

The Influence of Principal Leadership Style and Teacher Work Motivation on the Performance of Certified Teachers at SMA Negeri Kotamobagu, North Sulawesi, Indonesia

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ABSTRACT

The purpose of this study is to analyse and interpret the influence of principal leadership style on the performance of certified teachers, the influence of teacher work motivation on the performance of certified teachers and the influence of principal leadership style and teacher work motivation simultaneously on the performance of certified teachers in SMA Negeri Kotamobagu. This study employs a quantitative study approach with survey methods and multiple regression analysis techniques. The independent variables are principal leadership style (X1) and teacher motivation (X2) and the dependent variable is certified teachers performance (Y). Result of the research shows that the principal leadership style has an effect on the performance of certified teachers, teacher work motivation has an effect on the performance of certified teachers, principal leadership style and teacher work motivation simultaneously affects the performance of certified teachers in SMA Negeri Kotamobagu. The values of the regression coefficients show the influence of each principal leadership style and teacher work motivation on the performance of certified teachers and have a high contribution to the performance of certified teachers. The principal must have the readiness and ability to mobilize the teachers to achieve the goals and be responsible for the organization of educational activities at school. Teachers should be tenacious and skilful at conducting quality learning activities. Schools should have appropriate functions to educational goals and implement effective and efficient organizational management, high social responsiveness, and are sensitive to: teachers, students and the surrounding community.

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1. INTRODUCTION

Teacher certification is a standard for professional teachers who go through a process and therefore attach to themselves a predicate as certified teachers. The performance of current certified teachers have not been optimal yet, their performance is still not as expected. In addition, certification is only used as a symbol of how long teachers have been in-service, not based on their performance. The performance of certification teachers is the result or outcome of a process. The meaning of performance includes job performance, implementation of work, achievement of work, and results of work or performance [1]. Performance is part of a universal concept which is the operational effectiveness of an organization, its organization, and its employees based on predetermined standards and criteria. This underlies the notion that an organization is run by humans, and then the performance is actually part of human behaviour that has been established and has effect on the actions and desired results.

The performance of certified teachers is still relatively low. This is marked by the number of certified teachers who do not carry out the learning process according to the program, no discipline in performing their duties, lack of loyalty to school leaders and considerer teaching as not the main profession. These happened because the certified teachers have not performed according to the responsibility in teacher certification standards.

It is assumed that the performance of the teacher is influenced by the leadership style of the principal. However, in reality, most school principals still apply free leadership style; in this case the principal is less involved in execution of policy and implementation while subordinates take a lot more role which is fatal in the development and progress of institution (school). Ideally, the principal uses a democratic leadership style that grants wide authority to subordinate both information and team or personal involvement but in the case of a decision there must be a leadership role on the basis of consensus. With the role of principals, teachers can play a role as the front liners in the school programs. Teachers can act as subjects that do coaching, training and direction. The leader is a person who has the ability to influence people to perform certain activities, for the achievement of one or several goals [2].

The performance of certified teachers is influenced by teachers' work motivation which can be an important factor in improving performance, because with high motivation, teachers will be encouraged to work as much as possible in carrying out their duties and responsibilities [3]. Work motivation is something that raises the spirit or the drive of work. Therefore, work motivation in working psychology is commonly called a morale booster. The strong and weak motivation of a worker determines the quality of his achievement [4]. Someone will have a high motivation if there is a leader who can provide encouragement in achieving the performance, the needs are fulfilled, both physical and psychic needs. With the high motivation of leadership work, someone will try to carry out the work maximally.

Preliminary observations conducted at SMA Negeri Kotamobagu show the performance of certified teachers are still relatively low. The leadership style of the principal has not significantly affected the performance of certified teachers. There are certified teachers who do not have a lesson plan to teach, let alone applying it according to the implementation steps: teaching methods, teaching models, approach strategies, and assessment instruments in accordance with the lesson plan. In terms of discipline, there are still teachers who are late to teach the subject, go home early, and not present without news.

Some experts have similar understanding about the performance, some others defined it differently. Armstrong and Baron in [5] said that performance is about doing the work and the results achieved from the work. Performance is the result of work that has a strong relationship with the organization's strategic goals, customer satisfaction and economic contribution. According to [6] job performance is the work achieved by a worker in carrying out the tasks and jobs that are assigned to him. In general, work performance is among others influenced by the skills, experience, and the ability of the workforce concerned. Meanwhile, according to [7], work performance is the result of work in quality and quantity achieved by an employee in performing their duties in accordance with the responsibilities given to him. Job targets assigned to educators can be achieved maximally, if the given responsibility can be implemented. Work performance is the result of work achieved by a person in carrying out the tasks assigned to him based on his skills, experience, sincerity and punctuality. The form of work performance can be seen from the work performance level, including ability and acceptance of clear task being delegated as well as interest of a worker [8].

