

## THE INFLUENCE OF PRINCIPAL LEADERSHIP, WORK DISCIPLINE AND TEACHER ACHIEVEMENT MOTIVATION ON TEACHER PERFORMANCE

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**Abstract:** *Principal leadership, work discipline and teacher achievement motivation are key factors that can influence teacher performance. Optimal teacher performance is expected to improve the quality of education and contribute positively to national development. This research uses the literature study method as a theoretical foundation. The main data was obtained from academic databases, scientific journals, books and official publications related to the research variables. The search process involved keywords relevant to this study. Principal leadership was found to have a positive influence on work discipline, achievement motivation and teacher performance. Principals who are fair, open, and effective in leading can form a conducive work environment and encourage teacher work discipline. Teacher work discipline, measured through aspects of official duties, time, work atmosphere, community service, and attitude, was also shown to have a positive effect on performance. Teachers' achievement motivation, which involves the need for achievement, power, and affiliation, also plays an important role in improving teacher performance. This study concludes that principal leadership, work discipline, and teacher achievement motivation have a significant influence on teacher performance. Therefore, efforts to improve the quality of leadership, discipline, and achievement motivation need to be considered as a strategy to improve teacher performance in educational institutions.*

**Keywords:** *Principal Leadership, Work Discipline, Achievement Motivation, Teacher Performance.*

### Introduction

Human resources are an important factor in an institution, and education is no exception. Education requires qualified human resources to carry out its role in serving the educational needs of the community (Ashadi 2016). For this reason, it is very important to develop human resources for the realization of quality human resources in the field of education (Ningrum 2016).

Education as a basic need for superior society must be fulfilled. Quality education will support the improvement of human resources. If human resources increase, their life skills and abilities are believed to be a supporting factor for the progress of a nation.

One of the educational institutions is school. From this institution, it is expected that intelligent humans will emerge who will contribute to the progress of the nation and is a vehicle for solving constitutional messages and a means of building national character. According to Soetjipto (2017), an intelligent society will give a nuance to intelligent life as well, and will progressively form independence. Such a national society is a great investment to fight out of the crisis and face the global world.

As an organization engaged in education, schools are one of the spearheads of national development. As an organization, every school must have a goal to achieve. The purpose of education in schools is highly dependent on the quality of human resources in it. These human resources include educators and education personnel, namely principals, teachers, students, administrative staff, and other education personnel.

The readiness of human resources determines the quality of education. Quality in education is emphasized on the learners and the process in it. The results of the process will ideally produce quality output. To achieve this quality certainly involves the role of teachers as an important part of education in schools. Teachers are one of the human resources that determine the implementation of the educational process and become one of the factors determining the high and low quality of educational outcomes, so teachers must be professional and deeply understand their performance. According to Priansa (2014: 105),

teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students, both in formal education, as well as in various levels of students' education levels. The various tasks carried out by teachers need to be supported by concepts, theories, actual research, and an appropriate understanding of teacher performance and professionalism, so that the existence of teachers will always be "actual".

Teachers through their performance can influence the improvement of the quality of educational outcomes in accordance with the strategic position of teachers. There are several things that concern teacher teaching performance such as quality, skill level, cultural and educational background, abilities and attitudes, interest and motivation, discipline, work ethic, job structure, expertise, and age of the workforce. Human performance or often known as human performance is determined by ability and motivation (Kompri, 2016: 131). But in fact, efforts to improve and improve teacher performance are only carried out through the payroll system, promotions, training, and allowances (fringe benefits).

One of the factors that influence teacher performance is principal leadership (Maryati and Hanggara 2022). Principal leadership includes the activities of principals in their daily lives who are preoccupied with influencing the people who carry out academic activities at school, they are teachers and staff in the school. Leaders work together with people, both individually and in groups to think about and solve problems of quality education in schools. The main concern or priority in the principal's leadership activities is to improve and increase the quality of learning by improving the performance of the teachers who handle it (Suparlan, 2015: 187).

Another factor that also affects performance is work discipline. According to Hasibuan (2013: 57), good discipline reflects the amount of responsibility of a person who encourages work enthusiasm, and the realization of goals. The lower one's discipline is followed by the lower one's responsibility for his work.

Principals as educational leaders in schools must be able to generate self-discipline for their subordinates. This ability is related to developing patterns and improving standards of behavior and implementing regulations in an effort to enforce employee discipline. The importance of instilling discipline aims to instill respect for authority, instill cooperation, and instill respect for others. Discipline is also one of the things needed in an organization.

