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ABSTRACT

Purpose: The purpose of this study is to find out how the influence of the leadership of the head of school and motivation on the performance of teachers at YPM SMK Sidoarjo at the time of the Covid pandemic 19.

Theoretical framework: Online learning in schools during the ongoing Covid-19 pandemic requires the leadership of the head of school and strong work motivation to improve teacher performance in schools. Only with willing and motivated teachers and well-performing teachers can schools grow to a maximum and optimum extent in accordance with the demands and expectations of the community in the context of the Covid 19 pandemic.

Method/design/approach: The method in this study is using quantitative method. This subjects in this study are 280 teachers at SMK YPM Sidoarjo, East Java, Indonesia. The variables in this study are the leadership of the head of school (X1), work motivation (X2), and teacher performance (Y). The model used in this study is a causality model or a relationship of influence. To test the hypothesis used t test analysis techniques for relationships or partial influences.

Results and conclusion: The result of this study is the leadership of the head of school (X1) has a positive and significant influence on the performance of the teacher (Y) SMK YPM Sidoarjo, whereas the work motivation variable (X2) has a significant and positive influence upon the teacher's performance (Y).

Implications of the research: This research contributes to the application of the leadership of the head of school and give some motivation on the performance of teachers in online learning during the Covid 19 pandemic so that learning is more effective.

Originality/value: The results obtained in this study are innovative and relevant for leadership of the head school and give motivation to the performance of the teacher in the school.

Keywords: leadership, motivation, teacher performance.

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A INFLUÊNCIA DA LIDERANÇA DO CHEFE DE ESCOLA E A MOTIVAÇÃO NO DESEMPENHO DOS PROFESSORES DURANTE A PANDEMIA DA COVID-19

RESUMO

Objetivo: O objetivo deste estudo é descobrir como a influência da liderança do chefe da escola e a motivação no desempenho dos professores da YPM SMK Sidoarjo no momento da pandemia de Covid 19.

Quadro teórico: a aprendizagem em linha nas escolas durante a atual pandemia de COVID-19 exige a liderança do chefe da escola e uma forte motivação para melhorar o desempenho dos professores nas escolas. Somente com professores dispostos e motivados e professores bem-sucedidos as escolas podem crescer ao máximo e ao máximo de acordo com as demandas e expectativas da comunidade no contexto da pandemia da Covid 19.

Método/projeto/abordagem: O método neste estudo é o uso de método quantitativo. Este estudo é composto por 280 professores da SMK YPM Sidoarjo, East Java, Indonésia. As variáveis deste estudo são a liderança do chefe da escola (X1), a motivação do trabalho (X2) e o desempenho do professor (Y). O modelo utilizado neste estudo é um modelo de causalidade ou uma relação de influência. Testar a hipótese usada para testar técnicas de análise de relações ou influências parciais

Resultados e conclusão: Os resultados deste estudo é a liderança do chefe da escola (X1) tem uma influência positiva e significativa no desempenho do professor (Y) SMK YPM Sidoarjo, enquanto a variável motivação do trabalho (X2) tem uma influência significativa e positiva no desempenho do professor (Y).

Implicações da pesquisa: Esta pesquisa contribui para a aplicação da liderança do chefe da escola e dá alguma motivação sobre o desempenho dos professores na aprendizagem on-line durante a pandemia da Covid 19 para que a aprendizagem seja mais eficaz.

Originalidade/valor: Os resultados obtidos neste estudo são inovadores e relevantes para a liderança da escola principal, e motivam o desempenho do professor na escola.

Palavras-chave: liderança, motivação, desempenho do professor.

1 INTRODUCTION

Leadership can be influenced by how the working atmosphere and how the situation is perceived by members as well as the supporting resources in an organization (Choi et al, 2021; Istikhoroh et al, 2023; Umah et al, 2023). Therefore, based on this thought, leadership in education, like the head of school, has significant differences from the kind of leadership that exists in other organizations. This is because the school is an institution that has a characteristic and uniqueness that does not belong to any other
institutions. The head of the school has a big role to play in terms of the quality of the teacher's performance in the school. This is reinforced by the results of research carried out by Fitria & Puspita (2021) which shows that there is a significant influence between the leadership of the head of school on the performance of teachers, there is also a significant impact between the head's motivation to the teacher's performance, there are leadership climate and motivation.

