

The Influence of Principal Leadership and Teacher Motivation to Improve Student Learning Achievement in Public Elementary Schools

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ABSTRACT

The influence of the principal's leadership in education has great potential for the quality of schools, and teacher motivation is very much needed to increase teacher achievement in the student learning process in elementary schools. The research aims to analyze the influence of principal leadership and teacher motivation to improve student learning achievement in State Elementary Schools in Aceh. This research uses a quantitative approach, this type of research uses correlation research methods. This research used 125 samples by dividing them into each elementary school in Batee District. Data collection in this research used questionnaires and documentation. Data analysis in this research used the SPSS version 26 program. In this research, validity tests, reliability tests, classical assumption tests, multiple linear regression tests, hypothesis tests, and coefficient of determination tests (R²) were used. The research results prove that the principal's leadership partially has a significant effect on student learning achievement. Teacher work motivation partially has a significant effect on student learning achievement. The principal's leadership and teacher work motivation simultaneously have a significant influence on student learning, teachers carrying out the learning process require special attention to their professionalism. The influence of the Principal's Leadership is a motivation for the quality and independence of teachers to improve teacher achievement so that it has an impact on student learning outcomes in elementary schools

Keywords: *Principal Leadership, Teacher Motivation, Student Learning Achievement*



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INTRODUCTION

Learning is a mental activity that takes place in active interaction with the environment, which results in changes in knowledge, experience, skills, and attitudes, in other words, learning is a change in behavior as a result of experience. Learning is also defined as changes in behavior as a result of the interaction between stimulus and response. Study the forms of change that students experience in terms of their ability to behave in new ways. This means that someone is considered to have learned something if they can show changes in their behavior. By learning, a person will obtain results in the form of patterns of actions, values, understandings, attitudes, appreciation, and skills which include cognitive, affective, and psychomotor abilities which are dynamic with student learning achievement (Suprijono, 2016).

Learning achievement is the final goal after the learning process. Student learning achievement can be shown through assessments given by teachers on the number of fields of study that students have studied (Sudjana, 2019). Every learning activity always hopes for maximum learning achievement. Various research results show that learning outcomes have a positive correlation with learning habits, habits are ways of acting that are acquired through repeated learning and ultimately become permanent and automatic (Mariana, 2021).

To achieve this learning achievement (Suryaningtyas et al., 2020); (Yusniza Binti Mohamad Yusof, 2019), it is greatly influenced by certain factors (Nimodiya & Ajankar, 2022); (Ritonga et al., 2020), both internal, such as students' physical, psychological and student fatigue (Celik et al., 2022), Or external factors such as family (Olsson, 2020); (Filina et al., 2022), community and environmental factors which are very important school factors (Bhardwaj et al., 2021); (Gupta & Lee, 2020), one of which is the principal's leadership factor and teacher factor (Dynamic et al., n.d.); (Sultan Brilin Susandi Eka Wahyudhi, 2020). Teachers are a key element in the education system to create quality human resources (Lubis et al., 2022). All other components, starting from the curriculum (Astawa et al., 2020), infrastructure (Guzm & Gonz, 2020); costs and so on will not mean much if they are not accompanied by adequate teacher quality and motivation (Jasuli, 2023); (Mardhatillah et al., 2023). Motivation is a change in energy within a person which is marked by the emergence of feelings and is preceded by a response to a goal (Ammy & Wahyuni, 2020); (SYAPARUDDIN et al., 2020), stated that high work motivation will encourage teachers to work harder so that the results obtained will be better.

The results of initial observations in several state elementary schools in Batee District regarding work motivation show that some teachers still do not have high work motivation. This is proven by teachers' persistence and productivity in preparing learning tools which is still low so that learning sometimes does not have maximum preparation such as lesson plans, media, teaching methods, and so on. Not only that, cooperation between teachers in sharing knowledge and information is also still lacking.