Apart from the work discipline factor, another factor that affects performance is motivation. Everyone who does something must be driven by something powerful in him. This encouragement is called motivation. According to Azwar (2015: 89), motivation is a stimulus, encouragement or power plant owned by a person or group of people who want to do and cooperate optimally in carrying out something that has been planned to achieve predetermined goals. Motivation can provide encouragement for someone to do something, usually this encouragement arises because of the desire to fulfill their needs.

One of the motivations that teachers need to support their performance is achievement motivation. Wahjosumidjo (2013: 105) states that people who have high achievement motivation are characterized by being excited when they excel, setting realistic goals and taking calculated risks, taking responsibility for the results, acting as entrepreneurs, choosing challenging tasks and taking the initiative, wanting quick concrete feedback on achievements, and the main purpose of working is not to get money.

From observations in the field, the work standards and behavior of some teachers are not in line with expectations. For example, teachers are late in coming to school, absenteeism, late in collecting grades, performing teaching and other tasks inefficiently, refusing when given assignments, being lazy to go to class during the teacher's class time, conducting the teaching and learning process in a monotonous and less varied manner. There are even teachers who prioritize part-time businesses outside of their profession as teachers, so that

their main duties become neglected, which of course has an impact on their performance. These are signs of teacher indiscipline and lack of motivation.

Another phenomenon according to temporary observations by researchers is that some teachers' performance seems unsatisfactory. This is characterized by various phenomena such as: (1) teachers pay attention to smart students only, while students who are still lacking get less attention, (2) daily tests as part of learning activities are carried out irregularly, (3) there are still teachers who do not check student work, or are checked already in a state of accumulation, (4) as a result of student work not being checked, there is no feedback and special guidance or remedial teaching, (5) teaching and learning activities are still dominant with the lecture method, and rarely use teaching aids, (6) there are still students who have not had a learning experience.

Achievement motivation in a teacher will influence in carrying out work in accordance with the skills and abilities possessed and work in accordance with what is expected by the school. High achievement motivation from a teacher will be able to improve performance. Conversely, low achievement motivation tends to cause the teacher's performance to be not optimal.

Based on the description above, there is an imbalance that on the one hand the Principal as the leader in the school expects an increase in performance. Demands for improved performance must be supported by effective leadership, work discipline and high achievement motivation. The low or weak competence of the leader is predicted to have a logical consequence on the performance realized.

Previous researchers have conducted many studies on leadership. In general, the results of these studies show a positive influence between leadership, work discipline, and achievement motivation on teacher performance. As research conducted by Sumarni (2016) states that there is a positive influence between principal leadership and achievement motivation on teacher performance. The better the principal's leadership, the higher the teacher's performance. The achievement motivation factor also has a very significant predictive power on teacher performance, where the better the teacher's achievement motivation, the higher the teacher's performance.

Other studies conducted to determine the effect or contribution of the variables in this study include the results of Baihaqi's research (2013) which states that leadership and work discipline have a significant effect on employee performance. The results of Nafiqoh's research (2017) show that there is a very high influence between the principal's leadership on teacher performance, achievement motivation on teacher performance, and the influence of leadership and achievement motivation on teacher performance.

Research that has been done before, the variables used are usually only two or three variables and the majority of the results of these studies describe a positive and significant relationship between variables. Whereas in this study, researchers used four research variables, namely principal leadership, work discipline, achievement motivation, and teacher performance by focusing on the effect of principal leadership, work discipline, and teacher achievement motivation on teacher performance.

From some of the initial problems above, it can be said that there is a link between teacher performance and principal leadership, work discipline, and teacher achievement motivation. Therefore, researchers are very interested in conducting research with the title "The Effect of Principal Leadership, Work Discipline and Teacher Achievement Motivation on Teacher Performance".

## **Literature Review And Hypotheses Development**

### **1. Teacher Performance**

Teacher performance is the work achieved by teachers in carrying out their professional duties in accordance with predetermined work standards. The results of this work are reflected in the teacher performance assessment. The achievement of these work results is carried out with maximum effort according to their abilities and competencies. The indicators used in this study use the theory from Robbins and Campbell (2017), namely: (1) Work Quality; (2) Quantity; (3) Timeliness; (4) Effectiveness; (5) Independence.

### **2. Principal Leadership**

Principal leadership is the role of the principal in carrying out his leadership duties how the principal influences his subordinates on teacher performance, to voluntarily and with self-awareness carry out his professional duties for the achievement of institutional goals. Principal leadership is measured through the theory of Wahjosumidjo (2013) which includes four aspects, namely openness, attention to subordinates, interaction, and decision making.

