

The Influence of School Principals' Innovative Leadership and Teachers' Professional Competence on the Work Motivation of Public High School Teachers in Tarutung District

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Abstract

The aims of this research are 1) to determine the influence of the principal's innovative leadership on the level of work motivation of State High School teachers in Tarutung District; 2) to determine the professional competence of teachers in increasing the work motivation of State High School teachers in Tarutung District; 3) to determine the influence of the principal's innovative leadership and teacher professional competence together on the work motivation of State High School teachers in Tarutung District. The method used in this research is a quantitative research method. The population is all teachers at State High Schools in Tarutung District spread across 3 schools totaling 90 teachers and this research is a population study. Data was collected using a closed questionnaire with 96 items. The results of data analysis show that: 1) the calculated F value > F table between the principal's Innovative leadership on Teacher Work Motivation is $42.371 > 3.07$, thus it is known that there is an influence between the principal's Innovative leadership on the Work Motivation of Public High School Teachers in Tarutung District, namely amounting to 32.5%, 2) the calculated F value > F table between Teacher Professional Competency and Teacher Work Motivation, namely $28.336 > 3.07$, thus it is known that there is an influence between Teacher Professional Competency on State High School Teacher Work Motivation in Tarutung District, which is equal to 24.4%, 3) the calculated F value > F table between the principal's Innovative leadership and Teacher Professional Competence on Teacher Work Motivation, namely $26.483 > 3.07$, thus it is known that there is an influence between the principal's Innovative leadership and Teacher Professional Competence on Work Motivation State High School teachers in Tarutung District are 37.8%, thus H_a is accepted and H_0 is rejected.

Keywords: *Principal Innovative Leadership, Teacher Professional Competence, Teacher Work Motivation*

INTRODUCTION

Education is one of the main pillars in the development of society and the country. In the context of education, teachers are a key element who have an important role in forming a quality young generation. Therefore, teacher motivation and performance are crucial factors in achieving quality education goals. To achieve this goal, the principal has a strategic role in managing the school and ensuring that the teachers under his leadership are motivated and competent.

The role of teachers in Law Number 14 of 2005 concerning Teachers and Lecturers Article 1 is stated as follows "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, primary education and secondary education". This emphasizes that teachers must have professional competence in educating and providing knowledge and skills to students.

Professional teachers are teachers who are able to provide the best service for their

students with their special abilities, so that students can receive and understand the delivery of the material provided. A teacher is not only required to have educational technical skills in carrying out his duties, but also must have a reliable character so that he can be a role model for students, families and the community. Teacher professional character development encourages continuous and sustainable development of teacher potential in accordance with each teacher's teaching needs.

A professional teacher is required to meet a number of minimum requirements, including: having adequate professional educational qualifications, having scientific competence in accordance with the field he is working in, having the ability to communicate well with his students, having a creative and productive spirit, having a work ethic and high commitment towards his profession, and always carry out continuous self-development through professional organizations, the internet, books, seminars and training.

Teachers are one of the educational personnel who have an important role as a determining factor in the success of educational goals. Seeing the large role of teachers, in order for this to be achieved teachers must have good motivation in carrying out their duties so that the teaching and learning process can run smoothly according to the expected goals. Therefore, the principal as a leader in the school must be able to increase the motivation of teachers. Principal leadership refers to the behavioral norms used by individuals as they seek to influence the actions of others. In this context, it is important for school principals to have a leadership style that is able to increase teacher motivation and professionalism, as well as provide clear direction so that teachers can be successful in carrying out their daily tasks (Nur Kholis, 2003: 167).

The key to school success essentially rests on the efficiency and effectiveness of the school principal. There are three basic abilities that school principals must master, namely conceptual skills, human skills, and technical skills (Chandra et al, 2020). School skills in the industrial revolution 4.0 era are required to have initiative in leading and managing their schools. This requires school principals who have an innovative spirit. The existence of an innovative school principal is able to build innovation with all possible risks of failure and loss, and is able to overcome the complexity of existing problems, faced with patience and courage in decision making. Therefore, leadership is the most important part that can give birth to innovative products and services (Candra et al, 2020).

A teacher who has good motivation in carrying out his duties is a teacher who truly imbues his work as an educator, imbues his students and the field of study being taught and tries as hard as possible so that the material taught and the students' level of understanding are compatible and mutually supportive. The success or failure of school goals is also closely related to the quality of teacher work, the achievement of work results is adjusted to the rules and standards that apply to each school. In carrying out their duties, leaders must assess the results of teachers' work, assessing work is an

important factor to determine the level of motivation in order to improve teacher performance, job satisfaction, teacher abilities that are lacking should be identified and known so that strategies can be determined to build their work enthusiasm.

