

Analysis of the Influence of Principal Leadership Effectiveness and Work Motivation on Basic Education Teacher Competencies

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ABSTRACT

The competency of teachers is a critical factor in the quality of education, and leadership as well as work motivation play vital roles in enhancing this competency. This research aims to analyze the effectiveness of school principal leadership and work motivation and their influence on the competency of basic education teachers in Pidie Regency. Using a quantitative approach with a correlational research type, the study found that the multiple linear regression equation is $Y = -5.743 + 0.636X_1 + 0.484X_2$. The leadership of primary education school principals in Pidie Regency has been effective, significantly influencing the competency of basic education teachers (Y) in Pidie Regency, with a calculated t value of 5.207 and a significance level of 0.000. The work motivation (X2) of basic education teachers in Pidie Regency is high and significantly influences their competency, with a calculated t-value of 3.786 and a significance level of 0.000. Simultaneously, the variables of principal leadership effectiveness (X1) and work motivation (X2) significantly affect basic education teacher competency (Y) in Pidie Regency, with a calculated F value of 256.737 and a significance level of 0.000. The correlation coefficient (r) of 0.928 indicates a very strong and unidirectional relationship between the independent and dependent variables. The coefficient of determination (R²) of 0.861 shows that the independent variables collectively contribute 86.1% to the dependent variable, while the remaining 13.9% is influenced by other factors outside this research. This research contributes to the field of education by providing evidence of the significant impact of school principal leadership and teacher work motivation on teacher competency, highlighting the importance of effective leadership and motivation in enhancing educational outcomes.

Keywords: Leadership, Work Motivation, Teacher Competencies



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INTRODUCTION

Education plays a key role in creating resources Quality human beings even determine the success of the sector development. Education is a learning process that occurs throughout life in various environments, starting from family, community, and government. Law Number 20 of 2003 concerning the Education System National defines education as a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential, including in the spiritual aspect, self-control, and existence in society, nation, and state. The success of an institution is determined by two main factors, namely sources of human resources or workforce, and facilities and supporting infrastructure or

facilities work. Between the two, human resources are considered more important than supporting facilities and infrastructure. According to (Abi & Saadah, 2019), humans always have an active role in every organization. Organizational goals cannot be achieved without active contributions from employees, even though the organization has very little equipment advanced.

An effective education system must be carefully planned and started from a collaboration between school principals, teachers, students, and all components in the school environment (Indonesia, 2020); (I. Handayani & AlFarhatan Noor Asri, 2021); (Agustina et al., 2023). This aims to create an atmosphere and process of learning that is fun, stimulating, and challenging for students. In this way, students can develop themselves optimally according to their respective talents and abilities (Amaliyah & Rahmat, 2021). The principal is a teacher who is given responsibility for leading and managing educational units (Yussanti & Dwikurnaningsih, 2020); (LATIFAH, 2022); (Mariana, 2021). They have an important role in the management of education and improving the quality of education at the school level. School principals play a strategic role in increasing teacher professionalism and the quality of education in schools. As a leader in an educational institution, head schools have a key role in encouraging schools to achieve their vision, mission, goals, and objectives through various planned programs (Kurniawati et al., 2020); (Fahri et al., 2022); (Laia et al., 2022). The role of the head schools includes responsibility for the implementation of educational activities (SYAPARUDDIN et al., 2020); (Romadhon & MS, 2021), school administration, development of teaching staff, utilization of resources, as well as maintenance of facilities and infrastructure (Ariadhy, Shulby Yozar., Nurohman, Sabar., Arkum, Darol., Handini, Widya., 2020); (Uma et al., 2022).

