



The influence of teacher work motivation and principal situational leadership on the quality of SMK Krisanti Jakarta

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ABSTRACT

This research obtained the results that there is an influence of teacher work motivation on improving the quality of teaching and learning, as well as the situational leadership implemented in this school also influences the quality of teachers' teaching and learning, both partial and simultaneous testing using SPSS, where the number of respondents in this study is 30 teachers at Krisanti Vocational School. The tests carried out are validity tests, reliability tests, classic assumption tests consisting of normality tests, multicollinearity tests, heteroscedasticity tests, multiple linear regression tests, coefficient of determination tests, partial tests and simultaneous tests. If the principal's motivation and situational leadership are improved, the quality of teaching and learning will also increase automatically

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1. INTRODUCTION

The government's attention to education is quite high. The efforts made by the government range from improving the curriculum in a better direction, increasing the quality of teaching staff to facilitating easy access to education from an early age. The government's efforts to increase professional teachers are carried out by granting lecture permits through higher education. seminar activities, training and teacher certification programs, providing UKG (Teacher Competency Examination). PKG (Teacher Activity Center) and KKG (Teacher Working Group) activities and zone system activities (Sakti, 2020). Carter V Good defines educational policy as a consideration based on a value system and several assessments of situational factors, these considerations are used as a basis for operating institutional education (Abdul Rozak, 2021). One of the factors that causes low teacher professionalism is the lack of teacher motivation to improve their own quality because teachers are not required to do research as applied to lecturers in universities (Nurdiansyah, 2021). Motivation is very necessary when we work, so that the work is of higher quality and increases work productivity. Likewise, teachers are very necessary considering that teachers provide knowledge to the nation's future generations. Of course, teachers make various efforts to make it interesting for students. so that

teacher work motivation in carrying out teaching tasks can maximize the achievement of the learning process so that it is smooth, orderly and conducive to achieving the school education goals that have been set. The role of the principal is also very important in leading the school. The principal as a leader will of course use all his efforts to advance the school in all fields. Teacher performance is of course also influenced by the way the principal leads teachers in the form of direction and regulations to achieve high quality teaching and learning. Observations of conditions in the field carried out by the author at the Krisanti Vocational School in Jakarta show that the teacher's way of teaching makes very little connection between learning material and everyday life. Apart from that, teachers are also less strict in enforcing time discipline, administrative discipline, and discipline in carrying out tasks. The teacher uses the lecture method and depends only on textbooks, so it seems that he does not enrich the material enough. Even though the teacher's ability to understand the conditions and characteristics of students is really needed, a good teacher is also one who can combine several methods and strategies in the teaching and learning process, because on the one hand there are learners who are able to learn using visual methods and on the other hand there are those who like the audio visual method (Djamaluddin & Wardana, 2019).

Meanwhile, the leadership style used by the school principal is situational leadership where the tasks given to teachers are carried out by providing direction and ideas in the form of meetings. School principals also often listen to teachers' complaints about the learning process. For events organized by students, the principal prefers to delegate it to his deputy. The principal with his leadership style tries to provide rewards and sanctions to motivate teachers to carry out their duties and responsibilities. In general, motivation refers to the existence of a force that provides encouragement, direction and permanence to the behavior of each individual (Mindari & Marsih, 2024). In Asni Zulfah's research, the indicators of work motivation are motivation related to the evaluation of one's abilities, motivation oriented towards carrying out tasks perfectly, especially regarding students, motivation related to moral responsibility, the desire to gain appreciation and knowledge from others, the desire to have authority, the need to cooperate with others (Zulfah, 2023). Work motivation itself is a process where needs encourage a person to carry out a series of activities that lead to achieving certain goals and organizational goals and to fulfill several needs. The strength and weakness of a worker's work motivation also determines the size of performance achievements (Sakiman, 2019). In Ellyshah Mindari's research, it was found that motivation had no partial effect on the performance of junior high school teachers in Musi Banyuasin Regency. (Mindari, 2023). In Tazkiyatun's research, the results showed that work motivation partially influences performance (Khofifah & Banin, 2023). An organization certainly needs leadership in achieving the organization's vision and mission. The existence of effective (successful) leadership is the key to an organization's success in achieving its goals. And teacher performance can be seen and measured based on the competency specifications/criteria that each teacher must have (Yani et al., 2020). Apart from that, one of the factors that can be looked at to improve the quality of teaching and learning is positive and strong leadership. So it cannot be denied that the leadership factors that are applied greatly determine the improvement in the quality of education (Halawa & Mulyanti, 2023).

