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DESCRIPTIVE OF QUANTITATIVE DATA | SUPPLEMENTARY

The Influence of Motivation, Leadership, and Competence on Teacher Performance

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Abstract: The purpose of this study was to examine the influence of teacher motivation (X_1), principal leadership (X_2), and teacher competence (X_3) on teacher performance (Y). The population taken was 79 people and because the population was less than 100 people, the sample taken was the entire population as a total sample, namely all teachers at SMPN 2 Sungguminasa, and a tool to test data analysis using linear regression. The results of this study stated that partially the motivation variable (X_1) showed a value of $p = 0.001 < 0.05$, this means that partially the work motivation variable has a significant influence on the performance of SMP Negeri 2 Sungguminasa employees. Partially the leadership variable (X_2) shows a value of $p = 0.000 < 0.05$. This means that partially the variable of workability has a significant employee performance and function at SMP Negeri 2 Sungguminasa. Competence has a significant effect on teacher performance with $P = 0.000 < 0.05$ with a coefficient value of 0.186. The coefficient shows that the better the level of educators, the better the performance, so the third hypothesis can be concluded that if there is an increase in the level of education and training, it will affect the Performance of the teacher. The variable that has the most dominant influence on teachers at SMP Negeri 2 Sungguminasa is motivation. Motivation and appreciation can encourage teacher performance. Training education is held under their duties and responsibilities, so that it can run effectively as well as efficiently and will make the teacher's performance level higher.

Keywords: Teacher Motivation, Principal Leadership, Teacher Competence, Teacher Performance

1. INTRODUCTION

The development and application of science and technology must be supported by qualified human resources. It cannot be denied that quality human resources produce educational results that are in line with development needs. The role of human resources is so important because humans are not only decision-makers but also decision-implementers. Building quality human resources require serious handling with the right approach because humans have different characteristics. Education is the main factor in the formation of the human person, the good and bad of the human person, one of which is determined by education. Likewise, the competitiveness of a nation is also determined by education. Realizing this, the government is very serious about dealing with the education sector, because with a good education system it is hoped that a generation that is qualified and able to adapt to life in society, nation, and state will emerge. Improving the quality of education is determined by the readiness of human resources involved in the educational process. Teachers as one of the determinants of the high and low quality of educational outcomes have a strategic position, so every effort to improve the quality of education needs to pay great attention to improving teachers both in terms of quantity and quality (Knudsen et al., 2021). The teacher is a very dominant and most important factor in formal education in general because for students teachers are often used as role models and even become figures of self-identification. In schools, the teacher is an element that greatly influences the achievement of educational goals in addition to the elements of students and other facilities. The success of implementing education is largely determined by the readiness of teachers in



preparing their students through teaching and learning activities. However, the teacher's strategic position to improve the quality of educational outcomes is strongly influenced by the teacher's professional ability and the quality of his performance (Huang et al., 2022). (Parr et al., 2021) Teachers are the spearhead of education because they directly seek to influence, foster and develop students. As the spearhead, teachers are required to have the basic skills needed as educators, mentors, and teachers, and these abilities are reflected in teacher competence. The quality of the educational process is highly dependent on the creativity and innovation of the teacher.

Teachers are required to have performance that can provide and realize the hopes and desires of all parties, especially the general public who have trusted schools and teachers in fostering students. Achieving good quality education is very much influenced by the performance of teachers in carrying out their duties, so teacher performance is an important requirement for achieving educational success. In general, a good quality of education is a benchmark for the success of the performance shown by the teacher. Teachers as workers must have abilities that include mastery of subject matter, professional mastery of teaching and education, mastery of ways to adapt, and personality to carry out their duties, besides that the teacher must be a developing and dynamic person. This is following what is stated in Law no. 20 of 2003 concerning the National Education System that educators and education staff are obliged to (1) create an educational atmosphere that is meaningful, fun, creative, dynamic, and dialogic, (2) have a professional commitment to improving the quality of education and, (3) set an example and maintain the good name of the institution, profession, and position by the trust given to him (Lazarides & Schiefele, 2021). The hope in the law shows that there is a paradigm shift in the teacher's teaching pattern, which was originally a source of information for students and always dominated activities in the classroom, changing towards a paradigm that positions the teacher as a facilitator in the learning process and there is always the interaction between teachers and students as well as students and students in class. This fact requires teachers to always improve their abilities, especially by setting an example, the building will, and developing students' creativity in the learning process. Teachers in principle have a high enough potential to be creative to improve their performance. However, the teacher's potential to be creative to improve his performance does not always develop naturally and smoothly due to the influence of various factors, both those that arise within the teacher's personality and those outside the teacher's personality. It cannot be denied that the conditions in the field reflect the condition of teachers who are not in line with expectations, such as the existence of teachers who work part-time both by their profession and outside their profession, sometimes there are some teachers who in totality are more concerned with part-time activities than their main activities as teachers at school. This fact is very concerning and raises various questions about the consistency of teachers in their profession. On the other hand, teacher performance is also questioned when discussing the issue of improving the quality of education.

