

The Influence of The Principle's Leadership Style and Achievement Motivation on Teachers' Work Effectiveness

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Abstract

Principal leadership has an important role in running educational institutions. The principal is not only a manager but also a role model for members of the organization through a good leadership model or style. This research looks for gaps in previous research that have not been researched. Apart from that, this research aims to find out and analyze the influence of leadership style on teacher work effectiveness, secondly, analyze the influence of achievement motivation on teacher work effectiveness and analyze the principal's leadership style and achievement motivation on effectiveness. teacher work simultaneously. This type of research is quantitative research with a survey method with a population and sample of 33 people, in selecting the sample using non-probability sampling with the census method. The data used is primary data obtained through questionnaires which were distributed and filled in directly by the respondents and it was obtained that partial and simultaneous research results showed that leadership style and achievement motivation had a positive and significant influence on teacher work effectiveness.

Kata kunci:

Gaya Kepemimpinan Kepala Sekolah;
Motivasi berprestasi;
Efektivitas kerja

Abstrak.

Kepemimpinan kepala sekolah memiliki peran penting dalam menjalankan lembaga pendidikan. kepala sekolah bukan hanya sebagai manajer akan tetapi juga sebagai panutan bagi anggota organisasi melalui model atau gaya kepemimpinan yang baik. Penelitian ini mencari celah dari penelitian terdahulu yang belum di teliti selain itu penelitian ini memiliki tujuan untuk mengetahui dan menganalisis pengaruh gaya kepemimpinan terhadap efektivitas kerja guru, kedua adalah menganalisis pengaruh motivasi berprestasi terhadap efektivitas kerja guru dan menganalisis gaya kepemimpinan kepala sekolah dan motivasi berprestasi terhadap efektivitas kerja guru secara simultan. Jenis penelitian ini merupakan penelitian kuantitatif dengan metode survey dengan jumlah populasi dan sampel sebanyak 33 orang, dalam pemilihan sampel menggunakan non probability sampling dengan metode sensus. data yang digunakan adalah data primer yang diperoleh melalui kuesioner yang disebarakan dan diisi langsung oleh para responden dan didapatkan hasil penelitian secara parsial dan simultan gaya kepemimpinan dan motivasi berprestasi memiliki pengaruh positif dan signifikan terhadap efektivitas kerja guru..

INTRODUCTION

The principal's leadership style and the teacher's motivation to work greatly affect the effectiveness of the teacher's work. The effectiveness of teacher work is very important because effective work it can improve the quality of learning absorbed by students. During the pandemic, the effectiveness of the teacher's work was only 33%. (Ilyas, 2021). Meanwhile, there are still problems related to the effectiveness of the teacher's work (Syahrial, 2023). An interesting problem related to the effectiveness of teacher work also occurs in NTT related to the working hours of teachers who carry out teaching and learning activities much earlier than schools in Indonesia in general (Putra Firmandus, 2023). This problem regarding teacher effectiveness has existed since 2019 when there has been a decrease in the effectiveness of teacher work seen from the work performance of its students (Pardosi, 2019). Based on the description above, it is necessary to carry out an in-depth analysis of the current problems of teacher effectiveness in Indonesia so that they can assist policymakers in the field of education..

The effectiveness of teacher work requires teachers to have certain expertise (Hanim & Wazir, 2021; Kingsford-Smith et al., 2023; Kusumawati, 2023). Work effectiveness is the achievement of maximum work results, namely the achievement of goals or objectives that have a relationship between quality, quantity, and time (Putri & Wibowo, 2018). Work effectiveness indicators have 3 indicators, namely work quantity, work quality, and time utilization. Meanwhile, according to Mulyasa in Lubis, there are 4 indicators of work effectiveness including input, output, process, and outcome (Lubis, 2016).

One of the variables that influence work effectiveness is the leadership variable which has a positive and significant influence (Primadi Candra Susanto et al., 2023; Sormin, 2023). The principal's leadership style based on previous research has a significant impact or relationship on the effectiveness of the teacher's work (Arista et al., 2023; Hanim & Wazir, 2021; Karim et al., 2022; Maduratna, 2013; Nilda et al., 2020). One of the efforts made by school principals to increase the effectiveness of teacher work is by developing human resources. The principal has a major role in achieving managing and driving school activities to achieve its vision (Fathih et al., 2021; Fitria & Hakim, Alwasih, 2022; Kartiko et al., 2020). Leadership style is a behavioral value that is used by a leader when he wants to influence the behavior of others (Heriyono et al., 2021). Leadership style has dimensions of instructional style, consulting style, participatory style, and delectative style.

