

Teachers' Work Performance Seen from Work Circumstance, Work Motivation, and Headmaster's Leadership Style

Sulistyo Sulistyo and Suprehatin Niingtyas
Universitas Kanjuruhan, East Java, Indonesia

Keywords: Work circumstance, Teachers' work motivation, Headmaster's leadership style, Teachers' work performance.

Abstract: This research aims to know the effect of work circumstance, teachers' motivation and headmaster leadership style on teachers' work performance both partially and simultaneously. Some of the previous research have similar variables and became reference to show teachers' work performance is influenced by work circumstance, teachers' motivation and headmaster leadership style. It also used saturated sampling technique which took all of teachers in State Senior Islamic High School Gondanglegi. This research used quantitative method with double linear regression analysis. The result of this research showed teachers' work performance could be affected from work circumstance, teachers' motivation, and headmaster's leadership style both partially and simultaneously.

1 INTRODUCTION

Teachers' work performance in school has important role in achieving the goal of school. According to Wahab & Umiarso (2011:119), teachers' work performance is an ability shown by teachers in implementing their duties or works. "Teacher performance is the ability to apply its competence in the performance of its duties which include learning to plan, implement learning and assess learning outcomes". (Kempa & Herenz, 2016). In a work to realize a good work performance it is needed to have work performance scoring.

The scoring of teachers' work performance is meant as scoring in every teachers' main activity in career coaching framework rank and position (Regulation of the Minister of Administrative Reform (Permen PAN) No.16 in 2009). There are three types of aspect scored in the scoring of teachers' work performance (Kemdiknas Ditjen PMPTK, 2010:5-8) that is, the related aspect with learning process, guidance process, and additional task implementation. In this research, teachers; work performance is measured from work circumstance, teachers' motivation and headmaster's leadership style.

According to Nitisemito (2001:183) he stated that work circumstance is everything around workers that

can influence themselves to do the tasks given to them. For example, cleanness and etcetera. Sedarmayanti (2001: 21) states that, generally speaking, the type of work environment is divided into two namely, a) physical work environment, b) Non-physical work environment. (Muchtar, 2016).

"The domain of work environment contains two parts: physical and psychosocial working conditions (Arsalani et al., 2011)." (Thushel Jayaweera, 2015).

"Motivation is defined as a driving force that compels an individual to take some actions in order to achieve certain goals. Motivational level of everyone is different like perception, attitude of everyone is different. Motivation also takes part in an important role for teachers because it helps to achieve the target in an efficient way. Teacher motivation is very important because it improves the skills and knowledge of teachers because it directly influences the student's achievement (Mustafa, and Othman, 2010). If in schools, the teachers do not have sufficient motivation then they are less competent which directly influence the students and the education system." (Inayatullah & Palwasha, 2013).

"Teacher motivation is much related to the do with teachers' attitude to work and work environment, classroom climate. Teacher motivation could be referred to as those factors that operate within the school system which if not made available to the

teacher could obstruct performance, cause stress, unhappiness and frustration all of which would subsequently reduce classroom effectiveness and student quality output. The issue of teacher motivation is important because of its correlation with the quality of education.” (Selvam & Chamundeswari, 2015).

Leadership is a basic of structure or new procedure to gain purposes and organization's target to change purposes and targets of organization (James Lipham in Ngalim Purwanto, 2007: 27).

“Leadership style is the manner and approach of providing direction, implementing plans, and motivating people (Clark, 2010). Three main leadership styles have been identified as autocratic, democratic and delegate (Newstrom & Davis, 1993) as well as laissez-faire and paternalistic (Foster, 2002)”. (Husna, 2015). Lewin et al (1939) concluded that democratic style of leadership is the most effective. (Nadeem Bhatti et all, 2012). The leadership style in this research used as the basis is the style of democratic leadership.