The still minimal learning achievements of some students and this is exacerbated by the teaching motivation of teachers in several schools in the Batee District Public Elementary Schools, which cannot be separated from the leadership of the school principal. This is because the success or failure of education and learning in a school is also influenced by the principal's ability to manage each component of the school (who is behind the school). The ability of school principals is mainly related to their knowledge and understanding of leadership management, as well as the tasks assigned to them because it is not uncommon for educational and learning failures in schools to be caused by the principal's lack of understanding of the tasks they must carry out. In the process, dynamic quality interactions between school principals, teachers, administrative staff, and students play a very important role, especially in adapting various school activities to the demands of globalization (Fadila et al., 2020), If the principal can lead and empower all resources in the school, including teachers and students, then the expected teacher productivity and work motivation can also be realized (Husni & Sari, 2023); (S. M. Sari et al., 2023); (Husni et al., 2023).

Based on the results of initial observations in several state elementary schools in Batee District, Pidie Regency, the leadership of school principals has shown good performance, such as actively supervising teacher activities and student learning activities, ensuring the availability of adequate learning facilities, and providing various training activities. to teachers, Ahar continues to increase motivation in teaching so that he can improve school and student achievement. However, the facts on the ground still show that some elementary schools in Batee District do not reflect their learning achievements, even when carrying out semester exams, quite a few teachers carry out remedial exams on their students because their learning achievements have not reached the predetermined KKM value.

Whether or not there is an influence between these variables can be seen from several previous studies, such as research (Yohanah, 2022) which shows that the leadership of the school principal has a positive and significant influence on student learning achievement. Teacher work motivation has a positive and significant effect on student learning achievement. Likewise, research (Saenong, 2022) states that there is a significant influence between the principal's leadership and student learning achievement, and is in the medium category.

METHODS

Research Design

This research uses a quantitative approach which according to Creswell (Abdullah et al., 2022) suggests that quantitative research is an investigation of social problems based on testing a theory consisting of variables, measured by numbers, and analyzed with statistical procedures to determine whether the predictive generalization of the theory is correct. This type of research uses correlation research methods. According to (Abdullah et al., 2022) the correlational method is a method for detecting the extent to which variations in a factor are related to variations in one or more other factors based on the correlation coefficient. This research uses a quantitative approach with a correlation type of research because it wants to see cause and effect or the influence between variables, namely the influence of the principal's leadership and teacher motivation on student learning achievement.

This research was carried out at State Elementary Schools in Batee District, Pidie Regency, which consists of 11 elementary schools. This location was chosen because the results of initial observations revealed that some students' learning achievement was still low. Apart from that, the limited specialization abilities of state basic education teachers and the leadership of some school principals have not shown good results for their students' learning outcomes.

Research Sample

This research used 125 samples by dividing them into each elementary school in Batee District. Sampling in this research used techniques of probability sampling. To determine the number of samples in this research, the Slovin formula (Sugiyono, 2017) is used as follows:

$$\begin{aligned}
 n &= \frac{N}{1 + N \cdot e^2} \\
 &= \frac{183}{1 + 183 (0,05)^2} \\
 &= \frac{183}{1 + 183 (0,0025)} \\
 &= \frac{183}{1,4575} \\
 &= 125
 \end{aligned}$$

The following are details of the sample in this study:

Table 1. Distribution of the Number of Research Samples

No	Name of School	Number of Teachers	Number of Samples	Number of Samples
1	Kuala Batee State Primary School	14	125/183x12	9
2	Kulam State Primary School	12	125/183x12	8
3	Tungkop State Primary School	24	125/183x24	16
4	Neuheun State Primary School	13	125/183x13	9
5	Batee Crueng State Primary School	23	125/183x23	16
6	Keude Batee State Primary School	12	125/183x12	8
7	Calong State Primary School	12	125/183x12	8
8	Aron Batee State Primary School	16	125/183x16	11
9	2 Bintang Hu State Elementary School	20	125/183x20	14

10	State Primary School Pulo Bungon	17	125/183x17	12
11	1 Bintang Hu Public Elementary School	20	125/183x20	14
Total		183	125	125

Data Collection Techniques

Data collection in this research used questionnaires and documentation. The questionnaire in the research uses a Likert scale, which is a scale used to measure attitudes, opinions, and perceptions of a person or group of people about a certain phenomenon (Abdullah et al., 2022). The assessment scale in this research is shown in the following table:

Table 2. Likert Scale Assessment

No	Answer	Score
1	Strongly Agree (SS)	5
2	Agree (S)	4
3	Neutral (N)	3
4	Disagree (TS)	2
5	Strongly Disagree (STS)	1

Source: (Abdullah et al., 2022).

