

How to Cite

Kalalo, R. R., Kalangi, J. S., Lumentah, L., & Lintong, . E. (2022). The relationship between the leadership behavioral factors and the work motivation to the teacher performance in SMK Negeri 3 Manado. *International Journal of Social Sciences*, 5(3), 249-255. <https://doi.org/10.21744/ijss.v5n3.1957>

The Relationship Between the Leadership Behavioral Factors and the Work Motivation to the Teacher Performance in SMK Negeri 3 Manado

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Abstract---Teacher leadership in school is increasingly being demanded to be able to improve the quality of teachers. It is required to do the analysis of the leadership behaviors toward teacher performance, the relationship between work motivation and teacher performance as well as the relationship between Leadership Behavior and Work Motivation towards Teacher Performance. This research is based on a qualitative approach. In this study, the research sample is all members of the population unit totaling 13 people. The data collected was using a questionnaire instrument. The collected data of the researchable variable was analyzed by using the correlation technique of Product Moment and Double Correlation. The result of the research states that there was a relationship between leadership behavior and teacher performance in SMK Negeri 3 Manado, which was furthermore found as the relationship between work motivation and teacher performance as well as the relationship between leadership behavior and work motivation aligned with the teacher performance. In sum, the leader must apply behavioral leadership that builds school organization and motivation for teacher performance in their work environment. The teacher's performance on motivation needs to get improved, encouraged, and facilitated so that it will increase the professional performance of the teachers. Included, the leaders need to adjust their leadership behavior and carry out their main role as a leader in motivating the teachers to carry out their duties and work.

Keywords---quality teachers, teacher leadership, teacher performance, work motivation

Introduction

The development of education in our country towards the quality of education is increasingly being demanded. It is in line with the development of society and the working world as well as the global changes that cannot be avoided. Improving the quality of education cannot be separated from teacher performance, where the work of teachers plays a key role in success, although other factors are having been provided the teachers remain the determinant, they are responsible for teaching and learning activities, also act as the facilitator and the learning resource, so that teacher performance is very dominant (Marini, 2014).

Given the very strategic role of teachers, efforts to improve teacher quality are activities that must be carried out continuously (Duryat, 2016). In improving the quality of education, the government has taken various ways, including improving the quality of teachers through improving the education levels, providing facilities and infrastructure, adequate budgeting, improving curriculum with the remedies, improving teacher welfare, improving the teacher development system, and so on. The main task of the teacher has been regulated in the Decree of Minister of Education and Culture (Mendikbud) RI Number 025/0/1995 concerning technical instructions for the implementation of functional teacher positions and the credit score. The teacher's duties in carrying out teaching and learning activities are: 1) Developing the teaching or practice programs, 2) Presenting the teaching or practice programs, 3) Evaluating the learning or practices, 4) Analyzing the results of learning or practice evaluations, 5) Developing and implementing the improvement and enrichment programs (Harris & Sass, 2014; Santisi et al., 2014; Schott et al., 2020).

The performance or success of a teacher in carrying out their main tasks will depend on mastering and understanding the aspects of teacher competence and commitment in implementing them (Hilliard, 2016). The commitment and responsibility of the teachers in optimizing their duties is inherent as a professional worker because the teacher is an Educator who is a professional staff assigned to make plans and carry out the learning processes, assessing the learning outcomes, conducting guidance and training as well as conducting research and community services, especially for the educators and universities. (Law Number 20 of 2003, article 39 point 2). Work motivation in educational psychology is as an encourager of work enthusiasm (Ardiana, 2017). The teacher becomes an educator because of the motivation to educate, if they do not have motivation, they will not succeed in educating/teaching. The teacher's success in teaching has been touching the needs (Ghenghesh, 2016). The teaching activity that is done by the teacher is based on passion as it is because of accordance of its self-importance. Motivated teachers in their work will cause work satisfaction because the met needs of teachers encourage them to improve their performance. The leadership and the work motivation will affect the teacher's performance, where teachers who are satisfied with their behaviors and their work motivation are high, will work voluntarily which in turn can increase the teacher's work productivity (Rahman, 2014). Nevertheless, if the teacher is not satisfied with the leader's breakthrough actions and their work motivation is low, they will not be excited and it can cause their work productivity to be lower which affects their performances. Likewise, leadership is one of the supporting factors of a teacher's performance. A leader who is not allowing the outstanding teacher in the decision-making of the organization will turn the teacher to be apathetic. An authoritarian principal will make the teachers unmotivated to carry out their duties. Leadership will look optimal if it is able to carry out the role of educator, manager, administrator, supervisor, leader, innovator, and motivator (Yusutria, 2017).

