

The Influence of Principal Leadership and Teacher Work Motivation on Teacher Performance

Maria Silaen¹, Sukarman Purba², Ibnu Hajar³

Universitas Negeri Medan

Article Info

Article history:

Received: 19 June 2025

Publish: 1 November 2025

Keywords:

*Influence;
Leadership;
Work;
Teacher.*

Abstract

The objectives of this study are (1) to determine the influence of principal leadership on teacher performance; (2) to determine the influence of teacher work motivation on teacher performance; and (3) to determine the influence between principal leadership and teacher work motivation on teacher performance at SMA Negeri 4 Medan. This study is a type of quantitative descriptive research. The sample in this study was 30 people. The data collection technique was through a questionnaire. The data analysis technique used was the multiple linear regression method. The results of this study indicate that: (1) that leadership has a positive and significant influence on teacher performance, with a calculated t value of $2.282 > t$ table 2.048 and a significance value of $0.002 < 0.005$. (2) Furthermore, work motivation is also proven to have a positive and significant influence on teacher performance, with a calculated t value of $4.483 > t$ table 2.048 and a significance value of $0.000 < 0.005$. (3) Simultaneous leadership and work motivation together provide a positive and significant influence on teacher performance, as indicated by the calculated F value of $22.885 > F$ table 3.354 with a significance of $0.000 < 0.005$. The conclusion is that the principal's leadership and teacher work motivation have a positive influence on teacher performance at SMA Negeri 4 Medan. The findings in this study are that many teachers are still not motivated enough in carrying out their duties as educators.

This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Maria Silaen

Universitas Negeri Medan

Email: chemy.girl@gmail.com

1. INTRODUCTION

The role of education is the most important element in creating a generation that is intelligent, careful, creative and innovative, therefore if at the education stage, students do not receive good teaching, it will have a very big influence on the quality of a country's generation. (Elazhari et al., 2022). Quality education will shape students' character and skills, so that they can contribute positively to society and the country. (fahmi et al., 2021). Teachers are the main element that has an important role in formal education. Their existence determines the success of students and the quality of education. (Zhou et al., 2020). In supporting the process of forming competent teachers, a structured management system is needed. This management system can only be formed by a principal who acts as a manager and is also a school leader. The principal as a leader in an educational institution must have an influence on his subordinates, because discipline is often the standard of success for a principal in leading a school, to achieve this success, strategies are needed that are implemented by the principal together with the teachers as parents of students at school (Regina et al., 2023).

The principal's leadership can determine whether a school progresses or not. (Savitri et al., 2022). In detail, Permendikbudristek Number 40 of 2021 defines the principal as a teacher who is assigned to lead learning and manage educational units. There are seven roles of the principal in realizing educational goals, including as an educator, manager, administrator, supervisor, leader, innovator, motivator (Mulyati, 2022). The role or indicator is to improve and enhance the learning situation. The main priority is to improve and enhance the quality of learning by improving teacher performance. Learning leadership is the ability to influence them to motivate and make them aware so that teachers work with full capacity. (Susanti et al., 2021). The principal is required to be able to work together with his subordinates, in this case teachers. Thus, the role of the leader in this case the principal also greatly influences the performance of teachers in carrying out their duties, because there is an influence of the leader in creating a healthy climate in the cycle of the world of education, especially in the school environment. (Diana et al., 2020). In carrying out tasks, teachers are influenced by the motivation within the individual, the motivation referred to here is motivation. (Meridiana et al., 2022). Work motivation can provide energy that drives all existing potential, creates high and noble desires, and increases shared passion. Each party also works according to the rules and measurements that have been set with mutual respect, mutual need, mutual understanding, and mutual respect for each other's rights and obligations in the entire operational work process. (Abdurrahim, 2021).

According to Oemar Hamalik, the function of motivation is: 1) Encouraging the emergence of behavior or actions because without motivation there will be no action, such as learning; 2) Motivation functions as a director, meaning directing actions in achieving the desired goals; 3) Motivation functions as a driver, meaning driving a person's behavior and the size of the motivation will determine the speed or slowness of a job. High quality education is obtained through the support of various factors including teacher performance, where teachers are the spearhead who directly interact with students during education. High teacher performance is the hope of all related parties, especially educational institutions where they devote themselves. However, to improve teacher performance, it is necessary to pay attention to various factors that influence it, including the leadership of the principal and work motivation.