### **3. Teacher Work Discipline**

Work discipline is an attitude of obedience and obedience, respect and respect for the rules and regulations that apply, for a certain purpose and with awareness of their duties and obligations, both written and unwritten and willing to accept sanctions if they violate them. Teacher work discipline is measured based on Aritonang's theory (Barnawi and Arifin, 2012) which includes five aspects, namely discipline towards official duties, discipline towards time, discipline towards the work atmosphere, discipline in serving the community, and discipline towards attitudes and behavior.

### **4. Teacher Achievement Motivation**

Achievement motivation is a drive from within to fulfill the need for achievement, affiliation and power where people who have achievement motivation always want to excel, dare to take calculated risks so that they can achieve these achievement goals. The measure of teacher achievement motivation used by researchers is based on the theory of Mc Clelland (in Usman 2013) in the form of need for achievement, need for power, and need for affiliation.

## **Method**

The researcher chose to use the literature study method as a theoretical basis. The purpose of this literature study is to explore theoretical support, find previous findings, and identify knowledge gaps relevant to the variables tested. The selection criteria for the literature included consideration of relevance, methodological quality, and time period. The main data sources came from academic databases, scientific journals, books and official publications related to school leadership, work discipline, achievement motivation and teacher performance. The search process involved the use of relevant keywords, with an emphasis on the quality and relevance of the literature. The selection and data collection steps were thorough, including an assessment of the methodological quality of each literature study. The results of the literature study were represented in a literature mapping that visualized key concepts, findings and relationships between variables. An analysis of the literature was conducted to identify trends, consensus, or disagreements among the studies. While the literature review provides a solid foundation for this research, it is important to recognize that there are limitations, such as lack of data or variations in research methodology. Nonetheless, the findings and concepts identified in the literature significantly support and provide context for the variables tested in this study, strengthening the theoretical basis of this research.

## **Results and Discussion**

Teacher quality can be seen from their performance. Teacher professionalism is reflected in lesson planning, lesson implementation, and high evaluation of learning activities, indicating high teacher performance as well. Tilaar (Usman, 2013: 18) argues that a professional teacher carries out his work in accordance with the demands of the profession or in other words has the ability and attitude in accordance with the demands of his profession. Good teacher performance shows the professional attitude of the teacher. The results of Sulistiya's research (2013) suggested the influence of principal leadership on teacher performance. This shows that effective principal leadership will be created if the principal has good traits, behaviors and skills to lead a school organization. In his role as a leader, the principal must be able to influence everyone involved in the educational process, especially teachers, so that they can be used as good role models, and ultimately achieve school goals and quality.

One of the principal's roles in school development includes managing teachers, staff, and administration. As a leader, the principal must be able to assist employees/teachers in developing patterns and improving standards of behavior, as well as implementing rules as a tool to enforce discipline.

Discipline is very important for teachers, because if it is instilled continuously, it will become a habit for teachers. People who have high disciplinary habits will usually succeed in their respective fields. Continuous discipline coaching by the principal as a leader will affect teacher performance. This is in line with the results of research by Rifa'i (2018) that the leadership of responsible and wise principals makes teachers work with good discipline and on time in carrying out their duties so as to achieve effective learning.

In relation to teacher achievement motivation, it is expected that with a high motivation to achieve, it will also give birth to high teacher performance, both from within and from outside the teacher himself. The principal has an important role as a motivator or driver from outside the teacher to be more motivated to achieve, through providing professional assistance and good leadership patterns from the principal, because teachers who have low achievement motivation will be followed by low performance.

Ndapaloka, et al. (2016) in their research results suggest that principal leadership has a positive and significant effect on teacher achievement motivation. This shows that principal leadership has a positive and significant influence on teacher achievement motivation. Teachers' achievement motivation will increase and be more effective if the principal can carry out his duties, functions and responsibilities well and carry out his leadership duties effectively and professionally, understand the conditions of teachers, employees and students, and have good communication skills with teachers.

Principals have a very important role in empowering teachers. In carrying out their duties, guidance and direction are needed by teachers so that the predetermined goals can be achieved. Teachers also need evaluation and input from the principal as the leader for what is done so that it becomes a correction for teacher performance in the future. From the above definitions, it can be concluded that the effect of principal leadership on work discipline, achievement motivation and teacher performance is that effective principal leadership will be created if the principal has good traits, behaviors to lead a school organization so as to be able to influence everyone involved in the education process, especially teachers, in order to achieve good final goals for school quality.

