

The Influence Of School Principals' Leadership, Work Motivation And Job Satisfaction On The Performance Of State Middle School Teachers Ineast Siantar District

Enjel O. Simanjuntak¹, Benyamin Situmorang², Sukarman Purba³

{Enjelsimanjuntak362@gmail.com}

Universitas Negeri Medan^{1,2,3}

Abstract. The Principal's leadership has a positive influence on performance in carrying out its functions as an innovator, motivator and supervisor. In carrying out leadership, the principal must be able to encourage teachers to do their job well. In this research, the principal's leadership was able to increase job satisfaction in terms of awards that were able to provide motivation to teachers. Improved performance is able to have a positive and significant influence on other variables. This research was conducted at State Middle Schools in East Siantar District. The research population was 131 teachers to determine the number of samples using the Slovin formula, so that a sample of 100 people was obtained. Collection was carried out using a questionnaire after first testing the instrument, with a principal leadership reliability value of 0.910 in the very reliable category, a Work Motivation reliability value of 0.905 in a very reliable category, a Job Satisfaction reliability value of 0.900 in a very reliable category, a Teacher Performance reliability value of 0.869 in a very reliable category. The results of this research explain that school principal leadership, work motivation, job satisfaction can be used to improve the performance of State Middle School teachers in East Siantar District.

Keywords: Principal Leadership, Work Motivation, Teacher Performance Job Satisfaction.

1 Introduction

Education is a universal dimension and continues from generation to generation throughout the world. Education is the main pillar of community development in a particular nation. Education is the process by which a person becomes himself, grows according to his abilities, character, talents and conscience. Education lasts a lifetime and is carried out in the family, school and community. As written in Law No. 20 of 2003 concerning the National Education System article 3, it is stated that national education develops skills and provides a context for educating the life of the nation, with the aim of developing the potential of students to become human beings with noble character and faith and piety. and civilization, healthy,

knowledgeable, capable, creative, independent, democratic and responsible citizens. One important factor that cannot be ignored that influences the quality of education in schools is the teacher factor (Imam, Minarsih and Warso, 2016: 6). Education is the main force in human development which is assisted by the role of an educator.

Teachers are one of the human resources in schools (Khasanah, Kristiawan and Tobari, 2019:108). Teacher performance has a very important role in education. As a facilitator in the learning process, the teacher plays a central role in creating a conducive learning environment and motivating students to learn. Apart from that, teacher performance also influences the quality of student learning outcomes. The results of research conducted by Jiang (2021: 224) show that teacher performance has a strong correlation with student learning outcomes. Therefore, it is important for schools to provide appropriate support and training to improve teacher performance in teaching and create a conducive learning environment. Teachers are the most responsible factor and have the greatest influence on the quality of education. To improve the quality of education, great attention must be paid to improving teacher performance. The performance of a teacher at school plays an important role in achieving school goals. The government's attention to education has been socialized, the Ministry of Education and Culture together with Commission Teacher performance has a big influence on educational progress. Based on research, good teacher performance can increase student academic achievement and improve the overall quality of education. Research conducted by Fitriyani, Fatturahman and Syarifuddin (2021:12) shows that good teacher performance has a positive effect on student academic achievement. The high or low quality of teacher performance leads to school improvement and quality (Kartini and Kristiawan, 2019:17). There are several factors that influence teacher performance in education, namely preparing a clear and structured learning plan (Sari, 2021: 147). Teachers must develop clear and structured learning plans with specific objectives and learning methods that suit student characteristics. This will help in facilitating students' understanding and increase their learning motivation. Selection of appropriate learning materials and resources (Ridwan, 2021:5). Teachers must choose learning materials and resources that are appropriate and relevant to the curriculum and student needs. This will help students understand and apply the concepts taught. Effective use of learning media (Fakhrurrazi, 2021:178). Teachers must select and use effective learning media, such as interactive learning technology, to facilitate student understanding. Using appropriate learning media can increase student participation in learning and help them understand the concepts being taught. Through good teaching planning, teachers can improve their performance in delivering learning material to students. Careful planning, use of technology, student involvement, and reflection and evaluation can help teachers make effective and efficient learning plans.

However, in its implementation there are still problems for teachers in designing learning. Teachers often have difficulty understanding the curriculum and integrating learning standards into their lesson plans. So they have difficulty evaluating whether the learning objectives are achieved well or not. Teachers often prepare learning plans in a monotonous way and seem boring to students. This causes students to be disinterested and unmotivated to learn (Budiarto, 2021:7). Inability to adapt appropriate learning methods. Teachers often experience difficulty in choosing learning methods that suit student characteristics and the curriculum. So the learning carried out is ineffective and does not motivate students (Mulyana, 2021:4).

