

Principal Leadership and Teacher Work Motivation Synergize with Kindergarten Teacher Performance in Banjarmasin City

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Abstract

The purpose of this study was to determine: (1) teacher's perception of principal's leadership, teacher work motivation and performance, (2) direct relationship of principal's leadership and work motivation with kindergarten teacher performance in Banjarmasin City. This research is an explanatory descriptive study with a quantitative approach, which attempts to analyze the relationship between the variables studied based on their correlation coefficients. Explanatory model research design. To achieve this goal, a sample of 398 people from 926 kindergarten teachers in Banjarmasin was studied. The data collection technique used an instrument in the form of a questionnaire. The data analysis methods used were descriptive and inferential statistics. The description of the data uses an absolute reference rating with a scale of one to five based on a Likert scale. This study uses Path analysis. The results showed that: (1) the principal's leadership and teacher performance were described in the moderate category, (2) the work motivation of the teachers was partially in the moderate category, (3) there was a significant direct relationship between the principal's leadership and performance, the principal's leadership and work motivation, and teacher work motivation with teacher performance. The results of this study are recommended to: (1) for Kindergarten Principals the results of this study can be used as information, evaluation materials and to create a kindergarten teacher development program that is oriented towards increasing work motivation so that those currently in the medium category become high categories, Department of Education, the results of this study are expected to be taken into consideration in fostering and developing teacher careers

Keywords: Principal leadership, work motivation and teacher performance.

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1. BACKGROUND

Quality education is a demand of today's society. To achieve this, many factors influence, one of which is the teacher. The teacher is the spearhead of the success or failure of an education, this is because the teacher directly relates to the students to provide guidance that will produce the expected graduates (Normiati et al., 2019). One of the problems faced by the Indonesian people in the field of education today is the low quality of education at every level and unit of education, especially primary and secondary education. Realizing quality education has become a national commitment. The most influential component in improving the quality of education in schools lies in the educators (teachers).

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System,

article 44 paragraph 1 mandates that the government and local governments are obliged to foster and develop education personnel in education units organized by the government and local governments. Meanwhile, articles 29 to 44 in the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards explicitly state that educators and education personnel must have standardized competence, qualifications and professionalism. Improving the quality of education is one of the National Development Programs in the field of education.

Quality improvement is closely related to human resource development (HR). In line with national development policies that emphasize human resource development, efforts to improve the quality of

education are very important (Hartono *et al.*, 2019; Wahdini *et al.*, 2021). As education leaders in schools, principals have the legal responsibility to develop staff, curriculum, and implementation of education in their schools.

Here, the effectiveness of principals' leadership depends on their ability to work with teachers and staff, as well as their ability to control budget management, staff development, scheduling, curriculum development, pedagogy, and assessment. Equipping school principals to have this set of abilities is considered very important. Indeed, many efforts have been made by the government to improve the quality of education, including the teacher professional allowance program, learning motivation, work discipline and the leadership of school principals. The principal as the person in charge of the school is obliged to ensure the achievement of school goals.

The principal in its implementation is required to have elements of leadership, namely: (1) having a strong personality, (2) understanding the conditions of teachers, employees and students, (3) having a vision and understanding the school's mission, (4) having the ability to make decisions and (5) communication skills (Ministry of National Education, 2007). House (1974) states in the path-goal theory there is a relationship between leader behavior with subordinate performance and work activities.¹ This theory explains the importance of leaders assisting their members in achieving goals and providing direction, or support or both are needed to ensure that these goals are achieved in accordance with organizational goals. The principal in achieving these goals requires management functions in the form of: planning, organizing, actuating and controlling. The principal must also ensure that his role as a leader in the form of: educator, manager, administrator, supervisor, leader, innovator and motivator can be carried out. Thus, school principals are expected to be able to manage and empower teachers in improving their performance abilities. Law Number 14 of 2005 concerning Teachers and Lecturers (UUGD) is a political stipulation that educators are professional workers, who are entitled to professional rights as well as obligations. With this, it is hoped that educators can devote themselves totally to their profession and can live a decent life from the profession.

To be able to improve teacher performance there must be an encouragement or motivation, both arising from within the teacher himself to achieve higher work performance or also from encouragement caused by others. Work motivation is an important part in every activity, without motivation there is no real activity. Morgan (Sardiman, 2011) states that motivation is a driving force that causes behavior towards a certain goal, it would be better if employees have high skills, are willing to work because they are

paid or paid in accordance with the agreement to have future expectations. better front. As human beings, teachers cannot be separated from various needs. On the one hand, he is required to be a professional teacher with full dedication, on the other hand, he is required to fulfill his needs, both personally and as members of the community. This condition also indirectly affects motivation and morale which in turn affects the performance of the teacher. Whereas the performance of a teacher is one of the dominant factors in achieving the quality of education in general. Attribution theory (Heider in As'ad, 1999:58) states that performance is the result of the interaction between motivation and basic abilities. In other words, if a person's performance is low, then it is the result of low motivation and low ability.