Based on the explanation of the background above about behaviors, leadership, and work motivation toward teacher performance in SMK Negeri 3 Manado, therefore the aims of this research are 1) to describe the huge relationship of behavioral leadership to teacher performance, 2) to know of how wide the relationship of work motivation to teacher performance is, and 3) to know of how wide the relationship of behavioral leadership and work motivation to the teacher performance is (Sinha & Hanuscin, 2017; Ross et al., 2011; Montgomery & Baker, 2007).

Research Method

This research is using quantitative method. It is used for the research of a population done through a certain sample yet randomly, collecting the data by research instruments, and having the data analyzed statistically in order to evaluate the hypothesis that has been proposed (Sugiono, 2017). This research examines the relationship between the independent variables, namely leadership behavior, and work motivation, and the dependent variable, namely teacher performance (Bungin, 2011).

1) Population and Sample

Population in this research are all elements that exist in the entire of SMK Negeri 3 Manado with the population unit is all the educators or teachers totaling 11 people and 2 staff. The sample, in this research looks at a population that is less than 100, then the sample in this research is the entire population and does not pay attention to the strata that exist in the population, thus the number of this sample is 13 people.

2) The technique of Collecting Data

Data on teacher perceptions of leadership behavior (Variable X1), data on teacher perceptions of work motivation (variable X2), and data on teacher perceptions of teacher performance (variable Y). The data on these three variables were collected by using a questionnaire measuring instrument (questionnaire) using a Likert scale. And the alternative answers for variables X1 and X2 are: a). always/strongly agree, b).

often/agree, c). Sometimes, d). rarely/disagree, e). never/strongly disagree. And variable Y is a). very good, b). good, c). rather good, d). not good, e). very bad with scores of 5, 4, 3, 2, 1 for statements that are positive and scores of 1, 2, 3, 4, 5 for statements that are negative.

3) Instrument Validation

Instrument validation is defined as a variable that is translated into indicators and sub-indicators (Hamdi & Bahruddin, 2015). The test instrument on the respondents has the same characteristics on 11 teachers and 2 school staff. The leadership behavior variable instrument (x1) consists of 35 questions, the work motivation variable (x2) consists of 30 questions, and the teacher performance variable (Y) consists of 34 questions. The test was conducted with a 95% confidence level with α 0.05. Testing the validity of the questionnaire to measure the research variables as in Table 1.

Table 1
Summary of validation analysis results

No.	Variable	Number of Items	Invalid items	Valid Items	Number of invalid items
1	Leadership Behavior	35	1, 7, 21, 27	31	4
2	Work motivation	30	7, 14, 23	27	3
3	Teacher Performance	34	2, 22	32	2

