



## The Effect Of Leadership And Motivation Factors On Performance And Quality Of Education As Teacher Intervening Variables In High Schools And Vocational Schools In Sabang City

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### Abstract

*So many problems arise in the results of educational program policies implemented by the central government and even by the educational institutions themselves. So that there are pros and cons in the community who are currently pursuing this education. Therefore, it is necessary to deepen the research to determine the effect of leadership and motivational factors on the performance and quality of education as teacher intervening variables at high school and vocational high school in Sabang city. Data collection in this study used a quantitative method with a sample of 95 correspondents from SMA and SMK in Sabang City. The results of the study show that leadership has a very large influence on the progress of an educational program. In addition, motivation also has a big influence on the progress of these educational institutions. So it can be concluded that leadership and motivation have a very large influence on the progress of high school and vocational education institutions in the city of Sabang.*

**Keyword :** Leadership, Motivation, Performance, Quality of Education, City of Sabang

### Introduction

Sabang City is the westernmost region in the Republic of Indonesia. The potential for the city of Sabang to become a special economic region is very open, because geographically the city of Sabang is directly adjacent to international shipping lanes, and it is evident that many foreign goods enter the city of Sabang. Police. For this reason, education is needed to be able to open the horizons of thinking for the people of Sabang City in particular. Zoning policies can distribute students better among schools, inequality in the quality of education will still occur without an increase in facilities and the quality of teaching staff. Effective schools do not always have high learning facilities and quality, but can still produce quality graduates and superior schools, namely schools that excel in all respects (Rivai, 2014; Ade et al., 2018).

Quality education is education that is able to produce graduates who have abilities or competencies both academic and non-academic and are based on personal and social competence, and noble moral values, all of which are life skills and education that are able to produce someone who is able to practice faith, knowledge and other good practices (Suderadjat, 2005). Because of this, it is important to improve the quality of education in an institution, especially higher education as the spearhead of the end of formal education. The

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increasing quality of education is expected to produce graduates who are qualified and ready to socialize. There are several factors in describing the quality of education including the leadership of the principal, teacher motivation and performance.

The principal as a leader in a school has an important role in ensuring that the learning and teaching process is carried out properly. The need for leadership from a school principal will have a major influence not only on the sustainability of the teaching and learning process but will also affect the quality of education of the school he leads. Research conducted by Sarnoto et al. (2019) found that the leadership of the study program head affected the quality of education in the Islamic education management study program at STAI Darunnajah Jakarta. This shows that the important role of the leader in an institution is the main spearhead in ensuring the quality of education from the educational institution, especially in the context of senior high schools.

Apart from the leadership factor, the motivation of the teachers is also another important thing in ensuring the improvement of the quality of education. Teachers as teaching staff have an important role for the progress of a school. According to Law Number 14 of 2005, teachers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service. The weight of the task that a teacher has means that they must always be motivated so that they continue to be passionate about improving the quality of education from the school where they work. Research conducted by Suratni et al. (2015) found that motivation has an effect on improving the quality of education at the Faculty of Agricultural Technology IPB. This shows that the more motivated a teacher is in teaching science based on the vision and mission of the tertiary institution, the higher the quality of education from the tertiary institution will be. Therefore, it is necessary to increase the motivation of a teacher in order to improve the quality of education in these educational institutions.

Performance is a real behavior that is shown by someone as work performance produced by an employee according to his role and duties in the organization (Amin et al., 2021; Purba et al., 2018; Rivai, 2004). Meanwhile, performance based on the Ministry of National Education (2005) states that the performance of teaching staff is the ability to carry out the work or tasks that an educator has in completing a job. Based on the explanation above, it can be concluded that teacher performance is the ability of a teacher to carry out the roles and tasks that are owned as a form of work performance. For an educational institution, having teachers with good performance can be an illustration of improving the quality of education from that school. Therefore, it is necessary to continue to improve teacher performance so that it can

increasingly support the quality of education in the schools it shelters. Research conducted by Nurhakim (2021) and Sopandi (2019) found that performance affects the quality of education in an educational institution.

If the higher the leadership spirit of a leader in an educational institution, it will not only affect the quality of the education quality of the institution but also affect the performance of the teaching staff in the institution (Nurhakim, 2021). As stated by Saputra (2020), he found that leadership influences teacher performance. Likewise with motivation, motivation is one of the factors that influence the performance of an employee. If the greater the motivation or drive to achieve the goals of the organization, the greater the desire to improve their performance. This statement is in accordance with the results of research conducted by Saputra (2020) which found that motivation affects teacher performance. This shows that there is still a need to improve the quality and quality of SMA and SMK in Sabang City so that they can support the improvement of education in Indonesia in general, and in Sabang in particular. Therefore, based on the background described above, this research was conducted to examine the influence of leadership and motivation on the performance and quality of education as intervening variables in high schools and vocational schools in Sabang city.