Education in Banjarmasin City is experiencing various problems. Among them the UKG results in 2016 were only 62.73. The PKG teacher performance score in 2016 was an average of 49,148.

While the results of observations and interviews with several kindergarten teachers in Banjarmasin City in terms of performance, the reality is that kindergarten teachers in Banjarmasin City are quite apprehensive because there are some teachers who have not been able to complete tasks quickly and precisely or work creatively and innovatively, not all teachers are skilled and can carry out their duties responsibly. There are also still teachers who are lazy to make learning tools even though they have received directions from the principal.

2. METHOD

This study is to analyze and describe the relationship between the variables of the principal's leadership (X1), work motivation (X2) and teacher performance (Y) in kindergartens in Banjarmasin. The approach and type of research used in this study is a descriptive method with correlational techniques. The correlational technique is a research that describes the relationship that exists between 2 variables.

Correlational research tries to determine how strong the relationship is between two or more variables (Arikunto, 2013: 80). Meanwhile, based on the characteristics of data collection, this type of research uses quantitative research. This quantitative research was conducted by collecting data in the form of numbers. The data in the form of numbers is processed and analyzed to obtain scientific information behind these numbers (Sugiyono, 2015: 34).

This study uses Path Analysis where the theoretical model that has been built in the first stage will be described in a path diagram that makes it easier to see the causality relationship to be tested. Furthermore, by making this path diagram, the relationship between the variables in this path will be

analyzed from the variables and it will be known whether there is a relationship that occurs due to the direct influence of the independent variable on the dependent variable. In this path analysis, it is also possible to study the dependence of a number of variables in a model (causal model) and analyze the relationship between variables from a causal model that has been formulated on the basis of theoretical considerations.

The constructs built in the path diagram can be divided into two groups of constructs, namely exogenous constructs and endogenous constructs.

3. Population and Sample

Population is all data of concern in a predetermined scope. The population of this study used a population of kindergarten teachers in Banjarmasin City as data mining.

According to Sugiyono (2015) population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. Meanwhile, according to Arikunto (2010) the population is the entire subject of the study. If someone wants to examine all the elements that exist in the research area, then the research is a population study.

Due to the limitations of the researcher, the population of this study were all permanent teachers with the status of Civil Servants (PNS) and Foundations spread over 5 districts in Banjarmasin City 926 people.

While the sample is part of the population. In this study, a very practical sample size was used, namely using the Krejcie table, this data did not require complicated calculations.

Krejcie (in Sugiyono, 2015) describes a table for determining needed size S of a randomly chosen sample from a given finite population of N cases that sample proportion will be within 0.5 of population proportion P with a 95 percent level of confidence. The sample size calculation is based on an error of 5% so the sample obtained has a 95% confidence level in the population.

The sample is part of the number and characteristics possessed by the population. If the population is large and it is not possible for the researcher to study everything in the population, the researcher can use samples taken from the population (Sugiyono, 2015: 118).

The sample size uses the formula:

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

Where:

n = Number of samples in search

N = Total population

d = Precession value (set at 90% or = 0.5)

So from the above formula, we get: cer

$$n = \frac{926}{926(0.5)^2 + 1} = 398,279 \text{ rounded up to } 398 \text{ people}$$

The sample in this study was taken randomly from each school, because it has the same characteristics, the determination of the sample is done using probability sampling technique. With probability sampling technique, it is expected that each member of the population has the same opportunity to be a sample, so that the selected sample can represent the entire existing population.

The sampling technique used in this research is proportional random sampling or balanced sampling. The word "balanced" refers to the size of the number that is not the same, adjusted for the number of members of each group, which is large. According to Arikunto (2013:173) with this understanding, in determining sample members, researchers take representatives from each group in the population whose number is adjusted to the number of subject members in each group.

In this study, precarious teachers were not included in the research sample for the following reasons: (1) non-permanent teachers mostly came to school only when teaching; (2) with limited presence in schools, non-permanent teachers do not really understand the principal's leadership, work motivation and teacher performance; (3) perceptions of principal leadership, and teacher performance by teachers require continuity and high psychological intensity, this can only be done by permanent teachers who continuously experience, sense, and understand the existence of the school situation.

To determine the number of samples per school, the formulation of proportional allocation is used (Sugiyono, 2015), namely:

$$n_i = \frac{N_i}{N} \times n$$

Where:

n_i = number of samples by strata

N_i = total population by school

N = total population

n = total number of samples.

4. Research Instruments

In this study, data were taken from kindergarten teachers in Banjarmasin City with a data collection tool in the form of a closed questionnaire or

questionnaire consisting of five alternative answer choices using a Likert scale of 1 to 5. According to Sugiyono (2015), questionnaires or questionnaires are a

collection technique Data collection is done by giving a set of questions or written statements to respondents to answer.