Leadership style is defined as "a description of how a leader is able to influence employees and make employees act in accordance with the directions given by the leader without any coercion or fear within the employee (Sudeva & Rasmini, 2021). The situational leadership style focuses on the ability of a leader when understanding situations and conditions by looking at several factors such as subordinate abilities, subordinate characteristics, company environmental conditions, tasks, and several other variables so that by effectively applying the situational leadership style you can make a contribution to an organization or company (Saiful Akbar et al., 2023). Situational

leadership style is a consistent attitude of action carried out by a person when working with other people or subordinates as perceived or desired by that person. (Raharjo, 2021). Situational leadership is a leadership theory developed by Hersey and Blanchard, which states that a leader must adapt his leadership style to the development stage of his subordinates (follower development level). This is based on the extent to which subordinates are ready to carry out tasks, including the need for competence and motivation (Prime, 2021). The principal's skill in combining task behavior with relationships when dealing with teachers of different levels of readiness is called situational leadership (Walean & Koyongian, 2022). Situational Leadership has the advantage that it is used as a standard for training leaders, it is a practical approach that is easy to understand and apply. Sets out four clear suggestions for how leaders should act if they want to increase their leadership effectiveness, and finally situational leadership recognizes and emphasizes that there is no best leadership style. Leaders must instead be flexible and adapt their style according to the demands of the situation. (Maulidah Az-Zahroh et al., 2023). The leadership traits described by Georgy Robert Tery consist of energy, emotional stability, personal motivation, communication skills, teaching skills, social skills, and technical abilities (Yanny, 2022). Indicators of situational leadership are instruction, consultation, participation and delegation (Walean & Koyongian, 2022). The four situational leadership styles are directing (telling), training (selling), gathering participation (participating), and delegating (deileigating) with the level of readiness of subordinates, namely ability (ability) and will (willingness) (Governance et al., 2023). Research conducted by I Kadek and I Komang found that the school principal's situational leadership style had a positive relationship with teacher performance (Sentana & Wiyasa, 2021). Other research conducted by Irpan and friends concluded that there is a significant influence between situational leadership style on employee performance (Irpan et al., 2022). The essence of effective learning is a teaching and learning process that is not only focused on the results achieved by students, but how an effective learning process is able to provide good understanding, intelligence, perseverance, opportunity and quality and can provide behavioral changes and apply them in their lives (Purnomo, 2022). The following things can support the learning process including Knowledge, Ability to Make Learning Plans, Ability to Use Media or Learning Aids, Ability to Use Methods, Ability to Manage Classes and Ability to Evaluate (Warda Maghfiroh Husein, 2022).

Performance indicators for a person (including teachers) can be measured through the following four things, namely (1) Quality of work. This indicator relates to the quality of the teacher's work in mastering everything related to the preparation of learning program planning and the application of research results in classroom learning. (2) Work speed/determination. This indicator relates to the accuracy of the teacher's work in adapting teaching materials to the characteristics of students and completing the teaching program according to the academic calendar. (3) Initiative in work. This indicator relates to teacher initiative in using varied learning models according to subject matter and using various school inventories wisely. This indicator is also related to the teacher's ability to lead classroom conditions so that they remain conducive, managing teaching and learning activities, and assessing student learning outcomes. (4) Communication. This indicator relates to the communication carried out by teachers in the tutoring service process with students who are less able to participate in learning and are open to receiving input to improve learning. (Silalahi, 2023)