The results of observations made by researchers, it appears that some teachers do not show good performance in carrying out their duties and functions, meaning in accordance with the main duties and functions of teachers, such as: activities in planning teaching programs, implementing learning activities, carrying out assessments, carrying out daily tests, compiling and implementing improvement and enrichment programs and developing teaching areas that are their responsibility. Examples of teacher profiles whose performance is still low, include: teachers teach monotonously and without thorough preparation. Teachers still use simple teaching preparation, have not fully used the required curriculum, and are inconsistent in implementing the prepared learning module scenarios and in the learning process teachers are still dominant using the lecture method. This phenomenon was found when researchers conducted observations at this school. Where researchers found teachers who taught only based on their past experiences from time to time, so they felt they had memorized it and did not want to change to new things, including learning methods, use of media, teaching by rote and without teaching preparation. Performance is an important thing to study, because the final measure of the success of an organization or school is performance. Previous studies such as (Hindun & Miyono, 2024) with the aim of the research to analyze the direct and indirect influence of principal leadership and work motivation on teacher performance; and (Mayasari et al., 2021) also conducted a study aimed at finding out the description of Principal Leadership, Teacher Work Motivation, and Teacher Performance at SMA Negeri 3 Cimahi City. In addition, this study also aims to

determine how much influence Principal Leadership and Teacher Work Motivation have on Teacher Performance at SMA Negeri 3 Cimahi City.

2. RESEARCH METHOD

This study uses a quantitative approach by examining the facts that occur, and all data and information are changed into numbers, with parametric statistical analysis. Information related to the variables in this study was obtained from respondents and then analyzed with the SPSS program. The analysis used is simple regression and multiple regression. The variables in this study consist of two independent variables and one dependent variable.

This study aims to determine the influence of the principal's leadership role (X1) and teacher work motivation (X2) on teacher performance (Y) at SMA Negeri 4 Medan. The research design used in this study is to place the influence of principal leadership and motivation as independent variables, while teacher performance in the teaching and learning process as the dependent variable. The number of respondents was 30. Data were collected using a questionnaire method using a Likert Scale of 1-5. The stages of the study are:

1. Determining the population and sampling techniques. The population consists of teachers at SMA Negeri 4 Medan with a total of 30 teachers. The sampling technique used is a nonprobability sampling technique.
 2. Determining the variables to be measured, namely the independent variables of the principal's leadership role (X1) and teacher work motivation (X2) and the dependent variable of teacher performance (Y).
 3. Determining research instruments, consisting of: questionnaires and observation data
- There are three hypotheses that will be tested in this study, namely:
1. Is there an influence of principal leadership on the performance of teachers at SMA Negeri 4 Medan?
 2. Is there an influence of teacher work motivation on teacher performance at SMA Negeri 4 Medan?
 3. Is there an influence of principal leadership and teacher work motivation on the performance of teachers at SMA Negeri 4 Medan?

3. RESEARCH RESULTS AND DISCUSSION (12 Pt)

3.1. Research result

To obtain the value of the influence of the two independent variables on the dependent variable, the researcher used the t-test statistic. This test was conducted using the IBM SPSS 24.0 software program. The results of the test can be observed in the following:

Table 1 t-test

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients	Standardized Coefficients	Beta		
1	(Constant)	23,923	7,062		3,387	0,002
	x1	0,234	0,102	0,305	2,282	0,031
	x2	0,589	0,131	0,600	4,483	0,000

a. Dependent Variable: y

Based on table 1.1 above, it can be observed that the results of statistical testing using the t-test method obtained the following results:

- a. First Hypothesis Testing (H1)

It is known that the Sig for the influence of X1 on Y is $0.002 < 0.005$ and the t value_{count} $2,282 > t_{table2.048}$. So, it can be concluded that H1 is accepted which means there is an influence of X1 on Y. This means that there is a positive and significant influence between Leadership on the performance of high school teachers at SMA Negeri 4 Medan.

b. Testing the Second Hypothesis (H2)

It is known that the Sig for the influence of X2 on Y is $0.000 < 0.005$ and the t value_{count} $4,483 > t_{table2.048}$. So, it can be concluded that H2 is accepted which means there is an influence of X2 on Y. This means that there is a positive and significant influence between teacher Work Motivation on the performance of teachers at SMA Negeri 4 Medan.