The concept of a leadership that exists in an educational institution can not stand alone and apart from the general concept of leadership (Lealfilho et al, 2020; Riyanto, 2023). If formally observed, the form of application to various activities related to leadership needs to be carried out by parties that of course exist in a different office and also in it there are parties that have vision and purpose in order to realize the desires, hopes and purposes in the organization. It is here that the roles of school leaders, teachers, school committees and parents or guardians are different from each other, and complement each other in order to the school's goals. Basically, the leadership of the head of the school becomes the main thing in order to develop and improve the quality of school, as well as the need for help and cooperation with teachers, students, parents or guardians of students, school committees, governments and surrounding communities. The development of school quality is basically a joint responsibility of the school citizens in accordance with their basic duties and functions in the school.

In the context of school development and progress, in addition to the leadership factor of the head of school, no less important is the enthusiasm or motivation of the work of teachers in the school environment (Sammon et al, 2014). Teachers as teachers of course are expected to have the spirit and mental professionalism to always motivate themselves in achieving good performance and also professional (Murkatik et al, 2014). In this respect, professionalism here has the definition of an impulse or motivation that emerges from within (intrinsically) the teacher himself who has a role as a driver in his task of developing a professional personality (Suyanto, 2013; Zampier et al, 2022). Increasing or decreasing the quality of a school is of course a major influence on the performance of teachers and other parties in the school. The teacher as an important role has the most advanced position as the tip of the spear and is directly connected with the student in the implementation of teaching learning activities in the classroom, which are carried out both inside and outside the class. Based on the exposure, teachers are required to be able to carry out their entire responsibilities with professionals to create effective
and efficient learning, in order to transfer science to students in the school. This has been contained in the Law of the Republic of Indonesia No. 20 of 2003 on the National Education System that teachers or educators as well as educational staff have a duty to be able to make an atmosphere in education enjoyable, dynamic, meaningful, creative, and also diaological. As well as having a professional commitment in the aim of making the quality of education increasingly and eventually will be a benchmark and can boast institutions, professions as well as the same position according to their respective responsibilities.

In today's educational development, assessment of teacher performance is becoming increasingly important and urgent in schools (Putra & Hariri, 2023; Shaddiq, 2023). The evaluation of how the quality of the performance performed by the teacher relates to the level of effectiveness of the learning activity in which it covers a variety of fields, which includes a whole of interrelated components. In the sense, learning will be more effective and successful if the student experiences that can be a benchmark to make a change in him. Some variations that affect behavior or performance, namely individual, organizational, and psychological (Supardi, 2014). Related to individual variables, i.e. abilities and skills, mental and physical, family background, social level, salary, demographic age, gender background. Organizational variables include resources, leadership, orientation and structure.

If carefully observed, according to Ilyas (1999) that the teacher's performance is influenced by many factors, such as abilities and skills, organizational environment and culture, leadership and motivation. These factors are very much related to the results and quality of a teacher's performance, especially in a situation of a covid 19 pandemic like this, then the quality of teacher performance deserves special and continuous attention. Teachers' ability and skills in learning are an important point and can also influence how teachers perform at school (Garner, 2010; Andriani et al, 2018). Teachers who have good abilities and competences can usually do anything, even in unfavourable circumstances. Therefore, in a pandemic situation that is so uncertain, teachers are required to be able to implement and conduct a quality online learning process. The teacher's knowledge and mastery of the entire component of the online learning device is obligatory to the teachers in the school.

Based on the explanation described above, therefore, the researchers intend to identify, describe, and then analyze the problems found in this research. In this research
activity, there is a great hope to be able to obtain benefits so that it can be an additional input to the efforts in order to improve online learning, culture or habits in the school organization, incentives or motivation in the work, as well as then how the performance of teachers in SMK YPM. In the broader context this research can be used for the materials for the purpose of conducting research and advanced research related to online learning. How culture and organizational habits at school, how the head of school in implementing the leadership organized by the school head, encouragement and in motivation and in the performance also how teachers teach in the SMK in future. Based on the formulation of the issue, so that the purpose in this study can know how the impact of head of the school leadership and motivation to work on performance of teachers in the SMK YPM Sidoarjo.