Table of Scoring Answers to the Likert Scale Questionnaire

No	Responses	Weighted (+)	Score Weighted (-)	Description
1.	Always (S)	5	1	
2.	Often (SR)	4	2	
3.	Sometimes (KK)	3	3	
4.	Rarely (JR)	2	4	
5.	Very never (TP)	1	5	

Based on the nature and purpose, three types of instruments were used, namely: (1) a questionnaire to obtain data on the perception of the principal's leadership, (2) a questionnaire to obtain data on teacher professional allowances, (3) a questionnaire to obtain data on the understanding of teacher commitment, (4) a questionnaire to obtain data on teacher work motivation and (5) a questionnaire to obtain data on teacher performance.

5. RESULTS

This study aims to determine the relationship between principals' leadership, and work motivation with the performance of kindergarten teachers in Banjarmasin City. The analysis used is path analysis and the sample in this study consisted of 398 respondents who were kindergarten teachers throughout the city of Banjarmasin.

A. Descriptive Analysis of Variables

Descriptive analysis is a form of research data analysis to test the generalization of research results based on one sample. This analysis uses more than one variable but is independent and does not take the form of comparisons or relationships.

Descriptive analysis of the data from this research variable is to systematically describe factual and accurate data regarding the facts and the

relationship between the phenomena studied and explain the data on respondents' answers that have been collected and summarized on important aspects related to data on research variables. , namely: the relationship of principal leadership, professional allowance, commitment, work motivation with teacher performance.

This analysis is carried out on central tendency parameters such as: mean, median, mode and deviation parameters such as: standard deviation, variance, range, minimum and maximum values of the total score of each indicator and the total score of the variables, also discussed in the table.

1. Teacher Performance

Based on research data on teacher performance, the empirical score ranges from 73 from 133 to 206, the average (mean) = 176,691. The number of classes and intervals is calculated by the following formula:

$$k = 1 + 33.3 \log n$$

$$k = \text{class}$$

$$n = \text{number of respondents}$$

So that the number of classes is set at 9 and the length of the class is 8, as shown in the frequency distribution table in the following table:

Table of Frequency Distribution of Respondents' Answers about Teacher Performance

No.	Interval	Midpoint	Frequency	Percentage
1	133-141	137	0	0
2	142-150	146	0	0
3	151-159	155	0	0
4	160-168	164	70	17,7
5	169-177	173	96	24,1
6	178-186	182	146	36,7
7	187-195	191	41	10,3
8	196-204	200	22	5,52
9	205-213	209	23	5,77

In the above table it is known that the majority of respondents' scores kindergarten teacher performance as the city of Banjarmasin in the interval 178-186 (36.7%).

Based on the above calculations, the criteria for the performance variable category of kindergarten teachers in Banjarmasin can be seen in the following table:

Distribution Table of Teacher Performance Variable Categories

No.	Classification	Frequency i	Percentage
1	High	86	21,6
2	Medium	312	78,4
3	Low	0	0
	amount	398	100

Based on the table above, the performance of kindergarten teachers in Banjarmasin City is known to be 312 people or 78.4% in the moderate category, while the remaining 86 people or 21.6% are in the high category and 0 people or 0% are in the low category.

Or the teacher performance variable consists of 42 items, and the descriptive results obtained a minimum value of 133 so that it can be interpreted that there is an assessment response regarding the lowest teacher performance, namely 133 or tends to answer choice 3 on the questionnaire or quite agree ($133/42=3.17$). The maximum value is 206, so it can be interpreted that there is an assessment response regarding the highest teacher performance, which is 206 or tends to answer choice 5 on the questionnaire or

strongly agrees ($206/42 = 4.21$). The average response to the assessment of teacher performance is 176.69 or there is a tendency to answer choice 4 or good ($176.69/42 = 4.21$).

1. Principal Leadership

Based on research data on Principal Leadership has an empirical range of 54 from 68 to 122, the average (mean) = 95.42. The number of classes and intervals is calculated by the following formula:

$$k = 1 + 33.3 \log n$$

$$k = \text{class}$$

$$n = \text{number of respondents}$$

So that the number of classes is set to 9 and the length of class 7 is as shown in the following table:

Table of Frequency Distribution of Respondents' Answers About Principal Leadership Kepemimpinan

No.	Interval	Midpoint	Frequency	Percentage
1	56-62	59	1	0,25
2	63-69	66	1	0,25
3	70-76	73	2	0,5
4	77-83	80	236	59,3
5	84-90	87	116	29,2
6	91-97	94	18	4,5
7	98-104	101	10	2,5
8	105-111	108	10	2,5
9	112-119	115	4	1,0

In the table above, it is known that most of the respondents' answers about the leadership of kindergarten principals in Banjarmasin City were in the interval 77-83 (59.3%). While the rest are in the interval below it.