The principal's leadership is an important element in the world of education that has a positive impact on teacher work motivation. In accordance with the Minister of National Education Regulation Number 28 of 2010 concerning the duties of teachers as school principals, one of their duties is to maintain and increase the work spirit of educators and education staff by using a reward system for achievements as well as disciplinary action against violations of regulations and codes of ethics as an instrument to achieve that goal.

To improve good leadership and its influence on teacher work motivation, school principals can utilize techniques that combine elements of emotion and logic. By using this approach, school principals can inspire enthusiasm for teachers' work, generate commitment to task goals, and encourage cooperation, assistance, support, and necessary resources. Apart from that, the school principal also acts as an example of appropriate behavior (Marno and Triosupriatno, 2008:42).

Teachers who are enthusiastic and have good work motivation will encourage their performance and continue to improve their quality to obtain the expected results at work and meet expectations. Therefore, it can be concluded that teacher work motivation makes teachers more enthusiastic in improving abilities and skills as a reference for the professional competence teachers must have so that their duties as a teacher can be carried out well. Then related to this, as a leader, namely the principal, is required to have the skills to motivate teachers' work so that teachers can improve their performance to be better. As an educator, teachers actually have the ability to innovate, be creative and improve their performance. However, there are several factors that can hinder them from optimizing their potential, one of which is low work motivation. Therefore, ongoing training and guidance is needed related to a directed and systematic work program, so

that teachers can develop their potential to the maximum.

Motivation can occur from within oneself if one feels comfortable, or from outside oneself such as what the organization will provide. Motivation also needs to be provided by the leadership, starting from providing appropriate and reasonable awards or compensation so that they are encouraged to carry out tasks well. In this way, subordinates are encouraged and stimulated to work seriously. The behavior of subordinates in an organization such as a school is basically task-oriented. This means that the behavior of subordinates is usually driven by the desire to achieve goals and must always be observed, supervised and directed within the framework of carrying out tasks in achieving the stated organizational goals. In general, the purpose of motivation is to move or upload someone so that their desire and willingness to do something arises so that they can get results or achieve certain goals (Wahyu Fitri, 2012: 45).

However, the obstacles and challenges faced in the world of education today are increasingly complex. It is not uncommon to find teachers who lack enthusiasm in carrying out their duties, which results in less success in achieving the goals they want to achieve. Teachers often face high workloads, pressure to achieve better results, as well as challenges in dealing with changes in curriculum and technology and one of these is a lack of teacher motivation. This can have an impact on teacher work motivation. Teacher work motivation is very important because high motivation can improve their performance and contribute to better achievement of educational goals.

Based on interviews conducted by researchers with the principal of SMA Negeri 3 in Tarutung sub-district, information was found that teachers' work motivation was still lacking. This means that teachers still do not carry out tasks on time or postpone work, lack of interest in self-development, waste free time so that the tasks or responsibilities given cannot be carried out efficiently and effectively, several problems are found, including that there are still teachers who do not being orderly in attending school, being late for class, not making a learning implementation plan, lacking preparation in

teaching, teaching not in accordance with the learning tools he has made, not carrying out evaluations after completing the learning process.

From the results of RA's research. Zubaidah (2016) regarding "The Influence of Principal Leadership and Professional Competence on Teacher Work Motivation and its implications for teacher performance in State Middle Schools in Palembang City that" Partially there is a positive and significant influence of principal leadership on teacher work motivation. 2) Partially there is a positive influence and significant teacher competence on teacher work motivation. 3) There is a positive influence of the principal's leadership and teacher competence together on teacher work motivation.

Also Mahri, A. J. W. (2014) in his research "Innovative leadership of school principals, its influence on teacher competence, motivation and job satisfaction and its implications for teacher performance". The results show that the principal's innovative leadership has a direct impact on teacher competence, teacher work motivation, and teacher job satisfaction. However, the principal's leadership does not translate directly into teacher performance, but through teacher competence, teacher work motivation, and teacher job satisfaction. For this reason, school principals need to develop an innovative attitude and be able to provide inspiration and motivation to teachers to always improve their performance to bring about change for the better.

With a positive, innovative attitude, the principal is expected to provide encouragement or motivation to teachers to carry out innovations in carrying out their duties. As an innovator, the school principal is expected to be able to seek, find and implement various reforms in the school and integrate every activity, provide an example to all teaching staff in the school, and develop learning models. In this way, the school principal's innovative leadership allows for increased teacher competence, motivation and job satisfaction, which in turn will improve the teacher's performance.

RESEARCH METHODS

This research is descriptive correlational research because it tries to explain the influence of factors or various variables that influence the situation without manipulating these variables. When viewed in terms of approach, this research is categorized as quantitative research. Descriptive research is intended to describe the research variables, while correlational research aims to test the influence of the independent variable on the dependent variable.