In addition to the variable leadership style that affects work effectiveness is achievement motivation (Putri & Wibowo, 2018). Motivation is a desire that originates from within an employee or employee which can be in the form of positive or negative behavior (Karim et al., 2023; Loor-Zambrano et al., 2022; Prihartanta, 2015). The results of research by Megawati et al, work motivation directly or indirectly has a positive and significant impact on employee performance (Megawati et al., 2022), in line with what was revealed by Nurazizah and Yuniarsih that motivation has a positive and significant influence on teacher work effectiveness (Nurazizah & Yuniarsih, 2019). Indicators of achievement motivation are goal-oriented, work targets, quality work, responsibility, courage to take risks as well as being creative and innovative.

This study aims to find and find gaps in previous research studies so that it raises three questions in this study. The first question is to analyze the magnitude of the influence of the principal's leadership style on teacher work effectiveness, the second is to analyze how much influence achievement motivation has on teacher work effectiveness and the third is to analyze the

influence of the principal's leadership style and achievement motivation simultaneously on teacher work effectiveness.

Based on the research questions posed in the previous section, the hypothesis posed in this study is that first, teacher work effectiveness is influenced by the principal's leadership style variable. Second, the effectiveness of the teacher's work is influenced by the achievement motivation variable and the third hypothesis is that the teacher's work effectiveness is determined by the principal's leadership style variable and the achievement motivation variable. These three hypotheses will be tested and answered in the next section of this article.

RESEARCH METHODS

The author will explain the design of this study, including data collection procedures, the type of analysis that must be used, and how to interpret the results of data analysis. The author will do this in detail in this section, based on the research activities carried out. This study uses quantitative research using survey methods. The location of this research was at SMA Negeri 1 Pantai Cermin, Serdang Bedagai Regency.

The population is the entire area that is generalized over an object that has certain characteristics which are then studied and conclusions drawn (Sugiyono, 2017). The population in this study was 33 respondents who were teachers at SMA Negeri 1 Pantai Cermin, Serdang Bedagai Regency. Samples that are part or representative of the population studied (Arikunto, 2010). In this study because the total population was less than 100 or small, researchers took the entire population as a sample and this method is hereinafter referred to as the census method. (Anwar, 2011).

Primary data is the data used in this study, because the data obtained is obtained directly from the respondents (Dr. Umar Sidiq, M.Ag Dr. Moh. Miftachul Choiri, 2019). The data collection technique used a questionnaire containing statement items whose instruments were measured using a Likert scale of 1-5 (Joshi et al., 2015). Likert scale 1 is the lowest answer value with strongly disagree answers and the highest answer value is 5 for strongly agree answers (Pornel & Saldaña, 2013). As for the question items on the questionnaire before being given to respondents, validity and reliability tests were carried out so that they were tested for validity and reliability to use.

The data analysis technique is by carrying out a classical assumption test using normality, linearity, heteroscedasticity and multicollinearity tests. The normality test aims to check whether the residual data distribution (the difference between the actual data and the model's predicted results) follows a normal distribution. This test is important because most of the statistical methods and regression analysis assume the data has a normal distribution. One of the commonly used tests is the Kolmogorov-Smirnov test. The linearity test aims to check whether the relationship is truly linear. This can be done by observing the scatter plot pattern between the independent and dependent variables. Multicollinearity occurs when several independent variables are highly correlated with each other, making it difficult to separate the impact of each variable. Highly correlated variables can cause problems in parameter estimation and mode interpretation.

Validity test using product moment correlation test, reliability test using Cronbach alpha test. Next data analysis technique with multiple linear regression to obtain the regression equation. The multiple linear regression equation has the following general form: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_p X_p + e$. the explanation is Y is the dependent variable that you want to predict, X_1, X_2, \dots, X_p are the independent variables used in the prediction, $\beta_1, \beta_2, \dots, \beta_p$ are the regression coefficients, p

is the number of independent variables in the model and e is error term, represents the variation that cannot be explained by the model.