Documents used in research include learning achievement data, data on the number of teachers and students as well as photos or documentation when conducting research. Documents are records of past events. Documents can be in the form of writing, images, or the mental work of another person. Documents in written form, for example, diaries, life histories, stories, biographies, regulations, and so on.

Data Analysis Technique

Quantitative research in this article requires operational data and not sources of information, namely school principals, teachers, and performance which influence the results of teacher professionalism through Likert scale calculations to get a value of how much influence the Principal's Leadership as Teacher Motivation has on Teacher Improvement. Achievement in the Student Learning Process at School.

RESULTS AND DISCUSSION

Results

In this section, research findings are described starting from the presentation of the results of the validity and reliability tests of the instruments for each variable, classical assumption tests consisting of normality tests, multicollinearity tests, heteroscedasticity tests, multiple linear regression tests, and hypothesis tests which include tests t and u_j F as well as determination tests. For more details, see the description below.

Validity Test

Based on the results of the validity test on the Principal Leadership Questionnaire (X1), 12 items were dropped (invalid), namely items number 2, 5, 6, 9, 10, 12, 14, 21, 22, 25, 28 and item number 29 due to the r-value count < r-table (0.444), then at the research stage the questionnaire items used for the principal leadership variable were 18 items. Furthermore, the teacher work motivation variable (X2), states that 5 items were dropped (invalid), namely items number 6, 7, 14, 15, and number 16 due to the r-value count < r-table, then at the research stage of the questionnaire items used for the teacher work motivation variable were 15 items. Finally, namely the learning achievement variable (Y), it is known that 5 items were dropped (invalid) on the student learning achievement variable, namely items number 4, 5, 6,

8, and number 17 due to the r-value count < r-table, then at the research stage the questionnaire items used for the student achievement variable were 15 items.

Reliability Test

Results of testing research instruments in terms of reliability of item-total statistics on respondents. The output results from the reliability test using the SPSS Statistics 26.0 program, a summary of the reliability test results can be seen in the following table:

Table 3. Reliability Test for Variables X1, X2 and Y

Reliability Statistics		
Variable	Cronbach's Alpha	N of Items
Principal Leadership (X1)	0,923	30
Teacher Work Motivation (X2)	0,930	20
Student Learning Achievement (Y)	0,931	20

The results of reliability test calculations using SPSS software can be seen in Cronbach's Alpha. Data is declared reliable if the Cronbach's Alpha value is > 0.6.

Classical Assumption Test (Normality Test)

The normality test is one part of the data analysis requirements test or classical assumption test. This means that before we carry out statistical analysis to test the hypothesis, in this case, regression analysis, the research data must be tested for normal distribution. Good data is data that is normally distributed. Basis for Decision-Making in the K-S Normality Test:

1. If the significance value (Sig.) is greater than 0.05 then the research data is normally distributed.
2. On the other hand, if the significance value (Sig.) is smaller than 0.05 then the research data is not normally distributed.

Table 4. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		125
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.14209869
Most Extreme Differences	Absolute	.059
	Positive	.059
	Negative	-.044
Test Statistic		.059
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Based on the SPSS output table, it is known that the significance value of the product quality variable Asymp.Sig (2-tailed) is 0.200, which is greater than 0.05. So following the basis for decision-making in the Kolmogorov-Smirnov normality test above, it can be concluded that the data is normally distributed.