The data in this research is quantitative data. This data is needed to describe the research results, determine the influence of the independent variable on the dependent variable, and trends in the levels of the variables in the research.

Research Design

This research consists of 3 variables, namely:

1. Dependent variable (Y): Teacher Work Motivation
2. Independent variable (X1): Innovative Leadership of the School Principal
3. Independent Variable (X2): Professional Competence

Data Analysis Technique

There are two data analyzes in this research, namely, Classical Assumption analysis and Inferential analysis. Before testing the hypothesis, the classical assumptions are first tested, namely normality, linearity, multicollinearity and homogeneity of the data for the three research variables.

Meanwhile, inferential analysis is used to test hypotheses. This analysis uses regression analysis. Testing the first and second hypotheses will use simple regression analysis techniques. Meanwhile, to test the third hypothesis, multiple regression will be used.

Inferential Statistics

The analysis technique used is descriptive analysis through inferential analysis. Descriptive analysis is used to describe the characteristics of data regarding the principal's leadership, professional competence and teacher work motivation. The descriptive analysis used is percentage analysis, lowest value, highest value, mean, standard deviation and histogram.

Classic Assumption Test

The analysis used to test the hypothesis in this research is multiple regression analysis. The use of multiple regression analysis requires assumptions that must be met, namely: (1) data obtained from research samples must be normally distributed, (2) the relationship between variables must be linear, having a causal relationship. In accordance with these assumptions, normality tests and linearity tests must be carried out first.

Partial test

The partial test or regression coefficient is intended to ascertain whether the independent variables contained in the equation individually have an effect on the value of the independent variable. This is done by testing the regression coefficient for each independent variable using the t test. Apart from carrying out proof using the t test, it is also necessary to look for the magnitude of the correlation coefficient (r) which aims to determine the closeness of the relationship between each independent variable and the dependent variable. If the value of $r = 0$, it means there is no relationship between the two variables.

Simultaneous Test

The simultaneous test is intended to find out whether all independent variables have the same influence on the dependent variable. The test is carried out using the F test. If F calculated $> F$ table then rejects the null hypothesis (H_0) and accepts the alternative hypothesis (H_a), meaning that together they have an effect on the dependent variable (Algifari, 2000: 71).

Coefficient of Determination Test

The test of determination, which is better known as coefficient of determination analysis, is a statistical technique used to measure how well a regression model is able to explain variations in the dependent variable. The coefficient of determination is often denoted by (R^2) (R-squared).

The value (R^2) shows the percentage of variation in the dependent variable that can be explained by the independent variable in the regression model. This value ranges from 0 to 1, or, if multiplied by 100%, becomes a percentage. A value close to 1 indicates that the regression model has a very good ability to explain

variations in the dependent variable, while a value close to 0 indicates the opposite.

For example, if a regression model has (R^2) of 0.8 or 80%, this means that 80% of the variation in the dependent variable can be explained by the independent variables in the model, while the remaining 20% is explained by other factors that are not included in the model.

Hypothesis testing

Testing the Hypothesis with the following conditions:

1. H_0 is accepted if $F_h < F_{t_j} \alpha 0.05$, and H_a is rejected
2. H_a is accepted if $F_h > F_{t_j} \alpha 0.05$, and H_0 is rejected

Where :

- H01 There is no positive and significant influence between the Principal's Innovative Leadership on the Work Motivation of Public High School Teachers in Tarutung District. ($\rho=0$).
- Ha1 There is a positive and significant influence of the Principal's Innovative Leadership on the Work Motivation of Public High School Teachers in Tarutung District. ($\rho \neq 0$)
- H02 There is no positive and significant influence between Teacher Professional Competence on the Work Motivation of State High School teachers in Tarutung District. ($\rho=0$)
- Ha2 There is a positive and significant influence between Teacher Professional Competence on the Work Motivation of State High School teachers in Tarutung District. ($\rho \neq 0$)
- H03 There is no positive and significant influence between the Principal's Innovative Leadership and Teacher Professional Competence on the Work Motivation of Public High School Teachers in Tarutung District. ($\rho=0$)
- Ha3 There is a positive and significant influence between the Principal's Innovative Leadership and Teacher Professional Competence on the Work Motivation of Public High School Teachers in Tarutung District. ($\rho \neq 0$)

RESULT AND DISCUSSION

This research was carried out seriously and as optimally as possible to obtain correct research data so that it would be able to answer the research hypothesis so that the research objectives could be achieved, so in chapter IV the research results are presented with data that refers to existing theories and concepts (1) Description research data, (2) Testing analysis requirements, (3) Testing research hypotheses, and (4) Discussion of research results.