The quality of learning according to Daryanto in Ahmadi and Sofyan's research is the level of achievement of learning objectives. Achieving these goals takes the form of increasing knowledge and skills as well as developing attitudes through the learning process (Ahmadi & Hadi, 2023). Learning and teaching are basically interactions or reciprocal relationships between teachers and students in educational situations. In principle, the teaching and learning interaction process is very dependent on the teacher

and students. In terms of interaction, there is an element of giving and receiving, both for teachers and students. Research conducted by Rojikin resulted in the conclusion that there is a positive and significant influence of the principal's situational leadership and work motivation simultaneously on teacher teaching performance (Rojikin, 2022). Research conducted by Zubaedi and friends shows that there is an influence of leadership style, work discipline and work motivation on the performance of honorary elementary school teachers in the Mejobo District, Kudus Regency (Zubaedi et al., 2022).

The relationship between the teaching methods used by teachers and student learning outcomes is that if the teaching methods used are appropriate then of course student learning outcomes will also increase. The role of technology in improving the quality of learning is to facilitate the formation of collaborative relationships and build meaning in a context that is easier to understand. In terms of technology, it can be directed at building collaborative communication networks between teachers, lecturers, students and learning resources. Some online applications that can be used for telecommunications are Skype, Yahoo Messenger, Facebook, Zoom, GoogleMeet and other networks used. This is what educators can utilize effectively. Apart from that, technology actively builds and shapes meaning via the internet to search for the latest research, photos and videos. This can help students not only enjoy searching, but can learn and understand and know what they are studying. This is also what educators use to convey learning effectively.

2. RESEARCH METHOD

The research method used is quantitative. With multiple regression analysis. The number of respondents in this research was 30 teachers at Krisanti Vocational School, Jakarta. purposive sampling technique because it is suitable for use in quantitative research, or research that does not make generalizations. The data collection technique was carried out through questions asked in the form of a Likert scale by distributing questions via Google form to teachers at Krisanti Vocational School, Jakarta. Data processing tools use SPSS. The tests carried out in this research are validity test, reliability test, classic assumption test consisting of normality test, multicollinearity test, heteroscedasticity test, Multiple Linear Regression test, Coefficient of Determination test, partial test and simultaneous test. Motivation is an impulse that arises from within the employee which then directs the employee's behavior so that they are willing to work with all their efforts so that the desires of the employees and the goals of the organization are simultaneously achieved. So motivation can be measured through needs, encouragement and stimulation. Meanwhile, situational leadership is seeing maturity as the ability and desire of people or groups to assume responsibility, to direct their behavior in certain situations with measurement indicators namely telling, selling, participating, delegating. To understand the research that will be carried out, the following is the conceptual framework for this research

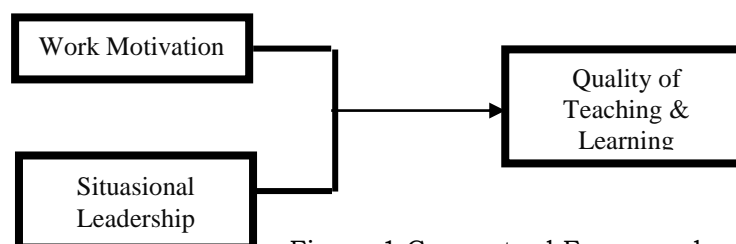


Figure 1 Conceptual Framework

The conceptual framework image explains whether or not there is an influence of teacher work motivation and school principal situational leadership on the quality of teaching and learning, either partially or simultaneously.

3. RESULTS AND DISCUSSIONS

3.1 Validity test

Table 1. Motivation validity test

Question	r count	r table	Information
Motivation 1	0,841	0,361	Valid
Motivation 2	0,656	0,361	Valid
Motivation 3	0,802	0,361	Valid
Motivation 4	0,876	0,361	Valid
Motivation 5	0,787	0,361	Valid
Motivation 6	0,885	0,361	Valid
Motivation 7	0,938	0,361	Valid
Motivation 8	0,787	0,361	Valid
Motivation 9	0,788	0,361	Valid
Motivation 10	0,841	0,361	Valid

In the r table, it shows a value of 0.361 which is compared with the calculated r, it can be seen that calculated $r > r$ table. Thus the motivation questionnaire for a sample of 30 teachers was declared valid.