To determine the influence of the two independent variables on the dependent variable, the researcher used the F test statistic, and the test was conducted using the IBM SPSS 24.0 software program. The results of the test can be observed in the following table:

Table 2 F Test

ANOVA ^a					
Model		Sum of Squares	df	Mean Square	F
1	Regression	1568,314	2	784,157	22,885
	Residual	925,153	27	34,265	
	Total	2493,467	29		

a. Dependent Variable: y
b. Predictors: (Constant), x2, x1

c. Testing the Third Hypothesis (H3)

Based on table 2, it is known that the significance value for the influence of X1 and X2 simultaneously on Y is $0.000 < 0.005$ and the F value_{count} $22,885 > F_{table3.354}$. So, it is concluded that H3 is accepted which means there is an influence of X1 and X2 simultaneously on Y. This means that there is a positive and significant influence between Leadership and Teacher Work Motivation simultaneously on teacher performance at SMA Negeri 4 Medan. To find out the Determination Coefficient Test (Adjusted R Square) was carried out on both independent variables and dependent variables. The results of the Determination Coefficient test can be observed in the following table:

Table 3. Determination Test

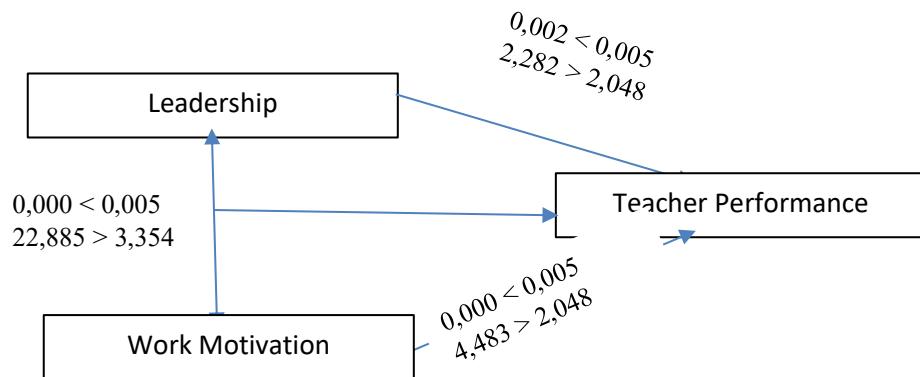
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.793 ^a	0,629	0,601	5,854

a. Predictors: (Constant), x2, x1

Based on the results in table 3, it shows that the coefficient of determination stated in the Adjusted Square is 0.601 or 60.1%. This means that 60.1% of the variation that occurs in the teacher performance variable is explained by the variation of the Leadership and work motivation variables of teachers. Meanwhile, the remaining 39.9% is the contribution of other independent variables. To find out the form of the constellation of the results of this study, it can be observed in Figure 1 below:

Figure 1. Research Constellation



3.2.Discussion

1. The Influence of Principal Leadership on Teacher Performance

Principal leadership is a process or procedure of leadership carried out by a principal in a school institution which is given based on the duties, responsibilities and authority given by the government or educational institution, to achieve work performance. (Suparman, 2019)

In this study, the results obtained by researchers by conducting statistical tests using the t-test method with a significance level on the leadership variable of 0.002. This significance value is less than 5% or 0.005, which means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It can be understood that there is a positive and significant influence on the leadership variable on teacher performance at SMA Negeri 4 Medan.

Based on the facts in the field, several factors were obtained that determine the magnitude of the influence of leadership variables on teacher performance, including the following: 1) the existence of teacher competency training carried out by schools or individuals online on an ongoing basis; 2) Teacher Performance Assessment carried out objectively by the Principal and 3) The provision of opportunities for teachers to be trained in their leadership spirit through training from the school or personally attended by the teacher.