2 METHODS

This research used quantitative research which can be described as a research method based on positivism philosophic, which is used to observe on certain population and sample (Sugiyono, 2010:14). The population in this research were all teachers in MAN Gondanglegi. The technique used in taking the sample was saturated sample, data collection by using questionnaire as the instrument, the analysis was quantitative or statistically to examine the hypothesis. This research used descriptive analysis where the data gained was accumulated and analyzed by using SPSS 22.00 for windows with significant level of 0.05.

3 RESULTS AND DISCUSSION

Double linear regression analysis by using SPSS version 22.00 for windows was accumulated through several steps to know the effect among independent variables consist of: work circumstance, work motivation, and headmaster's leadership style on dependent variables which was teachers' work performance, thus the double linear regression can be seen on the table 1, table 2, table 3.

Table 1: ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	81850.250	3	27283.417	11.068	.000 ^a
	Residual	140505.062	57	2465.001		
	Total	222355.311	60			

a. Predictors: (Constant), Work Environment, Work Motivation, Style Leadership of the Principal

b. Dependent Variable: Teacher Performance

Table 2: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.607 ^a	.368	.335	49.64878	.368	11.068	3	57	.000	2.425

a. Predictors: (Constant), Work Environment, Work Motivation, Style Leadership of the Principal

b. Dependent Variable: Teacher Performance

The basic decision to examine the hypothesis is as follow: the anova-test was F-count of 11.068 with significant level 0.000 since the significant is less than 0.05 and Rsquare was 0.368, thus the result of this research rejects hypothesis Ho and accepts

research hypothesis Ha that: there was effect on work circumstance, work motivation and headmaster's leadership style on teachers' work performance in State Senior Islamic High School Gondanglegi.

Table 3: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	39.595	89.756		.441	.661
Work Environment	-.2311	.881	-.289	-2.625	.011
Work Motivation	.2719	1.106	.364	2.459	.017
Style Leadership of the Principal	.3094	1.454	.312	2.128	.038

a. Dependent Variable: Teacher Performance

Table 3 shows the significant effect level on each independent variable which consist of work circumstance, work motivation and headmaster’s leadership style with dependent variables that is teachers’ work performance as follow:

- Decision making for proposed hypothesis examination was: based on Table 3 above, t-count score for variable X1 (work circumstance) was -2.625 with significant level of 0.011. Since the significant level is less than 0.05, thus variable X1 (work circumstance) influenced variable Y (teachers’ work performance). Hence, Ha is accepted and Ho is rejected, it means there is effect of work circumstance on teachers’ work performance in State Senior Islamic High School Gondanglegi.
- Decision making for proposed hypothesis examination was: based on Table 3 above, t-count for variable X2 (work motivation) was 2.459 with significant level of 0,017. Since the significant level is less than 0.05, thus variable X2 (work motivation) influenced variable Y (teachers’ work performance). Hence, Ha is accepted and Ho is rejected, it means there is effect of work motivation on teachers’ work performance in State Senior Islamic High School Gondanglegi.
- Decision making for proposed hypothesis examination was: based on Table 3 above, t-count for variable X3 (headmaster’s leadership style) was 2.128 with significant level of 0.038. Since the significant level is less than 0.05, thus variable X3 (headmaster’s leadership style) influenced variable Y (teachers’ work performance). Hence, Ha is accepted and Ho is rejected, it means there is effect of headmaster’s leadership style on teachers’ work performance in State Senior Islamic High School Gondanglegi.

3.1 The Effect of Work Circumstance on Teachers’ Work Performance

Based on the t-test statistical analysis, t-count or variable X1 (work circumstance) is -2.625 with significance of 0.011. Since the significance is smaller than 0.05, thus variable X1 (work circumstance) affects or influence variable Y (teachers’ work performance) with indicators of physical and non-physical circumstances. The results of this study are in line with research conducted by Dewi Rahmawati (2013), Chandra & Priyono (2015) and Thushel Jayaweera (2015) stating that there is an influence of work environment on performance. It means, a good work circumstance affect teachers’ work performance but a very good work circumstance will make teachers too comfortable and their work performance will decrease.