Lack of understanding of the subject matter to be taught can affect teacher performance in teaching implementation. Research conducted by Suparmini (2020:54) states that poor understanding of subject matter can cause teachers to have difficulty explaining the material clearly and accurately to students. This can have an impact on students' low motivation to learn. Teachers who are not able to manage the class well can affect their performance in teaching. Teachers who are unable to manage the class well can cause students to become disinterested in learning and can cause disruption in the classroom (Wardhani and Haryono, 2020:2). Apart from that, teaching assessment is an important aspect in improving teacher performance (Fathurrahman, Sugiarto and Sopandi, 2021: 82). Good teaching assessments can help teachers to identify weaknesses and strengths in their teaching, and can help them to improve their performance. In addition, teaching assessments can also provide useful feedback for teachers to improve the quality of their teaching. By using appropriate assessment instruments, teachers can find out students' abilities and provide appropriate feedback to improve students' abilities. Effective assessment can also help teachers plan and implement learning that suits students' needs (Sari, Prahani and Liliawati, 2021:2). In addition, teaching assessments can also provide useful feedback for teachers to improve the quality of their teaching. By using appropriate assessment instruments, teachers can find out students' abilities and provide appropriate feedback to improve students' abilities. Effective assessment can also help teachers plan and implement learning that suits students' needs (Sari, Prahani and Liliawati, 2021:2). In addition, teaching assessments can also provide useful feedback for teachers to improve the quality of their teaching. By using appropriate assessment instruments, teachers can find out students' abilities and provide appropriate feedback to improve students' abilities. Effective assessment can also help teachers plan and implement learning that suits students' needs (Sari, Prahani and Liliawati, 2021:2).

School principals who are effective in leading and facilitating teacher performance can have a positive impact on the quality of teaching and student learning outcomes at school. According to Kristiawan (2018:13) it is very urgent for school principals as teacher leaders to carry out continuous teacher development and improve performance in the main duties and responsibilities of teachers as teachers, educators and student supervisors. Susanto (2016:42) states that increasing teacher performance in learning can be achieved if the school principal as a leader is able to encourage teachers to improve the performance of teachers seriously and with high dedication to the tasks at hand. Teacher performance with the leadership of the principal who plays the role of innovator, motivator, and supervisors are very important to improve the quality of education in schools. School principals who are effective in carrying out these three leadership functions can help improve teacher performance and have a positive influence on student learning outcomes at school. According to Wirawan (2019:9), it shows that school principals as innovators have a significant influence on teacher performance. This shows that school principals can improve teacher performance by being innovators in providing new learning opportunities, encouraging teachers to create new ideas, and providing the necessary support in implementing learning innovations. Meanwhile, according to Yulianto (2020:7), school principals play an important role in increasing teacher work motivation in elementary schools. School principals who are able to implement good management and provide rewards for good performance will increase teacher work motivation in schools. The school principal also plays an important role in providing direction and motivation to improve the quality of teacher teaching. The leadership problems of school principals in Indonesia were revealed in research conducted by Agustiawan, et al. (2020:72)

Resource management is a problem faced by school principals, research shows that principals in elementary schools in Bogor City, West Java, face problems in managing human resources, such as staff and labor, as well as resource management problems financial. Leadership is a very important factor to influence and provide direction to employees,

A motivated teacher tends to perform better and be more productive than a teacher who is less motivated. Research conducted according to Rohim, et al (2021:38) shows that there is a positive and significant influence between work motivation and teacher performance. This shows that the higher the teacher's work motivation, the better the teacher's performance. Apart from that, this research also shows that factors such as support from leaders and a conducive work environment also have a significant influence on teacher work motivation and performance. shows that there is a positive and significant influence between work motivation and teacher performance. Other research was conducted by Wahyuni and Nurhadi (2018: 205-214) shows that there is a positive and significant relationship between work motivation and teacher performance. Work motivation factors such as recognition, achievement and progress are positively correlated with teacher performance. The results of this research provide insight into the importance of work motivation in improving teacher performance. This can help decision makers in developing strategies to increase teacher motivation and performance in schools. Apart from that, Fauziah and Dahlan (2020:12) show that work motivation, work environment, and school principal leadership simultaneously have a positive and significant effect on teacher performance. Other research shows that work motivation and job satisfaction have a significant positive effect on teacher performance at SMP Negeri Bantul Regency. Work motivation also has a significant positive effect on teacher job satisfaction. However, job satisfaction does not have a significant effect on work motivation (Lestari, Widiyanti and Bhaskara, 2022: 236-245). However, providing work motivation is still often a problem in improving teacher performance, based on research conducted by Yunita and Wijayanti (2021:1056-1065) showing that a lack of recognition and rewards from the school can reduce work motivation and teacher performance. The research results show that teacher work motivation in elementary schools is influenced by several factors, including work motivation, extrinsic motivation, organizational support, and work environment. Apart from that, factors such as age, education and work experience also influence teacher work motivation and performance. Besides that, research conducted by Kustianto and Sudrajat (2021: 80-90) shows that work demands that are too high can reduce work motivation and teacher performance, recommending that schools and the government need to pay attention to teacher workload and work motivation as important factors that influence teacher performance . This can be done by providing adequate support and facilities to teachers, as well as developing training and competency development programs to increase work motivation and teacher performance. recommends that schools and the government need to pay attention to teacher workload and work motivation as important factors that influence teacher performance. This can be done by providing adequate support and facilities to teachers, as well as developing training and competency development programs to increase work motivation and teacher performance. recommends that schools and the government need to pay attention to teacher workload and work motivation as important factors that influence teacher performance. This can be done by providing adequate support and facilities to teachers, as well as developing training and competency development programs to increase work motivation and teacher performance..

