

THE INFLUENCE OF SCHOOL PRINCIPALS' LEADERSHIP AND WORK CLIMATE ON THE WORK MOTIVATION OF VOCATIONAL SECONDARY SCHOOL TEACHERS IN DKI JAKARTA

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ABSTRACT

The aim of this research is to analyze, test and obtain a clear picture of the influence of school principal leadership and work climate on the work motivation of vocational high school teachers in DKI Jakarta. This research uses a quantitative approach and hypothesis testing uses the path analysis method, while the data collection technique uses questionnaires, with a sample of 150 teachers from a population of 240 PNS and P3K teachers in DKI Jakarta, in this case I took the population of PNS and P3K teachers in North Jakarta and the Thousand Islands. Based on the results of hypothesis testing from the research discussion, several conclusions can be put forward as follows: (1) There is a direct positive and significant influence of school principal leadership on the work motivation of vocational school teachers in DKI Jakarta. (2) There is a direct positive and significant influence of work climate on teacher work motivation of vocational school teachers in DKI Jakarta. (3) There is a direct positive and significant influence of the principal's leadership on the work climate at vocational schools in DKI Jakarta.

Keywords: *Principal Leadership, Work Climate, Work Motivation.*

INTRODUCTION

The world of education is one part of the effort to produce quality students. The main task of teachers as professional educators is to educate, teach, guide, direct, train, assess and evaluate students. Progress in the quality of education in schools certainly cannot be separated from the role of a teacher.

It is in the hands of the teacher that the learning process can run well, however, to achieve better

learning a school principal can provide support to teachers so that teacher motivation arises within a teacher to make learning even better. A school principal must have managerial functions which include the functions of planning, organizing, actuating, controlling. These managerial functions can be carried out by a school principal in his leadership. If the managerial function runs well, then school management can also run well, especially for teachers in providing support so that teacher motivation can develop well.

Motivation is an encouragement, as a motivational impulse it will provide a good stimulus to someone to fulfill their needs so that the goals they have aspired to can be achieved. Motivation is important, because with this motivation it is hoped that each individual will work hard and be enthusiastic to achieve the desired results.

Green and Baron in Wibowo (2017, p. 322) argue that motivation is a series of processes that arouse, direct and maintain human behavior towards achieving goals. Motivation is a person's own desire or encouragement from external parties to carry out work optimally in achieving work goals (Damayani, Arafat, and Eddy, 2020, p. 48). Teacher work motivation is the encouragement or desire that arises from a teacher to educate, teach (plan, implement and assess), guide, direct and train students as well as possible by directing all their existing potential. (Simarmata, 2020, h . 659). Without work motivation in teachers, of course there will be no enthusiasm for teaching and less responsibility for their duties. There are several factors that influence teacher work motivation.

Work motivation is a serious effort made by teachers in order to shape children, using educational and coaching facilities that are well programmed and implemented seriously and consistently. This work motivation is carried out based on the assumption that work motivation arises because there are intrinsic and extrinsic factors that arise within oneself

Intrinsic factors are teacher work motivation factors that exist within the teacher. The sense of responsibility contained within the teacher is one of the teacher's intrinsic factors. Developing teacher self-competence is also one of the teacher's intrinsic factors. Extrinsic factors are teacher work motivation factors that come from outside. School conditions are one of the extrinsic factors of teacher work motivation. Comfort in the work environment can provide teacher motivation in working. Then the income or compensation received by teachers is also one of the teacher's extrinsic factors. The income received by teachers certainly makes teachers enthusiastic about teaching.

In an organization, leadership is a very important role because the leader is the one who will move and direct the organization in achieving its goals and at the same time it is a task that is not easy, because they have to understand the different characters, attitudes and behavior of their subordinates. A successful principal is a principal who understands the existence of the school as a complex and unique organization, and is able to carry out the duties of the principal, and is able to take responsibility for leading the school.