In the era of globalization, school principals and leaders are confronted with demands that are increasingly complex and full of uncertainty. According to (Akmaluddin et al., 2023), leaders in the era of globalization must have an understanding depth and breadth of actual conditions in educational organizations (Tute et al., 2020); (Baidowi, 2020); (Kurniawati et al., 2020); (Akmaluddin et al., 2020), capabilities to motivate teachers and educational staff (Wahyudin, 2022), skills in managing emotions (Romadhon & MS, 2021), as well as new capabilities in analysis (Jalaluddin et al., 2021). They must also have the will and skills to involve all employees in improving their roles and their functions, as well as to distribute power, provide authority, and control more effectively and efficiently. Leadership behavior is related to the specific or personal behavior of leaders related to their duties and roles as leaders. Approach behavior, as described by (Yusni et al., 2024), connects leadership to what leaders do. (Husni et al., 2023) adding that the principal's leadership involves how they delegate tasks and authority, how they communicate with staff, motivate them, as well as carry out various other tasks within the educational organization. Effective leadership from a school principal must include efforts to improve the competence of teachers. Many principals do not successful in his leadership because he paid less attention to improvement teachers' competence and lack of understanding of their performance in implementing it learning activities (Syarfuni, Suraiya, 2021). Good relationship between leadership and subordinates are very important to achieve organizational goals, considering every part of organizations have different roles.

Apart from the principal's leadership, teacher competence is also influenced by the work motivation possessed by each teacher. As is known, in Carrying out their duties as educators, teachers have various characteristics. They are full of enthusiasm and responsibility, while some lack feelings of responsibility, frequent absences, not being punctual, and not obeying the rules. Teacher conditions like this often become a problem in every educational institution. Teachers who lack work motivation tend to be obstructive achievement of goals that have been set by the school. According to (Hamdani et al., 2024) motivation is a process that explains the intensity, direction, and persistence of an individual to achieve his goals.

Motivation can be seen from the level of attendance, and responsibility for the working time set. (Akmaluddin et al., 2021) say that teacher work motivation is an important factor in improving teacher performance and competency. The main driver for every teacher to carry out their professional duties following the provisions is that teachers are one of the resources of a school which is energy. Teachers in schools carry out three main tasks, namely educating, guiding, and teaching or training students. Based on Government Regulation No. 19 of 2005 regarding National Education Standards, education personnel must have qualifications, competencies, and certifications according to the field of work. So that results work can be shown optimally.

Competency is a strategic study because it will support the organization to focus, mobilize, and direct all activities and human resources that influence the existence of the organization (E. Handayani et al., 2020); (LATIFAH, 2022). According to Law No. 14 of 2005, competency is a set of knowledge, skills, and behavior that must be possessed, internalized, and mastered by teachers to carry out professional duties. According to PP 74 of 2008 concerning Teachers Article 3 teacher competencies include pedagogical competency, personality competency, social competence, and professional competence obtained through the education profession. Successful implementation of learning in every educational institution. The basis cannot be separated from the cooperative role between school principals as leaders and teachers as subordinates. Being a school principal in this era is not a thing. It's easy, it's necessary for capacity building, both in the form of competence, leadership characteristics as well as attitudes, and work maturity. The problem is. Common occurrences include less than harmonious relationships between school principals with teachers, and low teacher motivation, and competence.

The effectiveness of the principal's leadership is related to the success of the implementation of his duties and responsibilities as a leader of an educational institution, including as an educator, manager, motivator, administrator, supervisor, leader (leader), and innovator. The principal is an educator who must have the ability as an educator for both teachers and students within the institution he leads. The principal must be capable of guiding, providing opportunities for subordinates for self-development, and able to make decisions quickly and accurately especially related to improving the quality of education. Improving the quality of education will be achieved if supported by adequate teacher performance. Teacher performance will be determined by his competence as a professional teacher. So, the principal's leadership. Efforts must be made to increase teacher competency. To always improve teacher performance, of course, a school principal must have strategies to improve teacher performance to make efforts to improve education. To carry out their roles and functions as managers, principals must have the right strategy to empower education staff to improve their profession and include all educational staff in various activities that support school programs (Herdiyana & Rohendi, 2021).

