Analysis the Influence of Principal Leadership Style, Facilities, and Work Discipline on Teacher Performance with Motivation as Intervening Variable

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Abstract

School is an official educational institution whose job is to organize the process of education and learning. School management issues are mainly related to the importance of the effectiveness and efficiency of education delivery. Performance is a measure of the success of a person or institution in running a management system. However, in this case, the reality is that the teacher's performance is often not in line with expectations. This study uses teacher performance (Y) as the dependent variable with leadership style (X1), school facilities (X2), discipline (X3) as the independent variable and work motivation (Z) as the intervening variable. The research method used is a quantitative method, using multiple linear regression formulas. The sample in this study was 235 junior high school teachers in the Pondok Aren sub-district, South Tangerang. By using a questionnaire as a research instrument with a rating score using a Likert scale. The tests used in this study are validity and reliability tests, classical assumption tests, and path analysis. The results of the data show that all items in the questionnaire are declared valid and reliable. For the classic assumption test, no problems were found. For path analysis, it was found that the contribution of the principal's leadership style, school facilities, and work discipline and work motivation to teacher performance was 45.5%, while the remaining 54.5% was contributed by the variables not examined. Indirectly the variables of school facilities and work discipline through work motivation have a significant effect on teacher performance. However, motivation cannot be an intervening variable between the principal's leadership style (X1) and teacher performance (Y) because the value of the direct effect of X1 on Y is 24.2% greater than the indirect effect of X1 on Y, which is 16.8%.

Key words: Principal Leadership Style, School Facilities, Discipline, Work Performance, and Work Motivation

Introduction

School is an official educational institution whose job is to carry out the mandated education and learning process to shape the character and intelligence of the next generation of the nation. However, in practice, schools do not only deal with aspects of teaching and learning. One of the important things to pay attention to is the issue of school management, especially related to the interests of the effectiveness and efficiency of education.

The school principal is one of the Educators and Education Personnel whose position plays a very significant and strategic role in improving teacher professionalism and the quality of education in schools. Regulation of the Minister of National Education Number 13 of 2007 concerning School/Madrasah Principal Standards covering: personality, managerial, supervision, entrepreneurial, and social competency dimensions. The principal as administrator is related to positions in the organization, namely related to duties, authority and responsibilities. Therefore the success of a school institution is strongly influenced by the participation of a school principal in managing the institution he leads.

In addition to the school principal, teachers also have an important role in the Teaching and Learning Process in providing knowledge to their students, so as to produce students who are effective and ready to continue to a higher level of education, it is necessary to organize in a coordinated, integrated, effective and efficient. In addition, the material/teaching materials provided must pay attention to the condition of the local community. Teacher performance is a measure of the success of a person or institution in carrying out its human resource management system. However, in reality it is often found that the performance in this case the teacher is not in accordance with common expectations. Many factors that influence the teacher performance, such as leadership style of principals, facilities, and work disciplines.

Facilities are anything that can facilitate and expedite the implementation of a business and are the infrastructure needed to carry out or expedite an activity. Considering that facilities and infrastructure are one of the determining factors for student achievement, the requirements and use of learning facilities must refer to learning objectives, methods, assessment of student interest and teacher abilities. Many schools in Pondok Aren sub-district have attractive learning facilities, and there are not a few schools that have a lack of learning facilities. The use of learning media is often found not to be effective and efficient in the teaching and learning process in schools.

Work discipline is an important function of human resource management and is the key to realizing goals, because without discipline it is difficult to achieve maximum results (Sedarmayanti, 2017). A teacher's work motivation is not always high and not always low. Many factors influence it, one of which is stated by Soekidjo (2015) that salary or incentives is the most powerful tool for increasing work motivation, and can further improve the performance of employees in a work organization. Based on the background above, this study aims to analyze the effect of the principal's leadership style, facilities, and work discipline on the performance of junior high school teachers in Pondok Aren District, South Tangerang with work motivation as an intervening variable.

Literature Reviews
Leadership style
Leadership style is basically a way of how a leader influences, directs, motivates and controls his subordinates in certain ways, so that subordinates can complete their work tasks effectively and efficiently (Djoko, 2006). Leaders have characteristics, habits and character as well as a distinctive personality. It is his behavior and style that can set him apart from others. Of course, style will always be able to color a person's behavior and type in leading or often called leadership style. Pradipto (2015) said that a leadership style that is not adapted to the characteristics of employees and existing tasks, can encourage employees to feel less enthusiastic at work or even lose enthusiasm for work, causing employees not to be serious about work and attention that is not focused on work (Pradipto, 2015).