3.2 The effect of Work Motivation on Teachers’ Work Performance

Based on the t-test statistical analysis, t-count for variable X2 (work motivation) is 2.459 with significance level of 0.017. Since the significance is less than 0.05, thus variable X2 (work motivation) influenced on variable Y (teachers’ work performance) with indicators intrinsic and extrinsic motivations. The results of this study are in line with research conducted by Dewi Rahmawati (2013), Selvam & Chamundeswari (2015) dan Inayatullah & Palwasha (2013) which concludes that there is a positive influence both simultaneously and partially between work motivation and performance. It means with a high motivation the teachers’ work performance will rise, and A teacher should grow motivation from their inside soul, because inner motivation works longer than from outside which is easy to lost.

3.3 The Effect of Headmaster's Leadership Style on Teachers' Work Performance

Based on t-test statistical analysis, the t-count for variable X3 (headmaster's leadership style) is 2.128 with significant level of 0.038. since the significant level is less than 0.05, thus variable X3 (headmaster's leadership style) influenced variable Y (teachers' work performance) with indicators of democratic leadership of: decision making by discussion with other staffs, task dividing is appropriate with ability, discipline in implementing the task and its function, two ways open communication. The results of this study are in line with research by Kempa & Herens (2016), Muchtar (2016) and Chandra & Priyono (2015) which concluded that there is a positive influence between leadership style and teacher performance. . It means, the headmaster's success in managing his duty depends on his leadership style. Headmaster's leadership style can raise teacher's work performance because of two ways open communication, task dividing is appropriate with ability, discipline in implementing his duties and responsibilities can be guidance to be followed by teachers, students and staffs, the decision taken is based on discussion, these are things that help teachers to increase their work performance.

3.4 The Effect of Work Circumstance, Work Motivation and Headmaster's Leadership Style on Teachers' Work Performance

Based on F test from three free variables in this research overall is simultaneous that it gives contribution of 11.068 with R square of 0.368 it can be described that work circumstance variable (X1), teachers' work motivation (X2), and headmaster's leadership style (X3) give very little contribution to teachers' work performance (Y) which is 36.8% and a bigger contribution effect of 63.2% is affected from other factors. The result of this research shows there is effect between work circumstance, teachers' work performance and headmaster's leadership style on teachers' work performance in State Senior Islamic High School Gondanglegi. Other factors which is possible to influence are ability, skill, personality, work experience, family background, salary, facilities, and family condition.

4 CONCLUSIONS

Work circumstance, teachers' work motivation, and headmaster's leadership style have significant effect on teachers' work performance in State Senior Islamic High School Gondanglegi. Thus, to improve teachers' work performance the headmaster should involve teachers in most activities for school needs, which is sure must be adjusted with the abilities of teachers. Headmaster is expected to re-review the policy which can be used to arrange further strategies, to actualize school's hope to create optimal quality human resources. The increase of optimal human resource can be supported by fixing school's circumstance to fulfil higher standard that will make teachers feel comfortable and raise their motivation also to work more optimally.