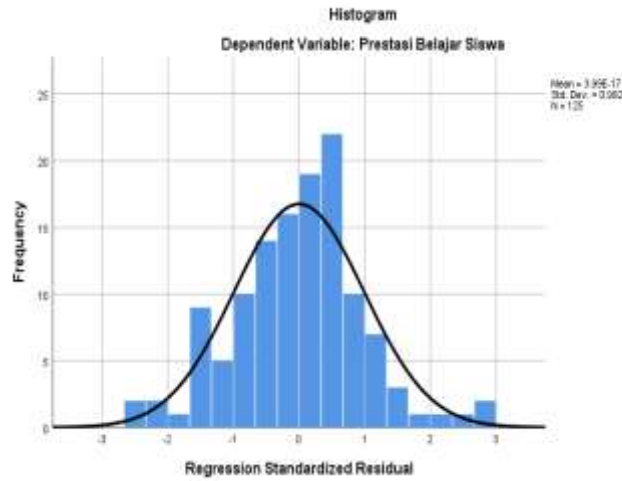


Figure 1. Normality Test Histogram

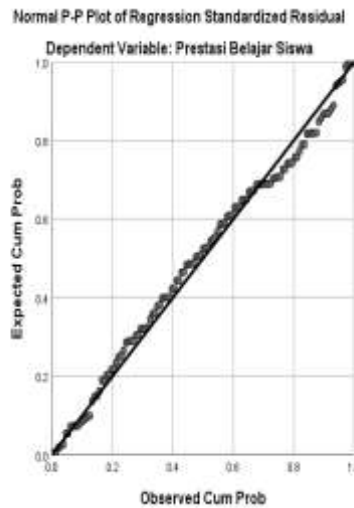


Figure 2. Normal P-P Plot

In the normal plot image (Figures 1 and 2) you can see the dots spreading around the diagonal line and following the direction of the diagonal line. By looking at the appearance of the normal plot image, it can be concluded that the normal plot image provides a normal distribution pattern. Based on the classical assumption test, it can be explained that all the data used in the research meets all the classical assumptions, so the multiple linear regression model in this research is suitable for use.

Multiple Linear Regression Analysis

Based on the data output in SPSS with a multiple linear regression analysis model, the results are obtained in the following table:

Table 5. Multiple Linear Regression Analysis

Coefficients ^a			
Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta

1	(Constant)	9.579	5.880	
	Principal Leadership (X1)	.499	.058	.609
	Teacher Work Motivation (X2)	.171	.075	.162
a. Dependent Variable: Student Learning Achievement				

The "Unstandardized Coefficients B" table provides information about the regression equation, namely how much the principal's leadership variables and teacher's work motivation influence the student's learning achievement variables. The regression equation formula in this analysis or research is as follows:

$$Y = a + b_1X_1 + b_2X_2 + \text{and}$$

$$Y = 9.579 + 0.4991 + 0,171 X_2$$

Based on the multiple regression equation above, it can be interpreted that:

1. The regression coefficient X1, which is obtained from the value (b1), which is 0.499 or 49.9%, is positive. This means that if the principal's leadership variable increases by 1, then student learning achievement will increase by 0.499.
2. The regression coefficient X2, which is obtained from the value (b2), which is 0.171 or 17.1%, is positive. This means that if the teacher work motivation variable increases by 1, then student learning achievement increases by 0.171.

Hypothesis Testing

T Test

The t-test is one of the research hypothesis tests in simple linear regression analysis and multiple linear regression analysis. The t-test aims to find out whether the independent variable or independent variable (X) partially (individually) affects the dependent variable or dependent variable (Y). If $t_{count} > t_{table}$, then H_0 is rejected and H_a is accepted, meaning that the independent variable affects the dependent variable. If $t_{count} < t_{table}$, then H_0 is accepted and H_a is rejected, meaning that the independent variable does not affect the dependent variable.

Table 6. T test

	Model	t	Sig.
1	(Constant)	3,840	.000
	Principal Leadership (X1)	8,625	.000
	Teacher Work Motivation (X2)	2,290	.004
a. Dependent Variable: Student Learning Achievement			

Based on the t-calculated value in Table 6, the test rule can be carried out with the t-table value, $\alpha = 0.05$ and $n = 125$, one party test $dk = n - k - 1 / dk = 125 - 3 - 1 = 121$, so that the t-table value = 1.657 and the results can be concluded that:

1. Principal leadership (X1)

The t-calculated value of the principal's leadership variable (X1) is 8.625 with a t-table of 1.657, indicating that the t-count > t-table (8.625 > 1.657), with a significant value (0.000 < 0.05) so it can be interpreted that the principal's leadership variable school (X1) partially has a significant effect on student learning achievement (Y) in State Elementary Schools in Batee District.

2. Teacher work motivation (X2)

The t-calculated value of the teacher work motivation variable (X2) is 2.290 with a t-table of 1.657, indicating that the t-count > t-table (2.290 > 1.657), with a significant value (0.004 < 0.05) so it can be interpreted that the work motivation variable teachers (X2) partially have a significant effect on student learning achievement (Y) in State Elementary Schools in Batee District.