Based on the results of a pre-survey conducted by researchers at the Education Department and Culture of Pidie Regency, as the parent educational organization, was information that most of the principals of a total of 325 elementary schools in Pidie Regency have not been able to become an effective leader. Many school principals have not been effective in carrying out their roles as leaders of schools. One example is that the school principal has not been able to act decisively towards teachers who are not disciplined, such as not coming to school on time and often not working, the principal does not involve his subordinates in taking policies, and not motivating teachers to improve their performance. These conditions will affect the work behavior of subordinates which impacts teacher competence and performance. Other problems are also found in elementary education teachers in Pidie Regency, the work motivation of elementary school teachers is still low. The total number of teachers in Pidie Regency, namely 8,168 people. According to wrong

information from one elementary school principal in Pidie District, there were many teachers who lacked enthusiasm in carrying out the learning process, often logged in to class on time, in-class learning only provided note-taking assignments to students, and there are no ideas for improving the learning process so that quality. Teacher work motivation will certainly influence the quality of learning, If the teacher's work motivation is low, the quality of learning will be low, so the goal of learning is not achieved. On the other hand, teachers who have high work motivation will work with all their energy to achieve the learning objectives achieved. (Sari et al., 2023) said that teacher work motivation is an activity that encourages to do a job, a teacher who has high work motivation will try to perform their duties with all their might so that the work is successful.

The problem of elementary school teacher competency in Pidie Regency was mentioned by an elementary school principal in Pidie District that most still do not according to expectations. In fact, teachers must have competence, especially competent pedagogy. According to (Sumarni et al., 2024) competence in the field of pedagogy at least the teacher understands the objectives of teaching, how to formulate objectives for teaching, specifically selecting and determining teaching methods in accordance with the goal to be achieved, understand the study material as best as possible with using various sources, how to choose and use tools demonstration, how to create tests and use them, and knowledge of tools other evaluations. In fact, in Pidie Regency, there are still many teachers who are not able to plan to learn and implement more learning relying on the lecture method, and learning resources still in school books. (Ashlan & Akmaluddin, 2021) said that the reality is that many teachers have not mastered basic skills in teaching so learning does not quality. This is where the role of the school principal as a leader, motivator, educator, and facilitator to improve teacher competency.

Based on the background above, it is deemed necessary to do some research on the role of school principal leadership and work motivation competency of basic education teachers in Pidie Regency. Improving the quality of education through improving teacher performance is one way to improve the quality of learning in schools. Teacher performance will have an impact on increasing teacher activity in the learning process, especially the competence of teachers in planning learning, improving the implementation of learning, and evaluating learning outcomes (Budiati et al., 2024; Tihazana et al., 2024). Teacher competency can also be a determining factor in improving the competitiveness of a school. Teachers who have high competence tend to have Good performance, which in turn will affect the school's competitiveness and produce quality graduates (Kurniasih dan Sani, 2019). The competency level of a teacher will have an impact on superior performance because these competencies act as input factors in the teaching process which allows educational goals to be achieved well (Sari & Manurung, 2023).

Teacher competency is one of the important pillars in supporting the success of the learning process at school. Often the level of teacher competence is influenced by the leadership of the school principal. Although the role of the principal has significance, its success also depends greatly on the existence of skilled and professional human resources including teachers quality. School principals who are able to optimize their role will contribute to increasing teacher professionalism, which in turn will influence improving the overall quality of education (Fitriyani et al., 2024). The principal's ability to carry out his leadership duties to Improve teacher competency has a significant impact on the successful implementation of educational programs and the achievement of educational goals. This is strengthened by the principal's understanding and wisdom as a leader in the field of education (Akmaluddin et al., 2020). Other factors that support increasing teacher competency include teacher work motivation. (Hartini et al., 2023) explains that motivation is a person's urge to carry out an action, both internally and externally, which can be positive or negative. Work motivation itself

is factors that arouse a person's enthusiasm and drive to work. The internalized motivation of a teacher must have the power to encourage him to continue trying to provide the best learning to his students. Strong motivation from educators will be a guide for him to achieve goals in the learning process.