Several studies state that leadership style has a positive and significant effect on teacher performance (Pasek, 2016; Sari et al., 2016; Teddy & Priyono, 2016; Dwi & Agus, 2015). The results of hypothesis testing of Pasek (2016) show that there is a positive and significant effect simultaneously and partially from the variables of leadership style, teacher attitude, and teacher discipline on teacher performance SMA/SMK Negeri Putri Hijau Bengkulu Utara. Related with teacher performance, Sari et al. (2016) examine the influence of principal leadership, foundation management, school facilities, and work motivation on teacher performance at SMK Palebon Semarang simultaneously or partially. The population in this study were all teachers at SMK Palebon Semarang, totaling 50 people. The results of the study show that there is a positive influence of principal leadership, foundation management, school facilities, and work motivation on teacher performance at SMK Palebon Semarang simultaneously or partially. For further research it is expected to use other variables that are not used in this study which partially or simultaneously can affect teacher performance. Using 45 employee in the Public Yunior High School 10 in Surabaya, Indonesia, Teddy & Priyono (2016) found that The results of this research is the leadership style has an impact on performance, the work environment also have an impact on performance, job satisfaction has an impact on performance, and leadership style, work environment and job satisfaction of influential performance significant. Dwi & Agus (2015) investigate the effect of principal leadership and work environtment on motivation and performance. This study found that principal leadership and work environment have significant and positive impact on motivation. Principal leadership also has positive and significant impact on teacher performance. This study found that work environment doesn't have significant on teacher performance. Motivation in this study also doesn't have significant and positive impact on teacher performance.

School Facilities

Facilities are anything that directly support the smooth running of the learning process, for example learning media, demonstration tools, school supplies and so on. Infrastructure is everything that can indirectly support of the success of learning process, for example roads to school, school lighting, toilet and so on. Completeness of facilities and infrastructure are important components that can affect the learning process (Sanjaya, 2008). Several studies is conducted in order to analyze the impact of facilities on teacher performance (Sari et al., 2016; Sri, 2014; Ika et al., 2018). Sari et al. (2016) found that facilites influence the teacher performance. Sri (2014) in her research also found that facilites have a significant influence on employee performance. Research conducted by Ika et al. (2018) also showed that facilities has significant effect on motivation and also on employee performance.

Work Discipline

In general, discipline is one's awareness and willingness to comply with all applicable organizational rules and social norms. According to Topik (2014), work discipline is a discipline that requires a person to follow certain work rules at work in order to optain results in accordance with predetermined targets or standards. Basically work discipline aims to create an orderly, orderly condition, and the implementation of work can be carried out according to the previous plan. Work discipline is needed by every employee. Discipline is a prerequisite for the formation of attitudes, behavior, and disciplined living arrangements that will make it easier for employees to work. That way it will create a conducive working atmosphere and support efforts to achieve goals.

Pasek (2016), Galih (2014), Priyono et al. (2015), and Ika et al. (2018) have conducted research related with work discipline of employees. Pasek (2016) found that work discipline of teacher in Senior High School in Bengkuli has a significant and positive impact on performance. Whereas Galih (2014) stated that work discipline doesn't have significant effect on teacher motivation. Same with Ketut (2016), Priyono et al. (2015) found that discipline has positive and significant effect on employee performance. Whereas Ika et al. (2018) found that discipline is not only influencing performance, but also influencing employee motivation.

Motivation

Work motivation is a desire and encouragement within employees to carry out their duties and responsibilities properly (Darmadi, 2018). Motivation is also defined as providing driving force that creates enthusiasm for someone's work, so that they want to work together, work effectively and integrate with all their efforts to achieve satisfaction (Hasibuan, 2009). The theory used in this theory is the theory of motivation developed by Abraham Maslow known as the "Hieraki Needs Theory". The reason the author uses this theory is because this theory is a basic theory that represents human needs. Teachers will show disappointed behavior if their needs are not met. Instead the teacher will show happy behavior as a manifestation of satisfaction. According to Abraham Maslow, the hierarchy of human needs are: physiological needs, safety needs, belonging needs, esteem needs, and self-actualization needs.