The results of this study are in line with research on the Influence of principal leadership and teacher work motivation on the performance of SDN Pamulang District teachers. The results of this study indicate that (1) there is a significant influence between the variable of principal leadership (X_1) on teacher performance (Y) with a Sig.2 Tailed value of $0.00 < 0.05$ (2) there is a significant influence between the variable of teacher work motivation (X_2) on the variable of teacher performance (Y) with a Sig.2 Tailed value of $0.00 < 0.05$. (3) there is a significant influence of the variable of principal leadership and teacher work motivation on teacher performance with and F count value of $86.441 > F$ table 3.11(Wijaya et al., 2022).

In addition, the results of this study are also in line with the study entitled "The Influence of Principal's Motivation and Leadership Style on Teacher Performance at SMP Negeri 2 Tanjung Balai". The results of this study explain that simple regression testing between leadership styles has a positive influence on teacher performance, with a contribution of 58.4%. This positive influence shows that the better the leadership (X_2), the better the teacher performance (Y)(Elazhari et al., 2022).

2. The Influence of Teacher Work Motivation on Teacher Performance

Work motivation in an organization is able to maintain and preserve the sustainability of the organization continuously. And work motivation is a drive that exists within oneself and is influenced by the surrounding environment to achieve performance that is in accordance with the goals that have been set which are adjusted to the prevailing norms and ethics. (Nurainy, 2020).

In this study, the results obtained by researchers by conducting statistical tests using the t-test method with a significance level on the work motivation variable is 0.000. This significance value is less than 5% or 0.005, which means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It can be understood that there is a positive and significant influence on the work motivation variable on teacher performance at SMA Negeri 4 Medan.

Based on the interview results, several factors were obtained that made work motivation able to influence teacher performance, including the following: 1) the need for a personal approach can make teachers willing to convey all their obstacles in teaching so as to create a more conducive work situation; 2) the provision of rewards and punishments as a form of follow-up for teachers who are able to complete work with good and effective results can accelerate the realization of the school's vision and mission.

The results of this study are in line with the Impact of Motivation on Teachers' Job Performance: A Case Study of a Public Sector University. The results of this study state that there is a significant positive relationship between intrinsic motivation and teacher job performance. The current study concluded that most teachers have intrinsic motivation which can be evidenced by extended recognition, the aggressive nature of educational work, vocational advancement, job satisfaction and understanding their purpose in life. (Rollandari, 2017).

In addition, the results of this study are also in line with the Influence of Leadership Style and Work Motivation on Teacher Performance, the magnitude of the contribution of work motivation to teacher performance is obtained by a partial correlation coefficient of 0.503 or a partial determination coefficient of 25.39%. This explains that one of the determinants of the good or bad performance of elementary school teachers in Prabumulih Barat District is the performance of work motivation. If work motivation is high, teacher performance will increase, and vice versa if work motivation is low, teacher performance will also be low. (Kristiani et al., 2022).

3. The Influence of Teacher Leadership and Work Motivation on Teacher Performance

Teacher performance is the real work results in terms of quality and quantity achieved by a teacher in carrying out tasks in accordance with the responsibilities given to him and includes compiling learning programs, implementing learning, implementing evaluations and analyzing evaluations. (Suriyana et al., 2024).

The results of the study obtained on this variable used the F test to determine the effect of X_1 and X_2 simultaneously on variable Y . The results obtained were that the effect of X_1 and X_2 on Y had a significance value of $0.000 < 0.005$ with an Fcount value of $22.885 > F_{table} 3.354$. So, it can be concluded that H_3 is accepted which means that there is an effect of X_1 and X_2 simultaneously on Y . This means that there is a positive and significant influence between leadership and teacher work motivation simultaneously on teacher performance at SMA Negeri 4 Medan.