Description of Research Data

Research data is presented by researchers separately. Readers can see the raw data for the principal's Innovative Leadership variable (X1) in appendices 14 and 15. The Teacher Professional Competency variable (X2) can be seen in appendices 16 and 17. And the Teacher Work Motivation variable (Y) can be seen in appendices 18 and 19 .

Based on the research results obtained from all State High School Teachers in Tarutung District, which can be seen in the attachment, the answer data was obtained from 90 respondents. The results of the descriptive analysis of the data display the highest and lowest scores, average, mode, median, standard deviation and distribution. For data to determine the number of interval classes, the Sturges formula is used: k (number of classes) = $1 + (3.3) \times \log n$, while L (class width) = R/k . Next, processing the data calculation results will be carried out with the help of the SPSS (Statistical Product and Service Solutions) 24 computer program.

In this regard, this research is intended to measure three variables, namely: Innovative Leadership of school principals (X1), Teacher Professional Competence (X2), and Teacher Work Motivation (Y) which were carried out on respondents. Each variable is measured separately through its respective instrument.

Principal Innovative Leadership Variable (X1)

Based on the results of research with 90 teacher respondents, the highest score = 152.00 and the lowest score = 114.00 with a mean = 135.8333; median = 136.0000; mode = 136.00; standard deviation = 7.10001; variance = 50.410;

range = 38.00.

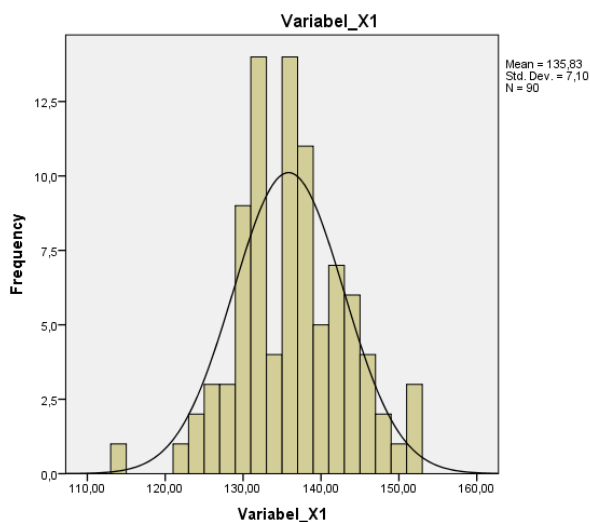


Figure 1. Interval of Values for the principal's Innovative Leadership Variable (X1)

Based on the distribution of the data above, it can be seen that the item with the highest weight regarding Innovative Leadership of school principals is item number 5 with a score of 411 and an average value of 4.57, namely that many teachers answered that the principal regularly holds meetings with teachers. to discuss their professional development. Meanwhile, the lowest weight score among the questionnaires above is number 8 with a score of 352 and an average score of 3.91, that is, many teachers answered that the principal was able to adapt and change the school plan based on creative ideas that emerged, in order to ensure the achievement of the vision. and mission. And the indicator that makes the highest contribution is indicator number 9 with an average value of 4.37, namely the adaptable and flexible indicator (the ability to adapt and be flexible in dealing with various situations and creating a pleasant working atmosphere).

Teacher Professional Competency Data Variable (X2)

Based on the results of research with 90 teacher respondents, the highest score = 115.00 and the lowest score = 89.00 with a mean = 102.9111; median = 102.0000; mode = 102.00; standard deviation = 5.66805; variance = 32.127; range = 26.00.

The interval of numerical values obtained from the implementation of Teacher Professional

Competencies can be seen in the histogram in Figure 4.2. following:

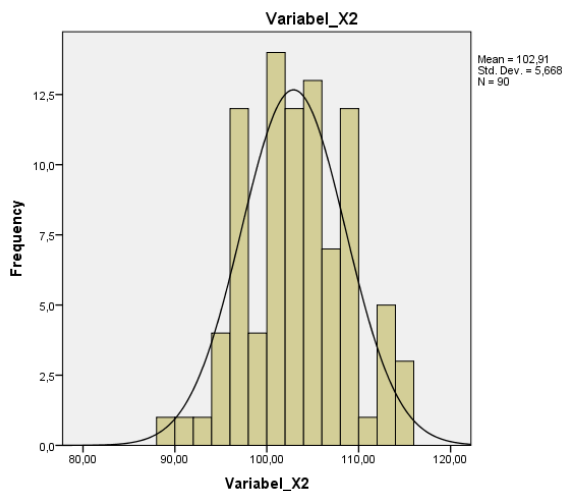


Figure 2. Intervals of Teacher Professional Competency Variable Values (X2)

Based on the distribution of the data above, it can be seen that the item with the highest weight regarding Teacher Professional Competency is item number 20 with a score of 410 and an average value of 4.56, that is, many teachers answered that teachers use evaluation results from students and colleagues. , or supervision to reflect and improve the quality of their teaching. Meanwhile, the lowest weight score among the questionnaires above is number 9 with a score of 352 and an average score of 3.91, namely that many teachers answered that teachers apply learning principles that emphasize active student participation. And the indicator that makes the highest contribution is indicator number 3 with an average value of 4.36, namely the indicator for designing lesson plans that are in accordance with learning objectives.