F Test

The basis for decision-making in the F test. Some variables are used as a reference or guideline for testing hypotheses in the F test. The first is to compare the significance value (Sig.) or probability value of the ANOVA output results. The second is to compare the Fcount value with the Ftable value.

In this study, the F-test was carried out with the help of SPSS version 26 with a significance level of 5% or 0.05. With a significance level of 0.05, $df(N) = n - k - 1 = 125 - 3 - 1 = 121$, where k is the number of variables and n is the number of samples, the Ftable in this study can be bent at 2.446. The results of the F test can be seen in Table 7.

Table 7. F Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	789.327	2	394.663	39.330	.000 ^b
	Residual	1224.225	122	10.035		
	Total	2013.552	124			

a. Dependent Variable: Student Learning Achievement

b. Predictors: (Constant), Teacher Work Motivation, Principal Leadership

Based on Table 7, it can be seen that the Fcount value is equal to and the Ftable value is or Fcount is $39.330 > 2.446$ and the significant probability is $0.000 < 0.05$, so the hypothesis is accepted so it can be concluded that the principal leadership variable and teacher work motivation have a simultaneous effect on the student achievement variable. at State Elementary Schools in Batee District. Thus, the requirements for us to be able to understand the value of the coefficient of determination in multiple linear regression analysis have been fulfilled.

Analysis of the Coefficient of Determination

The calculation of the coefficient of determination value is often interpreted as how much the independent variable can explain the variance of the dependent variable or express the size of the variable's contribution to Variable Y. The coefficient of determination (R Square or R squared) or symbolized by "R²" which means the contribution of the influence given independent variable or independent variable (X) on the dependent variable or dependent variable (Y), or in other words, the value of the coefficient of determination or R Square is useful for predicting and seeing how much influence the variable X contributes simultaneously (together) to variable Y.

Table 8. Analysis of the Coefficient of Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.626 ^a	.392	.382	3.168

a. Predictors: (Constant), Teacher Work Motivation, Principal Leadership

b. Dependent Variable: Student achievement

Based on the SPSS "Model Summary" output table above, it is known that the coefficient of determination or R-value is 0.626 while the R Square value is 0.392. The coefficient of determination (R) is 0.626 or equal to 62.6%. This figure means that the variables of principal leadership and teacher work motivation are 62.6% explaining the variable of student learning achievement in State Elementary Schools in Batee District. While the remainder ($100\% - 62.6\% = 37.4\%$) is influenced by other variables outside this regression equation or variables that were not studied.

Discussion

In this section, the results of the analysis of related research findings related to the influence of school principal leadership and teacher work motivation on student learning achievement variables in Batee District State Elementary Schools are explained by linking them to relevant theories and supported by previous research. For more details, see the description below.

The Influence of School Principal Leadership on Learning Achievement

The school principal has a very important position so the principal is required to have the ability and readiness to influence, encourage, invite, guide, mobilize, direct, and then do something that can help achieve a predetermined goal. In the field of education, according to (Akmaluddin et al., 2023) leadership means the ability or power to move educational implementers to achieve predetermined educational goals effectively and efficiently.

As an educational leader, the principal has a heavy responsibility. Principals as leaders of educational institutions have a big role in creating a conducive atmosphere in their work environment. This conducive atmosphere is an important factor in creating outstanding teachers. Teachers as educators have a very important role in the progress of the nation, teachers are one of the determining factors for educational success. Education staff, especially teachers, are the soul of the school." Therefore, increasing the professionalism of the workforce

Education, starting from needs analysis, planning, development, performance evaluation, and work relations to compensation, is important work for a school principal (Yohanah, 2022). Considering how important education is in making the nation's life intelligent, apart from the principal factor which has quite an important influence in achieving student learning achievement, teachers' teaching performance is also important. The importance of teaching performance in improving optimal student learning achievement is one of the external forces that can be used by a teacher to exercise influence in teaching. Learning achievement is the overall learning achievement of students which is the degree of ability to change behavior, including student learning outcomes (Magdalena et al., 2020).

The results of this research obtained the t value hit of variable principal leadership is 8.625 with subjects 1.657 shows that t_a hit of $>$ subject ($8.625 > 1.657$) or significant value $0.000 < 0.05$ also it can be interpreted that the principal's leadership variable has an influence is significant for student learning achievement in State Elementary Schools in Batee District. This is supported by (Siteni, 2016) research which shows that the principal's leadership has a significant influence of 46% on student learning achievement.