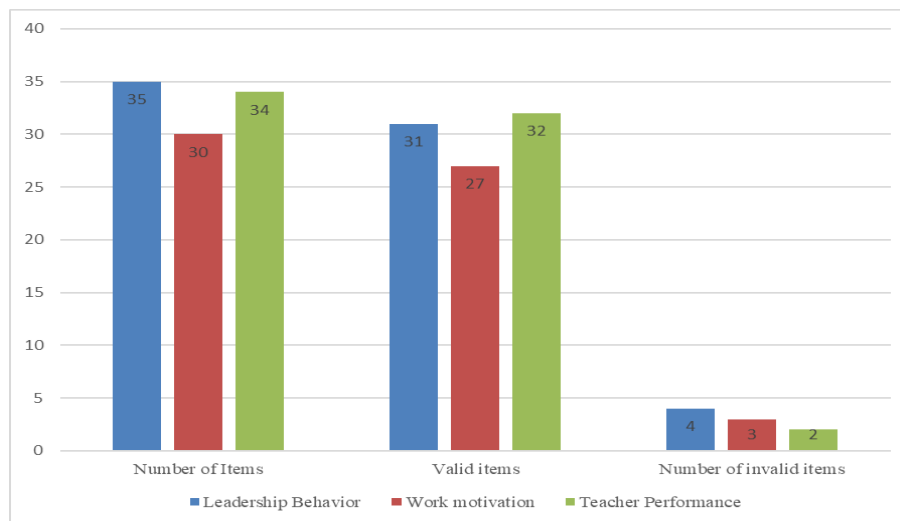


Figure 1. Results of research variable validation analysis

Reliability test results

Testing the reliability of the questionnaire by re-testing using the SPSS program to show the reliability coefficient of the leadership behavior questionnaire (Alpha = 0.825). If Cronbach's Alpha is greater than r table (C.alpha > r table; 0.824 > 0.344), then the questionnaire is reliable or consistent to use. Work motivation (Alpha = 0.833). So Cronbach's Alpha is greater than r Table (C.alpha > r Table; 0.833 > 0.374), then the questionnaire is reliable or consistent to use. Teacher Performance (Alpha = 0.854). So Cronbach's Alpha is greater than r Table (C.alpha > r Table; 0.854 > 0.349), then the questionnaire is reliable or consistent to use as shown in Table 2.

Table 2
Reliability analysis results (Alpha Cronbach)

No.	Variable	Reliability Coefficient	Information
1	Leadership Behavior	0.825	Reliable
2	Work motivation	0.833	Reliable
3	Teacher Performance	0.854	Reliable

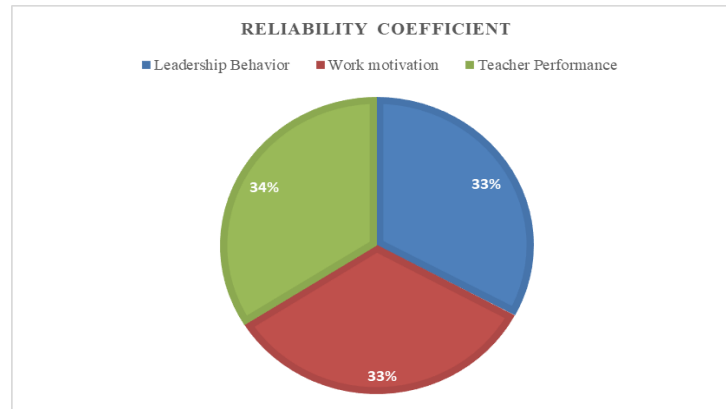


Figure 2. Research variable reliability coefficient

Result and Discussion

Testing the analysis condition of the normality test is for indicating whether it is normal or not on the data distribution from each analyzed variable. To test the normality data, it used the assistance of SPSS Program version 21 with the method of *One Sampel Kolmogorov Smirnov Test*. The result of the normality test is on the Leadership Behavioral Variable (X1), as in Table 3.

Table 3
Leadership behavior variable normality Test (X1)

		Leadership Behavior
N		13
Normal Parameters ^{a,b}	Mean	133.82
	Std. Deviation	9.796
Most Extreme	Absolute	.076
	Positive	.061
	Negative	-.076
Kolmogorov-Smirnov Z		.613
Asymp.Sig (2-tailed)		.847
a.	Test Distribution is Normal	
b.	Calculated From Data	

According to Table 3 above, it can be seen that the leadership behavioral variable has Asymp Sig (0.874) > α (0.05) this means that the leadership behavioral variable data is normally distributed. The result of the normality test on the Work Motivation Variable (X2), as in Table 4.