The controversy between the ideal conditions that must be lived by teachers according to the expectations of the Law on the National Education System No. 20 of 2003 with the reality that is happening in the field is something that needs and deserves to be examined in depth about the factors that cause the emergence of this dilemma, because only by understanding the factors that affect teacher performance can alternative solutions be found so that these factors do not become obstacles to improvement (Salimi et al., 2022). Teacher performance but able to improve and encourage teacher performance in a better direction because performance as an attitude and behavior can increase from time to time. For this reason, the factors that influence teacher performance are deemed necessary to be studied, studied, and studied in depth to provide a clear picture of the more important and urgent factors that influence teacher performance (Huang et al., 2022). To improve the quality of national education, the government, especially through the Ministry of National Education, is continuously trying to make various changes and updates to our education system. One of the efforts that have been and are being made is related to the teacher factor. Birth of Law no. 14 of 2005 concerning Teachers and Lecturers and Government Regulation no. 19 of 2005 concerning National Education Standards, is a government policy that contains the government's efforts to organize and improve the quality of teachers in Indonesia. (Durnali, 2022) argues that "educational change depends on what teachers do and think". This opinion implies that the change and renewal of the education system are

very dependent on "what teachers do and think" or in other words depending on the mastery of teacher competence. The teacher is a figure who is a human resource who occupies a position and plays an important role in education. Given the importance of the teacher's role in schools, a teacher must be professional in carrying out his duties and responsibilities as an educator, so teacher professionalism must be built through mastery of knowledge that is needed in completing work.

In line with the development of science and technology, as well as the progress of the era, and the community's need for quality education, it is felt the need for a teacher law that specifically regulates various aspects of the world of teachers, both regarding their rights and obligations. This is important, because the number of teachers in Indonesia is a large population of civil servants, so it is only natural that there are laws governing teachers. So far, arrangements regarding teachers have only been regulated by the education system and even those government regulations in practice have often been used as guidelines, even some teachers do not know about them. Education and teaching in schools is an increasingly complex activity process because the development of science and technology in the era of educational globalization needs to be carried out optimally to produce graduates according to what we expect (Clayback & Hemmeter, 2021). Education can also be seen as an activity for the future, meaning that all these activities are to welcome developments that are calculated to occur in the future (Collie & Martin, 2017) while the future we will face, students are full of challenges and complex competition. With the increasing sophistication of science and technology. Therefore, a teacher is required to develop himself and optimize his professionalism adequately by developing competence, performance, and motivation that can be emulated by his students. School education has stakeholders which include schools, teachers, students, the community, government, and the business world (Woolfolk Hoy, 2021). Therefore schools need accurate management, to provide optimal results to the needs and demands of all parties who are stakeholders. From an organizational point of view, the school as an organization is complex and unique. Schools require a high level of coordination. School coordination is none other than the responsibility of the leadership, namely the school principal. High-quality education is obtained with the support of various factors including teacher performance. High teacher performance is the hope of all related parties, especially educational institutions where they devote their abilities. However, to improve teacher performance, it is necessary to pay attention to various influencing factors, including motivation, leadership, and competence.

A teacher can work professionally if he has high motivation, teachers who have high motivation will usually carry out their duties with enthusiasm and energy because there are certain motives or goals behind these actions. That motive is the driving factor that gives strength to him, so he is willing and willing to work hard. Teacher performance is believed to be influenced by two factors, namely external factors, and internal factors. One factor that is strongly suspected of having a significant influence on teacher performance is work motivation (Su et al., 2022). Teacher work motivation is the desire and encouragement within the teacher to carry out his duties and responsibilities as an educator and teacher as well as possible. Motivation is the driving force for teachers to carry out the educational tasks they carry out as well as possible. A strong teacher's motivation to complete the work as well as possible is based on the hope of getting awards and recognition. The higher the teacher's work motivation, the higher the teacher's performance, so that disciplinary problems, low independence, and teacher creativity as identified by the PLP Directorate General of Elementary and Elementary Education Ministry of National Education can be minimized. To improve the quality of teacher duties and obligations, both those directly related to the teaching and learning process and those that are not directly related, are numerous and affect teaching and learning outcomes. Learning motivation can encourage students to achieve good results, but in reality, teachers often have difficulty making efforts to motivate students. The work motivation that arises in the teacher and also the competence possessed by the teacher is an important factors in improving performance as the spearhead of the organization in schools. The achievement of educational goals will be determined by the extent to which the readiness of the teacher directs his students through learning activities. When the learning process takes place, the teacher not only conveys the lesson but also creates a conducive and enjoyable learning atmosphere for the students, and communication between the teacher and students runs smoothly.

