

## **ANALYSIS OF THE PRINCIPAL'S LEADERSHIP STYLE ON MOTIVATION FOR PAUD TEACHER PERFORMANCE AT BUNGA PERTIWI EDUCATIONAL INSTITUTION DRIYOREJO SUB-DISTRICT, GRESIK REGENCY**

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### **INTRODUCTION.**

A key component of national development aimed at improving human dignity and the quality of human resources is education. Government policy regarding the National System, Law No. 20 of 2003, contains the direction of education. The goal of national education is development. The ability and form of character and civilization of a dignified nation in order to educate the nation's life, actively participate in the happiness of the Indonesian nation, and act as a catalyst for the renewal and development of life both nationally and globally. For this reason, every education provider should make every effort to improve teaching standards.

The purpose of national education is to develop the potential of students to become "human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens in order to educate the nation's life," as stated in article 4 of the National Education System Law of 2003. The purpose of knowing the challenges faced by the world of education today. Only an educated person will be able to compete in the global labor market, which will determine the quality of a country. With a solid foundation of education, professional training, and knowledge, you can compete in the labor market both now and in the future. The low quality of education at every level and education unit is one of the problems of Indonesian education. Poor quality of education is caused by various factors. Referring to the UNESCO (United Nations Educational, Scientific and Cultural Organization) survey on the quality of education in Asia Pacific, Indonesia is ranked 10th out of 14 developing countries, while teacher rankings are ranked 14th out of 14 developing countries. The low quality of teachers is one of the causes of the lack of educators in exploring the potential of students.

Teacher teaching activities, student learning activities, administrative management systems, and principals' leadership mechanisms all need to be optimized for their role in the educational process to improve teaching standards. Teacher performance is one of the elements that is used as a measure of success. The results of teacher work reflected in the planning, implementation, and evaluation of the teaching and learning process (PBM) whose identity is based on work ethic, as well as the discipline of the teacher profession in the learning process, is what gives rise to the performance in question. The performance of a teacher is the final result of the quality and quantity of his work in carrying out the tasks assigned to him. Performance is a tangible behavior that each individual exhibits as a work product created by the teacher according to his role in his professional responsibilities. In an effort to create quality learning, teacher performance is very important.

To perform their job as teachers professionally, teachers must have a certain set of knowledge, skills, and behaviors called competencies. This competence manifests itself in the way the teacher thinks and acts. Article 10 of Law No. 14 states that in 2015, pedagogic, personality, social, and professional competencies were used to categorize teachers' abilities as learning agents. Mitchell (Mulyasa, 2008: 138) defines performance as the sum of work qualities, agility or speed, initiative, ability or competence, and communication of a person.

Teachers are professional education personnel who play a role in carrying out their duties competently and professionally. They are also required to be able to guide students, set an example for them, provide training, and engage in community service.

Early Childhood Education School is an organization or institution that requires integrated management from the principal as the controller of activities in the school and from the teacher as the implementer of teaching and learning activities in the learning arena. The achievement of group and individual goals in the classroom is the result of the effective coordination of the principal. The achievement of school goals also depends on the integration of teacher work in carrying out teaching and learning activities and the creation of a supportive environment. The influence of the principal's leadership cannot be separated from the teacher's activities in carrying out their duties (Halim Yustiyawan et al., 2016).

The headmaster is the driving force behind all school resources needed to mobilize teachers effectively, foster positive relationships between teachers, create a conducive, vibrant, productive, and cohesive environment, and carry out the planning, implementation, and evaluation of various policies and changes carried out effectively and efficiently, all of which are directed to produce high-quality products or graduates.

A principal's ability to use the right leadership style will determine how effective their leadership will be. Target flow theory (parth-Goal Theory) proposed by House (Bhayapradesita & Sudiro, 2019) states that "there are four leadership styles that will be displayed by leaders with subordinates in their leadership process, namely directive leader (directing), supportive (helping), Participatory (participation), and Goal Orientation (Achievement oriented)". The ability of leadership style to adjust to the maturity of subordinates determines whether it is effective or not (Bhayapradesita & Sudiro, 2019).