Leadership is also defined as a process of relationship or interaction between leaders and members in certain situations by providing direction, influencing and motivating members so that they can understand, accept, be willing and able to carry out organizational tasks that are their responsibility to achieve organizational goals. (Suparyadi , 2020, p. 26). Leadership is the ability to influence other people to do what the leader wants. Leadership is an art, strategy and technique of managing other people, willing to work together to achieve targeted goals (Nizar and Hasibuan, 2019, p. 4). Leadership is a science or ability to influence, move, direct, a person or group of people so that they can carry out various activities to achieve organizational goals. (Suryana et al., 2022, p. 7320)

The principal's leadership is a force to move his subordinates. The leader is appointed on the basis of a decision or official appointment to assume the position of principal. The leadership of the school principal in an organization is the main factor in carrying out activities in the school. The pinnacle of leadership of a school organization lies in the leadership of the school principal

There are five competency standards that a school principal must have, namely personality competence, managerial competence, entrepreneurial competence, supervisory competence and social competence. Personality Competency consists of having noble morals, developing culture and traditions of noble morals and providing role models for the community at school. Have a strong desire to develop oneself as a school principal, be open in carrying out duties and functions as a school principal and control in facing problems in the work as a school principal. Meanwhile, managerial competencies include preparing work instruments to carry out the main tasks and functions in the school, compiling reports on the results of supervision to encourage teachers and school principals in developing school principals and education unit administration. Monitor the implementation of national education standards and utilize the results to assist school principals in preparing for accreditation. Supervision competencies include guiding in compiling the syllabus for each subject based on content standards, competency standards and basic competencies, compiling lesson plans, guiding teachers in implementing and maintaining learning media, motivating teachers in utilizing information technology in learning. Social competence can be described as being able to collaborate with various parties in order to improve the quality of carrying out duties and responsibilities as well as being active in educational unit supervisory association activities. (Julaiha, 2019, p. 60)

The work climate or atmosphere of the work environment can also increase teacher motivation in teaching. The friendly and family atmosphere and mutual assistance between one teacher and another makes teachers motivated to teach at school. An individualistic work climate will make teachers feel uncomfortable and will have an impact on the teacher's own motivation. A family and harmonious work climate and mutual assistance between one teacher and another will make teachers comfortable in teaching so that teacher motivation in teaching will grow.

The word climate is usually associated with the atmosphere or air conditions in a particular environment. Koy and Misykel in Efendi et al. (2019, p. 104) say that climate is the quality of the environment that is continuously experienced by staff, influences behavior, and is based on the collective perception of their behavior. Work climate is a reciprocal relationship between personal, social and cultural factors that influence individual and group attitudes in a school or madrasah environment which is reflected in an atmosphere of harmonious and conducive cooperative relations between madrasah principals and teachers, between teachers and others, between teachers with madrasah employees and all components must create relationships with students so that educational and teaching goals are achieved (Amin, 2023, p. 65). Work climate is a form of work environment that can influence employee behavior. The work climate can shape employees' expectations about the consequences that will occur from the various actions they take. (Darmawan, 2020, p. 60)

Work climate is a comfortable and conducive atmosphere that can influence work motivation. School atmosphere, students' relationships with their friends, students' relationships with teachers and school staff, quality of teachers and teaching methods, condition of the building, school community, rules, school facilities and school infrastructure. A comfortable and pleasant working climate will make teachers feel happy to teach and motivated to improve their work performance.

There are several factors that influence the work climate. According to Amin (2023, p.66) explains that factors that influence the work climate are personal, social and cultural factors. A negative climate manifests itself in the form of bad relationships. Competitive, contradictory, jealous, oppositional, indifferent, individualistic and selfish. This negative climate reduces teacher work productivity. On the other hand, a positive work climate shows a close working relationship with one another, in the form of mutual cooperation between them, all problems that arise are resolved together through deliberation. A positive climate also shows that educational activities run harmoniously and in a peaceful, calm atmosphere, thus providing a sense of calm and comfort to personnel in general and teachers in particular.

METHOD

The research carried out by researchers uses quantitative methods of descriptive analysis, namely research into problems in the form of current facts from a population, research aimed at studying large and small populations by selecting and studying samples selected from that population to find the incidence, distribution, and the relative interrelation of variables

The population in this study was ASN teachers consisting of PNS and P3K teachers who taught at State Vocational High Schools in DKI Jakarta, namely in the North Jakarta and Seribu Islands areas, 4 State Vocational Schools with a total of 240 ASN teachers consisting of PNS and P3K teachers. In this study, the research sample used the Slovin formula. From a population of 240 people, a sample size of 150 people was obtained and 30 people were tested who were not included in the sample.

The constellation of research problem models shows a model of the relationship between the independent (exogenous) variables, namely: school principal leadership (X1) and work climate (X2) with the dependent (endogenous) variable, namely teacher work motivation (X3). In the context of this research, survey research is used to determine the relationship between variables.