## **Literatur Review**

### **Education Quality**

The quality of education includes educational inputs, processes and outputs (Mulyasa, 2011; Purba et al., 2019). Educational Input in question is something that is needed or needed by Educational Institutions/Institutions for the continuity of the Education process which includes Educational resources, teaching process tools, as well as the vision-mission and goals of the Educational Institution. The educational process in question is the process of implementing or sustaining an education and learning within an educational institution/institution which includes planning, management of educational institutions and programs, learning processes, monitoring to evaluation of education. While the educational output in question is the result obtained from the entire learning process in the form of school achievements to the graduates produced.

Quality of Education is the ability or competence of educational institutions in utilizing and managing educational resources, which are used to improve students' learning abilities as optimally as possible (Purba et al., 2019; Zahro, 2014). According to the Ministry of National Education (2003), the quality of education can not only be seen from the achievements but can be compared with the standards stipulated in Law No. 20 of 2003 concerning the National

Education System. The standards for measuring the quality of education in question are the National Education Standards stipulated in Government Regulation Number 57 of 2021. National education standards are the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia, there are seven standards which are the minimum criteria, namely:

1. Graduate Competency Standards, which are minimum criteria regarding the unity of attitudes, skills, and knowledge that show the achievement of students' abilities from their learning outcomes at the end of the education level.
2. Content standards, developed through the scope of material and level of competence as outlined in the criteria regarding graduate competence, competency of study materials, subject competencies, and learning syllabus that must be fulfilled by students at certain levels and types of education.
3. Process standards, used as guidelines in carrying out an effective and efficient learning process so as to be able to optimally develop the potential, initiatives, abilities, and independence of students which include planning, implementing, and evaluating the learning process.
4. Educational Assessment Standards are used as a guideline for educators in assessing student learning outcomes in a fair, objective and educative manner.
5. Standards for educators and educational staff, are the minimum criteria for competence and qualifications possessed by educators to carry out their duties and functions as role models, learning designers, facilitators, and student motivators.
6. Standards for facilities and infrastructure, are national education standards relating to minimum criteria regarding study rooms, places to exercise, places of worship, libraries, laboratories, workshops, places to play, places to be creative and recreation, as well as other learning resources, which are needed to support learning process including the use of information and communication technology.
7. Management Standards, which are minimum criteria regarding the planning, implementation and supervision of educational activities carried out by education units so that education is implemented efficiently and effectively.
8. Financing standards, are standards that regulate the components and the amount of operating costs in education units.

## **Kinerja Guru**

Robbins (2001) states that performance is a measure of what is done and what is not done by employees. According to Nadeak (2020) and Amal et al. (2022), teacher performance is the output of the process carried out by the teacher through work presentations, work implementation, work achievement, work results and work performance. Another definition of performance can refer to Supardi (2014) who states that teacher performance is the ability and success of the teacher in carrying out the work and the results achieved from the work. The definition of performance can also be referred to from the Ministry of National Education (2005) which states that teacher performance is the ability to carry out the work or tasks that the teacher has in completing a job. Measurement of teacher performance is needed to determine the quality of education because teacher performance is an indicator of achieving educational and learning goals.

According to Nadeak (2020) there are several employee performance indicators, namely: 1) Quality of work; 2) Punctuality; 3) Initiative; 4) Ability; and 5) Communication. Meanwhile Supardi (2014) added that teacher performance is the ability and success of the teacher in carrying out learning tasks indicated by indicators including:

1. Learning planning, is the activity of planning, compiling and designing learning starting from the initial activities, core activities and closing activities which are packaged as attractively as possible to create quality learning implementation.
2. The learning procedure, which is the core of the learning activities, the plans that have been made must be implemented in the implementation of learning activities. Ministerial Regulation No. 65 of 2013 states that learning procedures are the implementation of lesson plans, including preliminary, core and closing activities.
3. Assessment or evaluation of learning outcomes, is part of the learning process, namely assessing by looking at the extent to which the learning process is going well and providing follow-up on these results.

## **Principal Leadership**

The leadership principle is based on Robbins' theory (2012) which explains that leadership is a process capable of influencing a group of people to achieve organizational goals. Meanwhile, according to Rivai (2004), leadership is defined as the art of influencing and directing people by way of obedience, trust, respect and enthusiastic cooperation in achieving common goals.