Motivation can be interpreted as a person's strength or energy that can lead to a level of persistence and enthusiasm in carrying out an activity, both from within the individual itself (intrinsic motivation) and from outside the individual (extrinsic motivation). Extrinsic motivation means motivation that comes from external factors such as career, salary, welfare, internal personal relationships, praise, and others. Extrinsic motivation is needed especially for teachers who have low intrinsic motivation, including teacher competency motivation. Quality of Human Resources (HR), with the aim that employees can become professional leadership cadres equipped with leadership, attributes that are oriented towards a future vision, namely the attainment of organizational goals lies in highly motivated, dedicated, and highly capable Human Resources. Strategic efforts to improve Human Resources, to form employees who are skilled and have a strong leadership spirit through continuous coaching accompanied by providing real experience in the field. In this case, the leader has a big enough share. Principals who show high commitment and focus on curriculum development and teaching and learning activities in their schools will, of course, pay great attention to the level of competence possessed by their teachers, as well as always try to facilitate and encourage teachers to continuously improve their competence, so that teaching and learning activities can run effectively and efficiently. The motivational strategy implemented by the leader has a major influence on improving teacher performance in carrying out tasks in achieving the goals or objectives set by the organization. (Kolomboy et al., 2021) Thus the leader must be able to move his subordinates to want to cooperate in achieving organizational goals. Giving this motivation is held to encourage teacher achievement so that organizational goals are expected to be achieved. In addition, giving motivation is given to teachers to increase the level of welfare.

In carrying out their duties and work, a teacher will need encouragement and motivation from their leaders because this is a very important capital so almost every action and policy taken/carried out by a leader has a positive and negative impact on subordinates. A leader must be able to motivate his subordinates in such a way that in carrying out their duties, the teacher will have high work effectiveness and is expected to be able to produce satisfactory results, both for the school and the teacher himself (Tang, 2021). The meaning of a school principal is very important so it can be said that the success or failure of a school is very dependent on the leadership of the school itself. This shows that one of the keys to school success is the ability of the principal to organize and motivate teachers to work harder to achieve school goals (Alghababsheh et al., 2022). The heavy responsibility of the school principal requires adequate management and leadership skills to be able to take initiatives or initiatives, commit, and have a strong motivation to improve school quality optimally. In line with that, the mastery of knowledge and skills in managing education in schools in managing schools will greatly depend on the professional attitude of each school principal. According to Kihadjar Dewantoro, the achievement of organizational goals lies in highly motivated, dedicated, and highly capable human resources. Strategic efforts to improve Human Resources, to form employees who are skilled and have a strong leadership spirit through continuous coaching accompanied by providing real experience in the field. In this case, the leader has a big enough share. Principals who show high commitment and focus on curriculum development and teaching and learning activities in their schools will, of course, pay great attention to the level of competence possessed by their teachers, as well as always try to facilitate and encourage teachers to continuously improve their competence, so that teaching and learning activities can run effectively and efficiently.

The motivational strategy implemented by the leader has a major influence on improving teacher performance in carrying out tasks in achieving the goals or objectives set by the organization. Thus the leader must be able to move his subordinates to want to cooperate in achieving organizational goals. Giving this motivation is held to encourage teacher achievement so that organizational goals are expected to be achieved. In addition, giving motivation is given to teachers to increase the level of welfare. (in Tilaar, 1999: 37) states that "the leadership of the principal is a role model in his environment, In Ngarso Sung Tulodo, In Madyo Mangun Karso, Tut Wuri Handayani". This philosophy means that leaders must always inspire all staff to advance ideas and then make them happen and encourage and support each staff to show their abilities. The school principal as an educational leader, unit and complex have a heavier task and role compared to teachers and school

staff. One of the responsibilities it needs to develop is to encourage teachers and school staff to improve their performance. This is in line with the duties and roles of the principal as an educator (educator), manager (manager), administrator (administrator), supervisor (supervisor), leader (leader), reformer (innovator), and generator (motivator). All of these roles need to be carried out as well as possible.