Teacher performance is influenced by the level of satisfaction the teacher feels during the implementation of education (Zubir, 2021:11). When employee job satisfaction is high, it motivates employees to work even better (Ruwaida, Manirul and Sri, 2021:9). Thus, it can be said that job satisfaction is a personal reaction to the implementation of work duties. The importance of teacher job satisfaction in the education profession with research conducted by Wibowo, Wahyuni and Indrawati (2021: 1-10) shows that teacher job satisfaction has a significant influence on performance, motivation and intention to continue working in the profession. The same opinion was also expressed by Alkandari and Alkhuzam (2021: 24-29). Teacher job satisfaction also has an impact on the quality of learning delivered by the teacher. Teacher job satisfaction has a significant effect on teacher performance, factors such as professional training and development, managerial support, and a conducive work environment also play an important role in increasing teacher job satisfaction and teacher performance (Zulu and Ramoutsaki, 2012: 79-87). One way for teachers to want to work better is for teachers to first gain job satisfaction. Job satisfaction is characterized by a pleasant psychological state resulting from the fulfillment of basic needs at work. Job satisfaction is an emotional attitude where a teacher shows an attitude of love and dedication to his work.

Junior high school (SMP) in East Siantar District is a junior high school located in one of the sub-districts in Pematang Siantar City which consists of 9 (nine) junior high schools. One indicator that a school is considered successful is a student graduation rate of 100% and graduates who continue their education at a well-known school are considered successful and has gained the trust of the community, apart from that the school is equipped with various complete and modern facilities, such as a computer laboratory, science laboratory, library, sports fields, etc. These complete and modern facilities help students in the teaching and learning process so that it is considered a superior school and is the choice for parents who want to provide the best education for their children.

However, in reality, the Pematang Siantar City government, through the Head of the Education Service together with the junior high school managerial supervisor, carries out performance evaluations for teachers. From the evaluation results conveyed in his speech at the opening of the learning workshop on 30 May 2022, teacher performance in the educational environment of Pematang Siantar city is still low. This is proven by the school performance scores in general which have not been achieved, especially in the city of Pematang Siantar, the recapitulation of work scores below 6.59 reached 58.8%, which is equivalent to 134 schools being declared to still have low work scores.

Based on the results of initial interviews conducted in June 2022 with supervisors of State Middle Schools in East Siantar District regarding Teacher Performance, teacher performance is still not good. This indication can be seen from the teacher attendance which is not yet 100%, the average number of teachers who arrive on time is no more than 70%, the average number of teachers who collect learning tools is no more than 80%. Apart from that, in the learning process there are still teachers who have not completed the assessment. authentic during the learning process, teachers have not used learning media when teaching an average of 40%, as well as a lack of teacher involvement in activities held by MGMP and a lack of teacher interest in participating in seminars or training held by the Education Office. This condition can also be seen from the teacher performance assessment (PKG) carried out in November 2019 which showed that pedagogical competence was still low as indicated by

teachers aged >40 years not being interested in participating in competency development training or workshops so that there were still teachers who were not yet able to understand student characteristics, teachers have not been able to master learning theories and learning principles in education, and teachers have not understood the importance of developing potential so that this has an impact on the preparation of learning tools. Regarding personality competency, there are still teachers who are not able to demonstrate a high work ethic and responsibility.

Based on the observation results, it shows that teachers' work motivation is still not optimal, which can be seen from the influence of the principal in providing work motivation to teachers which is still not optimal, such as the lack of motivation and guidance given by the principal to teachers in carrying out their duties and responsibilities as a teacher, a sense of responsibility. who are still lacking in carrying out their duties as teachers. Teacher job satisfaction at State Middle Schools in East Siantar District is influenced by the low compensation given to teachers, less harmonious relationships with co-workers, and lack of promotions. Job satisfaction can be felt starting from providing motivation. This factor needs to be paid attention to by school leaders, namely the Principal who organizes and carries out the duties of State Middle Schools in East Siantar District. In several studies regarding low teacher performance, Srinalia at SMAN 1 Darul Imarah Aceh Besar also explained that low teacher performance was also influenced by internal factors, namely teacher ability & motivation (Srinalia, 2015: 13). So, the role of the principal here is really needed to improve teacher performance, especially in terms of internal factors. Research conducted by Djafar & Nurhafizah (2018) shows that the work motivation of a leader, in this case the school principal, is very much needed and plays a role for teachers and employees to work together and carry out their duties with full responsibility and optimal results, namely good performance. School principals who are able to empower teachers can be used as role models, Being willing to listen to teacher complaints and accept corrections from teachers can foster teacher work motivation (Mustikeni, 2019). Another research was also carried out by Shahnaz (2022) with research results. There was a direct influence of school principal leadership on job satisfaction of SMPN teachers in West Tanjung Jabung Regency. This means that the principal's leadership has a good influence on teacher job satisfaction. The better the principal's leadership, the more teacher job satisfaction will increase.