According to [9], performance evaluation is the activities of managers to evaluate employee performance behaviours and set the policy further. Evaluation or behavioural assessment includes assessment of loyalty, honesty, leadership, cooperation, dedication, and employee participation. Performance appraisal is a process for establishing a shared understanding of what is to be achieved, and an approach to managing and developing people in ways that increase will be achieved in a short or long time. This increase does not occur only because of the systems driven by management to manage the performance of their employees that enable them to manage their own development and performance within a clear objective framework and agreed standards with their supervisors [10]. Natawijaya [11] specifically defines teacher performance as a set of actual behaviours that teachers show when they provide learning to students. Learning can be implemented in a structured and systematic way according to the steps contained in the lesson plans.

Teacher performance when referring to Mangkunegara [7] definition is the tasks teachers are facing include: creating a learning program, choosing methods and media appropriate for teaching, evaluation, and follow-up with enrichment and remedial. According to [12] teacher performance indicators can refer to teacher performance competencies [13]. According to [14] that performance appraisal is an evaluation conducted periodically and systematically of a worker's work performance or position. Ability, skill, and motivation will contribute positively to the quality of personnel performance when accompanied by effort done to make it happen. Efforts made by an organization will have a positive impact on improving the quality of organizational performance so as to support the achievement of the established goals.

In its implementation, the performance of teachers or educational personnel can be measured by using five aspects of the measurement dimension by Mitchell cited in [15], namely: (i) quality of work; (ii) promptness; (iii) initiative; (iv) capability; (v) communication. Performance of certification teachers is similar to that of teachers who have not yet certified, but certified teachers are burdened by the number of teaching hours to be achieved per week. On top of that, moral responsibility to guide learners on attitudes and behaviours must always be implemented.

In the search for measurable leadership traits, the researchers used two approaches: they tried to compare the characteristics of two people who emerged as leaders with different and they compared the characteristics of effective and ineffective leaders [16]. However, the study of these traits fails to reveal the clear and consistent nature that differentiates leaders and followers.

Leadership can be learned from behavioural patterns, and not from the qualities of a leader. The reason is that the nature of a person is relatively difficult to identify. In this case, leaders tend to give credits to subordinates who have the characteristics of hospitality, willing to consult, supportive, defending, listen, accept suggestions and think about the welfare of subordinates and treat them on his level. In addition, there is a tendency of a leader to have more subordinate-oriented behaviours characterized by an emphasis on superiors-subordinates, personal attention of the leader to satisfying the needs of subordinates and accepting differences in subordinate personality, abilities and behaviours. While leader-oriented leadership behaviour has a tendency of emphasizing on the technical aspects of the job, prioritizing the implementation and completion of tasks and achievement of goals [17].

On the other hand, there are two leader behaviours according to the continuum leadership model: one that is oriented to the leader and the other one is oriented to the subordinates. While based on the leadership graph model, the behavior of each leader can be measured through two dimensions: attention toward the results or tasks and toward subordinates or working relationships. An effective leader must be able to understand the dynamics of the situation and adjust its ability to the dynamics of the situation. Adjustment of leadership style in question is the ability to determine the characteristics of leadership and behaviour because of the demand of a particular situation. The autocratic-democratic leadership models is related to the situation and conditions being faced, and also related to the leadership function that must be held. For example, in terms of decision-making, an autocratic-style leader will make his own decisions. The characteristics of leadership that stand out are firmness accompanied by task-oriented behaviour. While democratic-style leaders will invite subordinates to participate. The characteristics of leadership that stands out here is to be a good listener with attitudes to pay attention to the interests and needs of subordinates.