REFERENCES

- Arsalani, N., Fallahi-khoshknab, M., Ghaffari, M., Josephson, M., Lagerstrom, M., 2011. Adaptation of Questionnaire Measuring Working Conditions and Health Problems Among Iranian Nursing Personnel. *Asian Nursing Research*, 5 (3), 177-182. <http://dx.doi.org/10.1016/j.anr.2011.09.004>
- Chandra, T., Priyono. 2016. The Influence of Leadership Styles, Work Environment and Job Satisfaction of Employee Performance—Studies in the School of SMPN 10 Surabaya. *International Education Studies*; Vol. 9, No. 1: 131-140. <http://dx.doi.org/10.5539/ies.v9n1p131>
- Clark, D. R., 2010. Leadership Styles. *Instructional System Design Concept Map*. Retrieved May 6, 2015, from: <http://www.nwlink.com/~donclark/leader/leadstl.html>
- Foster, D.E., 2002. A Method of Comparing Follower Satisfaction with the Authoritarian, Democratic, and Laissez-faire Styles of Leadership. *Communication Teacher*, 16 (2): 4–6.
- Husna, Salma Binti Abu Kusin. 2015. *Leadership Style of Lecturer Influence on Academic Performance of TVET Student. Journal of Resources Development and Management*. Vol.9: 20-23
- Inayatullah, A., Palwasha Jehangir. 2013. Teacher's Job Performance: The Role of Motivation. *Abasyn Journal of Social Sciences* Vol. 5 No. 2: 78-99
- Jayaweera, T., 2015. Impact of Work Environmental Factors on Job Performance, Mediating Role of Work Motivation: A Study of Hotel Sector in England. *International Journal of Business and Management*. Vol.10 No.3: 271-278. <http://dx.doi.org/10.5539/ijbm.v10n3p271>
- Kemdiknas PMPTK, 2010. *Pembinaan dan Pengembangan Profesi Guru, Pedoman Pelaksanaan Penilaian Kinerja Guru (PK Guru)*. Kementerian Pendidikan

- Nasional, Ditjen Peningkatan Mutu Pendidik dan Tenaga Kependidikan. (Online), (<http://dirjen-pmpdk-kementrian-pendidikan-nasional.html>) diakses 28 November 2015).
- Kempa, R., Herens Edy Luturmas. 2016. Leadership Behavior, Organizational Culture, and Teacher Performance. *International Journal of Science and Research*. Vol. 5 Issue 10: 552-555. www.ijsr.net/10.21275/ART20162045
- Muchtar. 2016. The Influence of Motivation and Work Environment on the Performance of Employees. *SINERGI*, Vole 6 No2: 27-40.
- Mustafa, M., Othman, N., 2010. The effect of work motivation on teacher's work performance in pekanbaru senior high schools, Riau Province, Indonesia. *SOSIOHUMANIKA*, 3 (2), 259-272
- Bhatti, Nadeem. Ghulam Murtza Maitlo, Naveed Shaikh, Muhammad Aamir Hashmi, Faiz. M. Shaikh., 2012. The Impact of Autocratic and Democratic Leadership Style on Job Satisfaction. *International Business Research*, Published by Canadian Center of Science and Education Vol.5 No.2:192-201. www.ccsenet.org/ibr
- Newstrom, J.W., Davis, K. 1993. *Organizational Behavior: Human Behavior*. Work. New York: Mc Graw-Hill.
- NitiseMITO, A. S. 2001. *Manajemen Personalia*. Jakarta: Ghalia Indonesia
- Peraturan Menteri Negara Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Nomor 16 Tahun 2009. Tentang *Jabatan Fungsional Guru dan Angka Kreditnya*.
- Purwanto, N., 2005. *Administrasi dan Supervisi Pendidikan*. Bandung: PT Remaja Rosdakarya.
- Rahmawati, D., 2013. *Pengaruh Lingkungan Kerja dan Motivasi Kerja terhadap Kinerja Guru GTT*. Skripsi tidak di terbitkan. Malang: Fakultas Ekonomika dan Bisnis, Universitas Kanjuruhan
- Selvam. P., S. Chamundeswari. 2015. Motivation, Job Satisfaction and Performance of Teachers at the Secondary Level. *International Journal in Management and Social Science*, Vol.3 Issue 7: 705-719. <http://www.ijmr.net.in>
- Serdamayanti. 2001. *Manajemen Sumber Daya Manusia, Revormasi Birokrasi dan Manajemen Pegawai Negeri Sipil*. Bandung: PT Revika Aditama
- Sugiyono. 2010. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.