Based on the theoretical description and thinking framework above, the following research hypothesis can be proposed: (1) There is a positive direct influence of the principal's leadership on teacher work motivation. (2) There is a direct positive influence of work climate on teacher work motivation. (3) There is a positive direct influence of the principal's leadership on teacher work motivation

To capture data, a scale was used for the variables of work discipline, transformational leadership and support for facilities and infrastructure. The scale is designed with a Likert scale. In this scale, the statements submitted are accompanied by five alternative answers. For positive items the answer scores are: Always (SL) score 5, Often (SR) score 4, Sometimes (KD) score 3, Rarely (JR) score 2, Never (TP) score 1

Data obtained from research results were analyzed using descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis is used to determine the minimum score, maximum score, range, mean, median, mode, standard deviation and variance of each variable. Meanwhile, inferential statistical analysis is needed for hypothesis testing and research generalization with path analysis (Path Analysis) using the SPSS application.

FINDINGS AND DISCUSSION

Based on the results of hypothesis testing that has been carried out, it is concluded that the principal's leadership has a direct positive and significant effect on work motivation. These findings provide empirical evidence that increasing principal leadership carried out by vocational school heads in North Jakarta and the Thousand Islands will have an impact on increasing the work motivation of vocational school teachers in North Jakarta and the Thousand Islands. With these results, the results of this research further strengthen the theories which prove that the principal's leadership has a direct positive effect on teacher work motivation, the better the principal's leadership, the greater the work motivation of vocational school teachers in North Jakarta and the Seribu Islands.

Based on the results of hypothesis testing that has been carried out, it is concluded that work climate has a direct positive and significant effect on teacher work motivation. These findings provide empirical evidence that improving the work climate carried out by vocational school heads in North Jakarta and the Thousand Islands will have an impact on increasing the work motivation of vocational school teachers in North Jakarta and the Thousand Islands. With these results, the results of this research further strengthen the theories which prove that the work climate has a direct positive effect on teacher

work motivation, the more conducive the work climate in schools is, the more work motivation of teachers in vocational schools in North Jakarta and the Seribu Islands will increase.

Based on the results of hypothesis testing that has been carried out, it is concluded that the principal's leadership has a direct positive and significant effect on the work climate. These findings provide empirical evidence that increasing principal leadership carried out by North Jakarta and Thousand Islands Vocational School principals will have an impact on the conducive working climate of North Jakarta and Thousand Islands Vocational School teachers. With these results, the results of this research further strengthen the theories which prove that the principal's leadership has a direct positive effect on the work climate, the better the principal's leadership, the more conducive the work climate in North Jakarta and Thousand Islands Vocational Schools will be.

CONCLUSION

Based on the findings and analysis presented in the previous chapters, the following conclusions can be drawn:

There is a positive direct influence of school principal leadership on the work motivation of vocational school teachers in North Jakarta and the Thousand Islands. This can be seen from the results of the t test calculation where $t_{count} > t_{table}$ ($17.428 > 1.976$). And based on the results of the product moment formula calculation at $\alpha = 0.05$, that $r_{count} > r_{table}$ ($0.820 > 0.135$) means that it can be seen that there is a positive direct influence of the principal's leadership on teacher work motivation. And the coefficient of determination is $r_{x1} = 0.672$. This means that 67.2% of work motivation (X3) is influenced by the leadership of the school principal (X1). This means that if the principal's leadership is good, teacher work motivation will increase.

There is a positive and significant direct influence of work climate on the work motivation of vocational school teachers in North Jakarta and the Thousand Islands. This can be seen from the results of the t test calculation where $t_{count} > t_{table}$ ($15.765 > 1.976$). And based on the results of the product moment formula calculation at $\alpha = 0.05$, that $r_{count} > r_{table}$ ($0.792 > 0.135$) means that it can be seen that there is a positive and significant direct influence of work climate on teacher work motivation. And the coefficient of determination is $r_{x2} = 0.627$. This means that 62.7% of motivation (X3) is influenced by the work climate (X2). This means that if the work climate is conducive, teacher work motivation will increase.

There is a direct positive and significant influence of the principal's leadership on the work climate at vocational schools in North Jakarta and the Seribu Islands. This can be seen from the results of the t test calculation where $t_{count} > t_{table}$ ($11.992 > 1.976$). And based on the results of the product moment formula calculation at $\alpha = 0.05$, that $r_{count} > r_{table}$ ($0.702 > 0.135$) means that it can be seen that there is a positive and significant direct influence of the principal's leadership on the work climate (X2). And the coefficient of determination is $r_{21} = 0.493$. This means that 49.3% of the work climate (X2) is influenced by the leadership of the school principal (X1). This means that if the principal's leadership is good, the work climate in the school will be more conducive.

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