The interaction model of superiors – subordinates is more dependent on the interactions that occur between the leader and his subordinates and to what extent the interaction affects the behaviour of the leader. One will be an effective leader when superior and subordinate relationships are well-categorized, the tasks to be undertaken by subordinates are structured at a high level of structure and the position of a leader's authority is strong. Situational model emphasizes on the notion that one's leadership effectiveness depends on the selection of the right leadership style to deal with the particular situation and the maturity level of the subordinate. The leadership dimension used in this method is the behaviour of the leader in relation to his leadership duties and the superiors–subordinates relationship. Based on that dimension, the leadership style that can be used is to inform, to sell, to invite subordinates to take part and to delegate. The road-objective model emphasizes on leaders who are able to show the path the subordinates could take. One of the mechanisms to achieve this is the clarity of tasks to be done by subordinates and the attention of the leader to the interests and needs of his subordinates. The leader's behaviour in relation to it must be a motivational factor for his subordinates. Lead-role model and subordinates highlight the leader's behaviour associated with the decision-making process. Leaders' behaviour needs to be adjusted to the task structure to be completed by his subordinates. One of the important requirements for this paradigm is the existence of a set of rules that subordinates must adhere to in determining the form and level of subordinates' roles in decision making. The form and level of the subordinates' role are "suppressed" by the situation and the problem to be solved through the decision making process.

School is one form of educational organization. The principal is the educational leader in the school. If the definition of leadership is applied in educational organizations, then the leadership of education can be defined as an attempt to mobilize the existing people in educational organizations to achieve educational goals [18]. This is in accordance with the opinion of [19] which suggests that the leadership of education is the process of influencing, moving, motivating, and directing the people in the educational organization to achieve educational goals. In educational organizations, the one who becomes the leader of education is the principal. As an educational leader, the principal has a number of difficult tasks and responsibilities. To be able to perform its functions optimally, the principal needs to apply the right leadership style.

Several studies have shown that leadership orientations that emphasize on people tend to be effective enough. Several other studies show that leadership orientation that emphasizes on task is more effective [20]. This is due to different organizational characteristics.

In the organization of education, work motivation is very much needed for the smooth implementation of the learning process. Motivation for teachers or lecturers can be done by giving lectures, giving scholarships, increasing incentives and honorariums. Motivation as done by the government for lecturers has been beneficial, for instance by providing assistance for the production of books, research, making lesson plans, transport money, attending seminars, discussions, meetings, etc. [21].

2. RESEARCH METHOD

This study uses a quantitative approach with survey method and multiple regression analysis techniques. Through the survey method, hypothesis testing focuses on the disclosure of causal relationships between variables, namely studies directed to investigate the relationship of cause based on observation of the consequences that occur (associative correlation) using two independent variables: leadership variable (X1) and teacher's motivation (X2) and one dependent variable: teacher certified performance (Y).

The population is a generalization area consisting of: objects - subjects that have certain qualities and characteristics set by researchers to be studied and then drawn conclusions [22]. Based on the above definition, it can be concluded that the overall population of the object being studied has certain qualities and characteristics and determined by the researchers to be studied and then drawn conclusions. Table 1 shows the number of active SMA teachers in Kota Kotamobagu and has certified teacher status in the academic year of 2017/2018.

Table 1. Number of certified teachers in SMA Negeri Kotamobagu

Name of school	Certified teachers
SMA N 1 Kotamobagu	52
SMA N 2 Kotamobagu	34
SMA N 3 Kotamobagu	30
SMA N 4 Kotamobagu	8
Total	124

In determining the number of samples, Taro Yamane or Slovin formula was used [23] as follow

$$n = \frac{N}{Nd^2 + 1}$$

Where;

n : Number of sample

N : Number of population

d : precision (if set 10% then the level of confidence is 90%)

The number of samples is 55 certified teachers. To facilitate the distribution of the questionnaire, the sample was determined according to the number of certified teachers in each school proportionally Table 2.

Table 2. Sampling decision

School	Number of certified teachers	Number of sampel	Sampling Decision
SMA N 1 Kotamobagu	52	$52/124 \times 55 = 23.1$	23
SMA N 2 Kotamobagu	34	$34/124 \times 55 = 15.1$	15
SMA N 3 Kotamobagu	30	$30/124 \times 55 = 13.3$	13
SMA N 4 Kotamobagu	8	$8/124 \times 55 = 3.6$	4
Population	124		55

This study employed open questionnaire. Open questionnaires give questions with prepared alternative responses. Respondents were requested to choose from the given responses. The questionnaires were distributed directly through direct visit to schools [24]. The questionnaire used Likert-scale with five options see Table 3.