The results of this study are in line with the Influence of Principal Leadership Style and Work Motivation on the Performance of Muhammadiyah Middle School and Islamic Junior High School Teachers in Palembang City. (Harmendi et al.,

2021) The results of this study indicate that the principal's leadership style has a significant effect on teacher performance with an effect of 99.1%, in addition, work motivation has a significant effect on teacher performance with an effect of 98.7%, and the results of the influence of the Principal's Leadership and work motivation together on teacher performance are 98.8%.

Based on the discussion and conclusion, it is suggested that (1) The principal should always be a role model and understand all the competencies needed to become a good leader, (2) The principal should be able to provide rewards and sanctions to teachers who excel or have problems because this also affects the motivation of other teachers to improve their performance, (3) The local government should be able to really recruit prospective principals who really have good leadership skills who can become principals in Senior High Schools because this will affect teacher performance and even school performance, and (4) Teachers as pioneers in the world of education should always make improvements and self-evaluations (reflections) to improve their performance so that they always create new innovations every time, and also always increase awareness that working as a teacher is a calling and not based on coercion. For further researchers, research on the topic of the influence of leadership and teacher motivation on teacher performance at SMA Negeri 4 Medan should be detailed again and if there are still variables that have not been studied, they can be studied again by other researchers.

4. CONCLUSION

Based on the results of empirical testing supported by statistical analysis, it can be concluded that leadership has a positive and significant effect on teacher performance, with a calculated t value of 2.282 which is greater than the t table of 2.048 and a significance value of 0.002 which is below 0.005. This proves the first hypothesis and shows that improving leadership will improve teacher performance at SMA Negeri 4 Medan. Furthermore, work motivation is also proven to have a positive and significant effect on teacher performance, with a calculated t of 4.483 exceeding the t table of 2.048 and a significance value of 0.000 which is less than 0.005, so the second hypothesis is accepted. In addition, simultaneously leadership and work motivation together provide a positive and significant effect on teacher performance, as indicated by the calculated F value of 22.885 which is greater than the F table of 3.354 with a significance of 0.000 below 0.005, so the third hypothesis is proven. The findings of this study also revealed that there are still many teachers who are not motivated enough in carrying out their duties as educators, thus becoming a recommendation for further research to further explore the influence of leadership and motivation on teacher performance.

5. ACKNOWLEDGEMENT

The author would like to express his deepest gratitude to the sponsorship parties who have provided support in the implementation of this research. The assistance and participation provided are very meaningful in the smooth running of the research process until the preparation of this article. The author would also like to express his gratitude to: The Principal of SMA Negeri 4 Medan who has given permission and opportunity to conduct research at the school. Mr. Sukarman Purba and Mr. Ibnu Hajar as the supervising lecturers who have provided guidance, direction, and valuable input during the process of writing this article. Hopefully all the assistance, cooperation, and support that has been given will be a good deed and receive an appropriate reward from God Almighty.