In addition, discipline is also very important for teachers to be able to do tasks in a timely manner so that effective learning is achieved in relation to teacher achievement motivation, it is hoped that high achievement motivation can give birth to high teacher performance. Principals also have a very important role in empowering teachers, namely in carrying out their duties, guidance and direction are needed so that goals can be achieved.

### **1. The Effect of Principal Leadership on Teacher Work Discipline**

Principal leadership is how a principal influences his subordinates, in this case teachers, to voluntarily and with self-awareness carry out their professional duties for the achievement of institutional goals.

Work discipline is an attitude of obedience and obedience, respect and respect for applicable rules and regulations, both written and unwritten and willing to accept sanctions if they are violated.

A principal who has a fair leadership attitude must act firmly against the rules and regulations of the organization. The purpose of enforcing discipline is to maintain a conducive atmosphere and as an effort to achieve organizational goals. This fair principal leadership will affect teacher discipline. Research conducted by Rifa'i, M. (2018) shows that there is an influence of principal leadership on teacher discipline.

From this description, it can be assumed that the principal's leadership has an influence on work discipline.

### **2. The Effect of Principal Leadership on Teacher Achievement Motivation**

Principal leadership is how a principal influences his subordinates, in this case teachers, to voluntarily and with self-awareness carry out their professional duties for the achievement of institutional goals.

Motivation is an impulse that arises from within the individual in acting and acting to achieve certain goals in order to fulfill their needs.

Achievement motivation will arise if there is support and encouragement from the leadership. A teacher will be motivated to be active, creative, achieve, develop themselves, and accept criticism with support from the principal. This motivation cannot be separated from the principal's leadership. Principal leadership will have a positive impact on teacher achievement motivation. Zendri and Masdupi (2014) in their research found that leadership has a significant positive effect on achievement motivation.

Based on the description above, it can be assumed that the principal's leadership influences teachers' achievement motivation.

### **3. The Effect of Principal Leadership on Teacher Performance**

The principal is a leader in a school institution, where teachers are his subordinates. Principal leadership is how a principal influences his subordinates, in this case teachers, to voluntarily and with self-awareness carry out their professional duties for the achievement of institutional goals.

Teacher performance is the work achieved by teachers in carrying out their professional duties in accordance with predetermined work standards. The achievement of these work results is carried out with maximum effort according to their abilities and competencies.

The link between leadership and teacher performance is how the principal as a leader can influence teachers to carry out their duties starting from program planning, implementing the teaching and learning process, conducting evaluations and feedback, to reporting student learning outcomes. Principals who act as professional leaders will be able to act as leaders, managers, supervisors, and motivators for teachers who are subordinates. Research conducted by Hersona and Sidharta (2017); Hartono and Zubaidah (2018); Hidayat and Kartiwa (2018); Ratnasih (2017); Nafiqoh (2017); Sumarni (2016); Zendri and Masdupi (2014) state that there is a positive influence between leadership on performance.

The framework is the basis for the researcher's assumption that the principal's leadership affects teacher performance.

### **4. Effect of Work Discipline on Teacher Performance**

Work discipline is an attitude of obedience and obedience, respect and respect for applicable rules and regulations, both written and unwritten and willing to accept sanctions if they are violated.

Teacher performance is the work achieved by teachers in carrying out their professional duties in accordance with predetermined work standards. The achievement of these work results is carried out with maximum effort according to their abilities and competencies.

The application of discipline in the work environment is very necessary because it will facilitate the achievement of organizational goals. Therefore, employees who have good work discipline will be very beneficial for the organization where they work and for the employees themselves. However, what must be considered by the organization is that the rules applied must be clear and easy to understand, fair for all employees and leaders. Research conducted by Hersona and Sidharta (2017); Hartono and Zubaidah (2018); Hidayat and Kartiwa (2018); Ratnasih (2017); and Baihaqi (2013) states that work discipline has a significant effect on performance.

From the thoughts and descriptions above, there is a relationship between work discipline and teacher performance. The higher the work discipline of a teacher, the higher the teacher's performance results will be. Vice versa, the lower the teacher's work discipline, the lower the performance. So it can be concluded that work discipline affects teacher performance.

### **5. The Effect of Achievement Motivation on Teacher Performance**

Motivation is an impulse that arises from within individuals in acting and acting to achieve certain goals in order to fulfill their needs.