RESULTS AND DISCUSSION

Results

The results of the study obtained the characteristics of respondents based on age, which can be seen in table 1 below.

Table. 1 Characteristics of Respondents by Age

Age	Total	Presentase
20 – 29 years	5	15,15
30 – 39 years	8	22,85
40 – 49 years	12	36,36
≥ 50 years	8	24,24
Total	33	100%

The majority of respondents are aged 40–49 years (38.60%), with 5 people aged 20–29 years (15.15%), 8 people aged 30–39 years (22.85%), 12 people aged 40–49 years (36.36%), and 8 people aged over 50 years (24.24%). Table 4.3 shows that at the age of 40 years, when a teacher starts his career and shows high optimism, the productive age and adulthood increase. This is due to the fact that at this age it is expected that teachers can show a greater level of responsibility and greater results in carrying out their responsibilities.

Table 2 shows the characteristics of the respondents based on gender. A total of 26 people, or 45.61%, were women, and 31 people, or 54.39%, were men, indicating that the majority of respondents were men.

Table 2. Characteristics of Respondents based on gender

No	Gender	Number of people	Presentase
1.	Man	14	42,42
2.	Woman	19	57,58
	Total	33	100%

The characteristics of respondents based on education can be seen in table 3 below:

Table. 3 Characteristics of Respondents Based on Education Level

Education	Amount	Presentase
D3	0	0
S1	32	96,97
S2	1	3,03
Total	33	100

Source : Research Results, (2022) Data processed

The table above means that there is a significant difference in the level of education between the two groups of respondents, namely respondents with a bachelor's degree (S1) and respondents with a master's degree (S2). The proportion of respondents with a bachelor's degree (S1) is 1 person or around 3.03% of the total respondents taken in the study. Meanwhile, the proportion

of respondents with a master's degree (S2) was 32 people or around 96.97% of the total respondents. Within this group of respondents, the lowest level of education was a bachelor's degree (S1), which was represented by one respondent. In contrast, a master's degree (S2) is the highest level of education, represented by 32 respondents.

The results of the validity test of the three research variables, all statement items show valid, meaning that all items are greater than r_{table} 0.333. From the results of the validity test using the SPSS V.23 program, it was found that all statement items were valid, where all r_{count} results were greater than r_{table} ($r_{count} > r_{table} = \text{valid}$).

The results of the instrument item reliability test can be seen in the table 4 below:

Table. 4 Instrument Reliability Test
Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Leadership Style	130.2727	71.830	.378	.670
Achievement motivation	129.7273	55.142	.373	.608
Work Effectiveness	130.6061	58.121	.535	.647

Source: Primary data processed by SPSS V.23

The basis for decision making in the reliability test is as follows, if the Cronbach's Alpha value is > 0.60 then the questionnaire or questionnaire is declared reliable or consistent, meanwhile, if the Cronbach's Alpha value is < 0.60 then the questionnaire or questionnaire is declared unreliable or inconsistent. Based on the results of the reliability test carried out on the instrument items used in the study, it shows that all research instrument items can be said to be reliable, because they have fulfilled the reliability testing criteria for the instrument items used, namely Cronbach's alpha is greater than 0.60

The results of the classical assumption test through the normality test are presented in the following p-plot normality test image :

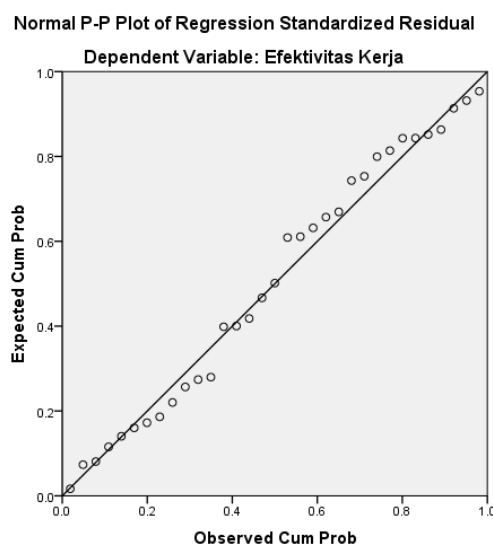


Figure 1 P-P Plot Normality Test

Figure 1 shows that the Kolmogrov-Smirnov work effectiveness data normality test and the P-P plot show a normal distribution pattern. The dots formed are scattered around the diagonal line or normal line, and good data is also visible