Siagian (2010) explains that there are five roles of a leader, namely 1) The leader as a determinant of the direction of organizational goals in making decisions and encouraging the realization of the vision and mission which is carried out in a planned and gradual manner; 2) The leader is the representative and spokesperson for the organization in communicating with other parties or agencies; 3) The leader is a communicator in conveying goals, strategies, actions and decisions in carrying out operational activities; 4) The leader is a mediator in resolving conflicts that may arise within the organization and its environment; finally 5) The leader is an integrator who functions as a unifier of various individuals and groups with different mindsets towards a common goal. Meanwhile, according to Mulyasa (2011) assessing a leader in the world of education has a role as, namely:

1. Educators, leaders of educational institutions must always strive to improve the quality of learning carried out by educators. The experience factor will greatly influence the professionalism of educational institution leaders, especially in supporting the formation of education personnel's understanding of the implementation of their duties.
2. Managers, leaders of educational institutions must have the right strategy to empower educational staff through cooperation or cooperation, provide opportunities for educational staff to improve their profession, and encourage the involvement of all educational staff in various activities that support the Institution/Agency's program.
3. Administrators, leaders of educational institutions have a close relationship with various administrative management activities that are recording, compiling, and documenting all institutional/institutional programs. Specifically, leaders of educational institutions must have the ability to manage curriculum, manage student administration, manage personnel administration, manage facilities and infrastructure administration, manage archive administration, and manage financial administration.
4. Supervisors, leaders of educational institutions supervise the work carried out by educational staff. Supervision can actually be carried out by leaders of educational institutions who act as supervisors, but in a modern educational organizational system, special supervisors are needed who are more independent and can increase objectivity in coaching and carrying out their duties.
5. Leaders, leaders of educational institutions must be able to provide guidance and supervision, increase the willingness of educational staff, open two-way communication, and delegate tasks. The personality of the leader of the Educational Institution as a leader will be reflected in the character of being honest, confident, responsible, willing to take risks and decisions, big-hearted, emotionally stable, and exemplary.

6. Innovators, leaders of educational institutions must have the right strategy to establish harmonious relationships with the environment, seek new ideas, integrate each activity, set an example to all education staff in schools and develop innovative learning models.

### **Motivation**

Motivation according to Mangkuprawira & Hubeis (2007) is the encouragement that makes employees do something in a way to achieve certain goals. Meanwhile, according to Robbins (2010), motivation refers to the process in which a person's efforts are energized, directed and sustained towards achieving a goal. Another definition put forward by Kreitner and Kinicki (2003) states that motivation is a psychological process that arouses and directs behavior towards achieving goals or goal-directed behavior.

According to Uno (2008) in measuring the work motivation of an educator it is measured using namely:

1. Internal motivation includes responsibility in carrying out tasks, carrying out tasks with clear targets, having clear and challenging goals, having feedback on their work results, being happy at work, always being motivated to be superior to others, and prioritizing achievements that must be achieved when Work.
2. External motivation includes always trying to meet the needs of life and work, happy to be praised for their work, working expecting incentives, and working expecting attention from friends and superiors.

### **Research Method**

This study uses economics with a focus on education management to test the factors of improving the quality of education with intervening variables on teacher performance in private tertiary institutions in Bireuen City. Explanatory research is used in this study to find and limit research so that it is applicable and researchable (Zikmund, 2000). This research is associative because it connects and sees the influence of independent variables through mediating variables on the dependent variable either directly or indirectly. The scope of this study is to analyze the factors of improving the quality of education with intervening variables on teacher performance in private schools in the city of Bireuen. The variables used are the principal's leadership, organizational climate and motivation as independent variables; performance as an intervening variable; and the quality of education as the dependent variable. The population in this study were teachers at SMA and SMK Kota Sabang

This research refers to the first rule, so the researcher determines the number of samples using the maximum likelihood estimation method of 95 respondents. The sampling technique has 2 techniques namely, Probability Sampling and Nonprobability Sampling (Malhotra, 2010). The sampling process in this study used a non-probability technique, this technique means that not everyone in the population has the same opportunity to become a sample from the sampling unit of this study (Malhotra, 2010). The criteria for determining the sample in this study were private (teachers) in Bireuen City. The reason researchers used the judgmental sampling technique in this study was because the respondents needed in this study had to have certain specific criteria.