2 METHOD

The design method of this research is quantitative. The type of research used in this study uses associative correlations. Sugiyono's (2021) associative research says the goal is to find out the relationship between two or more variables. This research has four bound variables and one free variable. For that variable is studied with the intention of knowing the relationship partially and the relationship simultaneously. The reasons for the research using quantitative designs and kausal association types are as follows. The first associative relationship is a causal relationship, that is, a relationship that is causal or consequential. So there are independent variables and dependent variables. Secondly, the research concerns the nature of explaining the relationship between online learning, the school's organizational culture, the leadership of the head of school, the motivation of work to the performance of teachers. Thirdly, this study is carried out by testing the hypothesis using the variables above. Fourthly, the results are accurate and accurate.

Subject of this study are 280 teachers of SMK YPM Sidoarjo, East Java, Sidoarjo. The variables in this study are the leadership of the head of school (X1), work motivation (X2), and teacher performance (Y). The model used in this study is a causality model or a relationship of influence. To test the hypothesis used t test analysis techniques for relationships or partial influences.
3 RESULTS AND DISCUSSION

Based on the results of the t test from the results of this research, the relationship between each variable is obtained as follows:

| Principal Leadership (X1) to Teacher Performance (Y) | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (|O/STDEV|) | P Values | Hypothesis |
|-----------------------------------------------------|----------------------|-----------------|----------------------------|--------------------------|----------|------------|
| Work Motivation (X2) to Teacher Performance (Y)     | 0.183                | 0.172           | 0.073                      | 2.503                    | 0.013    | Accepted   |
|                                                     | 0.423                | 0.444           | 0.116                      | 3.641                    | 0.000    | Accepted   |

Source: Prepared by Sukendro et al (2023)

Based on the t test table on the influence of a variable of the head of school Leadership (X1) on the performance of teachers (Y) of 0.013 < 0.050 whereas for a t count of 2.503 > t table (1.96), where Ho was rejected and hypothesis 3 was accepted which means there was influence on the Leadership of the School Head (X1) to performance of teachers (Y). Koh et al (1995) stated that the leadership of the head of school has a positive and negative influence on the performance of teachers in school. The results of the study, further reinforced by the analysis of the research conducted by Hasan et al (2021) and Ulfahmi et.a. (2021) that has a significant influence of the leader of the school on the teacher's performance at school.

Based on the test results obtained from these observations, it was shown that the indicator with the highest average on the leadership variable of the head of school is the mastery of the school environment as well as the utilization and development of information and communication technologies. Overall, the head of the school's leadership variable is in a high category and it can be perceived that the teachers at Sidoarjo School have a good mastery of concepts and managerial skills so that they are able to develop and use a variety of media as well as coordinated learning resources. Respondents also have perceptions in the category of both the leadership of the head of school and the level of teacher work. The leadership of the head of the school which includes understanding of knowledge, competence, and behavior must be inherent and anchored by the educator/teacher in carrying out his/her duties and functions. Thus, teachers have an important and highly strategic role as motivators, facilitators, planners and organizers of learning processes, as well as inspiring learning for their pupils.
The leadership developed in the school seems to have adopted the thinking of Ki Hajar Dewantoro, that is “ing ngarso sung tulodho, ing madya mangun karso, tut wuri handayani”. Ing ngarso sung tulodo means that a leader should give a good sauri tauladan to the subordinate. Always act and speak words that can give a good example that can stimulate the subordinates to behave like their leaders. Ing madya mangun karso means that the leader must be able to cooperate with the subordinates. So all the work done will feel easy or light and will strengthen the relationship between the subordinates and the leadership, but not violate the ethics of leadership. Tut wuri handayani means giving an opportunity to the subordinate to move forward. This third principle is used in our educational environment. Give them knowledge and supplies that will increase their insight and intelligence. Don't have fearful minds overwhelmed, give our subjects a chance to move forward. If there is no superior then there is a subordinate capable of dealing. And if his leaders are smart, his subordinates are smart and well managed then the goals of the group will be perfectly achieved.