Teacher Work Motivation Data Variable (Y)

Based on the results of research with 90 teacher respondents, the highest score = 192.00 and the lowest score = 145.00 with a mean = 170.8556; median = 171.5000; mode = 174.00; standard deviation = 10.59527; variance = 112.260; range = 47.00.

The range of numerical values from the frequency distribution results of Teacher Work

Motivation obtained by teachers can be seen in the histogram in Figure 4.3. following:

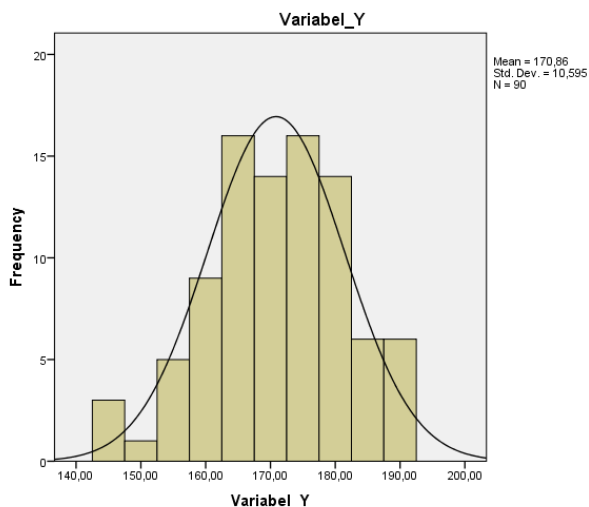


Figure 3. Value Intervals for Teacher Work Motivation Variables (Y)

Based on the distribution of the data above, it can be seen that the items with the highest weight regarding Teacher Work Motivation are items number 7 and number 17 with a score of 399 and an average value of 4.43, that is, many teachers answered that teachers communicate learning targets to students transparently and will work with full responsibility if the leadership (principal) cares about the work performance of their subordinates. Meanwhile, the lowest weight score among the questionnaires above is number 5 with a score of 350 and an average score of 3.89, that is, many teachers answered that teachers set specific and measurable learning goals. And the indicator that makes the highest contribution is indicator number 4 with an average value of 4.40, namely the indicator has clear and challenging rules.

Test Requirements Analysis

Normality test

To obtain normal data distribution for each research variable, normality testing was carried out using SPSS 24 with the Kolmogorov Smirnov formula where data is said to be normally distributed if the significant value is > 0.05. Complete normality test results can be seen from the SPSS 24 output as in the following table:

Table 1. Summary of One-Sample

		Unstandardized Residual
N		90
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	8,35335647
Most Extreme Differences	Absolute	,071
	Positive	,045
	Negative	-,071
Test Statistic		,071
Asymp. Sig. (2-tailed)		,200^{c,d}

Based on table 1, it can be seen that the significant value in the Kolmogorov Smirnov normality test for variable X1 is 0.200, meaning it is greater than 0.05 (0.200 > 0.05). As stated above, if it is significant > 0.05 then the data is said to be normally distributed, so it can be concluded that the research data on the principal's Innovative Leadership and Teacher Professional Competence variables is normally distributed.

Linearity Test

The linearity test is useful for determining whether there is a linear relationship between variable Y and each variable X1 and X2 that is to be tested. The rules for linearity decisions are obtained by comparing the significance value of the deviation from linearity resulting from the linearity test (using SPSS 24) with the alpha value used. If the significance value of Deviation from Linearity > alpha (0.05) then the value is linear.

Based on the significance value of deviation of linearity from the relationship between variable X1 and variable Y, namely 0.693 > 0.05. Furthermore, the significance value of deviation of linearity from the relationship between variable X2 and variable Y is 0.809 > 0.05. This means that the relationship between the two principal innovative leadership variables (X1) and teacher professional competence (X2) with the teacher work motivation variable (Y) is a linear relationship.

Correlation Test

The correlation test is a test used to find the correlation value of a variable with other variables, whether the correlation is positive or negative.