Considering the importance of teacher performance in improving the achievement of school goals, it is necessary to think about continuing to improve performance so that the quality of education can be better. In accordance with theoretical explanations and previous research results, there are several variables that influence performance, including the principal's leadership, work motivation and job satisfaction. In this regard, it is necessary to conduct research on the Influence of Principal Leadership, Work Motivation and Job Satisfaction on the Performance of Middle School Teachers in East Siantar District."

2 Research Methods

The selection of research locations was carried out at State Middle Schools in East Siantar District. This research was carried out from May 2023 to June 2023, starting from the preparation stage to the research. Based on calculations made, the selected sample was 97

teachers, but the researchers rounded up the sample size to 100 teachers. This research was conducted using quantitative methods. The model used is a path analysis model or often called a causal relationship pattern. The instruments tested were analyzed using product moment correlation techniques with acceptance criteria. Based on the r table, each item is declared valid, the calculated r value must be > 0.36 . The results of the instrument reliability trials for the teacher performance questionnaire, principal leadership, work motivation and job satisfaction were all reliable with the respective reliability coefficient values for the teacher performance instrument $r_{11} = 0.910$, leadership $r_{11} = 0.905$, work motivation $r_{11} = 0.900$ and teacher performance $r_{11} = 0.869$. Complete calculations can be seen in the attachment. Testing data normality using Kolmogorov Smirnov Normality Test..

Table 1. Summary of Research Variable Data Description

| Parameter | Leadership Principal (X1) | Work motivation (X2) | Job satisfaction X3 | Teacher Performance X4 |
|--------------------------------|--------------------------------------|-------------------------------------|------------------------------------|---------------------------------------|
| Sample | 100 | 100 | 100 | 100 |
| Minimum Score | 76 | 79 | 79 | 82 |
| Maximum score | 135 | 140 | 143 | 144 |
| Average score (Mean) | 107 | 111.04 | 111.76 | 113.83 |
| Standard deviation (deviation) | 16.79346 | 16.41441 | 16.5975 | 16.8721 |
| Ideal minimum score | 30 | 30 | 30 | 30 |
| Ideal maximum score | 150 | 150 | 150 | 150 |
| Ideal standard deviation | 20 | 20 | 20 | 20 |
| Ideal average score | 90 | 90 | 90 | 90 |
| Range | 59.00 | 61.00 | 64.00 | 62.00 |
| Intervals | 7.6 | 7.6 | 7.6 | 7.6 |
| Lots of classes | 7.763158 | 8.026316 | 8.421053 | 8.157895 |
| Variance | 282.0202 | 269.4327 | 275.4772 | 284.6678 |
| Median | 105 | 108 | 109 | 111 |
| Mode | 115 | 104 | 121 | 110 |

3 Research Methods

3.1 The Influence of Principal Leadership on Job Satisfaction

Principal leadership is a process that involves direction, coaching and motivation for all school members to achieve the desired goals. An effective school principal must be able to create a positive and inclusive learning environment, facilitate communication and collaboration between staff and students, and provide constructive support and feedback to all members of the school. The principal must also be able to develop a clear school vision and mission, as well as motivate staff and students to achieve these goals (Okwelle & Osuji, 2022: 95-102). Principal leadership can motivate teachers by providing inspiration, providing clear guidance, and supporting their professional development. In a well-led environment, teachers feel appreciated and encouraged to give their best. This can increase teacher job satisfaction because they feel motivated and have clear goals to achieve. Leadership indicators including the innovator function, motivator function and supervision function have a relationship with job satisfaction. Based on the results of quantitative calculations, the level of tendency for the principal leadership variable was obtained in the low category of 18% with a total of 18 respondents, the sufficient category was 63% with a total of 63 respondents and the high category was 19% with a total of 19 respondents. The motivator function and supervision function have a relationship with job satisfaction. Based on the results of quantitative calculations, the level of tendency for the principal leadership variable was obtained in the low category of 18% with a total of 18 respondents, the sufficient category was 63% with a total of 63 respondents and the high category was 19% with a total of 19 respondents. The motivator function and supervision function have a relationship with job satisfaction. Based on the results of quantitative calculations, the level of tendency for the principal leadership variable was obtained in the low category of 18% with a total of 18 respondents, the sufficient category was 63% with a total of 63 respondents and the high category was 19% with a total of 19 respondents

Table 2. Correlation of Principal Leadership variable indicators with the total score

| No. | Principal Leadership Indicators | Correlation |
|-----|---------------------------------|-------------|
| 1 | Innovator Function | 0.425 |
| 2 | Motivator Function | 0.615 |
| 3 | Supervision Function | 0.614 |

Based on table 2, it can be seen that the innovator function indicator for achieving job satisfaction has a correlation of 0.425, which is lower than the motivator function indicator with a correlation of 0.615 and the supervision function indicator of 0.614. Higher correlation value, meaningThe motivator function of a leader is very influential in increasing teacher job satisfaction. Leaders who are able to inspire, reward and provide support to teachers in achieving their goals will create a positive and enthusiastic work environment. Teachers who feel recognized and encouraged to achieve their best will feel more satisfied with their work. The same thing was stated byMahananingtyas, Lesnussa, Nussy (2021) As a motivator, school principals must have the right strategy to provide motivation to teaching and education staff in carrying out their various tasks and functions. This motivation can be fostered through managing the physical environment, work atmosphere, discipline, encouragement, effective rewards, providing various learning resources through the development of learning resource centers.