According to Ichsan et al (2021), style is attitude, movement, behavior, strength, and ability to do well. Since humans first began to live in groups to common goals at the beginning of human history, the problem of leadership has become increasingly common. They need someone or a few people with an advantage over the competition. According to Flavian et al (2022), a leader is a personality that has a certain personality and character that is relevant to a particular condition associated with the skills and technical experience related to what is needed to guide a group to its goals while ining and building team cooperation. Leadership is described by Rivaldo & Nabella (2023), as the ability to influence a group of people in achieving a specific goal. A leader must be able to persuade others, have people or teams to follow them, and the overall goal. Ali (2012) affirms that the success or failure of an organization is heavily influenced by the existing leadership.

The three main categories of research in leadership theory are processes or ways of attitude, behavior, and conditional contingency. The methodology used in this observation is a behavioral approach that deals with a number of behaviors that a good leader uses to carry out his leadership. The behavior of a leader can be learned so that it can be deliberately formed into a habit. To better understand and anticipate the effectiveness of leadership in various contexts. According to this idea, a person's motivation is influenced by their expectations of reward as well as valence, or the
attraction of such reward. The ability to offer incentives or rewards and communicate the measures necessary to obtain them is a requirement for managers.

Based on the discussion, it is possible to gain an understanding of whether the leadership performed by the head of the school can have an impact and influence on the performance of the teacher in the school. A head of school who can give a boost or stimulus and also an incentive or motivation, which is a reward to a teacher who performs, will surely give the teacher an extraordinary enthusiasm and spirit of work. A competent and qualified head of the school will improve the quality and ethos of the teacher's performance in the school. Based on the test table t over the influence of the work motivation variable (X2) on teacher performance (Y) of 0.000 < 0.050 whereas for the t count value of 3.641 > t table (1.96), where Ho is rejected and Hypothesis 4 is accepted which means there is an impact of Work motivation (X2 ) on the Teacher performance (Y).

In terms of work motivation is a thing that has an impact and also a huge influence on how a teacher performs. If a teacher has a great motivation for work, then he will also bet on the form of consciousness in the willingness to work as one form in the fulfilment of his needs, as is the case with basic needs to other needs for the purpose of maximizing competence, skill and also ability possessed. Basically, no teacher expects a decrease in the quality of his performance, because what he wants to and is an improvement and also success in carrying out his duties and functions in the school. The opinion is also in line with the research carried out by Hutabarat (2015) explains whether there is a positive and also significant relationship shown between motivation and how achievement in teacher performance. It contains the logical consuasion that high work motivation can generate and give rise to high performance enthusiasm and achievement anyway. Inayatullah & Jehangir (2012) also said that in terms of motivation or incentive and also how the teacher's performance is a very important thing in relation to the goal of knowing how great the organization's success is. The motivation of a teacher can affect the performance of a person, so in the context of education at school, the motivation for a teacher's work can influence the quality of teacher work at school.

According to Ardiana (2017) in the research carried out explains whether incentives or motivation in the work can give a good influence in relation to the performance of teachers. In the study also gives evidence if the motivation of a great teacher can make a way to increase the spirit in the learning activities of the teacher. The
results of this study are in line with the results of the research analyses that have been carried out by Suryati (2020) which stated that the motivation of work has a positive and significant influence on the performance of teachers in the school. Furthermore, the result of this analysis of the study is reinforced by the findings of Sinta (2022) which states that the mobility of work have a positively and significant impact on teacher performance. It contains the meaning that the quality of teacher performance at school, one of which can be influenced by work motivation. In fact, this research has confirmed that work motivation has a significant or persuasive influence on teacher performance at school. The results of this study, showed and stated that the motivation of YPM Sidoarjo SMK teachers has an influence on their performance at school. It is a fact that is joyful YPM sidoarju managers, at the time of the Covid 19 pandemic, YPM YPM teachers still have an extraordinary enthusiasm and spirit of work to organize and pursue online learning in schools on a routine, regular and sustainable basis.

4 CONCLUSION

Based on the results of the research, t test table show that on the influence of a variable of the head of school Leadership (X1) on the performance of teachers (Y) of 0.013 < 0.050 whereas for a t count of 2.503 > t table (1.96), it can be concluded that there is a significant influence of the leadership of the head of the school on the performance of SMK teachers and the existence of a significant impact of the work motivation on SMK teacher performance.
REFERENCES