Teacher performance is the work achieved by teachers in carrying out their professional duties in accordance with predetermined work standards. The achievement of these work results is carried out with maximum effort according to their abilities and competencies.

Teachers who have high achievement motivation will work with all their competencies without coercion, enthusiasm and totality in order to achieve performance results such as predetermined standards, even exceeding these standards. Research conducted by Hersona and Sidharta (2017); Hartono and Zubaidah (2018); Hidayat and Kartiwa (2018); Ratnasih (2017); Nafiqoh (2017); Sumarni (2016); Zendri and Masdupi (2014) and Baihaqi (2013) state that achievement motivation has a significant effect on performance.

The success of a teacher can be measured by the success of his performance. This success can be seen from how a teacher carries out the tasks of planning, implementing, and evaluating the teaching and learning process. Teachers who have high achievement motivation will produce good performance in carrying out their duties as teachers and educators, and always want to do their best.

### **6. The Effect of Principal Leadership on Teacher Performance through Teacher Work Discipline**

Principal leadership is how a principal influences his subordinates, in this case teachers, to voluntarily and with self-awareness carry out their professional duties for the achievement of institutional goals.

Teacher performance is the work achieved by teachers in carrying out their professional duties in accordance with predetermined work standards. The achievement of these work results is carried out with maximum effort according to their abilities and competencies.

Work discipline is an attitude of obedience and obedience, respect and respect for the rules and regulations that apply, both written and unwritten and are willing to accept sanctions if they are violated. Awareness of good work discipline will have a positive impact on teacher performance.

A principal who has a fair leadership attitude must act firmly on the rules and regulations of the organization. The purpose of enforcing discipline is to maintain a conducive atmosphere and as an effort to achieve organizational goals. This fair principal leadership will affect teacher discipline. Research conducted by Nofri, Y. (2021), shows the results that there is an effect of principal leadership through work discipline as an intervening

variable on teacher performance.

From this description, it can be assumed that the principal's leadership has an influence on teacher performance through work discipline.

### **7. The Effect of Principal Leadership on Teacher Performance through Teacher Achievement Motivation**

Principal leadership is how a principal influences his subordinates, in this case teachers, to voluntarily and with self-awareness carry out their professional duties for the achievement of institutional goals.

Teacher performance is the work achieved by teachers in carrying out their professional duties in accordance with predetermined work standards. The achievement of these work results is carried out with maximum effort according to their abilities and competencies.

Motivation is the drive that arises from within the individual in doing and acting to achieve certain goals in order to fulfill their needs. High achievement motivation will result in good performance. High motivation displayed by teachers will have an impact on teacher performance.

Achievement motivation will arise if there is support and encouragement from the leadership. A teacher will be motivated to be active, creative, achieve, develop themselves, and accept criticism with support from the principal. This motivation cannot be separated from the principal's leadership. Principal leadership will have a positive impact on teacher achievement motivation. Ndapaloka, et al. (2016) in their research results suggest that principal leadership has a positive and significant effect on teacher performance through teacher achievement motivation.

### **Conclusions**

The results showed that principal leadership has a positive influence on work discipline, teacher achievement motivation, and teacher performance. Leadership that is fair, effective, and provides support and guidance to teachers can improve work discipline, achievement motivation, and teacher performance. First, fair and effective principal leadership can influence teachers' work discipline. Principals who are able to provide direction, guidance, and coaching on school rules and regulations create a conducive work environment. This helps instill an attitude of obedience and respect for the rules among teachers. Therefore, teachers' work discipline can be improved through good principal leadership. Second, principal leadership also has a positive influence on teacher achievement motivation. Principals who are able to provide encouragement, recognition, and appreciation of teachers' achievements can increase achievement motivation. Principals need to understand teachers' needs and expectations, provide support, and provide opportunities for teachers to develop themselves and achieve. High achievement motivation will encourage teachers to work better and achieve optimal results. Third, principal leadership has a positive effect on teacher performance. Principals who are effective in managing human resources, providing clear direction, and providing adequate support will improve teacher performance. Principals also need to have the ability to identify teacher needs, provide relevant training, and provide constructive feedback on teacher performance. Thus, teacher performance can be optimized through good principal leadership. In conclusion, the results show that principal leadership, work discipline, teacher achievement motivation, and teacher performance are interconnected and have a positive influence. Therefore, improving the quality of principal leadership, work discipline, and teacher achievement motivation can be an effective strategy to improve teacher performance in a school.



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