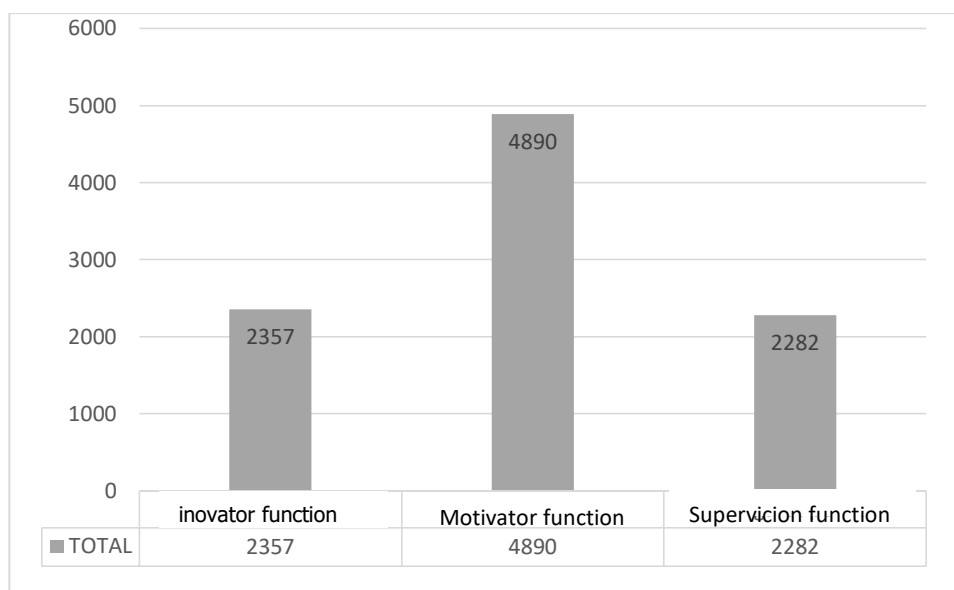


Figure 1. Total Leadership Indicator Score (X_1)

To improve the innovator function and supervision function in increasing teacher job satisfaction, school principals can implement the following strategic efforts: Innovator Function: a. Building a Culture of Innovation: Principals must create a school culture that encourages innovation and creativity. This can be achieved by providing support, valuing new ideas, and giving teachers the freedom to try new learning methods. b. Encourage Training and Development: School principals can provide training and development related to innovation and technology in education to teachers. This helps teachers feel more confident in implementing innovative ideas in the classroom. c. Using Educational Technology: School principals can introduce and encourage the use of relevant educational technology to increase the effectiveness and efficiency of learning. The appropriate use of technology can increase the attractiveness of learning for teachers and students

Based on the calculation results, the path coefficient value for the influence of school principal leadership on job satisfaction is $\rho_{31} = 0.679$ with a coefficient value of $t = 9,1564$ with a significance of 0.000 or the t value is greater than the t table value $\alpha (0.05) = 1.98$. Thus, it can be stated that the principal's leadership has a direct positive influence on the job satisfaction of State Middle School teachers in East Siantar District, and its validity has been accepted and tested. This is supported by the research results of Ardiyansah (2020) The Influence of Principal Leadership and Teacher Satisfaction on Teacher Performance where the results of this research show that: 1) there is a very significant positive influence between the principal's leadership style on teacher performance; 2) there is a very significant positive influence between job satisfaction and teacher performance; 3) there is a positive influence between organizational commitment and job satisfaction together on teacher performance. Based on the analysis results, the value obtained is $t_{count} > t_{table} \alpha = 5\% (11.01 \ 1.98)$.

3.2 The Influence of Work Motivation on Job Satisfaction

Teacher work motivation can be defined as an internal state that stimulates and maintains teacher behavior in achieving the desired goals in the teaching profession. Teacher work motivation includes drives, needs, interests, and beliefs that encourage teachers to take certain actions to achieve their professional goals, such as improving teaching abilities, improving interactions with students and colleagues, increasing participation in school activities, and achieving better learning outcomes. from students. The same thing was stated by Robbins & Judge (2016), work motivation can be defined as an internal state that encourages individuals to act or carry out an activity to achieve the desired goal. The importance of teacher work motivation is to ensure that teachers have a high desire and enthusiasm to provide their best teaching, continue to develop themselves, and achieve optimal learning outcomes for students. Based on the results of quantitative calculations, the level of tendency for the work motivation variable was found to be in the low category at 13% with a total of 13 respondents, in the sufficient category at 63% with a total of 63 respondents and in the high category at 24% with a total of 24 respondents.