Operations are needed to provide instructions on how a variable is measured so that this operational definition will provide limitations for researchers so that researchers know the measurement of a variable and know the merits of the measurement (Singarimbun, 1989). Each variable in this study is measured in a Likert scale score which is arranged based on a scale of 5 (five) or a Likert scale implemented in five options, namely: SS (Strongly Agree) has a score of 5, S (Agree) has a score of 4, N (Neutral) has a score of 3, TS (Disagree) has a score of 2, and STS (Strongly Disagree) has a score of 1. The variables examined in this study are teacher competence, principal leadership, facilities and infrastructure, organizational climate as independent variables, teacher performance as an intervening variable, and quality of education as the dependent variable.

## **Result and Discussion**

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



**Figure 1.** The Effect of Principal Leadership on Teacher Performance

The principal as a leader in a faculty has an important role in ensuring that the learning and teaching process is carried out properly. The need for leadership from a school principal will have a major influence not only on the sustainability of the teaching and learning process but will also affect the quality of education of the faculty he leads. If the higher the leadership spirit of a leader in an educational institution, it will not only affect the quality of the educational quality of the institution but also affect the performance of the teaching staff in the

institution (Nurhakim, 2021; Ingtias et al., 2022; Ampera et al. ., 2020). This statement is in accordance with research conducted by Saputra (2020) and Agustina et al. (2016) found that leadership influences teacher performance.

### The Effect of Motivation on Teacher Performance



**Figure 2.** The Effect of Motivation on Teacher Performance

Motivation is something that creates enthusiasm or encouragement to work, so that strong or weak employee motivation also determines performance because a person's performance depends on the strength of his motives. The motive referred to here is the desire and encouragement or movement that exists within each individual to achieve a goal. Someone who has high motivation, he will work hard, maintain a pace of hard work, and have self-controlled behavior towards important goals. Motivation is one of the factors that influence the performance of an employee. If the greater the motivation or drive to achieve the goals of the organization, the greater the desire to improve their performance. This statement is in accordance with the results of research conducted by Saputra (2020), Nery (2020), and Agustina et al. (2020) who found that motivation influences the performance of teaching staff.

### The Effect of Principal Leadership on Education Quality



**Figure 3.** The Effect of Principal Leadership on Education Quality

The success of an organization in carrying out its program certainly a leader takes an important role in it. In a faculty, the role of the school principal is the spearhead that determines the success of the program launched in that faculty. If the principal's leadership is good, it will increase the enthusiasm of his workers to jointly advance the quality of education in his shelter institution. The need for leadership from a school principal will have a major influence not only on the sustainability of the teaching and learning process but will also affect the quality of education of the faculty he leads. Research conducted by Siahaan (2022) and Sarnoto et al. (2019) found that the leadership of the study program head affected the quality of education in the Islamic education management study program at STAI Darunnajah Jakarta. In addition, the

results of a study conducted by Hastuti et al. (2020) and Rahman et al. (2020) who also found that leadership has an effect on improving the quality of education. This shows that the importance of the role of leaders in an institution is the main spearhead in ensuring the quality of education from these educational institutions, especially in tertiary institutions.

#### **The Effect of Motivation on the Quality of Education**



**Figure 4.** The effect of motivation on the quality of education

Quality education is education that is able to produce graduates who have abilities or competencies both academic and non-academic and are based on personal and social competence, and noble moral values, all of which are life skills and education that are able to produce someone who is able to practice faith, knowledge and other good practices (Suderadjat, 2005; Amal et al., 2022). Because of this, it is important to improve the quality of education in an institution, especially higher education as the spearhead of the end of formal education. The increasing quality of education is expected to produce graduates who are qualified and ready to socialize. The motivation of the teachers is also another important thing in ensuring the improvement of the quality of education. The severity of the task that a teacher has means that they must always be motivated so that they continue to be passionate about improving the quality of education from the tertiary institution where they work. Research conducted by Suratni et al. (2015) and Wahidah et al. (2022) found that motivation has an effect on improving the quality of education at the Faculty of Agricultural Technology IPB. This shows that the more motivated a teacher is in teaching science based on the vision and mission of the tertiary institution, the higher the quality of education from the tertiary institution will be. In addition, the results of research were conducted by Hung (2020) and Giertz and High (2016) who also found that motivation has an effect on improving the quality of education. Therefore, it is necessary to increase the motivation of a teacher in order to improve the quality of education in these educational institutions.