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Table 3. Scores using Likert-Scale

Score	Criteria	Response
5	Always	Strongly Agree
4	Often	Setuju
3	Sometimes	Not Sure
2	Rare	Disagree
1	Never	Strongly Disagree

Prior to use in the study, the instrument has been tested for its level of validity and reliability in 30 teachers who are not in the sample study criteria. Valid instrument items are used for measurement tools in the scoring, whereas invalid instrument items are removed. To test the validity, Pearson correlation formula was used as follows:

$$r_{xy} = \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

Where;

- r_{xy} : correlation index
- n : number of respondents
- $\sum x$: number of item scores
- $\sum y$: total score
- $\sum xy$: results of multiplication of item scores and total score

The result of r_{xy} calculation is compared to the critical r *product moment* through 5% significance value. If $r_{xy} > r_{critical}$ then the item is valid. The reliability test was done by calculating reliability coefficients of valid items, using Cronbach alpha coefficient. The reliable instrument criterion is ≥ 0.5 [25]. In the study, the normality test was used through the formula of Kolmogorov - Smirnov, with the help of the Statistical Package for Social Science (SPSS) program version 21.

The data collected through day recapitulation were analysed using the following procedures performed: 1. Normality test aims to determine whether or not the data were distributed normally. 2. Linearity test aims to determine whether the two variables have a significant linear relationship or not. If the significance value is < 0.05 then it can be concluded that the regression test conducted is linear, and vice versa. 3. Hypothesis test is performed to determine the method of analysis used by the researcher. This study used a simple linear regression analysis and multiple linear regression through 2 (two) predictors.

3. RESULTS AND ANALYSIS

Table 4 shows the normality test results of 55 respondents ($N = 55$) and the DMax count of the principal leadership style variable (X1) of 0.073, teacher work motivation (X2) of 0.103 and certified teachers performance (Y) of 0.062. In determining the DMax table and a significant level of 0.05 a value of 0.180 was obtained (based on Kolmogorov-Smirnov table). If the value comparison ($D_{Max} < D_{table}$), led to the hypothesis testing H_0 being accepted, then the three variables are normally distributed. The linear regression of principal leadership style variable (X1) and certified teachers performance (Y), based on Anova value or F test. The calculated value of F arithmetic is 81.001 with significant value of 0.000 see Table 4. When compared to the determined significance, the value was smaller ($sig. < \alpha$), thus H_0 is accepted. This means the leadership style of school principal (X1) and certified teacher performance (Y) is linear.

Table 5 shows the linear regression of teacher work motivation variable (X2) and certified teachers performance (Y), based on ANOVA value or F test. The obtained F value count is 58.325 with significant value 0.000 seen in Table 5. When compared to the determined significance, the value is much smaller ($sig. < \alpha$), thus H_0 is accepted. This means teacher work motivation variable (X2) and certified teachers performance (Y) is linear.

Table 4. Linear Regression Test of X_1 and Y

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5833.920	1	5833.920	81.001	0.000 ^b
	Residual	17.789	53	0.336		
	Total	5851.709	54			

Table 5. Linear Regression Test of X_2 and Y

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5415.705	1	5415.705	58.325	0.000 ^b
	Residual	436.004	53	8.226		
	Total	5851.709	54			

Table 6 shows multiple linear regression of principal leadership style variable (X_1), teacher work motivation (X_2) and certified teachers performance (Y), based on ANOVAs value or F test. The obtained F count is 38.896 with significant value 0.000 see Table 6. When compared to the determined significance the value is smaller sig.< α), thus H_0 is accepted. This means the leadership style of school principal (X_1), teacher work motivation (X_2) and certified teacher's performance (Y) is linear.

Based on the linear regression test, the results of the analysis showed that the significant values obtained both regression Y over X_1 , Y regression over X_2 and regression Y over X_1 and X_2 are much smaller than the determined significant level set or Sig. < α . This means the regression model is linear and therefore the result of this test can be accounted for in drawing the conclusions.

Hypothesis testing of the relationship between principal leadership style (X_1) and certified teacher performance (Y) was done based on Statistical Package for Social Science (SPSS) version 21 programs Table 7.

Based on correlations data analysis, the correlation between principal leadership style (X_1) toward certified teachers performance (Y) calculated using correlation coefficient is 0.998 Table 7. This shows a high correlation between the principal leadership style (X_1) and the performance of certified teachers (Y). The significant level of one-tailed correlation coefficient based on the probability value resulted in 0.000 values and the probability value is smaller than the significant constant (0.05). This strengthened the relationship between the principal leadership style (X_1) and the performance of certified teachers (Y). The results obtained for the regression equation can be seen in Table 8.