Based on the above calculations, the criteria for the variable category of principal leadership according to kindergarten teachers throughout the city of Banjarmasin can be seen in the following table:

Distribution Table of Principal Leadership Variable Categories

No.	Classification	Frequency i	Percentage
1	High	24	6,0
2	Medium	370	93
3	Low	4	1,0
		158	100

Based on the table above, the leadership of school principals according to kindergarten teachers in Banjarmasin City, it is known that 370 people or 93% are in the moderate category, while the remaining 24 people or 6.0% are in the high category and 4 people or 1.0% are in the low category.

In other words, the principal's leadership variable consists of 24 items, and the descriptive results obtained a minimum value of 56 so that it can be

interpreted that there is an assessment response regarding the principal's leadership at the lowest, namely 56 or tends to answer choice 2 on the questionnaire or disagree ($56/24= 2.33$). The maximum value is 119 so it can be interpreted that there is an assessment response regarding the principal's leadership at the highest, namely 119 or tends to answer choice 5 on the questionnaire or strongly agrees ($119/24 = 4.96$). The average response to the assessment of the

principal's leadership is 86.05 or there is a tendency to answer choice 3 or enough ($86.05/24=3.59$).

3. Work Motivation

Based on the research data on work motivation, the empirical range is 52 from 148 to 200, the average (mean) = 172,9296. The number of classes and intervals is calculated by the following formula:

$$k = 1 + 33.3 \log n$$

k = class

n = number of respondents

So that the number of classes is set at 9 and the length of the class is 6 as shown in table 4.13 of the frequency distribution.

Table Frequency Distribution of Respondents' Answers About Work Motivation

No.	Interval	Midpoint	Frequency	Percentage
1	148-153	150,5	2	2,1
2	154-159	156,5	2	0,6
3	160-165	162,5	2	12,7
4	166-171	168,5	152	38,0
5	172-177	174,5	101	25,3
6	178-183	180,5	78	19,5
7	184-189	186,5	50	0,6
8	190-195	192,5	2	0,6
9	196-201	198,5	9	0,6

In the table above, it is known that most of the respondents' scores on the work motivation of kindergarten teachers in Banjarmasin are in the interval 166-171 (38.0%). While the rest are in the interval below it. The statistical description of respondents' answer scores in each school regarding the work

motivation of kindergarten teachers in the city of Banjarmasin is presented briefly in the following table:

Based on the above calculations, the criteria for the variable category of work motivation of kindergarten teachers in Banjarmasin can be seen in the following table:

Distribution Table of Work Motivation Variable Categories

No.	Classification	Frequency i	Percentage
1	Tinggi	61	15,3
2	Sedang	331	83,1
3	Rendah	6	1,6
	-	398	100

Based on the table above, the work motivation of kindergarten teachers in the city of Banjarmasin, it is known that 331 people or 83.1% are in the moderate category, while the remaining 61 people or 15.3% are in the high category and 6 people or 1.6% are in the low category.

Or it can be said that the motivation variable consists of 40 items, and the descriptive results obtained a minimum value of 148 so that it can be interpreted that there is an assessment response regarding the lowest motivation, which is 148 or tends to answer choice 3 on the questionnaire or quite agree ($148/40=3.70$). The maximum value is 200 so it can be interpreted that there is an assessment response regarding the highest motivation, which is 200 or tends to answer choice 5 on the questionnaire or strongly agrees ($200/40 = 5.00$). The average response to the assessment of motivation is 172.93 or there is a tendency to answer choice 4 or good ($172.93/40=4.32$).

B. Path Analysis

Path analysis is a development technique of multiple linear regression. This technique is used to test the magnitude of the relationship indicated by the path coefficient on each path diagram of the causal relationship between variables X1, X2 to Y. Path analysis is a technique to analyze the causal relationship that occurs in multiple regression if the independent variable affects the dependent variable not only directly but also indirectly (Sukmadinata;2012).

While another definition says: "Path analysis is a direct development of multiple regression forms with the aim of providing an estimate of the level of importance (magnitude) and significance (significance) of a hypothetical causal relationship in a set of variables" Paul .A (Kusnendi;2008).

David Garson of North Carolina State University defines path analysis as "A regression extension model used to test the alignment of a correlation matrix with two or more causal relationship models being compared by researchers. The model is

depicted in the form of circles and arrows where a single arrow indicates the cause. Regression is applied to each variable in a model as the dependent variable (responder) while the others are the cause. The predicted regression weights in a model are compared with the observed correlation matrices for all variables and statistical concordance tests are also calculated. (Kusnendi, 2008).