According (Thommen et al., 2021) the influence of school principal leadership on teacher performance is in the form of creating a school climate that can stimulate or hinder the effectiveness of teacher work, the same thing was stated by (Collie & Martin, 2017) which explains that the role of school principal leadership is as "giving the school direction, having an overview, setting the standard, and making the tough decision". As the leader of an educational institution, the principal must be the driving force for the educational process. The principal always tries to devote his abilities to achieving goals. The teacher as an educator who in macro terms carries out the task as an educator is a factor that greatly determines the level of quality of education. These conditions require a personal teacher who is qualified, adequate, or under the demands of community needs. Various studies show that teachers can influence the learning behavior of children/students more effectively. The function of the teacher who directly handles the learning process in class is very strategic in efforts to improve school management, especially in the learning process. Teachers with their relation to learning interactions show their performance, this is in line with the opinion (Rochman Natawijaya, 1999). Teacher performance can be seen when carrying out teaching and learning interactions in class including how he prepares them. Human resource development is an integral part of the overall human resource management function, containing the meaning related to efforts to increase the progress of knowledge, skills, and behavior of people in a group so that there is a change in the performance of these people so that it can be beneficial (Feng, 2023). Directly to the effectiveness and efficiency of the organization as well as provide added value that is useful for the individual concerned. Departing from these conditions, the direction of education development policy is to strive for the expansion and equal distribution of opportunities to obtain high-quality education for all Indonesian people. One of them is increasing the professionalism of teaching staff, and their academic ability and improving the welfare of teaching staff, so that teaching staff can function optimally. Along with the problems faced by teachers, so did society's expectations of teachers. Increasing the ability of teachers is always catching up with the expectations of society which are getting bigger day by day. If in the past the teacher was the only main source of knowledge for his students, now the learning resources that can be utilized by students are increasingly diverse. Under these conditions, teachers are encouraged to continue to improve their performance (Oukil et al., 2022). Today's teachers are not only required to convey subject matter but also become moral coaches and role models for their students.

From the perspective of school management, teachers have a key role in addition to other factors such as infrastructure, costs, curriculum, management systems, and students. What is prepared in the management of education, such as infrastructure, costs, and curriculum will only be meaningful if it is supported by professional teacher performance. The performance of teachers and other education personnel is still inadequate, especially in terms of their scientific fields. Indeed, the number of teaching staff quantitatively is quite large, but the quality of their performance is still questionable. Many of the teaching staff are unqualified and make mistakes in conveying subject matter, so this condition certainly does not just appear, many factors cause a teacher to be unprofessional. Therefore, the government is trying so that the teachers who appear are truly professional teachers who can anticipate challenges in the world of education. Considering the teacher's strategic role in every effort to improve the quality, relevance, and efficiency of education, improving the quality of teacher performance is a very urgent need in encouraging the realization of quality education, as mandated in the National Education Development today. Although from a management perspective it is said that the quality of education is not only determined by the teacher but by the quality of the input (students), facilities, management, and other external factors. However, how students experience their learning progress depends a lot on the teacher's expertise in teaching students. From a review of national policies, it appears that the role and position of the teacher in the overall management of

education has earned a special place. Likewise, SMPN 2 Sungguminasa Gowa is one of the teacher's performances which is presented in the average national exam scores for the last 3 years as shown in Table 1 below:

Table 1: National Examination Results of Class Students of SMPN 2 Sungguminasa

School year	Rate-Rata			
	B. Indonesia	B. England	Mathematics	I PA
2018/2019	7,98	8,89	8,41	8,62
2019/2020	8,34	9,34	9,34	8,77
2020/2021	8,53	8,87	8,97	8,14

Source: SMPN 2 Sungguminasa

Looking at table 1 the average achievement for the last three years is 8.63 in a good position. The acquisition of this value from year to year even decreased when compared to the previous year. According to the author's observation, the level of educational feasibility possessed by SMPN 2 Sungguminasa teachers is still not optimal in student learning. One of the causes of non-optimal teacher performance is that teacher competency is still unable to adapt to change. The few teachers who continue their education to a higher level are still not relevant.