Table 2. Summary of Correlation Test Results

		Variabel_ X1	Variabel_ X2	Variabel_ Y
Variabel_ X1	Pearson Correlation	1	,519**	,570**
	Sig. (2-tailed)		,000	,000
	N	90	90	90
Variabel_ X2	Pearson Correlation	,519**	1	,494**
	Sig. (2-tailed)	,000		,000
	N	90	90	90
Variabel_ Y	Pearson Correlation	,570**	,494**	1
	Sig. (2-tailed)	,000	,000	
	N	90	90	90

From the table above, it is known that the Pearson correlation coefficient value for the principal's Innovative Leadership variable (X1) with Teacher Work Motivation (Y) is 0.570 in the medium category and the Sig (2-tailed) value is 0.000 < 0.05, meaning the relationship between the two variables is significant. Meanwhile, the variable Teacher Professional Competence (X2) with Teacher Work Motivation (Y) of 0.494 is in the medium category and a Sig (2-tailed) value of 0.000 < 0.05 is obtained, meaning the relationship between the two variables is significant.

Multiple Correlation

Double correlation is a statistical tool that is useful for knowing the relationship that occurs between the principal's Innovative Leadership variables (X1) and Teacher Professional Competence (X2) on the Teacher Work Motivation variable (Y). The following is table 4.8. Summary of multiple correlation test results:

Table 3. Summary of Multiple Correlation Test Results

Model	R	Adjusted R Square	Std. Error of the Estimate
1	,615 ^a	,378	,364

From table 3. above, it is known that the correlation between the principal's Innovative Leadership variable (X1) and Teacher Professional Competency (X2) is 0.615, which is in the strong category, meaning that the presence of the Teacher Work Motivation (Y) variable is significant because Teacher Work Motivation is not only related to the principal's Innovative Leadership but also related to Teacher Professional Competency.

Simple and Multiple Linear Regression Test

Simple linear regression analysis is used to determine the functional relationship between variable Y and variable

Based on the data, it is known that the simple linear regression equation between the principal's Innovative Leadership variable (X1) and the Teacher Work Motivation variable (Y) can be written: $Y = 55.297 + 0.851X1$. This regression equation shows that in a constant state = 55.297, for every additional unit of school principal's Innovative Leadership (X1), there will be an increase in Teacher Work Motivation (Y) of 0.851 from the principal's Innovative Leadership (X1). Furthermore, it is known that the tcount value is $6.509 > t_{table}(\alpha, n-2) (0.05, 88) = 1.980$, meaning that there is a significant linear influence between the principal's Innovative Leadership (X1) and Teacher Work Motivation (Y).

Furthermore, it is known that the regression equation between the variables Teacher Professional Competence (X2) and Teacher Work Motivation can be written: $Y = 75.915 + 0.923 X2$. This regression equation shows that in a constant state = 75.915, one unit of Teacher Professional Competence (X2) will result in an increase in Teacher Work Motivation (Y) of 0.923 from Teacher Professional Competency (X2). Furthermore, it is known that the tcount value is $5.323 > t_{table}(\alpha, n-2) (0.05, 88) = 1.980$. This means that there is a significant linear influence between Teacher Professional Competence (X2) and Teacher Work Motivation (Y).

In this regard, the regression equation between the principal's Innovative Leadership variables (X1) and Teacher Professional Competence (X2) with Teacher Work Motivation (Y) can be written: $Y = 31.736 + 0.641X1 + 0.506X2$. This regression equation shows that: 1) The constant is 31.736, meaning that if the principal's Innovative Leadership (X1) and Teacher Professional Competency (X2) are 0 then Teacher Work Motivation (Y) is 31.736; 2) The regression coefficient for the principal's Innovative Leadership variable (X1) is 0.641, meaning that if the other dependent variables remain constant and the principal's Innovative Leadership (X1) increases by one unit, then Teacher Work Motivation (Y) will increase by 0.641 from the value of the variable X1 and 3) The regression coefficient for the Teacher Professional Competence variable (X2) is 0.506, meaning that if the dependent variable remains constant and Teacher Professional Competency (X2) increases by one unit, then Teacher Work Motivation (Y) will increase by 0.506 from the value of the variable X2. Furthermore, it is known that t_{count} for amounting to $2.734 > t_{table}(\alpha, n-2) (0.05, 88) = 1.980$, meaning that there is a partially significant influence between Teacher Professional Competence (X2) and Teacher Work Motivation (Y).

Coefficient of Determination Test

The coefficient of determination test is a test used to find the correlation value and the percentage of influence of the independent variable on the dependent variable. Finding the coefficient of determination can be done using the formula $r^2 = (r_{xy})^2$. The following is a summary of the coefficient of determination:

Table 4. Summary of Test Results for the Determination Coefficient

Variable X1 against Y				
Model	R	Adjusted R Square	Std. Error of the Estimate	
1	,570^a	,325	,317	8,75422
Variable X2 to Y				
1	,494^a	,244	,235	9,26723
Variables X1 and X2 against Y				
1	,615^a	,378	,364	8,44883

In table 4.10. above explains the magnitude of the correlation value (R) of the principal's Innovative Leadership variable (X1) with Teacher Work Motivation (Y) of 0.570. From this value, a coefficient of determination value of 0.325 is obtained, which means that the influence of the independent variable Principal Innovative Leadership on the Teacher Work Motivation variable is 32.5%, while the remaining value of 67.5% influences other variables.