6. BIBLIOGRAPHY

- Abdurrahim. (2021). ANALISIS FAKTOR-FAKTOR YANG MEMPENGARUHI MOTIVASI KERJA GURU IPS DI SMP. In *Jurnal Pendidikan dan Dakwah* (Vol. 3, Issue 2).
- Diana, R., Ahmad, S., & Wahidy, A. (2020). Pengaruh Motivasi Kerja dan Komunikasi Interpersonal Terhadap Kinerja Guru. *Jurnal Pendidikan Tambusai*, 4(3).
- Elazhari, E., Tampubolon, K., Barham, B., & Parinduri, R. Y. (2022). Pengaruh Motivasi dan Gaya Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru di SMP Negeri 2 Tanjung Balai. *All Fields of Science Journal Liaison Academia and Sosity*, 1(1). <https://doi.org/10.58939/afosj-las.v1i1.308>
- fahmi, rizal, Nadya, A., Rizki Adhari, N., & baynal hubi, zindan. (2021). Penguatan Pendidikan Kewarganegaraan Sebagai Upaya Diradikalisasi Generasi Muda. *Jurnal Pancasila Dan Kewarganegaraan*, 6(2). <https://doi.org/10.24269/jpk.v6.n2.2021.pp33-42>
- Harmendi, M., Lian, B., & Wardarita, R. (2021). Pengaruh Gaya Kepemimpinan Kepala Sekolah Dan Motivasi Kerja Terhadap Kinerja Guru. *Prokurasi Edukasi-Jurnal Manajemen Pendidikan Islam*, 2(2).
- Hindun, & Miyono, N. (2024). Pengaruh Kepemimpinan Kepala Sekolah Dan Motivasi Kerja Terhadap Kinerja Guru Di Sd Negeri Kecamatan Boja. *Didaktik : Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 10(01).
- Kristiani, S., Fitria, H., & Mulyadi, M. (2022). Pengaruh Gaya Kepemimpinan dan Motivasi Kerja Terhadap Kinerja Guru. *Jurnal Pendidikan Tambusai*, 6(3). <https://doi.org/10.31004/jptam.v6i3.5045>
- Mayasari, R., Yusuf, M., Suhendar, S., & Panca, G. G. D. M. (2021). Pengaruh Kepemimpinan Kepala Sekolah Dan Motivasi Kerja Guru Terhadap Kinerja Guru Di Sma Negeri 3 Kota Cimahi. In *Search*, 20(2). <https://doi.org/10.37278/insearch.v20i2.450>
- Merdiana, O., Dacholfany, I., Andayani, S., & Harjoko, H. (2022). PENGARUH PERAN KEPEMIMPINAN KEPALA SEKOLAH DAN MOTIVASI KERJA GURU TERHADAP KINERJA GURU. *POACE: Jurnal Program Studi Administrasi Pendidikan*, 2(2). <https://doi.org/10.24127/poace.v2i2.2682>
- Mulyati, A. (2022). Peran Kepala Sekolah Dalam Pendidikan. *Jurnal El-Idarah Manajemen Pendidikan Islam*, 8(2), 1–16. <https://journal.parahikma.ac.id/el-idarah>
- Nurainy, N. (2020). Pengaruh Kepemimpinan Transformasional Kepala Sekolah Terhadap Kepuasan Kerja dan Kinerja Guru SDN di Kelurahan Pondok Ranji Kecamatan Ciputat Timur Kota Tangerang Selatan. *Fakultas Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah Jakarta*.
- Regina, S., Rizana, S., & Saputra, A. A. (2023). Kepemimpinan Kepala Sekolah dalam Membentuk Karakter Disiplin Peserta Didik di SD Negeri 157 Palembang. *Wahana Karya Ilmiah Pendidikan*, 7(01). <https://doi.org/10.35706/wkip.v7i01.9217>
- Rulandari, N. (2017). The effect of supervision and professionalism on staff performance at the office of social affairs in east Jakarta administrative city. *International Journal of Humanities and Social Science*, 7(2).
- Savitri, A. S., Rahma, A. N., Kultsum, U. W., & Prihantini, P. (2022). Peran Kepala Sekolah Sebagai Pemimpin dalam Pengelolaan Pendidikan pada Satuan Pendidikan. *Aulad: Journal on Early Childhood*, 4(3). <https://doi.org/10.31004/aulad.v4i3.245>
- Suparman. (2019). *Kepemimpinan Kepala Sekolah Dan Guru* (Fungky, Ed.; Vol. 1). Uwais Inspirasi Indonesia.

- Suriyana, N., Sedarmayanti, & Zefriyenni. (2024). Tinjauan Kinerja Guru (Sedarmayanti, Ed.; Vol. 1). CV.Gita Lentera.
- Susanti, E., Ahyani, N., & Missriani, M. (2021). Pengaruh Lingkungan Kerja dan Kepemimpinan Kepala Sekolah Sebagai Supervisor Terhadap Kinerja Guru. *Jurnal Pendidikan Tambusai*, 5(1).
- Wijaya, P., Sembiring, M. G., & Agus Pribadi, B. (2022). Pengaruh Kepemimpinan Kepala Sekolah dan Motivasi Kerja Guru Terhadap Kinerja Guru. *CJPE: Cokroaminoto Juornal of Primary Education*, 5(2).
- Zhou, Yang, & Wang. (2020). No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析Title.
File:///C:/Users/VERA/Downloads/ASKEP_AGREGAT_ANAK_and_REMAJA_PR INT.Docx, 21(1).