These tasks are seen in learning activities and school administration carried out as organizations or educational institutions in schools where there are private teachers where teachers have substantial obligations and responsibilities to the teaching and learning process. Along with the principal's management style, the teacher's work motivation is another aspect that affects how well the teacher performs.

The combination of attitudes, desires, decisions, and perceptions of a person in his environment leads to a psychological process known as performance motivation. Teachers must be motivated to work either alone or by the principal or the surrounding environment to carry out all his obligations. (Muryani et al., 2018) indicates that "work motivation relates to the drive arising from a person to perform a task as a whole based on his or her own responsibilities" in relation to the aforementioned statement. A person's behavior can be influenced by drive or motivation, and that behavior will lead to activity, whereas action can result in the achievement of goals.

On the basis of the above affirmation, it is clear that the principal, through his leadership style, and teachers, as educators and teachers, will have a significant impact on the development of an effective school environment, resulting in a phenomenon where teacher performance is still low. From the initial observation that school principals who are unable to adopt the right policies occur in educational institutions of Mother Earth, due to several factors. Therefore, low teacher performance is the result of a lack of commitment, accountability, responsibility, discipline, work ethic, creativity, professional, social, and personal competence, as well as a lack of professional mindset (Muryani & Sanusi, 2018).

## **RESEARCH METHODS**

In this study, qualitative approach combined with descriptive methodology. According to (Suharsimi Arikunto, 1993) which says that "in the sense of reasoning, certain definitions (in certain contexts) are more about examining matters related to everyday life," a qualitative approach is used.

The principal became the subject of research. The study used observation, documentation, and interviews as data collection methods. Data collection, data reduction, data presentation, and data verification are the first steps in the quest to understand data.

## **DISCUSSION**

Principal's leadership style towards teacher motivation

According to the examination of research data, the principal's leadership style towards teacher performance was identified. Where the principal's leadership style is used, it is evident that it has a significant impact on teacher performance. This implies that teacher performance will improve the more appropriate leadership styles are used.

The responsibility for improving teacher performance lies with the principal as a leader. To ensure that teacher professionals in implementing PBM always function successfully, teachers must be managed, guided, and inspired. The principal, as a competent leader, "felt overwhelmed" (Alaslan, 2020) He knows that training expert teachers is essential to successfully teaching children.

Principals undertake teacher professional development by offering assistance and services to teachers in an effort to improve knowledge, teaching skills, and cultivate professional attitudes.

(Rozak et al., 2018)"Teacher professional development development includes planning teaching and learning activities in accordance with effective learning strategies, managing challenging and interesting teaching and learning activities, ensuring student learning progress, providing feedback, creating and using teaching aids, utilizing learning resources learning environment, managing classroom activities so as to create a positive learning environment for all students.

By providing assistance and services to teachers in an effort to improve their knowledge, teaching skills, and professional attitudes, principals engage in teachers' professional development. (Rainiyati et al., 2019) states that "Teacher professional development coaching includes planning teaching and learning activities in accordance with effective learning strategies, managing difficult and interesting teaching and learning activities, and providing feedback on teaching and learning activities."

The results illustrate why principals, who are the highest-ranking leaders, are needed to support teacher effectiveness and professional growth. If the principal

cannot understand the scenario and the teacher's circumstances, coaching will not be effective. In other words, understanding and supporting teachers requires the right leadership approach. Since successful professional coaching of teachers results in increased student achievement, it can be inferred from the study's findings and supported by the theory that the principal's leadership style has a significant impact on student achievement.

Examination of previous research data shows that teacher performance is motivated. That the teachers' own incentives and the principal's motivation are both strong enough to support teacher performance (Tetty Mawarni., n.d.). This implies that the higher the teacher's performance, the higher the level of work motivation.