Table 3. Correlation of Work Motivation variable indicators with the total score X_2

| No. | Work Motivation Indicators | Correlation |
|-----|----------------------------|-------------|
| 1 | Hard work | 0.838 |
| 2 | Responsibility | 0.587 |
| 3 | The drive to succeed | 0.378 |
| 4 | Feedback | 0.348 |
| 5 | Skill improvement | 0.281 |
| 6 | Independent in work | 0.315 |
| 7 | Likes challenges | 0.272 |

Based on table 3 , it can be seen that the indicator of hard work on job satisfaction has a higher correlation than other indicators with a correlation value of 0.838, the responsibility indicator has a correlation value of 0.587, the encouragement indicator for success has a correlation value of 0.378, the feedback indicator has a correlation value of 0.348, the indicator of skill improvement has a value correlation of 0.281 and the indicator of liking challenges with a correlation value of 0.315.

The results of the same research conducted by Lie, Nainggolan and Harini (2021) statedThe indicator of working hard without fear of failure obtained a result of 4.21 which is very good, because teachers are able to increase their sense of comfort and high work enthusiasm in carrying out all their duties and responsibilities well.

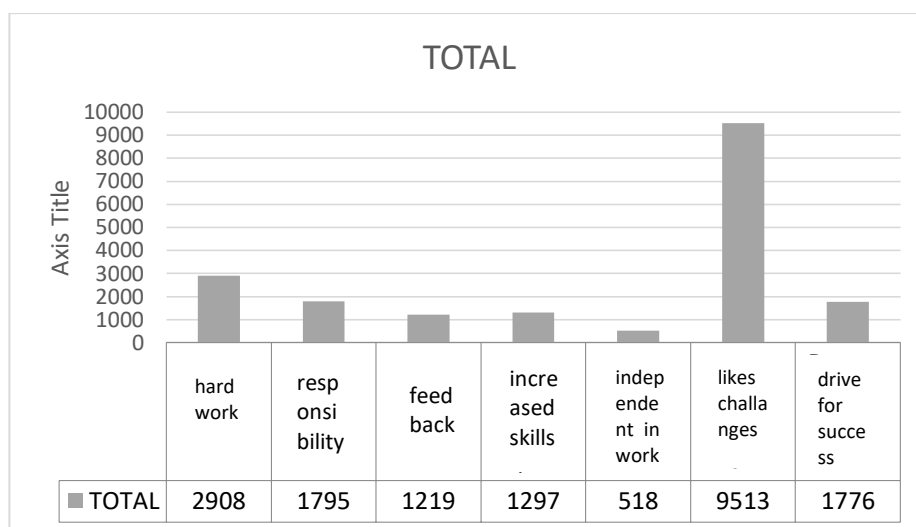


Figure 2 Total Score of Work Motivation Indicators (X2)

The relationship between motivation and job satisfaction is the motivation that exists within a person which is an urge to carry out a behavior to achieve self-satisfaction. This can be added to the relationship between motivation and job satisfaction, namely that if individuals are motivated, they will make a positive choice to do something, because it can be satisfying. teacher's wishes. Work motivation from the results of this research has an influence on teacher job satisfaction. Based on descriptive calculations, the path coefficient value of the influence of work motivation on job satisfaction = 0.596 with a coefficient value of $t = 7.341$, with a significance of $p = 0.000$ or the t value greater than the t table value. $\alpha(0.05) = 1.98$. Thus, it is stated that teacher work motivation has a direct positive influence on the job satisfaction of State Middle School teachers in East Siantar District, is accepted and proven to be true. The results of this research are in line with Sari's (2022) research. There is a direct influence of work motivation on job satisfaction. This means that the better the work motivation or the higher the motivation, the more satisfied the teacher will be. The test results show that there is a significant effect. Where the P value is below 0.05, the hypothesis is accepted. This proves that work motivation influences job satisfaction with the Original Sample of $(\alpha) = 0.852$ (85.2%).

3.2 The Influence of Principal Leadership on Teacher Performance

The importance of leadership in achieving organizational success and describes effective ways for a leader to influence others and motivate them to achieve desired goals. The leadership of the school principal has a very important role in improving teacher performance in schools. According to Handoko (2015) the quality of education in schools plays an important role in an educational institution. Therefore, a leader must be able to use a leadership style that is acceptable to his employees so that his employees are able to carry out their duties and responsibilities well and so that the goals of the company or organization can be achieved optimally.

Table. 4 Correlation of Principal Leadership variable indicators with the total score X1

| No. | Principal Leadership Indicators | Correlation |
|-----|---------------------------------|-------------|
| 1 | Innovator Function | 0.425 |

| | | |
|---|----------------------|-------|
| 2 | Motivator Function | 0.615 |
| 3 | Supervision Function | 0.614 |

Based on table 4, it can be seen that the motivator function indicator has a higher correlation value with teacher performance, meaning that the motivator function of a leader is very influential in improving teacher performance. The motivator function of a leader has a very influential role in improving teacher performance. An effective leader can inspire and encourage teachers to reach their best potential in teaching and contribute to the educational environment. Through ongoing support, leaders are able to create a positive and inclusive work environment, where teachers feel valued and empowered.