Hypothesis testing in this study used path analysis with a multiple regression approach to determine whether there was an influence of principal's leadership and work motivation on the performance of kindergarten teachers in Banjarmasin City. Multiple regression test consists of partial test (t test), simultaneous test (F test), and the coefficient of determination.

Sub Structural Table 1

Sub Structural 1							
Principal's Leadership on Motivation							
Variable	Coefficients			Model Summary		ANOVA	
	Beta	T	P	R	R ²	F	P
Principal Leadership	0,098	2,376	0,018	0,974	0,948	3623,958	0,000

Based on the results of calculations in the regression analysis of the sub-structural path 1, the following results can be obtained:

1. Partial Test (t Test)

The principal's leadership variable has a t-count value of 2.376 and a significance of 0.018 so that the t-count value is greater than t table ($t_{0,05;398} = 1,966$) the significance value is less than 0.05, so there is a partially significant effect of the leadership variable principals on teacher motivation. The regression coefficient value is 0.098 which means that there is a positive influence of the principal's leadership on teacher motivation or it can be said that the better the principal's leadership, the better the teacher's motivation.

2. Simultaneous Test (F Test)

Simultaneous test aims to determine whether there is a joint effect of the independent variable on the

dependent variable. This test can be seen in the ANOVA table output. There is a joint influence between independent variables if the calculated F value is greater than F table and the significance is less than 0.05. The value of Fcount is 3623,958 and the significance is 0.000 so that the calculated F value is greater than F table ($F_{(0,05;2;398)} = 3,018$) and the significance is less than 0.05, it can be concluded that there is a simultaneous effect of the variables principal's leadership on teacher motivation.

3. Coefficient of Determination (Rsquare)

The coefficient of determination aims to determine the magnitude of the influence of the independent variable on the dependent variable. The result of the coefficient of determination above is 0.948 which can be said that the principal's leadership variable is able to influence teacher motivation by 94.8% while the rest is influenced by other variables that are not the focus of this study.

Sub Structural Table 2

Sub Structural 2							
Principal Leadership, Motivation for Performance							
Variabel	Coefficients			Model Summary		ANOVA	
	Beta	T	P	R	R ²	F	P
Principal Leadership	0,523	9,204	0,000	0,961	0,924	1194,863	0,000
Motivation for Performance	0,644	8,856	0,000				

sub-structural paths 2, the following results can be obtained:

1. Partial Test (t Test)

1. The principal's leadership variable has a t-count value of 9.204 and a significance of 0.000 so that the t-count value is greater than t-table ($t_{0,05;398} = 1,966$) the significance value is less than 0.05, so there is a partially significant effect of the leadership variable. principals on teacher performance. The regression coefficient value is 0.523 which means that there is a positive influence of the principal's leadership on teacher performance or it can be said that the better the principal's leadership, the better the teacher's performance will be.

2. The motivation variable has a t-count value of 8.856 and a significance of 0.000 so that the t-count value is greater than t table ($t_{0,05;398} = 1,966$) the significance value is less than 0.05, so there is a partially significant effect of the motivation variable on performance teacher. The regression coefficient value is 0.644 which means that there is a positive influence of motivation on teacher performance or it can be said that the better the motivation, the better the teacher's performance will be.

2. Simultaneous Test (F Test)

Simultaneous test aims to determine whether there is a joint effect of the independent variable on the dependent variable. This test can be seen in the ANOVA table output. There is a joint influence between independent variables if the calculated F value is greater than F table and the significance is less than 0.05. F count namely 3623,958 and a significance of 0.000 so that the calculated F value is greater than F table ($F_{(0,05;2;398)} = 3,018$) and the significance is less than 0.05, it can be concluded that there is a simultaneous influence of the principal's leadership variable on teacher motivation.

3. Coefficient of Determination (Rsquare)

The coefficient of determination aims to determine the magnitude of the influence of the independent variable on the dependent variable. The result of the coefficient of determination above is 0.924, which can be said that the principal's leadership and motivation variables together can affect teacher performance by 92.4%.

C. Research Hypothesis Test

The correlation hypothesis is the alleged existence of a relationship between variables in the population tested through the relationship between sample variables taken from the population. The correlation between variables is a number that indicates the direction and strength of the relationship between

two or more variables. The causality test carried out is a test of the weights of each of the analyzed indicators. This test is carried out in the same way as the t test on the regression weight or loading factor or coefficient.

The significant level of the correlation coefficient of the two constructs was tested $\alpha = 0,05$. The results of the statistical test show that the test decision is significant if the p -value $\leq 0,05$. Significant test (t-test) on the lambda coefficient, which in this case is the critical ratio (c.r) value identical to the t-test, was conducted to reject H0 which states that the lambda coefficient is equal to zero.