Several researches found that motivation has a positive and significant effect on performance (Galih, 2014; Priyono et al., 2015; Sri, 2014). Related to teacher performance, Sari et al. (2016) stated that motivation has a significant effect on performance. In contrast to the opinion of the studies above, Endang et al. (2016) found a positive and insignificant effect of motivation on employee performance.

Teacher Performance

Performance is an achievement achieved by an employee in carrying out his duties or work during a certain period according to applicable standards and criteria (Pianda, 2018). According to Mulyasa (2003), the notion of performance is all efforts made in achieving goals. Moeheriono (2012) argues, performance is the result of work that can be achieved by a person or group of people in an organization, both quantitatively and qualitatively, in accordance with the respective authorities and responsibilities in an effort to achieve the goals of the organization concerned legally, not violating the law. and in accordance with morals and ethics.

According to Ketut (2015), teacher performance essentially has an understanding of the effort that has been made in order to achieve the desired goals. A person's performance is also accompanied by the quality or quantity of his work. In the context of teachers, performance is often associated with questions, is it true that teachers work in class; what have teachers do for students; what teachers have done for the school; what

contribution teachers make to schools and government; and several other questions related to teacher achievement.

According to Sutaryo, et al (2015) Teacher performance is the ability shown by the teacher in carrying out his duties or work. A person's performance can be improved if there is a match between work and expertise, as well as the placement of teachers in their fields of work. If teachers are given assignments that are not in accordance with their expertise, it will result in a decrease in the way they work and the results of their work, it will also create a feeling of dissatisfaction within them.

Research Framework

Figure 1 below shows the framework and variables relationship of this study
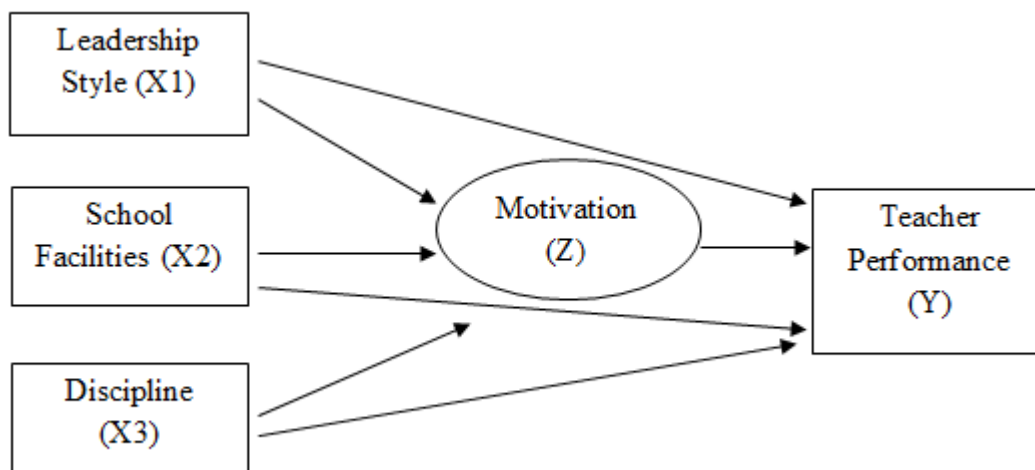

Figure 1
Research Framework

Figure 1 above shows that this study was to determine the effect of leadership style (X1), school facilities (X2), work discipline (X3) on teacher performance (Y) with work motivation as an intervening variable. Based on the research framework, the hypothesis of this study are:

H1: There is an influence of the principal's leadership style on the performance of junior high school teachers in Pondok Aren District, South Tangerang.

H2: There is an influence of school facilities on the performance of junior high school teachers in Pondok Aren District, South Tangerang.

H3: There is an influence of work discipline on the performance of junior high school teachers in Pondok Aren District, South Tangerang.

H4: There is an influence of leadership style on teacher work motivation in junior high schools in Pondok Aren District, South Tangerang.

H5: There is an influence of school facilities on the work motivation of junior high school teachers in the Pondok Aren sub-district, South Tangerang.

H6: There is an influence of work discipline on teacher work motivation in junior high schools in Pondok Aren District, South Tangerang.

H7: There is an influence of work motivation on the performance of junior high school teachers in Pondok Aren District, South Tangerang.

H8: There is an influence of leadership style, school facilities, work discipline on the performance of junior high school teachers in Pondok Aren District, mediated by work motivation.

