry2^2 = 0.286$. This means that 28.6%Teacher Performanceis the result of contributions from teacher work motivation.

The hypothesis states that there is a positive influence betweenteacher work motivation withTeacher Performanceacceptable, meaning an increaseteacher work motivation will also cause an increaseTeacher Performance.

d). The influence of the principal's leadership style (X1) on teacher personality (X2) onTeacher Performance (Y).

Functional RelationshipX1 and X2 with Y can be presented in the form of a regression equation as follows: $\hat{Y} = 13.863 + 0.059X1 + 0.552X2$. To test the hypothesis that there is a positive influence between the Principal's Leadership Style (X1) and Teacher Personality (X2) together with Teacher Performance (Y), a significance test is needed on the multiple regression equation using the F Test. The requirements for the hypothesis to be accepted are if Fcount > Ftable.

Based on the results of the significance test calculation, the Fcount value was obtained = 22.583 while Ftable ($\alpha = 0.05$) = 3.180. This means that the influence of the principal's Leadership Style variable (X1) and Teacher Personality (X2) together with Teacher Performance (Y) are significant.

The coefficient of determination of the relationship between principal leadership and teacher personality together with teacher performance is $Ry.12^2 = 0.465$. The coefficient of determination value shows that 46.5% of teacher performance can be explained by the variables of principal leadership and teacher personality together.

Based on the results of the hypothesis testing above, it can be concluded that the research hypothesis stating that there is a positive influence between the principal's leadership and teacher personality together with teacher performance can be accepted, meaning that the better the principal's leadership and teacher personality together, the higher the level of performance.

e). The Influence of Teacher Personality (X2) on Teacher Work Motivation (X3) onTeacher Performance(Y).

Functional RelationshipX2 and X3 with Y can be presented in the form of a regression equation as follows: $\hat{Y} = 10.905 + 0.473X2 + 0.213X3$. To test the hypothesis that there is a positive influence between Teacher Personality (X2) and Teacher Work Motivation (X3) together with Teacher Performance (Y), a significance test is needed for the multiple regression equation using the F test. The requirements for the hypothesis to be accepted are if Fcount > Ftable

Based on the results of the significance test calculation, the Fcount value was obtained = 26.216 while Ftable ($\alpha = 0.05$) = 3.180. This means that the influence of the

Teacher Personality variable (X2) and Teacher Work Motivation (X3) together with Teacher Performance (Y) is significant.

The coefficient of determination of the relationship between teacher personality and teacher work motivation together with teacher performance is $Ry.23^2 = 0.502$. The coefficient of determination value shows that 50.2% of teacher performance can be explained by the variables of teacher personality and teacher work motivation together.

Based on the results of the hypothesis testing above, it can be concluded that the research hypothesis stating that there is a positive influence between teacher personality and teacher work motivation together with teacher performance can be accepted, meaning that the better the teacher personality and teacher work motivation together, the higher the level of performance.

f). The Influence of Principal Leadership (X1) on Teacher Work Motivation (X3) onTeacher Performance(Y).

Functional RelationshipX1 and X3 with Y can be presented in the form of a regression equation as follows: $\hat{Y} = 10.667 + 0.213 X1 + 0.423 X3$. To test the hypothesis that there is a positive influence between the Principal's Leadership Style (X1) and Teacher Work Motivation (X3) together with Teacher Performance (Y), a significance test is needed on the multiple regression equation using the F test. The requirements for the hypothesis to be accepted are if Fcount > Ftable.

Based on the results of the significance test calculation, the Fcount value was obtained = 15.718 while Ftable ($\alpha = 0.05$) = 3.180. This means that the influence of the Principal Leadership variable (X1) and Teacher Work Motivation (X3) together with Teacher Performance (Y) are significant. The coefficient of determination of the relationship between principal leadership and teacher work motivation together with teacher performance is $Ry.13^2 = 0.337$. The coefficient of determination value shows that 33.7% of teacher performance can be explained by the variables of principal leadership and teacher work motivation together.

Based on the results of the hypothesis testing above, it can be concluded that the research hypothesis stating that there is a positive influence between the principal's leadership and teacher work motivation together on teacher performance can be accepted, meaning that the better the principal's leadership and teacher work motivation together, the higher the level of performance.

g). The influence of the Principal's Leadership Style (X1), Teacher Personality (X2) and Teacher Work Motivation (X3) together onTeacher Performance (Y).

Functional RelationshipX1, X2 and X3 with Y can be presented in the form of a regression equation as follows: $\hat{Y} = 8.053 + 0.081X1 + 0.420X2 + 0.226X3$. To test the hypothesis that there is a positive influence between Principal Leadership (X1),

Personality (X2) and Teacher Work Motivation (X3) together with Teacher Performance (Y), a significance test is needed for the multiple regression equation using the F test. The requirements for the hypothesis to be accepted are if Fcount > Ftable.

Based on the results of the significance test calculation, the Fcount value was obtained = 17.875 while Ftable (α = 0.05) = 2.790. This means that the influence of the Principal Leadership variable (X1), Personality (X2) and Teacher Work Motivation (X3) together with Teacher Performance (Y) are significant.

The coefficient of determination of the relationship between principal leadership, teacher personality and teacher work motivation together with teacher performance is $Ry.123^2 = 0.513$. The coefficient of determination value shows that 51.3% of teacher performance can be explained by the variables of principal leadership style, teacher personality and teacher work motivation together.

Based on the results of the hypothesis testing above, it can be concluded that the research hypothesis stating that there is a positive influence between the principal's leadership style, teacher personality and work motivation together with teacher performance can be accepted, meaning that the better the principal's leadership style, teacher personality and teacher work motivation together, the higher the level of teacher performance.

4. Conclusions

The results of this quantitative research were obtained through quantitative research stages with the results of data processing, statistical calculations and hypothesis testing. The discussion of the research, namely regarding the influence of the leadership style of three principals, personality and work motivation on teacher performance in Nature Schools throughout Bogor City, provides the following conclusions. There is a positive influence of the principal's leadership style on teacher performance, meaning that the better the principal's leadership style, the better the teacher's performance in their school will be with the equation Y = 28.08 + 0.2617 X1. There is a positive influence of personality on teacher performance, meaning that the higher the personality, the higher the teacher's performance towards their school with the equation Y = 15.693 + 0.585 X2. There is a positive influence of work motivation on teacher performance, meaning that the higher the work motivation, the higher the teacher's performance towards their school with the equation Y = 21.129 + 0.466 X3. There is a positive influence of the principal's leadership style and teacher personality together on teacher performance, meaning that the higher the organizational culture and personality, the higher the teacher's performance towards their school will be with the equation Y = 13.863 + 0.059 X1 + 0.552 X2. There is a positive influence of the principal's leadership style and work motivation together on teacher performance,

meaning that the better the principal's leadership style and work motivation, the higher the teacher's performance towards their school will be with the equation Y = 10.667 + 0.213 X1 + 0.423 X3. There is a positive influence of personality and work motivation together on teacher performance, meaning that the higher the personality and work motivation, the higher the teacher's performance towards their school will be with the equation Y = 10.905 + 0.473 X2 + 0.213 X3. There is a positive influence of the principal's leadership style, personality and work motivation together on teacher performance, meaning that the higher the principal's leadership style, personality and work motivation, the higher the teacher's performance towards their school Y = 8.053 + 0.081 X1 + 0.420 X2 + 0.226 X3. The Teacher Personality variable has the greatest influence where each increase in the Personality variable will increase the Teacher Performance Variable by 0.420 units.

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