The coefficients table shows the regression equation of $\hat{Y} = 1.946 + 0.958X_1$. From the test criteria $t_{count} > t_{table}$ ($31.837 > 1.674$) with significance of $0.000 < 0.05$ Table 5, thus H_0 is rejected. This means there is an influence between principal leadership styles (X_1) toward certified teacher performance (Y).

Furthermore, in the summary model, the correlation coefficient (R) of 0.998 Table 9 means there is a strong influence of the variables between the principal leadership style (X_1) on the performance of certified teachers (Y), and the remaining 0.002 is influenced by other factors.

Hypothesis testing of the relationship between teacher work motivation (X_2) and certified teachers performance (Y) was done based on Statistical Package for Social Science (SPSS) version 21 programs Table 10.

Table 6. Multiple Linear Regression Test of X_1 , X_2 and Y

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5834.351	2	2917.175	38.896	0.000 ^b
	Residual	17.358	52	0.334		
	Total	5851.709	54			

Table 7. Result of Correlation

		Performance of certified teachers	Leadership Style
Pearson Correlation	Performance of certified teachers	1.000	0.998
	Leadership Style	0.998	1.000
Sig. (1-tailed)	Performance of certified teachers	.	0.000
	Leadership Style	0.000	.
N	Performance of certified teachers	55	55
	Leadership Style	55	55

Table 8. Result of T-test for X_1

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.946		0.910		2.138
Leadership Style	0.958		0.007	0.998	31.837

Table 9. Results of Regression Test of X_1 and Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.998 ^a	0.997	0.997	0.57935

Based on correlations data analysis, the correlation between teacher work motivation (X_2) toward certified teachers performance (Y) calculated using correlation coefficient is 0.962 Table 10. This shows a high correlation between teacher work motivation (X_2) and the performance of certified teachers (Y). The significant level of one-tailed correlation coefficient based on the probability value resulted in 0.000 value and the probability value is smaller than the significant constant (0.05). This strengthened the relationship between teacher work motivation (X_2) and the performance of certified teachers (Y).

Table 11 shows the coefficients table shows the regression equation of $\hat{Y} = 4.163 + 0.907X_2$. From the test criteria $t_{count} > t_{table}$ ($25.658 > 1.674$) with significance of $0.000 < 0.05$ Table 5, thus H_0 is rejected. This means there is an influence between teacher work motivations (X_2) toward certified teachers' performance (Y).

Table 12 shows the correlation coefficient (R) of 0.962, which means there is a strong influence of the teacher work motivation variable (X_2) toward certified teachers performance (Y) and the remaining 0.038 is influenced by other factors.

Table 10. Correlation Test of X_1 , X_2 and Y

		Performance of certified teachers	Teacher work motivation
Pearson Correlation	Performance of certified teachers	1.000	.962
	Teacher work motivation	.962	1.000
Sig. (1-tailed)	Performance of certified teachers	.	.000
	Teacher work motivation	.000	.
N	Performance of certified teachers	55	55
	Teacher work motivation	55	55

Table 11. Result of T-test for X_2

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.163	4.588		0.907	0.368
Teacher work motivation	0.907	0.035	0.962	25.658	0.000

Table 12. Results of Regression Test of X_2 and Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.962 ^a	.925	.924	2.86819

The R square value is 0.997, known as determination value. This means that the influence between the principal leadership style (X_1) and teacher work motivation (X_2) on the performance of certified teachers (Y) is 99.7% while 0.3% is influenced by other factors.

Table 13. Results of Regression Test of X_1 , X_2 and Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.999 ^a	.997	.997	.57777

Table 14 shows the regression equation $\hat{Y} = 2.155 + 0.989X_1 - 0.031X_2$. From the test criteria of $t_{count} > t_{table}$ ($35.414 > 1.675$) with significance of $0.000 < 0.05$, thus H_0 is rejected. This means there is an influence between principal leadership style (X_1) and teacher work motivation (X_2) toward certified teachers' performance (Y).

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Table 14. Results of regression test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.155	.926		2.327	.024
1 Leadership Style	.989	.028	1.030	35.414	.000
Teacher work motivation	-.031	.027	-.033	2.136	.261

The results of the regression coefficient test together with analysis of variance can be seen in Table 15. The result of F test shows that $F_{count} > F_{table}$ ($38.896 > 3.18$) with significant value of $0.000 < 0.05$ thus H_0 is rejected. This means there is an influence between principal leadership style (X_1) and teacher work motivation (X_2) toward certified teachers performance (Y). The results of the tests show that: (i) there is a significant influence between the principal leadership style (X_1) and the performance of certified teachers (Y) at SMA Negeri; (ii) there is a significant influence between teacher work motivation (X_2) and certified teachers performance (Y) at SMA Negeri Kotamobagu; and (iii) there is a significant influence between principal leadership style (X_1) and teacher work motivation (X_2) toward certified teachers performance (Y) at SMA Negeri Kotamobagu.