Based on descriptive calculations, the path coefficient value for the influence of principal leadership on teacher performance is obtained = 0.624 with a coefficient value of $t = 7.903$, with a significance of $p = 0.000$ or the t value is greater than the value of $t_{table}(0.05) = 1.98$. Thus stated Principal leadership direct positive effect on teacher performance State Middle School in East Siantar District, accepted and tested for validity. The results of this research are in line with research by Akhwani (2021) The Influence of Principal Leadership on Primary School Teacher Performance where the research results prove that Principal Leadership has a significant and positive influence on Primary School Teacher Performance. Teacher performance results with a percentage of 52.9% are classified as moderate (3) There is a significant influence between Principal Leadership and Teacher Performance with a correlation value of $5.806 > 2.145$. The conclusion of this research is that there is a significant influence of Principal Leadership on Teacher Performance at SD Negeri Ngagel 11394 Surabaya.

This means that the better the principal's leadership, the teacher performance will increase. In other words, it can be concluded that the high and low performance of State Middle School teachers in East Siantar District is determined by the leadership of the school principal. The better the principal's leadership, the more supportive and improved the teacher's performance in carrying out their duties.

1.1 The Influence of Work Motivation on Teacher Performance

Work motivation has a significant influence on teacher performance. When teachers feel motivated, they tend to have high enthusiasm, dedication and commitment in carrying out their duties as educators. High motivation encourages teachers to achieve learning goals, improve the quality of teaching, and strive to provide the best for students. Motivated teachers also tend to have a positive attitude, creativity, and initiative in designing innovative teaching strategies. They are more likely to continue learning, develop skills, and use effective approaches to face challenges in the classroom.

Table. 5 Correlation of Work Motivation variable indicators with the total score X2

| No. | Work Motivation Indicators | Correlation |
|-----|----------------------------|-------------|
| 1 | Hard work | 0.838 |
| 2 | Responsibility | 0.587 |
| 3 | The drive to succeed | 0.378 |
| 4 | Feedback | 0.348 |
| 5 | Skill improvement | 0.281 |
| 6 | Independent in work | 0.315 |
| 7 | Likes challenges | 0.272 |

Based on table 4.18, it can be seen that the indicator of hard work on teacher performance has a higher correlation than other indicators with a value of 0.838, the responsibility indicator has a correlation value of 0.587, the encouragement indicator for success has a correlation value of 0.378, the feedback indicator

has a correlation value of 0.348, the indicator of skill improvement has a value correlation of 0.281 and the indicator of liking challenges with a correlation value of 0.315.

Increasing teachers' work motivation plays a key role in improving their performance. To achieve this, alternative steps that can be taken are ensuring effective communication with teachers, providing clear and challenging targets, and providing recognition and rewards for their achievements. In addition, it is important to provide professional development opportunities, encourage creativity and innovation in teaching, and involve teachers in decision making. Mentoring and mentoring programs should also be provided as additional support. In addition, management must create a positive, inclusive and supportive work environment so that teachers feel motivated and appreciated. Another important factor is providing sufficient resources to carry out their duties well.

In a motivational work environment, teachers feel valued, have a sense of accomplishment, and feel involved in the learning process. All of this contributes to improving overall teacher performance. Therefore, it is important for educational institutions and stakeholders to create an environment that supports and raises teacher work motivation, because high motivation is a key factor in improving the quality of teaching, student learning outcomes, and achieving better educational success. Based on descriptive calculations, the path coefficient value of the influence of work motivation on teacher performance is obtained = 0.561 with a coefficient value of $t = 6.706$, with a significance of $p = 0.000$ or the calculated t value is greater than the t table value $\alpha(0.05) = 1.98$. Thus stated work motivation direct positive effect on teacher performance State Middle School in East Siantar District, accepted and tested for validity. This research is in line with research by Zein (2017) The Influence of Motivation on Teacher Performance where based on the correlation coefficient of motivation variables with teacher performance, a strong influence was obtained, namely 0.741. Based on the calculation of the coefficient of determination made, it produces 0.5497 or 54.97%, this means that as much as 54.97% of motivation influences teacher performance, while the remaining 45.03% is influenced by other variables not explained in this model.

This means that the higher the motivation, the teacher performance will increase. In other words, it can be concluded that the high and low performance of State Middle School teachers in East Siantar District is determined by work motivation. The higher the motivation, the more it will support and increase the teacher's performance in carrying out their duties.