Furthermore, the correlation value (R) of the Teacher Professional Competency variable (X2) with Teacher Work Motivation (Y) is 0.494. From this value, a determination coefficient value of 0.244 is obtained, which means that the influence of the independent variable Teacher Professional Competence on the Teacher Work Motivation variable is 24.4%, while the remaining value of 75.6% influences other variables.

Furthermore, the correlation value of R for the principal's Innovative Leadership variable and Teacher Professional Competence together with Teacher Work Motivation is 0.615. From this value, the coefficient of determination is obtained at 0.378, which means that the influence of the independent variables Principal Innovative Leadership and Teacher Professional Competence on the Teacher Work Motivation variable is 37.8% while the remaining 37.8% influences other factors.

Hypothesis test

Hypothesis testing is a temporary answer to the research formulation, so to answer the hypothesis a hypothesis test calculation is carried out using SPSS 24. Summary of Hypothesis Testing Results in table 4.11. following:

Table 5. Summary of Hypothesis Testing Results

Variable X1 Against Y					
Model	Sum of Squares	df	Mean Square	F	Sig.
1Regression	3247,123	1	3247,123	42,371	,000^b
Residual	6743,999	88	76,636		
Total	9991,122	89			
Variable X2 Against Y					
1Regression	2433,550	1	2433,550	28,336	,000^b
Residual	7557,572	88	85,881		

Total	9991,12289
Variables X1 and X2 Against Y	
1 Regression	3780,830 2 1890,415 26,483 ,000 ^b
Residual	6210,29287 71,383
Total	9991,12289

First Hypothesis

There is a positive and significant influence between the principal's Innovative Leadership on Teacher Work Motivation. From the results of table 4.11. above, it is known that the Fcount value is 42.371 compared to $F_{table}(k;n-2) (2; 88) = 3.07$, meaning $F_{count} > F_{table}$ or $(42.371 > 3.07)$ and the Sig value is obtained. amounting to $0.000 < 0.05$ so the conclusion is that there is a significant influence between the principal's Innovative Leadership on Teacher Work Motivation.

Second Hypothesis

There is a positive and significant relationship between Teacher Professional Competence and Teacher Work Motivation. The second hypothesis testing is carried out in the following table. From table 4.11. above, it is known that the Fcount value is 28.336 compared to $F_{table}(k;n-2) (2, 88) = 3.07$, meaning $F_{count} > F_{table}$ or $(28.336 > 3.07)$ and the Sig value is obtained. amounting to $0.000 < 0.05$ so the conclusion is that there is a significant influence between Teacher Professional Competence on Teacher Work Motivation.

Third Hypothesis

There is a positive and significant relationship between the principal's Innovative Leadership and Teacher Professional Competence together on Teacher Work Motivation. From table 4.11. above, the Fcount value is 26.483, while the $F_{table} (K;N-2) (2;88)$ is 3.07. Because the value of $F_{count} > F_{table}$ or $(26.483 > 3.07)$ means that there is a significant influence between the principal's Innovative Leadership variables (X1) and Teacher Professional Competence (X2) together with Teacher Work Motivation (Y).

Discussion of Research Results

The following will explain the discussion of the research results, namely:

The principal's innovative leadership variable (X1) has a positive and significant influence on teacher work motivation (Y)

The results of this research show that the principal's Innovative Leadership has an influence on Teacher Work Motivation of 32.5%. Innovative Leadership of the school principal is the ability of the principal to mobilize, mobilize, guide, protect, set an example, encourage and provide assistance to the human resources in a school so that they can be utilized optimally to achieve the goals that have been set, with the indicators being as follows: (1) Constructive (Ability to motivate and carry out coaching optimally), (2) Creative (ability to search for, create new ideas when carrying out their duties to support the achievement of the school's vision and mission), (3) Delegative (ability to delegate tasks according to the description, positions and responsibilities), (4) Integrative (the ability to integrate activities in synergy so that school goals can be achieved effectively, productively and efficiently), (5) Rationalism and objectivity (the ability to take action by considering ratios and objectivity), (6) Pragmatic (the ability to set targets according to the conditions and situations possessed by each school member), (7) Exemplary (the ability to provide good role models), (8) Discipline (the ability to obey agreed rules and have high commitment), and (9) Adaptable and Flexible (the ability to adapt and be flexible in dealing with various situations and creating a pleasant working atmosphere).

The Teacher Professional Competency variable (X2) has a positive and significant influence on Teacher Work Motivation (Y).