Furthermore, the heteroscedasticity test, to determine heteroscedasticity, can use the Glejser test. The basis for decision making in this test is if the significance value is ≥ 0.05 , it can be concluded that there is no heteroscedasticity problem, but vice versa if the significance value is <0.05 , it can be concluded that there is a heteroscedasticity problem. The results of the heteroscedasticity test were obtained as follows

Table 5. Heteroscedasticity test results
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	20.963	12.488		1.679	.104
Leadership Style	.401	.171	.368	2.337	.076
Achievement motivation	.270	.130	.326	2.074	.077

a. Dependent Variable: Work Effectiveness

Based on this, it can be concluded that there is no heteroscedasticity between the independent variables in the regression model. Then the above results can be explained by the results of graphical analysis, namely the scatterplot graph, the points formed must spread randomly, spread both above and below the number 0 on the Y axis. If these conditions are met then there is no heteroscedasticity and the regression model is feasible to use

To reveal the influence of the hypothesized variables in this study, it was carried out using multiple linear regression analysis. This model consists of two independent variables, namely: leadership style (X1) and achievement motivation (X2) and one dependent variable, namely teacher work effectiveness (Y). The results of data processing which became the basis for establishing this research model can be seen in table 6 below.

Table 6 Multiple Regression Test Results
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	20.963	12.488		1.679	.104
Leadership Style	.401	.171	.368	2.337	.006
Achievement motivation	.270	.130	.326	2.074	.007

a. Dependent Variable: Work Effectiveness

The model can be written in a multiple linear regression equation as follows: $Y = 20.963 + 0.401X_1 + 0.270X_2 + e$. From the above equation it can be explained that the regression coefficient of the leadership style variable (X_1) is $\beta_1 = 0.401$. Because the value of sig. is below 0.05 which is equal to $= 0.006$ which means that H_1 is acceptable, meaning that there is an influence between leadership style on teacher work effectiveness, the regression coefficient of the achievement motivation variable (X_2) is $\beta_2 = 0.270$. Because the value of sig. is below 0.05, which is equal to $= 0.007$, which means that H_1 is accepted, meaning that there is an influence of achievement motivation on the effectiveness of the teacher's work.

The coefficient of determination test aims to determine the proportion of the contribution of all independent variables and the dependent variable. These results indicate that the effectiveness of the teacher's work can be explained by the variables of leadership style and achievement motivation as follows.

**Tabel 7 Determination Coefficient Results
Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.542 ^a	.294	.687	3.96281

a. Predictors: (Constant), Achievement Motivation, Leadership Style

b. Dependent Variable: Work Effectiveness

From table 7 it can be seen that the adjusted R^2 coefficient of determination shows a value of 0.687. This indicates that leadership style and achievement motivation simultaneously contribute to teacher work effectiveness by 68.7%. While the remaining 31.3% is influenced by other variables.

Meanwhile, the results of the t test can be seen in table 8 below:

**Tabel 8 Result T Test
Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	20.963	12.488		1.679	.104
Leadership Style	.401	.171	.368	2.337	.006
Achievement motivation	.270	.130	.326	2.074	.007

a. Dependent Variable: Work Effectiveness

Testing the effect of the leadership style variable on teacher work effectiveness partially obtained a coefficient value of 0.368, which means that for every increase in the leadership style variable by 1, the teacher's work effectiveness increases by 36.8% assuming that other variables are considered constant.

Testing the effect of the achievement motivation variable on the teacher's work effectiveness partially obtained a coefficient value of 0.326, which means that for every increase in the achievement motivation variable by 1, the teacher's work effectiveness will increase by 32.6% assuming that other variables are considered constant. The achievement motivation variable has a statistical t value of 2.074 with a significant t value of 0.007.