According to the theory, a person's drive or desire to work comes from his satisfaction with the results achieved or from something found in business. This is in line with Handoko's statement that "motivation is a state within a person that drives a certain desire to achieve goals" (Kusvitaningrum et al., 2021)

As the motivational force that makes a person want to do something, motivation is also one of the main and most significant factors in improving performance. This supports Mangkunegara's statement (2017: 67) that "work motivation is a condition or energy that moves employees who are directed to achieve the company's organizational goals" In conclusion, a highly motivated person will focus their efforts, think strategically, and adopt attitudes and values that are conducive to obtaining results as expected. These values and attitudes are the most important because they give people the power to act in a way that will help to reach their full potential.

The following are some characteristics that influence motivation: ability factors. Potential and actual abilities, as well as motivational variables, are what psychologically constitute abilities. Employees' leadership and attitude towards their workplace and organizational atmosphere is what motivates people. People with a good view of their work will show a high level of work motivation. The work environment in question includes work relations, work facilities, leadership policies, work leadership patterns, and working conditions, and vice versa if behaving badly.

The results of this study show that two characteristics, the leadership style of ECCE principals and the work motivation of teachers, both individually and collectively, are beneficial for the performance of ECCE school teachers. Both show markedly positive trends regarding teacher motivation.

Research findings support the idea or belief that "individual, psychological, and organizational factors" are the main elements that influence performance (Gibson, 2005: 25). Individual characteristics include aptitude, competence, educational background, and demographics. Perception, attitude, personality, learning, and motivation are all psychological aspects. Resources, leadership, compensation, structure, and design are elements of an organization.

This indicates that the individual's work will increase when doing a job the better and more precisely the principal applies leadership, the higher the motivation of the individual, and the individual himself.

The conclusions drawn suggest that leadership and motivation are among the elements that influence performance when examined from indicators in these three factors. Therefore, the better the performance of ECCE school teachers, the more often and precisely the leadership style of ECCE principals is used and supported by strong teacher work motivation. This illustrates the importance of

work motivation and leadership style of ECCE principals in the process of improving performance, especially teachers in terms of teaching and learning activities.

Therefore, the efforts or efforts of the ECCE principal concerned are concentrated on implementing the principal's leadership style that is accepted by all groups, including teachers and staff, and making efforts that can generate or increase teacher performance motivation, in particular by identifying teacher needs provided by educational institutions by facilitating,

To provide a better learning environment, teachers must also be more creative and imaginative in their approach to the times.

The results show that principals have at least made an effort to implement leadership styles, and ECCE principals have been quite successful in inspiring teacher performance. Leaders who can influence a variety of human lives and ways of life, opportunities, jobs, oppositions, societies, and countries are effective leaders. In addition, they must be able to develop concepts, principles, rules, and lessons that uplift, support, empower, and inspire their subordinates.

Because of the findings of this study, ECCE school teachers are motivated to do work in ways that meet the demands of security, physical need, affirmation, admiration, and self-actualization. There is a difference between these results and Maslow's theory of the hierarchy of needs. This difference may be due to the fact that ECCE school teachers are primarily honorary, meaning they are less dependent on meeting their physical needs and working towards their goals.

From the previous justification, it is clear that the assumption that ideal leadership, superior management, complete facilities and infrastructure, qualified and professional educational institutions and personnel, and qualified and professional education personnel are needed to improve the quality of education in schools, if the implementer does not execute well, these criteria will not be met.

Given the problem formulation and research findings on the principal's management style and the factors that motivate the performance of ECCE school teachers, we can state the following: As the motivational force that makes a person want to do something, motivation is also one of the main and most significant factors in improving performance. This is in accordance with the statement (Hamzah, 2008) that "work motivation is a condition or energy that moves employees who are directed and directed to achieve the goals of the company's organization"

#### CONCLUSION

In conclusion, a highly motivated person will focus their efforts, think strategically, and adopt attitudes and values that are conducive to producing results. These values and attitudes are the most important because they give people the power to act in a way that will help them reach their full potential.

The principal's teacher performance management shows a relatively high level of teacher performance. This implies that teacher performance will improve the more appropriate leadership styles are used. Because ECCE teachers are more motivated to work hard and follow the principal's leadership style, their performance improves. This illustrates the importance of work motivation and leadership style of ECCE principals in the process of improving performance, especially teachers in terms of teaching and learning activities.

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