1. Hypothesis Testing H1: Principal Leadership Relationship with teacher performance

Hypothesis H1 in this study states that there is a significant direct relationship between principal leadership and teacher performance. Statistically this hypothesis is related to the test results γ_1 which can be formulated with statistical hypotheses:
 $H_0: \gamma_1 = 0$: There is no significant relationship between leadership and teacher performance.
 $H_1: \gamma_1 \neq 0$: There is a significant relationship between leadership and teacher performance.

The results of hypothesis testing between the relationship between self-actualization needs and work discipline can be seen in the table below:

Table of Hypothesis Test Results H1

Path Direction	Regression Coefficient	P	Label
Principal leadership --- > Teacher performance	0,523	0,000	Sig.

Based on the table above, the regression coefficient of the principal's leadership construct and performance has a value of 0.523 and a p-value of 0.000 (smaller than 0.05).

This states that the regression coefficients obtained have shown that the nol hypothesis is rejected, because the value $\gamma_1 \neq 0$. Thus, the research hypothesis H1 : $\gamma_1 \neq 0$. which states that there is a significant relationship between principal leadership and teacher performance.

2. Hypothesis Testing H2: Principal Leadership Relationship and Motivation

Hypothesis H2 in this study states that there is a significant direct relationship between principal's leadership and motivation

Statistically this hypothesis is related to the test results of 2 which can be formulated with statistical hypotheses:
 $H_0: \gamma_2 = 0$: There is no significant relationship between principal's leadership and motivation.
 $H_1: \gamma_2 \neq 0$: There is a significant relationship between the principal's leadership and motivation.

The results of hypothesis testing between the Principal's Leadership and Motivation can be seen in the table below:

Path Direction	Regression Coefficient	P	Label
Principal's Leadership --- > Motivation	0,098	0,018	Sig.

Based on the table above, the regression coefficient of the principal's leadership construct and

motivation has a value of 0.098, and a p-value of 0.018 (smaller than 0.05).

This states that the regression coefficients obtained have shown that the null hypothesis is rejected, because the value $\gamma_2 \neq 0$. Thus, the research hypothesis H1 : $\gamma_2 \neq 0$ which states that there is a significant relationship between principal leadership and motivation.

3. Hypothesis Testing H3: Relationship between Motivation and Teacher Performance Kinerja

Hypothesis H3 in this study states that there is a significant direct relationship between teacher

motivation and performance. Statistically this hypothesis is related to the test results of γ_3 which can be formulated with statistical hypotheses:

H₀: $\gamma_3 = 0$: There is no significant relationship between motivation and teacher performance.

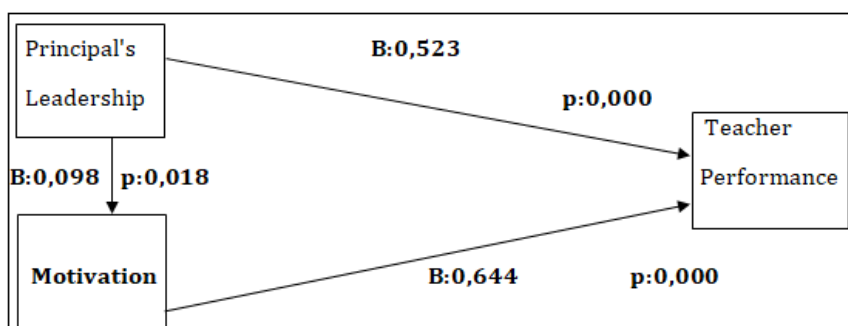
H₁: $\gamma_3 \neq 0$: There is a significant relationship between motivation and teacher performance.

The results of hypothesis testing between the relationship of motivation and teacher performance can be seen in the following table:

Path Direction	Regression Coefficie	P	Label
Motivation --- > Teacher Performance	0,644	0,000	Sig.

Based on the table above, the regression coefficient for the construct of motivation and teacher performance has a value of 0.644 and a p-value of 0.000 (less than 0.05).

This states that the regression coefficients obtained have shown that the null hypothesis is rejected, because the value $\gamma_3 \neq 0$. Thus, the research hypothesis H₁: $\gamma_3 \neq 0$ which states that there is a significant relationship between motivation and teacher performance.



6. DISCUSSION

A. Discussion on the Findings of Descriptive Analysis

From the test results of the research instrument, it is known that all the indicators forming the constructs in this research can be accepted and are at a good level. Based on the test results, it is shown that all instrument items which are indicators of the variables of principal leadership behavior, work motivation, and teacher performance are significant, with a p value (p-value) below 0.05.

This shows that all instrument items that become indicators of the variables or constructs studied can be used in testing because they have a loading factor > 0.5. According to Sharma (1996) that an indicator that has a correlation coefficient value of more than 0.4 has shown a strong validation of an indicator to measure a construct.

The variables of Principal Leadership, Motivation, and Teacher Performance are reliable with each number of valid items being 24, 40, and 42 respectively with 6 invalid items with Cronbach' Alpha

Item less than 0.361 so that it is discarded or with the word others are not included in the instrument.