Table 2: Number of Teachers and Their Educational Levels

No	Level of education	Number of PNS Teachers	Number of Honorary Teachers
1	D3	1	-
2	S1	53	21
3	S2	4	-
	Amount	58	21

Source: SMPN 2 Sungguminasa

In addition, teacher motivation is not optimal because there is a gap in opinion on the performance of honorary teachers and permanent teachers. Based on the description above, the teacher's performance is not optimal because of the competence, motivation, and performance of the teacher and the leadership of the principal. So the authors are interested in carrying out this research activity with the title influence of motivation, principal leadership, competence, on teacher performance at SMPN 2 Sungguminasa. On the other hand, management efforts to encourage adherence to organizational standards (Ahn et al., 2021) are factors that influence teacher performance. This is possible because the teacher's duties and responsibilities require obedience to various regulations, especially concerning teaching plans, implementing teaching and learning activities, and evaluating student learning outcomes. Based on the results of teacher attendance which is one of the indicators of their adherence to the rules as shown in Table 3 below:

Table 3: Teacher Absenteeism of SMPN 2 Sungguminasa

Month	Number of days	Not present	Present
December 2021	20	0,82 %	99,18%
January 2022	24	1,52%	98,48 %
February 2022	24	2,16 %	97,84 %
March 2022	26	1,25%	98,75 %
April 2022	26	1,35%	98,65 %

Source: SMPN 2 Sungguminasa

Besides that, there is also a tendency that the implementation of tasks that include teaching plans, implementation of teaching, and evaluation of learning outcomes can be carried out. (Clayback & Hemmeter, 2021) Based on the description above, there is an interesting phenomenon to be studied further through a study of how much influence motivation, principal leadership, and competence

have on teacher performance at SMPN 2 Sungguminasa. Based on the problem identification above, the writer makes the following problem formulation:

1. Does motivation affect teacher performance at SMPN 2 Sungguminasa?
2. Does leadership affect the performance of teachers at SMPN 2 Sungguminasa?
3. Does competence affect teacher performance at SMPN 2 Sungguminasa?
4. Does leadership motivation and competence affect teacher performance at SMPN 2 Sungguminasa?
5. Which variable has the most dominant influence on teacher performance at SMPN 2 Sungguminasa?

2. RESEARCH DESIGN AND METHOD

This research will be conducted from April 2022 to June 2022 at SMPN 2 Sungguminasa. Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by research to be studied and then conclusions drawn. It was further explained that the sample is part of the number and characteristics of the population. To take samples from a population argues that "if the population is less than 100 people, it is better to take all of them as samples so that the research is population research. Furthermore, if the population is more than 100 people, then the sample is 10-15% or more, following the Slovin formula below:

$$n = \frac{N}{1 + N (and^2)}$$

By the research problems and opinions mentioned above, the population of this study is the overall characteristics related to the principal's leadership, competence, and motivation on teacher performance at SMPN 2 Sungguminasa. The population taken was 79 people and because the population was less than 100 people, the sample taken was the entire population as the total sample, namely all teachers at SMPN 2 Sungguminasa.

A. Method of collecting data

Data collection was carried out using questionnaires, interviews, and documentary studies. The questionnaire is intended to capture data on motivation, principal leadership, and competency in teacher performance. In preparing the questionnaire, the Rensis Likert model was used, with the following options:

- a. SS = Agree
- b. S = Agree
- c. CS = Simply Agree
- d. KS = Disagree
- e. TS = Disagree

Then each option is given a spanning weight as listed in the following table:

Table 4: Weighting of each option

No	Option	Score
1	SS (Strongly Agree)	5
2	S (Agreed)	4
3	CS (Simply Agree)	3
4	KS (Disagree)	2
5	TS (Disagree)	1

B. Data analysis method

The technique/analysis used is the descriptive analysis technique. Descriptive analysis techniques were used to describe motivational variables (X1), principal leadership (X2), competence (X3), and teacher performance (Y), by calculating the average of each research variable.

Table 5: Criteria for Interpretation of Research Variable Conditions

Rata-Rata Skor	Interpretation
4,2-5,0	Very good
3,4-4,1	Well
2,6-3,3	Pretty good
1,8-2,5	Not good
1,0-1,7	Not very good