Research Method

This type of research methodology is a quantitative method, namely the research method used to examine populations or samples is generally carried out randomly, data collection uses research instruments, data analysis is quantitative and statistical with the aim of testing established hypotheses (Sugiyono, 2007).

This research was conducted in a number of junior high schools located in Pondok Aren District, South Tangerang, Indonesia. The population in this study were junior high school teachers in Pondok Aren District, totaling 568 teachers. The sample in this study were 235 teachers who were obtained using the Slovin formula. The variables in this study consisted of the principal's leadership style (X1), school facilities (X2), work discipline (X3) as independent variables; work motivation (Z) as an intervening variable; and teacher performance (Y) as the dependent variable. Indicators of the principal's leadership style consist of giving clear orders about the specifics of the work to be done, giving structured instructions that are supportive, making decisions together, and giving personal direction and support to their followers. School facilities in this study were measured by the presence of study rooms, office spaces, libraries, other supporting spaces, and yards/fields.

The variable measurements of work discipline in this study consist of coming to work on time, using time effectively, never being absent/not working, complying with all organizational or company regulations, achieving work targets, making daily work reports. Variable motivation is measured by physical needs, safety needs, security needs, property security needs, belonging needs, self-esteem needs, and self-actualization needs. Furthermore, the performance variables in this study were measured by learning plans, learning procedures, and interpersonal skills. This study used validity, reliability, classical assumption tests, and path analysis. Data in this study were analyzed by SPSS software.

Results
The respondents of this study were 235 teachers of junior high schools located in Pondok Aren District, South Tangerang, Indonesia. The respondents consists of 102 male and 133 female. According to the education, 174 teachers are undergraduate and 61 teachers are master degree. Based on the ages, 70 teachers have the age between 21 – 30; 126 teachers have the age between 31 – 40; 28 teachers have the age between 41 – 50; and 11 teachers have the age between 51 – 60.

This study used validity and reliability to test the questionnaires. Validity test is used to test the extent to which the accuracy of the measuring device can reveal the concept of the symptoms/events being measured. Questionnaire items are declared valid if the value of r count > r table (df=n-2). Obtained from the r statistic for df=235-2=233, with a significant level of 0.05%, the r table is 0.1279. Statistical results show that all indicators of all variables have r count higher than r table. Therefore, the correlation between each indicator to the total construct score of each variable shows significant results. It can be concluded that all statement items are valid. The reliability test can be seen in the value of Cronbach's Alpha. If the Alpha coefficient (r11) ≥ 0.60, it can be said that the instrument is reliable. Table 1 below show the result of reliability test.

Table 1 : Reliability Test

Variable	Alpha Cronbach's	Description
Leadership Style	0.763	Reliable
School Facilities	0,729	Reliable
Work Discipline	0,761	Reliable
Motivation	0,764	Reliable
Teacher Performance	0,788	Reliable

Source: Data processed by SPSS program

The results stated in Cronbach's Alpha column for each variable have a value of more than 0.60. It can be said that all measuring concepts for each variable from the questionnaire are reliable. Henceforth, the items on each of these variable concepts are appropriate to be used as a measuring tool.

Classical assumption that used in this study are tests of normality, multicollinearity, linearity, heteroscedasticity, and autocorrelation. The normality test aims to test whether the sample used has a normal distribution or not. Testing the normality of the data using the Kolmogorov-Smirnov. It is known that the significance value of Asyimp.sig (2-tailed) is 0.233, this indicates that it is normally distributed because the significance value is > 0.05.

Table 2 below show the result of normality test.

Table 2 : Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		235
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.95295464
Most Extreme Differences	Absolute	.068
	Positive	.048
	Negative	-.068
Kolmogorov-Smirnov Z		1.037
Asymp. Sig. (2-tailed)		.233

a. Test distribution is Normal.
b. Calculated from data.

The multicollinearity test aims to test whether the regression model found a correlation between the independent variables. A good regression model should not have a correlation between the independent variables. Indications of a regression model that is free from multicollinearity are having a tolerance value > 0.1 and a VIF value < 10. The following are the results of multicollinearity testing using the SPSS program.