Table 2. Situational Leadership validity test

Question	r count	r table	Information
Situational Leadership 1	0,909	0,361	Valid
Situational Leadership 2	0,640	0,361	Valid
Situational Leadership 3	0,879	0,361	Valid
Situational Leadership 4	0,898	0,361	Valid
Situational Leadership 5	0,710	0,361	Valid
Situational Leadership 6	0,947	0,361	Valid
Situational Leadership 7	0,818	0,361	Valid

In the r table, it shows a value of 0.361 which is compared with the calculated r, it can be seen that calculated $r > r$ table. Thus the Situational Leadership questionnaire for a sample of 30 teachers was declared valid.

Table 3. Validity test of teaching and learning quality

Question	r count	r table	Information
Quality of Teaching and Learning 1	0,832	0,361	Valid
Quality of Teaching and Learning 2	0,681	0,361	Valid
Quality of Teaching and Learning 3	0,899	0,361	Valid
Quality of Teaching and Learning 4	0,846	0,361	Valid
Quality of Teaching and Learning 5	0,835	0,361	Valid
Quality of Teaching and Learning 6	0,829	0,361	Valid
Quality of Teaching and Learning 7	0,811	0,361	Valid
Quality of Teaching and Learning 8	0,891	0,361	Valid

In the r table, it shows a value of 0.361 which is compared with the calculated r, it can be seen that calculated $r > r$ table. Thus, the Quality of Teaching and Learning questionnaire for a sample of 30 teachers was declared valid

3.2 Reliability Test

This research concludes that all question items for each variable produce a Cronbach's Alpha above 0.6. So the reliability test in this study is real.

Table 4. Reliability Test Results

Variable	Cronbach's Alpha	N of Items	Information
Motivation	0.938	10	Reliable
Situational Leadership	0,926	7	Reliable
Quality of Teaching and Learning	0.934	8	Reliable

3.3 Normality test

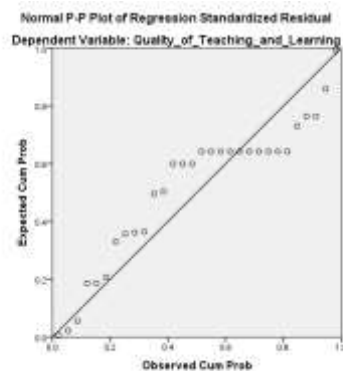


Figure 2 Normality Test

In Figure 2 you can see the points following and approaching the direction of the diagonal line, so from this figure it can be said that the regression model meets the normality assumption

3.4 Multicollinearity Test

Table 5. Multicollinearity Test

Variable	Tolerance	VIF
Motivation	0.292	3,426
Situational Leadership	0.292	3,426

The Multicollinearity Test has a condition that if the VIF value is less than 10 and the Tolerance value is more than 0.1. This means that there is no multicollinearity problem. In this research, it can be seen that motivation and situational leadership have a Tolerance value of 0.292 which means more than 0.1, and a VIF value of 3,426, which means less than 10. So it can be concluded that the multicollinearity test in this research is that there is no multicollinearity.

Heteroskedasticity Test

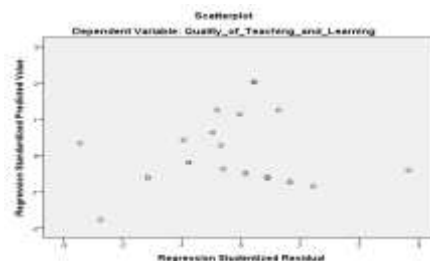


Figure 3 Heteroskedasticity test

The heteroscedasticity test has the provision that if the points spread above and below the number 0 on the Y axis without forming a particular pattern then heteroscedasticity does not occur. In this research, it can be seen that the points are spread around the number 0, namely some are above and some are below, then the

distribution of the data points is not patterned, so it can be said that there is no heteroscedasticity problem, so a good and ideal regression model is fulfilled.