Likewise, research (Yohanah, 2022) shows that the leadership of school principals at State Elementary Schools in Sukasari District is in a good category with a score of 2,247, and student academic achievement is in the good category with an average of 1,995. The results of the analysis show that there is a positive and significant influence of the principal's leadership on the academic achievement of Sukasari District Public Elementary School students at 58.0%. The results of this research are also in line with research (Solihah, 2023) which states that the principal's leadership has a positive effect on student achievement. The results of this research are strengthened by (Endah, 2018) who states that the principal's leadership has a positive effect on student achievement, meaning that the better the principal is in carrying out his leadership, the higher the student's achievement. (Yohanah, 2022) suggests that theoretically, leadership is the ability to mobilize, provide motivation, and influence people who are willing to take actions directed at achieving goals through courage in making decisions about activities that must be carried out. The behavioral approach is a leadership concept that follows

educational principles. No one will deny that education is changing behavior, whether it is the behavior of students or the behavior of other students.

In carrying out their duties, every educator needs to pay attention to and adapt to the behavior of their students' subjects, both their students' behavior, their behavior as individuals, and group behavior. So educational leadership is all activities to influence other people in the educational environment in certain situations so that other people through cooperation are willing to work with a full sense of responsibility and sincerity to achieve the educational goals that have been set (Yohanah, 2022).

The Influence of Teacher Work Motivation on Learning Achievement

Teachers play a very important role in determining the quality of school graduates. This means that to produce quality graduates, teachers with maximum quality and achievement are needed. Meanwhile, teachers with maximum quality and achievement can be obtained if they are supported by good leadership. Teachers are one of the human components in the teaching and learning process, which plays a role in efforts to form potential human resources in the field of development. Therefore, according to (Akmaluddin et al., 2021), teachers are one of the elements in the education sector who must play an active role and position themselves as professionals, following the demands of an increasingly developing society.

Motivation is a force that comes from a person who encourages him to do something that is his goal. Meanwhile, teaching is conveying knowledge to students. The definition of teaching motivation is a stimulus/encouragement for teachers to convey knowledge to students. In learning activities, teaching motivation is very necessary. Student learning achievement is very necessary for teaching motivation. Student learning achievement will be optimal if supported by teacher teaching motivation (Badrus, 2018).

The higher the teacher's teaching motivation, the higher the achievement achieved by students. So teaching motivation will always determine the intensity of learning efforts in students. (Badrus, 2018) states that teaching motivation aims to mobilize teachers' willingness to teach to improve their students' learning achievement. According to (D. Sari, 2016) teacher motivation to teach includes four dimensions, namely teacher motivation in making teaching plans, teacher motivation in carrying out the teaching process, teacher motivation in carrying out teaching assessments, and teacher motivation in improving student learning achievement.

The information above explains that teacher motivation is one of the factors that determines student learning achievement. Because with motivation from the teacher, a student's interest grows in continuing to learn to achieve their goals following what they want. The results of this research obtained the t value hit of teacher work motivation variables selkies 2,290l only subject 1.657 shows that ta hit of > subject (2.290 > 1.657), or a significant value of $0.004 < 0.05$ also that it can be interpreted as a variable Teachers' work motivation has an influence significant telon student learning achievement in State Elementary Schools in Batee District.

The influence of these two variables has also been supported by several previous studies, such as research (Badrus, 2018) showing that there is a strong influence between teacher teaching motivation and student learning achievement in Islamic Religious Education subjects with a correlation value of 0.986. The influence of teacher teaching motivation on student learning achievement in Islamic Religious Education subjects is 54.96%. Likewise, research (Nurmalina, 2019) shows that there is a positive influence of work motivation on student learning achievement.

The Influence of Principal Leadership and Teacher Work Motivation on Learning Achievement

As a leader in the school he leads, in carrying out his leadership function, the principal must manage and develop the school through administration, management and leadership

activities which really depend on his abilities. Therefore, all education implementation will lead to efforts to improve the quality of education which is greatly influenced by teachers in carrying out their duties operationally. Seeing the importance of one of the principal's leadership functions as a supervisor in monitoring teacher performance, efforts to improve higher performance are not an easy job for school principals. Because activities take place as processes that do not arise by themselves (Mukhtar, 2015).