Testing the effect of the variable leadership style and achievement motivation on teacher work effectiveness simultaneously obtained Adjusted R Square 0.687, which means that every increase in the variable leadership style and achievement motivation by 1, the teacher's work effectiveness will increase by 68.7% assuming that other variables are considered constant. With the conclusion that the variables of leadership style and achievement motivation simultaneously (together) influence the work effectiveness of teachers by 68.7%, while the remaining 31.3% are influenced by other variables not tested in this study.

DISCUSSION

The Influence of Leadership Style on Work Effectiveness

Leadership style refers to the approach taken by a leader in interacting with team members, making decisions, providing direction, and managing resources. There are various leadership styles, such as authoritarian, democratic, transformational, transactional, and others (Rosmika, Enita, Yuli Dwi Prastika, 2020; Usman, 2020). Each style has a different impact on work performance and effectiveness. Leaders who encourage creative thinking and take risks in finding new solutions can motivate team members to contribute to positive change. A clear leadership style in setting goals, managing tasks, and setting priorities can help team members focus on the most important tasks. This can increase work efficiency and effectiveness.

The leadership style formed from the indicators of instructional style, consulting style, participatory style and delegation style have partially had a positive and significant influence on the effectiveness of the teacher's work. The biggest reflection of this indicator variable is the style of instruction. This means that in this organization the respondents prefer leaders who can direct, for example giving instructions to teachers and giving instructions to students in carrying out a job. This influence relationship can increase the effectiveness of the teacher's work because the leader gives tasks and responsibilities according to the capacity of the teacher's abilities, besides that by using this style of instruction the teacher will always be required to develop his own capacity.

After the instruction indicator, the second highest score from the respondent's answer is participatory style. This means that the respondents in this study also like a leader who is participative and democratic in nature. This means that a leader who has a participatory style must be able to show empathy for his members and be able to accommodate hearing and finding solutions to input from all members of the organization without choosing who provides the input. This can increase teacher effectiveness because teachers have hope for leaders to always provide support to every member of the organization, in this case, teachers when carrying out their duties and functions.

The principal's leadership style is the attitude or behavior possessed by the principal to influence his organizational members in achieving organizational goals. In this study the instructive leadership style was preferred by the respondents. This statement reinforces previous research conducted by Suryadiningrat et al, that instructive leadership has a positive and significant influence on teacher work effectiveness. (Suryadhiningrat et al., 2022)

The influence of achievement motivation on work effectiveness

Achievement motivation is an inner drive that drives individuals to achieve high goals, pursue success, and exceed the usual standards of achievement (Aeschbach et al., 2023; Steigenberger & Ebers, 2023). People who have achievement motivation tend to have an achievement orientation and feel motivated by challenges and a sense of satisfaction derived from achievement. Work motivation, which in this study is reflected in goal-oriented, work targets, quality work, responsibility, courage to take risks, creative and innovative has a significant influence on the effectiveness of the teacher's work. this is dominated or reflected by the indicators of work quality and work targets which together obtain the highest score from the respondents, while the lowest score from the respondents is for being willing to take risks.

The meaning of high quality work is that teachers understand the tasks assigned as teachers and have expertise in carrying out their duties. These results are reinforced by the characteristics of respondents with educational backgrounds. The educational background of the teachers in this school has met the standards set by the government, whereby to become a teacher one must have at least a strata-1 education. At this school there are no teachers with education lower than strata-1 so they have special expertise when carrying out their duties as a teacher. Teachers with high quality work can have a positive impact on the overall school environment. The quality of teaching and teacher involvement can create a cooperative work culture, motivate other colleagues, and create an inspiring educational atmosphere. The high quality of teacher work can lead to higher professional achievements, such as awards, promotions and recognition in the field of education thereby increasing work effectiveness.

The work target which also has the highest score for achievement motivation on work effectiveness can be interpreted that the respondent in this case is the teacher has a target in carrying out learning and the work targets carried out are in accordance with the school's target. Several things make work targets that can maximize the impact of achievement motivation on work effectiveness. Setting work targets that are challenging, but still realistic, can motivate employees to achieve high achievements. This goal must be measurable and have a level of difficulty that requires extra effort. Providing regular and constructive feedback on employee performance can help them measure their progress against work targets. Positive and clear feedback regarding achievement can increase feelings of satisfaction and motivation. Prioritizing quality of work rather than quantity can stimulate achievement motivation. Employees will feel more motivated to give the best results than just completing tasks quickly, giving additional responsibilities or special projects that require employee abilities can motivate them to develop skills and achieve higher achievements.