1.4.5 The Influence of Job Satisfaction on Teacher Performance

The influence of job satisfaction on teacher performance is very significant. When teachers feel satisfied with their work, this has a positive impact on their overall performance. Job satisfaction creates a positive work environment and motivates teachers to give their best in carrying out educational tasks. Teachers who feel satisfied with their work tend to be more enthusiastic, dedicated, and have a high commitment to their profession. They feel valued and recognized for their contribution to achieving educational goals. Job satisfaction also influences teachers' attitudes and behavior in interacting with students, school staff and parents. Teachers who feel satisfied tend to be more cooperative, collaborate and communicate well. They are also more likely to create a conducive classroom climate, provide support and attention to students, and encourage active participation in the learning process. In addition, job satisfaction also has an impact on teacher retention rates.

Table. 6 Correlation of indicators of the Job Satisfaction variable with the total score X3

| No. | Work Motivation Indicators | Correlation |
|-----|----------------------------|-------------|
| 1 | Performance | 0.336 |
| 2 | Pomosi | 0.507 |
| 3 | Award | 0.849 |
| 4 | The work itself | 0.286 |
| 5 | Salary received | 0.300 |

Based on the indicator correlation table, it is known that the correlation value of the reward indicator for performance is higher with a correlation value of 0.849, while the correlation value of the achievement indicator is 0.336, the promotion indicator has a correlation value of 0.507, the work indicator itself has a correlation value of 0.286 and the salary indicator received is 0.300. Based on the table, the indicators that influence performance are reward indicators. The same research was also conducted by Kurniawan, Harahap & Rohana (2021) with The results of statistical calculations on the effect of giving rewards on teacher performance show a p-value ($0.000 \leq 0.05$). This shows that there is a significant relationship between the reward variable and teacher performance.

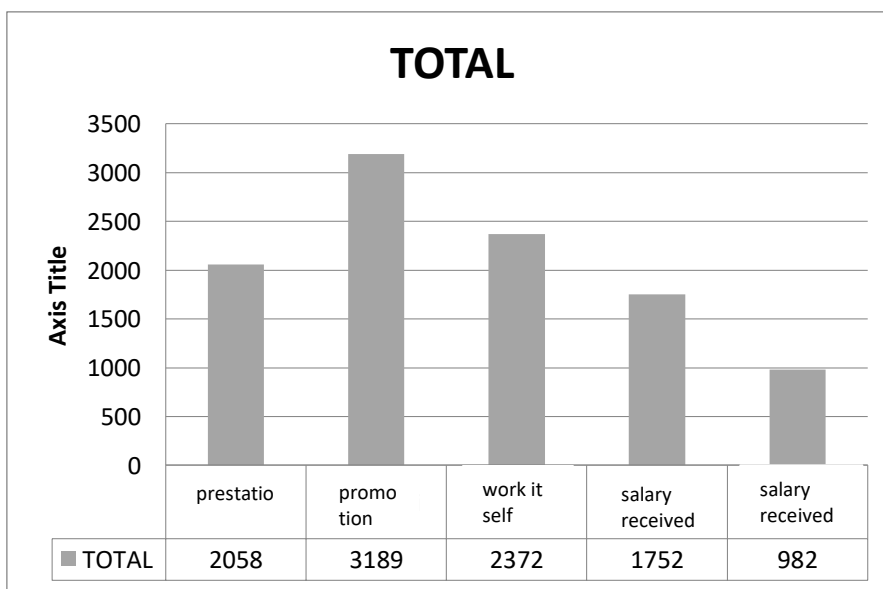


Figure. 3 Total Score of Job Satisfaction Indicators (X3)

Based on descriptive calculations, the path coefficient value for the influence of job satisfaction on teacher performance is obtained = 0.710 with a t-coefficient value of 9.977, with a significance of $p = 0.000$ or the calculated t-value is greater than the ttable value $\alpha(0.05) = 1.98$. Thus stated Job satisfaction direct positive effect on teacher performance State Middle School in East Siantar District, accepted and tested for validity.

4. Conclusion

The principal's leadership has a direct positive effect on the job satisfaction of state junior high school teachers in East Siantar District. The correlation of indicators that influence the principal's leadership variable is the Motivator function. In other words, the better the principal's leadership, the higher the job satisfaction of State Middle School teachers in East Siantar District. Work Motivation has a direct positive effect on job satisfaction of State Middle School teachers in East Siantar District. The correlation of indicators that influence the Work Motivation variable is hard work. In other words, the higher the teacher's work motivation, the higher the job satisfaction of State Middle School teachers in East Siantar District. The leadership of the principal has a direct positive effect on the performance of state junior high school teachers in East Siantar District. The correlation of indicators that influence the principal's leadership variable is the Motivator function. In other words, the better the principal's leadership, the higher the performance of State Middle School teachers in East Siantar District.

Work Motivation has a direct positive effect on the performance of State Middle School teachers in East Siantar District. The correlation of indicators that influence the Work Motivation variable is hard work. In other words, the higher the teacher's work motivation, the higher the performance of State Middle School teachers in East Siantar District.

Job satisfaction has a direct positive effect on the performance of State Middle School teachers in East Siantar District. The correlation of indicators that influence the Job Satisfaction variable is Reward. In other words, the higher the teacher's job satisfaction, the higher the performance of State Middle School teachers in East Siantar District

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