The results of this research show that Teacher Professional Competence has an influence on Teacher Work Motivation by 24.4%. Teacher professional competence is a comprehensive ability that includes knowledge, skills and attitudes that enable an educator to plan, implement and evaluate learning effectively. With the following indicators: teachers who have the ability to recognize and understand the individual characteristics of students, so that they can support the effectiveness of the learning process. Teachers must also master various learning theories and educational learning principles, and apply them

in creative learning designs and in accordance with established competency standards.

The principal's Innovative Leadership variables (X1) and Teacher's Professional Competence (X2) together have an influence on Teacher Work Motivation (Y)

The results of this research indicate that there is a jointly significant positive influence between the principal's Innovative Leadership and Teacher Professional Competence on Teacher Work Motivation of 37.8%.

Based on the hypothesis acceptance test, based on the value of $F_{count} > F_{table}$, namely $26.483 > 3.07$, H_0 which states there is no influence is rejected and H_a which states there is an influence is accepted. Thus, it can be seen that the research hypothesis proposed by the author is accepted, namely that there is a positive and significant influence between the principal's Innovative Leadership and Teacher Professional Competence on Teacher Work Motivation in Public High Schools in Tarutung District, both partially and simultaneously.

CONCLUSION

Based on the data and analysis results that have been presented, it can be concluded as follows: There is a positive and significant influence between the school principal's Innovative Leadership on the Work Motivation of Public High School Teachers in Tarutung District. This is shown by the coefficient of determination of 32.5% and the F test obtained $F_{count} > F_{table}$, namely $42.371 > 3.07$. There is a positive and significant influence between Teacher Professional Competence on the Work Motivation of Public High School Teachers in Tarutung District. This is shown by the coefficient of determination of 24.4% and the F test obtained $F_{count} > F_{table}$, namely $28.336 > 3.07$. There is a positive and significant influence between the principal's Innovative Leadership and Teacher Professional Competence on the Work Motivation of Public High School Teachers in Tarutung District with a multiple correlation coefficient of $R = 0.615$ and a multiple determination coefficient of 37.8%. This means that 37.8% of teacher work motivation can influence the principal's

Innovative Leadership and Teacher Professional Competency variables together.

SUGGESTION

In an effort to increase the work motivation of state high school teachers in Tarutung District, this can be done by increasing the innovative leadership of school principals, namely making constructive efforts (the ability to motivate and provide optimal coaching), creative (the ability to search for, create new ideas when carrying out their duties to support the achievement of the vision and school mission), delegative (the ability to delegate tasks according to description, position and responsibility), integrative (the ability to integrate activities in synergy so that school goals can be achieved effectively, productively and efficiently), rationalism and objective (the ability to take action by considering the ratio and objectivity), pragmatic (the ability to set targets according to the conditions and situations possessed by each school member), exemplary (the ability to provide good role models), discipline (the ability to obey agreed rules and have high commitment), and adaptable and flexible (the ability to adapt and be flexible in dealing with various situations and creating a pleasant work atmosphere).

Based on the achievement of the principal's Innovative Leadership variable with the highest item weight, principals are expected to further maintain their achievements by holding regular meetings with teachers to discuss their professional development. And in accordance with the lowest item weight, the school principal is expected to increase achievement and be able to adjust and change school plans based on creative ideas that emerge, in order to ensure the achievement of the vision and mission.

In an effort to increase the work motivation of State High School Teachers in Tarutung District, this can be done by increasing Teacher Professional Competency. For this reason, it is recommended that teachers truly have high teacher professional competence, namely that teachers have the ability to recognize and understand the individual characteristics of students, so that they can support the effectiveness of the learning process. Teachers must also master various learning theories and

educational learning principles, and apply them in creative learning designs and in accordance with established competency standards.

Based on achieving the highest item weight regarding Teacher Professional Competency, teachers are expected to maintain their achievements by using evaluation results from students, colleagues, or supervision to reflect and improve the quality of their teaching. And in accordance with the lowest achievement, teachers are expected to increase their achievement by applying learning principles that emphasize active student participation.

Public high school teachers in Tarutung District must be able to increase teacher work motivation in order to achieve learning goals and improve student learning outcomes and achievements.

Based on achieving the highest item weight regarding Teacher Work Motivation, teachers are expected to maintain their achievements by communicating learning targets to students transparently and will work with full responsibility if the leadership (principal) cares about the work performance of their subordinates. And in accordance with the lowest achievement, teachers are expected to increase their achievement by setting specific and measurable learning goals.

For future researchers who want to research Teacher Work Motivation, it is recommended to study using other variables that influence Teacher Work Motivation. And also those who want to research other influences of the Innovative Leadership of learning principals and Teacher Professional Competence to connect it with other variables because it does not rule out the possibility of influencing other things related to the teacher.

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