3.5 Multiple Linear Regression Test

Table 6. Multiple Linear Regression Test Results

Model	B	Std. Error
(Constant)	-1,407	
Work Motivation	0,369	0,087
Situasional Leadership	0,650	0,116

From table 6, the regression equation $Y = a + b_1X_1 + b_2X_2 = -1,407 + 0.369X_1 + 0.650X_2$

3.6 Coefficient of Determination Test (R²)

Table 7 Determination Coefficient Test

Model	R	R Square	Adjust R Square	Std. Error of the Estimate
1	0.954a	0.910	0.904	1,011

In R Square it looks like 0,910 or 91%. This shows that work motivation and situational leadership are able to explain 91% of the quality of teaching and learning. The remainder is influenced outside this research, for example, facilities, wages, curriculum, technology, health, etc.

3.7 Partial Test (t Test)

The partial test used in this research uses a significance level of 5%.

Table 8. Partial test

Variable	t	sig
Work Motivation	4,234	0,000
Situasional Leadership	5,586	0,000

In the table above, the results obtained show that at t hit work motivation 4.234 > t table 2,051 and a sig value of 0.000 < 0.05, it is said that the work motivation variable has an influence on the quality of teaching and learning. If the situational leadership t hit is 5,586 > t table 2,051 and the sig value is 0.000 < 0.05, it is said that the situational leadership variable has an influence on the quality of teaching and learning.

Table 9 Simultaneous Test

Model	Sum of Squares	df	Mean Square	F	Sig
1 Regression	11,508	2	155,754		
Residual	30,674	30	1,022	152,332	0,000 ^b
Total	342,182	32			

In the simultaneous test table above, the calculated F result is 152,332 and in the F table 3,35 the calculated F is 152.332 > F table 3,35 and the sig value is also seen as 0.000 < 0.05, meaning that simultaneously work motivation and situational leadership influence quality. learn how to teach. This means that the two independent variables simultaneously influence the dependent variable. This research is in line with the research of I Kadek and Irpan, which means that the two independent variables simultaneously influence the attachment variable.

4. CONCLUSION

From the research findings, there is a partial influence of work motivation on the quality of teaching and learning. For Situational Leadership, the principal also has a big influence on the quality of teaching and learning. Simultaneously, the school principal's work motivation and situational leadership influence the quality of teaching and learning. This shows that if the principal's motivation and situational leadership are improved, the quality of teaching and learning will automatically increase. Work motivation influences the quality of teaching and learning at Krisanti Vocational School in accordance with research conducted by Tazkiyatun. This is also in accordance with Sakiman's opinion which states that the strength and weakness of a worker's work motivation also determines the size of performance achievements. However, this is contrary to Ellyshah Mindari's research, according to which motivation has no effect on the performance of junior high school teachers in Musi Banyuasin Regency. In this research, situational leadership partially influences the quality of teaching and learning, this is in line with I Kadek and Irpan's research. Simultaneously, this research discusses work motivation and situational leadership in this research which influence the quality of teaching and learning in line with research conducted by Rojikin and Zubaedi. Research that has been carried out in an educational environment certainly has implications in the world of education and for further research. The implication that can be obtained is that teacher work motivation and situational leadership are very significant for improving the quality of teaching and learning in vocational schools, so efforts are needed to improve both in order to increase the quality of teaching and learning as well. This research has a significant impact on the quality of teaching and learning, with highly motivated teachers and high situational leadership of school principals, this will improve the quality of teachers' teaching and learning. This research provides benefits for policy makers and practitioners in terms of continuing to develop their abilities in leading and can increase knowledge and contribute thinking and development about situational leadership methods accompanied by encouragement or stimulation for teachers to convey knowledge to students.

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