1. Path analysis technique (Path)

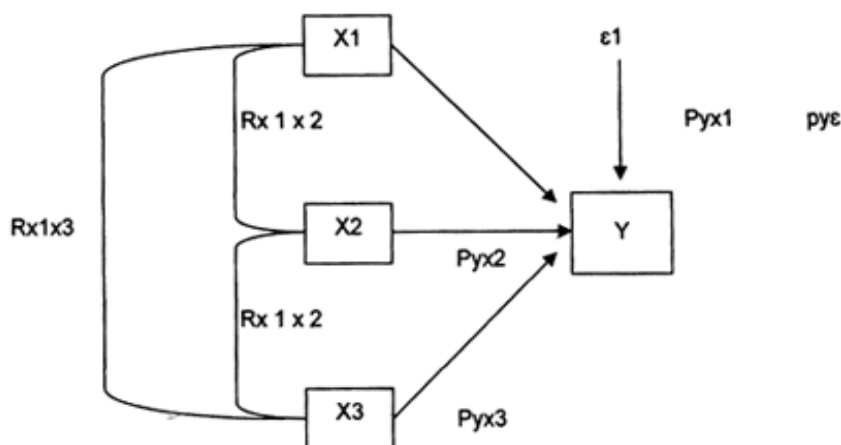


Figure 1: Path Analysis Technique (Path)

Information:

X1 = Motivation

X2 = Leadership

X3 = Competence

Y = teacher performance

rx1x2 = correlation x1 and x2

rx1x3 = correlation x1 and x3

rx2x3 = cores x2 and x3

pyx1 = path coefficient that describes the magnitude of the direct influence of x1 on y

pyx2 = path coefficient that describes the magnitude of the direct influence of x2 on y

pyx3 = path coefficient that describes the magnitude of the direct influence of x3 on y

pea = path coefficient that describes the magnitude of the direct influence of e on y

e = other variables that are not measured but affect y

In the Path Analysis Technical Drawing, the variable diagram reflects the relationship between variables and the effect of variable X on variable Y, the picture above shows that between Xi and Y, and X3 with Y is a causal relationship, while the relationship between X1, X2, X3 is correlational. The structural equation formed is: $Y = \text{pyx}1 + \text{pyx}2 + \text{pyx}3 + e$

2. Hypothesis test

a. Overall hypothesis

The hypothesis proposed in this study is as follows:

$$H_0: \rho_{yx1} = \rho_{yx2} = \rho_{yx3} = 0$$

There is no significant effect of motivation, principal leadership, or competence on teacher performance at SMPN 2 Sungguminasa.

$$H_1: \rho_{yx1} \neq \rho_{yx2} \neq \rho_{yx3} \neq 0$$

There is a significant influence of motivation, principal leadership, and competency on teacher performance at SMPN 2 Sungguminasa. *Effect of x1 on y*

1) $H_0: \rho_{yx1} = 0$: motivation has no significant effect on teacher performance at SMPN 2 Sungguminasa.

$H_1: \rho_{yx1} \neq 0$: motivation has a significant effect on teacher performance at SMPN 2 Sungguminasa.

Effect of x2 on y

2) $H_0: \rho_{yx2} = 0$: leadership has no significant effect on teacher performance at SMPN 2 Sungguminasa.

$H_1: \rho_{yx2} \neq 0$: leadership has a significant effect on teacher performance at SMPN 2 Sungguminasa.

The influence of x3 on y

3) $H_0: \rho_{yx3} = 0$: competence has no significant effect on the performance of SMPN 2 Sungguminasa teachers.

b. Hypothesis test

The simultaneous hypothesis used the F test with the formula:

$$F = \frac{(n - k^2 - 1)R}{K(-JERK)} yxk$$

Test criteria, H_0 is rejected if the value of F count > F table, with H_1 , is accepted.

The partial hypothesis is used a t-test with the formula:

$$t_k = \frac{(Pk)R}{Sepk}; (df = n - k - 1)$$

Test criteria, H_0 is rejected if the value 1 count > t table, thus H_1 is accepted.

C. Variables and Operational Definitions

In this study the authors used 4 (four) variables consisting of 3 (three) independent and 1 dependent variable as follows:

1. Motivation variable (X1) as the independent variable (independent)
2. Principal leadership variable (X2) independent variable (Independent)
3. Competency variable (X3) as the independent variable (independent)
4. Teacher performance variable (Y) as the dependent variable (dependent)

Table 6: Operationalization of Research Variables

Variable	Variable concept	Dimensions	Indicator	Scale
Teacher motivation (X1)	A process started by someone because There are psychological and physiological needs	intrinsic motivation extrinsic motivation	Achievements Recognition Responsibility Progress	Ordinal