The results of the descriptive statistical tests of the three variables studied are presented in Tables 4.1, 4.2 and 4.3. The discussion for descriptive statistical findings in this study is based on the results of data analysis for each variable. Referring to the research results that have been found in the results of this study, and the data obtained There are several issues that require further discussion. As has been shown, the findings show variations among several variables. These variations concern the values of the results of descriptive analysis of the variables of principal leadership behavior, work motivation, and teacher performance. The condition of the principal leadership variable according to kindergarten teachers in Banjarmasin City, it is known that 370 people or 93% are in the moderate category, while the remaining 24 people or 6.0% are in the high category and 4 people or 1.0% are in the low category.

The findings of this descriptive statistic are very positive, because it shows that most kindergarten

teachers in the City of Banjarmasin research that the principal's leadership behavior is the most important factor of a school principal so that he can influence and be able to direct his subordinates towards educational goals.

In accordance with Fiedler's theory (in Robbins, 2007), the contingency model suggests that effective group performance depends on an adequate mix of leader-subordinate interaction behavior and the degree to which the situation allows the group to control and influence. The model is based on the assumption that leadership will be effective in different situations. Fiedler said that a key factor in a successful leader's leadership behavior underlies a person. The high perception of the importance of the principal's leadership behavior is thought to be able to improve teacher performance.

For the variable of work motivation in producing the findings of the average value of kindergarten teachers in the city of Banjarmasin, it is known that 331 people or 83.1% are in the moderate category, while the remaining 61 people or 15.3% are in the high category and 6 people or 1.6% are in the low category.

Because most kindergarten teachers in Banjarmasin City feel that work motivation has an impact on increasing achievement, considering the existence of job satisfaction is an emotional attitude that is pleasant and loves their work, personal and dynamic reactions are attached to teachers so that they have a good self and are ready to serve as teachers. a teacher to excel.

In accordance with the theory developed by Herzberg, which distinguishes between the factors that cause job satisfaction called motivators include: achievement, recognition, characteristics or conditions of the work itself, responsibility. Factors causing job dissatisfaction called hygiene include: supervision, conditions, work, salary, and work safety. According to this theory, if the satisfaction or motivator factors are met, it will give satisfaction, but if it is not fulfilled, it does not always lead to satisfaction, but if it is not fulfilled it will cause dissatisfaction. This condition of high job satisfaction is thought to be able to improve teacher performance.

This shows that most kindergarten teachers in Banjarmasin City feel that work enthusiasm and motivation is an inner atmosphere within a teacher to carry out activities to achieve goals, especially in terms of carrying out teaching assignments and other additional tasks.

In accordance with the theory of Carlaw, Deming & Friedman (2003) states that high morale is an employee who works with energy, enthusiasm, and

has a sense of togetherness, whereas employees who have low morale are when employees feel bored, discouraged and lazy. Morale is shown by passion, enthusiasm and belief in the organization's policies, program and organizational goals. The high perception of the importance of morale is thought to be able to improve teacher performance.

The performance condition of kindergarten teachers in Banjarmasin City is shown by the results of descriptive statistical analysis with the performance of kindergarten teachers in Banjarmasin City known to be 312 people or 78.4% in the moderate category, while the remaining 86 people or 21.6% in the high category and 0 people or 0% in the low category. .

Or the teacher performance variable consists of 42 items, and the descriptive results obtained a minimum value of 133 so that it can be interpreted that there is an assessment response regarding the lowest teacher performance, namely 133 or tends to answer choice 3 on the questionnaire or quite agree ($133/42=3.17$). The maximum value is 206 so it can be interpreted that there is an assessment response regarding the highest teacher performance, namely 206 or tends to answer choice 5 on the questionnaire or strongly agrees ($206/42 = 4.21$). The average response to the assessment of teacher performance is 176.69 or there is a tendency to answer choice 4 or good ($176.69/42 = 4.21$).

This descriptive statistical finding shows that most kindergarten teachers in Banjarmasin City have performance measured using four performance dimensions. According to Mitchell's TR theory (Rusman, 2009) that performance has four dimensions, namely: (a) quality of work (quality of work).), (b) promptness, (c) initiative, and (d) communication.

Sahertian (Rusman, 2009:319) explains that teacher performance standards are related to the quality of teachers in carrying out their duties, such as: (a) working with students individually, (b) preparation and planning of learning, (c) utilization of learning media, (d) involving students in various learning experiences and (f) active leadership from the teacher. The condition of high teacher performance is thought to have something to do with other variables in this study, namely the head leadership variable and his work motivation.