In reality, many school principals have made maximum efforts to improve the quality of education, one way of motivating teachers to have better performance, but the results are still far from expectations. This occurs due to the behavior of some teachers, such as teachers lacking discipline in carrying out their responsibilities, low time consistency, decreased teacher attendance levels, and teachers' teaching systems or methods being very monotonous. Therefore, further efforts and more incentives are needed, so that school education can still achieve its true goals, it is necessary to have work motivation in managing the principal's leadership towards teacher work.

The principal in a school organization is the leader who is responsible for the continuity of the organization. School management and development efforts through administration, management, and leadership activities depend on the ability of the school principal. In this regard, it can be said that the principal as an administrator functions to plan, organize, direct, coordinate, and supervise all educational activities held in a school. The school principal as an education manager functions to realize the proper utilization of each person so that they can carry out their duties optimally to obtain the maximum results, in terms of quantity and quality in the teaching and learning process at school (Jamaluddin et al., 2022).

Motivation can basically come from within a person or what is often known as internal motivation and can also originate from outside a person also called external motivation. Motivation is one of the superior's tools so that subordinates are willing to work smartly as expected. Managers, in this case, namely school principals, can motivate their employees in different ways according to their respective prominent patterns (Mahfud, 2020). Good motivation from superiors or school principals plays a very important role in encouraging teachers so with good motivation from teachers, teacher performance is expected to improve for the better, including in terms of improving student learning achievement. Considering the quite heavy tasks that must be carried out by a teacher, it is appropriate for teachers to receive many things that can raise enthusiasm for work. This is important because a teacher produces good performance if he has good competence and sufficient work motivation.

The opinion above illustrates the strong relationship between teacher work motivation and student achievement. This can also be seen in teachers and students at State Elementary Schools in Batee District, where the results of this research obtained a grade of $F_{a\ hit}$ of 39,330 > $F_{subject\ I}$ 2.446 and a significant probability of 0.000 < 0.05, then the hypothesis is accepted. This means that the variables of school principal leadership and teacher work motivation have an influence on student learning achievement variables in State Elementary Schools in Batee District.

The research findings above are supported by many previous studies, such as research (Yusi et al., 2022) which shows that teacher work motivation influences the learning achievement of class VI students in Bansari District. (Hidayat & Rugaiyah, 2023) in their study shows that good school principal leadership can improve student learning achievement.

Judging from the results of the research above, which is supported by several previous studies, it means that a school principal is obliged to provide motivation and coaching efforts to teachers, either through academic, and clinical supervision or providing rewards to teachers to build a climate that is pleasant, mutually nurturing, loving and nurturing, so that teacher performance will increase and student achievement will also increase. This is following the results of research (Halawa et al., 2021) which states that one thing that can influence a

person's performance is leadership also the results of research (Arianto, 2019) states that one of the causes of decreased employee morale is the relationship with the leadership.

The simultaneous positive and significant influence of principal leadership variables and teacher work motivation on student learning achievement is based on three predetermined indicators, namely the need for achievement (managing tasks well, being a figure, maintaining an image, and thinking realistically to achieve goals), the need for power (having influence, controlling others, and liking to give advice), and the need for affiliation (wanting to be accepted by others, maintain relationships, and cooperate). Therefore, based on these results, the first hypothesis which states that teacher work motivation influences student learning achievement is proven and can be declared accepted.

CONCLUSION

Based on the results of the research and discussion above, it can be concluded that the principal's leadership partially has a significant effect on student learning achievement in State Elementary Schools in Batee District with a significance value of $0.000 < 0.05$. Teacher work motivation partially has a significant effect on student learning achievement in State Elementary Schools throughout Batee District with a significance value of $0.004 < 0.05$. The principal's leadership and teacher work motivation simultaneously have a significant effect on student learning achievement in State Elementary Schools in Batee District with a significance value of $0.000 < 0.05$. The results of this research can be used as a source of data and reference material for other researchers who have similar goals and review of achievements.

CONFLICT OF INTEREST

The relationship between leadership and work motivation is very likely to have an impact on the quality of work and work ethic for elementary school teachers, so it is the answer to research that the influence of motivation provided by school principals has an impact on changes in the future educational paradigm.

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