Variable	Variable concept	Dimensions	Indicator	Scale
	drive behavior or drive to achieving goals. (two-factor theory Hezberg in Gibson: 1997)		the work itself (the work itself) Possibility of Growth(the possibility of growth) Job guarantee working conditions Status Supervision quality Well-being Connection Interpersonal	
Leadership headmaster (X2)	Factors that can encourage schools to realize the vision, mission, and goals The school is through programs implemented in a planned manner and gradually (Mulyasa, 2009:90)	Headmaster As an educator Headmaster As a manager Headmaster As administrator Headmaster As supervisors As the head leader Schools as innovators Head school as motivator	Provide training to teachers Give a role to the teacher Administer teaching and learning activities Carry out teacher supervision in class Provide an exemplary example to teachers and students Arouse the enthusiasm of teacher's and students' learning enthusiasm Motivate teachers	Ordinal
Teacher Competency (X3)	Competence is a set of knowledge Skills, and behavior that should lived, and dominated by teacher or inside lecturer carry out Duty professionalism (UU RI No.14 the year 2005 about the teacher and lecturers)	Competence pedagogical Competence personality Competence social Competence professional	Curriculum development The implementation of educational learning Evaluation of student learning outcomes Authoritative Be noble Develop yourself independently Communicate orally, in writing Get along politely with the community Ability to master subject matter broadly and deeply	Ordinal
Teacher Performance (Y)	A set that result achieved and referring to achievements as well implementation something profession which is requested. (stolovicv and keeps in veitzal Rival : 2005)	Educate Teach Guiding Directing Practice Evaluate Evaluate	Educate students Delivering subjects Guiding students in learning Directing students Train student skills Assessing student work Evaluate learning	Ordinal

D. Validity Test and Reliability Test

Before the questionnaire was used, validity and reliability tests were first used.

1. Validity test

The validity test is intended to find out whether the instrument used correctly measures what it should measure or not. So it can be said that the higher the validity of a test, the more the test tool will be precise on the target. The validity value is a correlation value. Therefore, to test the validity of the total item correlation technique which is the basis of person correlation. As for the Pearson Correlation Formula

Information:

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

r = validation correlation of the item being searched for

x = score obtained by the subject of all items

y = total score obtained by the subject of all items.

$\sum x$ = sum of scores in the x distribution

$\sum y$ = sum of scores in the y distribution

$\sum x^2$ = sum of squared scores in the x distribution

$\sum y^2$ = sum of squared scores in the y distribution

n = number of respondents

According to Sugiono, if the correlation of each factor (r_{xy}) is positive and the magnitude is > 0.3 then the factor is constructed strong (valid), and vice versa if $r_{xy} < 0.3$ then it is said to be invalid.

2. Reliability test

Reliability is the level of confidence in the results of a measurement that has high reliability is a measurement that can provide reliable measurement results (reliable). For the reliability test, the halved method is used (Split Half Method) from Spearman-Brown. This halving method is done by dividing the instrument into two halves, which can be odd-even and can also be the first and second halves with the formula:

$$r_{11} = \frac{2 \cdot r_{RB}}{1 + r_{RB}}$$

Information:

RL = Internal reliability of all instruments

RB = Product moment correlation between 1st and 2nd cleavage

Then correlated with the same formula as the validity test.

Formula:

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

If $r_{xy} > 7$, then the instrument is said to be reliable. Vice versa, if $r_{xy} < 7$ then it is said to be unreliable.

3. RESULT AND DISCUSSION

A. Characteristics of Respondents

Determining the characteristics of the respondents are needed in this study because it provides information about the teacher profile at SMP Negeri 2 in Sungguminasa, Gowa Regency, which is the sample in this study. All respondents in this study totaled 58 respondents and were considered representative and appropriate in providing accurate information on the statements submitted. The characteristics of the respondents are a description of the entire population used as the sample in this study, the data or information obtained is related to the influence of education and training, use of technology and culture, and organization on teacher performance at SMP Negeri 2 Sungguminasa based on the research results obtained from primary data which can be described as follows:

1. Distribution of Respondents by Education Level

The level of education is used as one of the demographic aspects because education has an influence on improving personal abilities which is one of the independent variables in the research model getting better and will have an impact besides work. Based on primary data collected through distributing questionnaires, profiles of respondents were obtained according to their level of education which are summarized in the labels below.