Table 15. Results regression coefficient test

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	5834.351	2	2917.175	38.896	.000 ^a
Residual	17.358	52	.334		
Total	5851.709	54			

The equation $\hat{Y} = 1.946 + 0.958X_1$ shows that if the principal leadership style (X_1) is 0, then the performance of certified teachers (Y) at SMA Negeri Kotamobagu has a positive value of 1.946. On the other hand, if the value of regression coefficient of principal leadership style (X_1) is positive, 0.958, that means there is an increase in principal leadership style (X_1) then the performance of certified teachers (Y) will increase by 0.958. This suggests that the more leadership style of principal (X_1) increases, the better the performance of certified teachers (Y). In other words, the principal leadership style (X_1) has a positive and significant impact on the performance of certified teachers (Y). The results show that the principal leadership style (X_1) is an influential factor in order to improve and increase the performance of certified teachers (Y). The implications of this study are to increase the performance of certified teachers, the leadership style of the principal needs to be improved.

The equation $\hat{Y} = 4.163 + 0.907X_2$ shows that if the teacher work motivation (X_2) is 0, then the performance of certified teachers (Y) at SMA Negeri Kotamobagu has a positive value of 4,163. Whereas, if the value of regression coefficient of teacher work motivation variable (X_2) is positive at 0.907, that means there is an increase in teacher work motivation (X_2) then the performance of certified teachers (Y) will increase by 0.907. This suggests that the more teachers' work motivation increases (X_2), the better certified teachers performance (Y) will be. In other words, teacher's work motivation (X_2) has a positive and significant impact on the performance of certified teachers (Y). The results indicate that teacher work motivation (X_2) is an influential factor in improving and increasing the performance of certified teachers (Y). Thus, the implications of this study are to improve the performance of certified teachers, teacher work motivation needs to be increased.

The equation $\hat{Y} = 2.155 + 0.989X_1 - 0.031X_2$ shows that if the leadership style of principal (X_1) and teacher work motivation (X_2) is 0, the performance of certified teachers (Y) at SMA Negeri Kotamobagu has a positive value of 2,155. When the value of regression coefficient variable of leadership style of principal (X_1) and work motivation of teacher (X_2) is positive by 0.958 and 0.03, that means there is an increase on principal leadership style and teacher work motivation which led to the improvement of certified teachers performance by 0.958 and 0.03. This means if the principal leadership style (X_1) and work motivation of teacher (X_2) improve, the certified teachers performance (Y) will also increase. In other words the principal leadership style (X_1) and teacher work motivation (X_2) are significantly influenced the performance of certified teachers (Y). The results show that the leadership style of principal (X_1) and teacher work motivation (X_2) is an influential factor to improve and increase the performance of certified teachers (Y). The implications of this study are to improve and increase the performance of certified teachers, the principal leadership style and teacher work motivations need to be improved [26].

4. CONCLUSION

The results of the study lead to the conclusion that the leadership style of the principal has a significant effect on the performance of certified teachers at SMA Negeri Kotamobagu. The value of the regression coefficient shows the influence of the principal's leadership style on the performance of certified teachers. Similarly, the leadership style of the principal has a high contribution to the performance of certified teachers at SMA Negeri Kotamobagu. The better the principal leadership style, the more increased the certified teacher's performance will be. Teacher work motivation has an effect on the certified teacher performance at SMA Negeri Kotamobagu. The value of the regression coefficient shows the effect of teacher work motivation on the performance of certified teachers. Similarly, teacher work motivation has a high contribution to the performance of certified teachers at SMA Negeri Kotamobagu. The better the teacher's work motivation, the better the certified teachers performance will improve. Principal leadership style and teacher work motivation have an effect on the performance of certified teachers at SMA Negeri Kotamobagu. The value of regression coefficient shows the influence of principal leadership style and teacher work motivation toward certified teacher's performance. Similarly, the principal leadership style and work motivation of teachers have a high contribution to the performance of certified teachers at SMA Negeri Kotamobagu. The better the principal leadership style and teacher work motivation the better the certified teacher performance will increase.

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