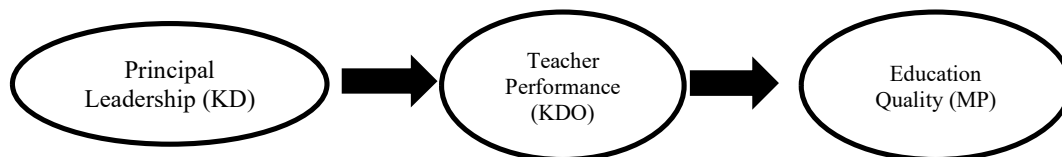
#### **Effect of Teacher Performance on Education Quality**



**Figure 5.** Effect of Teacher Performance on Education Quality

Performance is a real behavior that is shown by someone as work performance produced by an employee according to his role and duties in the organization (Rivai, 2004). Meanwhile, performance based on the Ministry of National Education (2005) states that the performance of teaching staff is the ability to carry out the work or tasks that an educator has in completing a job. Based on the explanation above, it can be concluded that teacher performance is the ability of a teacher to carry out the roles and tasks that are owned as a form of work performance. For an educational institution, having teachers with good performance can be an illustration of improving the quality of education from that educational institution. Therefore, it is necessary to continue to improve the performance of teachers so that they can increasingly support the quality of higher education that they shelter. Research conducted by Nurhakim (2021), Rahman et al. (2020), and Sopandi (2019) found that performance affects the quality of education in an educational institution.

**The Effect of Principal Leadership on Education Quality through Teacher Performance**

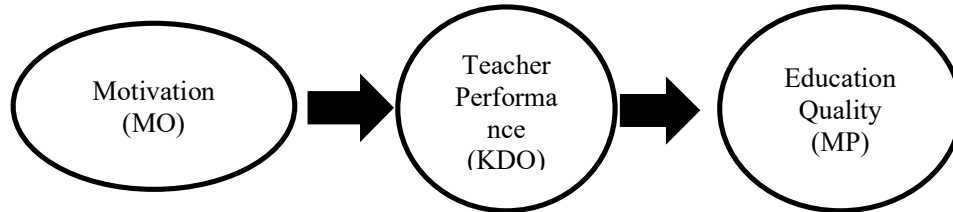


**Figure 6.** The influence of the Principal's Leadership on the Quality of Education through Teacher Performance

Principal leadership and teacher performance have a significant relationship and can have a positive influence on the quality of education. The role of the principal as a leader in a faculty is very important in improving the quality of education. As policy makers, school principals must be able to formulate and determine appropriate strategies in order to improve the quality of education by continuing to ensure the performance of their teachers. According to the statement of Sarnoto et al. (2015) and Hastuti et al. (2020) leadership has a positive influence on improving the quality of education. Hadi et al. found a strong correlation between leadership and performance in education. (2021). Education performance and quality also have a positive correlation according to Sopandi (2019), so that it can be ascertained that teacher leadership and performance have a positive relationship in improving the quality of education

from a university. Nurhakim's statement (2021) reinforces that the higher the leadership spirit of a leader in an educational institution can affect the quality of the education quality of the institution if the performance of the teaching staff in the institution is also improved. In addition, the results of research conducted by Halia (2019) found that the leadership of the school principal influences the quality of education through the performance of teachers in public elementary schools in Cicendo District, Bandung City.

### **The Effect of Motivation on the Quality of Education through Teacher Performance**



**Figure 7.** The Effect of Motivation on the Quality of Education through Teacher Performance

Motivation and performance have a positive and significant relationship to the quality of education. This is illustrated in research conducted by Hung (2020) and Giertz and High (2016) who also found that motivation has an effect on improving the quality of education. This is in accordance with the statement that when a teaching staff is motivated to teach science based on the vision and mission of the tertiary institution, the quality of education from the tertiary institution will increase.

In addition, there is a positive correlation between motivation and performance which shows that when a person is motivated to do his job, his performance will increase. This statement is in accordance with the results of research conducted by Nery (2020), and Agustina et al. (2020) who found that motivation influences the performance of teaching staff. It can be said that teacher motivation and performance can affect the quality of education and this is in accordance with the results of the research by Ibrahim et al. (2018) who found that teacher performance has an important role in mediating the effect of motivation on education quality.

### **Conclusion**

In accordance with the explanation above, it was found that leadership has a very large influence on the progress of an educational program. Leaders have a role in regulating and managing and making decisions in making policies and implementing these policies. In addition, motivation also has a big influence on the progress of these educational institutions. This is because with motivation, employees who become teaching staff will be encouraged to

carry out the learning process as optimally as possible. Of course it will create creativity among employees. Therefore, leadership and motivation have a very large influence on the progress of high school and vocational education institutions in the city of Sabang.

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