B. Discussion of the Findings of the Research Hypothesis Test Results

The results of this study also reveal that there is a match between the theoretical model and empirical data, in this case there is a significant relationship between all variables of principal leadership behavior, work motivation and performance. The significance level of the correlation coefficient of the two constructs was tested at $\alpha = 0.05$ (Hair, 2006). The results of the

statistical test showed that the test decision was significant if the p -value < 0.05 . The significance test (t -test) on the lambda coefficient, which in this case the $c.r$ value is identical to the t -test, was conducted to reject H_0 which states that the lambda coefficient value is equal to zero.

Furthermore, the discussion of each test result or hypothesis proof is described as follows:

1. The Relationship between Principal Leadership and Teacher Performance

There is an influence of principal's leadership on teacher performance. This is evidenced by the principal's leadership variable having a t -count value of 9.204 and a significance of 0.000 so that the t -count value is greater than t -table (t 0.05; 398 = 1.966). significant of the principal's leadership variable on teacher performance. The regression coefficient value is 0.523 which means that there is a positive influence of the principal's leadership on teacher performance or it can be said that the better the principal's leadership, the better the teacher's performance will be.

Principal leadership accepted by teachers allows teachers to have a tendency or encouragement to carry out their activities in accordance with the directions or conditions produced which will have an impact on teacher performance.

2. The Relationship between Principal Leadership and Work Motivation

There is an influence of principal's leadership with teacher's work motivation. This is evidenced by the principal's leadership variable having a t -count value of 2.376 and a significance of 0.018 so that the t -count value is greater than t -table (t 0.05; 398 = 1.966). The significance of the principal's leadership variable on teacher motivation. The regression coefficient value is 0.098 which means that there is a positive influence of the principal's leadership on teacher motivation or it can be said that the better the principal's leadership, the better the teacher's motivation.

It should be in the world of education that prints human resources who are ready to go to a higher level or the world of work requires leaders who are smart both academically and in terms of thinking and leadership style. The dominant variable in influencing the work motivation of teachers in this study is the principal's leadership style variable. It means that there is a relationship between the principal's leadership and the teacher's work motivation.

3. The Relationship between Motivation and Teacher Performance

There is an influence of motivation on teacher performance. This is evidenced by the motivation variable having a t -count value of 8.856 and a significance of 0.000 so that the t -count value is greater

than t -table (t 0.05; 398 = 1.966) the significance value is less than 0.05, so there is a partially significant effect of motivation variable on teacher performance. The regression coefficient value is 0.644 which means that there is a positive influence of motivation on teacher performance or it can be said that the better the motivation, the better the teacher's performance will be.

Work motivation is a factor that greatly determines one's performance in achieving organizational goals, with motivation one can become more willing to work. Teacher performance is a person's performance in carrying out his duties in a field of work based on expertise, encouragement, planning, implementation, and assessment of learning, school managerial implementation, development of knowledge, skills and school curriculum to provide satisfaction and improve optimal performance in achieving success. . The results showed that there was a positive and very significant relationship between achievement motivation and performance.

7. CONCLUSION AND SUGGESTIONS

A. CONCLUSION

Starting from the research findings and discussion, the results of this study can be concluded:

1. The description of the principal's leadership, work motivation, and the performance of kindergarten teachers in Banjarmasin City are:
 - a) Principal leadership based on task behavior in kindergarten in Banjarmasin City which is perceived by most of the respondents as being categorized as moderate, this shows that most teachers feel that their principal, through his leadership is able to tend to prioritize organizational goals and pay attention to subordinates to improve quality towards educational goals.
 - b) The work motivation of teachers in kindergarten in Banjarmasin City, which is perceived by some respondents as being in the moderate category. Most teachers feel that their work motivation needs to be maintained and improved because it will have an impact on increasing high achievement.
 - c) The performance of teachers in kindergarten in Banjarmasin City, which is perceived by the majority of respondents to be in the moderate category, means that most teachers feel that their performance needs to be improved and that high levels need to be maintained.
2. There is a direct relationship between the principal's leadership and the performance of kindergarten teachers in Banjarmasin City. This means that the stronger the leadership behavior of the principal followed by the higher the performance of kindergarten teachers in the city of Banjarmasin.

3. There is a direct relationship between the principal's leadership and the work motivation of kindergarten teachers in Banjarmasin City. This means that the stronger the leadership behavior of the principal followed by the higher the performance of kindergarten teachers in the city of Banjarmasin.
4. There is a direct relationship between work motivation and the performance of kindergarten teachers in Banjarmasin City. This means that the higher the morale, the higher the performance of kindergarten teachers in the city of Banjarmasin.

B. SUGGESTIONS

It is recommended for the Principal of Kindergarten (TK) in Banjarmasin City, the results of this study can be used as information and evaluation material, so that the principal can be committed to facing problems and solving them optimally for the benefit of education in schools.

It is recommended for the Education Office, the results of this study are expected to be taken into consideration in fostering and developing the careers of kindergarten teachers, especially civil servants.

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