Table 7: Characteristics of Respondents by Education Level

No.	Level of education	F1 frequency	Percentage (%)
1	D3	1	5%
2	S1	53	70%
3	S2	4	45%
	Total	58	100

2. Distribution of Respondents by Age

Table 8: Characteristics of Respondents According to Age Level

No.	Age Years	Frequency	Percentage (%)
1	30-40	8	16%
2	41-50	27	50%
3	>50	23	30%
	Total	58	100

3. Distribution of Respondents by Gender

Table 9: Characteristics of Respondents by Gender

No.	Gender	Frequency	Percentage (%)
1	Man	25	47%
2	Woman	33	53%
3	Amount	58	100

4. Distribution of Respondents by Working Period

Table 10: Characteristics of Respondents by Years of Service

No.	Working Time (Years)	Frequency	Percentage (%)
1	5-10	8	16%
2	11-20	10	20%
3	>20	40	74%
	Total	58	100

B. Description of Research Variable Results

1. Teacher Performance Variable (Y)

Table 11: Respondents' Responses about Teacher Performance (Y)

Indicator Variable	SS(5)		S(4)		KS(3)		KS(2)		STS (I)		Total
	F	%	F	%	F	%	F	%	F	%	Mean
Have loyalty to the organizer	9	18,0	30	60,0	10	20,0	1	2,0	-	-	3,94
Has quality that can be relied on	48	96,0	2	4,0	-	-	-	-	-	-	-
The volume of work produced is following deadlines and schedules	21	42,0	27	54,0	2	4,0	-	-	-	-	4,38
Punctuality and attendance	14	28,0	31	62,0	4	8,0	1	2,0	-	-	-
Cooperate with other teachers in completing certain tasks in a team	16	32,0	28	58,0	5	10,0	1	2,0	-	-	4,16
Have the skills and proficiency in completing the task	16	32,0	28	58,0	6	12,0	-	-	-	-	4,18
Bear the risk of work in the form of administrative errors or material form	22	44,0	26	52,0	2	4,0	-	-	-	-	4,20

2. Variable motivation (XI)

Table 12: Respondents' responses regarding motivation

Indicator Variable	SS		S		KS		STS (I)		Total score
	F	%	F	%	F	%	F	%	Flat
What awards are received in the organization	22	44,0	22	44,0	6	12,00	0	0	4,32
Awards received outside the organization	21	42,0	27	54,0	2	4,0	0	0	4,38
Recognition and appreciation from colleagues when successfully carrying out tasks properly	14	28,0	38	62	4	8,0	1	2,0	4,18
What motivation comes from within yourself	16	32,0	28	56,0	5	10,0	1	2,0	4,18
Mean Motivational Variable									4,27

3. Leadership Variables

Table 13: Respondents' Responses about Leadership

x2	Questions about Leadership	Score										Total Average Score	
		SS		S		CS		KS		STS			
		F	%	F	%	F	%	F	%	F	%		
x21	Superior support and coaching to teachers	10	20.00	27	54	12	24	1	2.0	0	0	4,12	
x22	Administer teaching and learning activities and carry them out like a teacher	6	32	24	48	10	20	0	0	0	0		
x23	Provide examples of awareness to teachers and students	6	12	37	74	5	10	2	4.0	0	0		3,94
x24	Arouse the enthusiasm of teachers' and students' learning enthusiasm	13	26	29	58	6	12,0	2	4,0	0	0		4,06
Leadership Variable Mean													4,06

4. Teacher Competency Variable (X3)

Table 14: Respondents' Responses about Leadership

X3	Questions about Teacher competence	Score										Total Average Score
		SS		S		CS		KS		STS		
		F	%	F	%	F	%	F	%	F	%	
X31	Implementation of learning that educates	1	14.00	32	64.00	9	18.00	2	4.0	0	0	3.88
X32	Authoritative and noble	5	10.00	40	80.0	5	10.0	0	0	0	0	4.00
X33	Ability to master the material broadly and deeply	11	22.0	20	40.0	14	28.0	5	10.0	0	0	3.74
X34	Get along politely with the community	9	18.00	30	60	10	20	1	2.0	0	0	3.94
X35	Develop yourself independently	9	18.00	30	60.0	10	20.0	1	2.0	0	0	3.94
Leadership Variable Mean												4,06

C. Research Results

Table 15: Linear Regression Test

Modal	Unstandardized Coefisienns		Standardized Coefficient	t	sig	Collinearity statistic	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	673	966		696	.496		
Motivation	335	151	402	2.212	.042	832	1.202
Leadership	375	142	464	2.644	.018	896	1.117
Competence	153	174	152	880	.392	925	1.081

D. Partial test results (t-test)

Table 16: F-Test Results

Model	Sum of squares	Of	Mean square	F	Say
Regression	1.249	3	416	6.779	004
Residual	983	16	081		
Total	2.232	19			

- Dependent variable: performance
- Predictors: (constant), competence, leadership, motivation

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