In addition, work targets can also encourage innovation, namely by providing opportunities to develop innovative and creative ideas in completing tasks can motivate employees who have achievement motivation. They will feel motivated to achieve through a unique approach and providing training, learning opportunities, or developing skills relevant to work assignments can increase achievement motivation. Employees who see opportunities to grow and develop in their jobs tend to be more motivated and leaders who can change or add challenges to employees' tasks on a regular basis can maintain high levels of achievement motivation. Employees who continue to feel challenged will try to achieve higher performance.

The results of the respondents' answers were reinforced by respondents based on age, because the majority of teachers at this school were aged 30 to 49 years. This age is a productive age and has sufficient experience as a teacher. The results of this study are in line with research

conducted by Lestari that achievement motivation has a positive influence on work effectiveness (Muji Rahayu et al., 2020).

The Influence of Leadership Style and Achievement Motivation on Work Effectiveness Simultaneously

In this study, leadership style and achievement motivation simultaneously have a positive and significant effect on teacher work effectiveness. The principal's leadership style has the most dominant factor on teacher work effectiveness compared to achievement motivation variables. The meaning is that teachers prefer a leader who is able to explain or describe work in a structured and easily understood by the teacher.

The influence of leadership style and achievement motivation on work effectiveness are two key factors in the work environment that can influence each other. When these two factors work together simultaneously, they can have a significant impact on the performance and achievement of individual and organizational goals as a whole. Leadership style refers to the way a leader directs, motivates and manages a team or subordinates. There are various styles of leadership, such as authoritarian, democratic, transactional, and transformational leadership. Each style has different characteristics and approaches to managing people and resources (Alwi & Mumtahana, 2023; Fitriyana et al., 2023; Huda & Rokhman, 2021; Nurkhasanah et al., 2023).

Furthermore, achievement motivation has a positive and significant influence on the effectiveness of the teacher's work. Achievement motivation is an internal drive to achieve high results in a job or task. This involves a desire for achievement, improving the quality of work, and achieving ambitious goals. However, the influence value is smaller when compared to the principal's leadership style. This is because teachers have views and opinions if a leader who is able to provide instructive directions about work and provide direction for each teacher's work will be able to increase the effectiveness of each work carried out.

The leader's ability to give instructions should be accompanied by above average ability or mastery over the work that will be given to teachers. By having this ability, teachers will be easily influenced by the school principal to be used to achieve the goals and vision of the organization

CONCLUSION

Based on the discussion that has been carried out, the following conclusions can be drawn based on the results of data processing and analysis, the results show that leadership style through dimensions: instructional style, consulting style, participatory style, and delegation style have a positive and significant effect on teacher work effectiveness by 36.8% %, achievement motivation variable, based on the results of data processing and analysis, it was found that achievement motivation through the dimensions: Goal-oriented, Work Target, Quality of Work, Responsible, Dare to take risks, Creative and Innovative has a positive and significant effect on teacher work effectiveness of 32.6% and simultaneously by testing the coefficient of determination, the results obtained were that the influence of leadership style and achievement motivation together on the effectiveness of teacher work at SMA Negeri 1 Pantai Cermin Serdang Bedagai Regency was 68.7%, while the remaining 31.3% was influenced by other variables not tested in this study.

Based on the results of statistical tests that leadership style influences teacher work effectiveness, especially at Pantai Cermin 1 Public High School, Serdang Bedagai Regency, the school principal must be even more active in improving leadership style in order to increase teacher work effectiveness, because the findings in this study are still low. Likewise, teacher achievement

motivation influences teacher work effectiveness at SMA Negeri 1 Pantai Cermin Serdang Bedagai Regency, but it must be further improved so that teacher work effectiveness is maximized and the Principal must have the ability to increase teacher work effectiveness through leadership style and teacher achievement motivation at Pantaimir 1 Public High School, Serdang Bedagai Regency, must be carried out jointly.

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