METHODS

In this research, a descriptive quantitative approach was utilized. Quantitative research methods, grounded in the philosophy of positivism, are employed to investigate specific populations or samples. This approach enables the systematic collection and analysis of numerical data to describe and explain phenomena. The sampling technique used in this study was random sampling to ensure that each member of the population had an equal chance of being selected. This method enhances the representativeness and generalizability of the findings. Data collection was conducted using structured research instruments, such as surveys or questionnaires, which provided quantifiable data for analysis. The primary variables studied were the effectiveness of the principal's leadership (X1) and work motivation (X2) and their impact on teacher competence (Y). The data collected were quantitative and derived from the scores assigned to each research variable. These scores were based on participants' responses to items measuring the respective constructs of leadership effectiveness, work motivation, and teacher competence. Data analysis was conducted using statistical techniques to test the predetermined hypotheses. Multiple linear regression analysis was employed to examine the relationships between the independent variables (principal's leadership effectiveness and work motivation) and the dependent variable (teacher competence). This statistical method enabled the determination of the strength and direction of these relationships. The use of a quantitative approach facilitated a comprehensive examination of the variables and their interactions, providing robust evidence of the factors influencing teacher competence. The methodological rigor, including random sampling and the use of validated research instruments, ensured the reliability and validity of the findings, contributing valuable insights to the field of education.

RESULTS AND DISCUSSION

Results

After the validity test, reliability test, and classical assumption test are fulfilled, then The next stage is to process the data using multiple linear regression using tools software SPSS 21.00. Data analysis was carried out to find out how the effectiveness of the principal's leadership influences (X1) and work motivation (X2) on the competency of basic education teachers in Pidie Regency (Y). Table 1. shows the results of multiple linear regression analysis.

Table 1. Results of Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
	(Constant)	-5.743	2.507		-2.290	.025
1	X1	.636	.122	.548	5.207	.000
	X2	.484	.128	.398	3.786	.000

Source: Primary Data (Processed), 2024

Table 1. above contains some information, namely intercept values (a) and independent variable coefficient (bi). Based on these values it can be stated in the form of a multiple linear regression line equation as follows: $Y = -5.743 + 0.636X1 + 0.484X2$

The intercept value $\alpha = -5.743$ is significant without effective leadership from the principal (X1) and work motivation (X2) then the competence of educational teachers Pidie Regency's baseline (Y) is -5,743. The regression coefficient for the principal's leadership effectiveness variable (X1) The obtained value of 0.636 means that for every 1% increase in effectiveness, the principal's leadership (X1) will increase teacher competency (Y) by 0.636%, assuming variable X2 constant. This shows that it is increasingly effective School leadership will increase the competency of basic education teachers in Pidie Regency.

The regression coefficient for the work motivation variable was obtained at 0.484 means that if there is an increase in work motivation (X2) of 1% will increase teacher competency (Y) by 0.484%, assuming variable X1 is considered constant. This means that increasing work motivation will trigger this increasing the competency of basic education teachers in Pidie Regency. The results of the multiple linear regression data analysis above can be concluded that of the two variables studied, the head leadership effectiveness variable school (X1) has the most dominant influence on teacher competence in basic education in Pidie Regency.

Discussion

Influence of Principal Leadership Effectiveness Variables (X1) to Teacher Competency (Y)

The success of educational goals depends greatly on the ability and the principal's policy in leading a school or educational institution. The principal's leadership is felt to be effective by education teachers in elementary school in Pidie Regency, supported by the attitude of the teachers in assessing all indicators with an average score of 4.05. Based on the results of data processing, the calculated t value for the Principal Leadership Effectiveness variable (X1) of 5.207 with sig. 0,000. The sig value is $0.000 < 0.005$, meaning the head's leadership effectiveness variable school (X1) has a significant effect on the competency of basic education teachers (Y) in Pidie Regency.

The principal has a central role in managing the school and directing the performance of educational staff within it. (Kadarsih et al., 2020) said The success of education at school is greatly influenced by the ability of the head schools to manage human resources, including teachers and other staff, as well as developing policies that support an effective learning process. Good leadership will encourage work enthusiasm, creativity, and collaboration among educational staff, thereby creating a learning environment productive and supportive for students.

The school principal has a vision of realizing quality education and commitment to carrying it out, being open and willing to accept criticism for realizing quality education, school principals become role models or subordinates, and decision-making is carried out in deliberation involving teachers (subordinates), the principal provides advice and guidance regarding teacher problems, encouraging teachers to be professional, carrying out evaluations teacher's presence, assessing achievement, providing rewards, providing sanctions for subordinates who violate, take the initiative, and involve the teacher in solving learning problems. (Akmaluddin et al., 2023) said existence A leader is very important in an organization. Leaders are often used as role models by subordinates or employees to carry out work. They also become a consultation place for subordinates to resolve matters the problems they face in the institution, as well as the problems that arise in society. Leaders have an important role in providing direction, motivation, and support to organizational members to achieve common goals and overcome the challenges faced.