Table 4
Normality test for work motivation variables (X2)

		Work motivation
N		13
Normal Parameters ^{a,b}	Mean	120.42
	Std. Deviation	9.440
Most Extreme	Absolute	.122
	Positive	.095
	Negative	-.122
Kolmogorov-Smirnov Z		.984
Asymp.Sig (2-tailed)		.287
a.	Test Distribution is Normal	
b.	Calculated From Data	

According to Table 4 above, it can be seen that the work motivation variable has $\text{Asymp Sig } (0.287) > \alpha (0.05)$ this means that the work motivation variable data is normally distributed. The result of the normality test on Teacher Performance Variable (Y), as in Table 5.

Table 5
Teacher performance variable normality test (Y)

		Teacher Performance
N		13
Normal Parameters ^{a,b}	Mean	140.00
	Std. Deviation	11.329
Most Extreme	Absolute	.125
	Positive	.093
	Negative	-.125
Kolmogorov-Smirnov Z		1.008
Asymp.Sig (2-tailed)		.262

- a. Test Distribution is Normal
b. Calculated From Data

According to Table 4 above, it can be seen that the teacher performance variable has $\text{Asymp Sig } (0.262) > \alpha (0.05)$ this means that the work motivation variable data is normally distributed.

Discussion

The teacher's performance and the leadership behavior

Based on the simple correlation analysis, the price of the leading behavioral correlation (X1) and the teacher performance (Y) is 0.511. The contribution of 26.112% and the arithmetic value of $5.487 > \text{Table, } 2.00$ show that there is a relationship between leadership behavior and teacher performance in SMK Negeri 3 Manado. This means that the higher the leadership behavior (X1), the higher the teacher's performance (Y), in other words, that leadership behavior has a positive and significant effect on teacher performance. The results of this study are in accordance with the opinion of [Wahyudi \(2009\)](#), which describes that leaders must have skills and leadership, namely, leaders can influence and direct subordinates (teachers) to achieve the school goals. This can be done if the principal can carry out his duties properly and is based on the ability to lead, to communicate with the teachers, and to assess the teacher's performance ([Hopkins & Stern, 1996](#); [Maba et al., 2018](#); [Rivas et al., 2021](#)).

The relationship between work motivation and teacher performance

Based on a simple correlation analysis test, the correlation price of work motivation (X2) with teacher performance is 0.97 with a contribution of 62.762% with arithmetic value $16.943 > \text{table } 2.00$ indicating that there is a relationship between work motivation and teacher performance in SMK Negeri 3 Manado. This shows how important work motivation is in order to improve teacher performance. This means that if the teacher has less of work motivation, the teacher's performance will be low.

The relationship between leadership behavior and work motivation with teacher performance

Based on the results of the multiple correlation test, the correlation price is 0.876 with a contribution of 76.80 and $F_{\text{count } 128} > \text{from } F_{\text{Table } 3.14}$ indicating that there is a relationship between leadership behavior and work motivation which together contribute to the performance of teachers in SMK Negeri 3 Manado. The implication of this research is to enhance and improve teachers' performance, it is necessary to enhance and improve together leadership behavior and work motivation. Because based on the results of this study that leadership behavior and work motivation together are influential factors in order to enhance and improve teachers' performance ([Cheng & Szeto, 2016](#); [Bentea & Anghelache, 2012](#); [Shen et al., 2020](#)).

Conclusion

- 1) There is a positive and significant relationship between leadership behavior and teacher performance at SMK Negeri 3 Manado.
- 2) There is a positive and significant relationship between work motivation and teacher performance at SMK Negeri 3 Manado.
- 3) There is a positive and significant relationship between leadership behavior and work motivation together with the performance of teachers at SMK Negeri 3 Manado.

Acknowledgments

This research was conducted independently by us as researchers. This research received good support from the respondents, both the Principal of SMK Negeri 3 Manado and the teachers who have helped us to provide inputs regarding the response in filling out the questionnaires that we run. Hence, once again, we thank you very much, may God Almighty will always bless us.

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