Influence of Work Motivation Variables (X2) towards Teacher Competency (Y)

Teachers play a role as the spearhead in education, a professional teacher must have the competence to be able to carry out their duties properly and satisfactorily. Teacher competence will be achieved when implementing His work is supported by high work

motivation. Based on the analysis results data, the average value of the work motivation variable indicator for primary education teachers in Pidie Regency was obtained (Likert scale). That is, basic education teachers in Pidie Regency already have high work motivation.

The calculated t value for the regression coefficient for the work motivation variable was obtained at 3,786 with a sig value of 0.000. The sig value is $0.000 < 0.05$, meaning the work motivation variable (X2) partially has a significant effect on the competence of educational teachers based in Pidie Regency. The results of this research are supported by (Hartini et al., 2023) who say that work motivation is one of the factors that affect teacher competence. (Raharjo & Sutomo, 2016) explain that motivation has a significant effect on teacher competence. Work motivation is needed to improve teacher competence professionally. (Sari et al., 2023) revealed that motivation is a condition that moves humans towards a certain goal. Without it, Work motivation makes it difficult for a teacher to carry out duties and responsibilities the answer is as a professional educator.

Influence of Principal Leadership Effectiveness Variables (X1) and Work Motivation (X2) towards Teacher Competency (Y)

The results of the ANOVA test obtained a calculated F value of 256,737 with a sig value of 0,000. A sig value of $0.000 < 0.05$ means the head's leadership effectiveness variable school (X1) and work motivation (X2) together have a significant effect on teacher competency (Y) in basic education in Pidie Regency. Teacher competency can be improved through effective principal leadership and motivation teacher work. The role of the school principal as supervisor (Syarafuni, Suraiya, 2021), through example, guidance, reward, and punishment (Juliana et al., 2023) can improve teacher competence and performance in the process of learning.

Increasing teacher competence is not only through external factors, namely the role of the principal's leadership alone but the most important thing is the existence of awareness that arises from the teacher (internal factors) in motivating oneself to work professionally. (Ijudin et al., 2022) said leaders are often used as role models by subordinates or employees to carry out work. Leaders have an important role in providing direction, motivation, and support to organizational members to achieve common goals. (Akmaluddin et al., 2021) added that strong motivation from educators will be a reference for educators themselves to achieve the goals of the learning process.

CONCLUSION

The existence of a leader is very important in an organization. Leaders are often used as role models by their subordinates or employees in carrying out their work. They also become a place of consultation for subordinates to resolve the problems they face within the institution, as well as problems that arise in society. Leaders have an important role in providing direction, motivation, and support to organizational members to achieve common goals and overcome the challenges they face. Teachers act as the spearhead in education, professional teachers must have the competence to be able to carry out their duties well and satisfactorily. Teacher competency will be achieved if carrying out their work is supported by high work motivation. Based on the results of data analysis, the average value of the work motivation variable indicator for primary education teachers in Pidie Regency was 4.19 (Likert scale). This means that basic education teachers in Pidie Regency already have high work motivation. Work motivation is one of the factors that influences teacher competence. Motivation has a significant effect on teacher competence. Work motivation is needed to improve teacher competence professionally. Motivation is a condition that moves humans towards certain goals. Without work motivation, it is difficult for a teacher to carry out his duties and responsibilities as a professional educator. Increasing teacher competence is not only through external factors, namely the leadership role of the school principal, but the most important

thing is the awareness that arises from teachers (internal factors) in motivating them to work professionally. Leaders are often used as role models by their subordinates or employees in carrying out their work. Leaders have an important role in providing direction, motivation, and support to organizational members to achieve common goals. Strong motivation from educators will become a reference for educators themselves to achieve the goals of a high-quality, professional, and quality learning process supported by wise and professional leaders.

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