Table 3 :Multicollinearity Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	6.531	1.824		3.581	.000		
	gykepemimpinan	.201	.049	.242	4.121	.000	.686	1.458
	fasilitas	.053	.036	.085	1.483	.139	.727	1.376
	disiplin	.035	.026	.070	1.331	.185	.854	1.171
	motivasi	.302	.048	.430	6.358	.000	.518	1.929

a. Dependent Variable: kinerja

Note:
Gykepemimpinan   = leadership style
Fasilitas   = facility
Disiplin   = discipline
Motivasi   = motivation
Kinerja   = performance

Based on table 3, it can be seen that all independent variables have a tolerance value of more than 0.10 and a VIF value of less than 10. So it can be said that there is no multicollinearity between the independent variables in the regression model.
The linearity test aims to determine whether the two variables have a linear relationship or not significantly. This test is usually used as a prerequisite in correlation or linear regression analysis. Testing on SPSS using test for linearity with a significance level of 0.05. Two variables are said to have a linear relationship if the significance (Linearity) is less than 0.05. Table 4 below show the result of linearity test.

Table 4: Linearity Test

Variable	Sig. Linearity	Sig. Deviation from Linearity
Performance – Leadership Style	0,000	0,414
Performance – School Facilities	0,000	0,144
Performance – Work Discipline	0,000	0,066
Performance – Motivation	0,000	0,216
Motivation – Leadership Style	0,000	0,069
Motivation – School Facilities	0,000	0,071
Motivation – Work Discipline	0,000	0,130

Source: Data processed by SPSS program

Table 4 shows that the relationship between two variables of all variables in this study has linearity 0,000. It can be concluded that the linear relationship of those variables are significant.
The
heteroscedasticity test in the regression aims to test whether in the regression model there are differences in the variance of the residuals in an observation from the regression model. Table 5 below shows the result of heteroscedasticity test.

Table 5: Heteroscedasticity Tes

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.082	7.052		.721	.472
	Lnx1	7.268	5.828	.701	1.247	.223
	Lnx2	.306	1.174	.020	.261	.794
	Lnx3	1.245	1.743	.050	.714	.476
	Lnx4	3.217	1.408	.185	2.286	.060

a. Dependent Variable: Lnei2

Based on the four regressions above, the p value is in the Sig column, the sig value > 0.05 means there are no signs of heteroscedasticity.

The autocorrelation test in this study used the Durbin Watson test (DW test) by setting the upper limit (dU) and lower limit (dL) for the significance level of 5% and 1%. The calculated DW value is 1.962 while the table DW for n=235 and k=4 is dL = 1.7577 and dU = 1.810. The DW value is greater than the upper limit of 1.7577 and less than (4-dU) 4-1.810=2.19. Then dU<dW<4-dU is 1.810<1.962<2.19 so it can be concluded that there is no/no autocorrelation problem. The result of autocorrelation test can be seen in the table 6 below.

Table 6 : Autocorrelation Test

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.675^a	.455	.446	1.96986	1.962

a. Predictors: (Constant), motivation, discipline, facilities, leadership style

b. Dependent Variable: performance

This study used path analysis to test the hypothesis. Path analysis is a statistical analysis technique developed from multiple linear regression. The results of hypothesis testing that has been carried out by the SPSS 19 computer program are as follows:

Table 7 : Result of Regression Test 1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.026	2.523		-.407	.685
	Leadership style	.462	.060	.391	7.652	.000
	Facilities	.300	.046	.335	6.555	.000
	Discipline	.168	.034	.239	4.893	.000

a. Dependent Variable: motivation

Regression equation 1:

$$Y_1 = 0{,}391 X_1 + 0{,}335 X_2 + 0{,}239 X_3$$

Description:

b1 = 0.391, meaning that there is a positive influence between the leadership style variable (X1) on work motivation.

b2 = 0.335, meaning that there is a positive influence between the school facilities variable (X2) on work motivation.

b3 = 0.239, meaning that there is a positive influence between the work discipline variable (X3) on work motivation.

Table 8 : Result of Regression Test 2

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.531	1.824		3.581	.000
	Leadership Style	.201	.049	.242	4.121	.000
	Facility	.053	.036	.085	1.483	.139
	Discipline	.035	.026	.070	1.331	.185
	Motivation	.302	.048	.430	6.358	.000

a. Dependent Variable: Performance

Regression equation 2:

$$Y_2 = 0{,}242 X_1 + 0{,}085 X_2 + 0{,}070 X_3 + 0{,}430 X_4$$

Description:

b1 = 0.242, meaning that there is a positive influence between the leadership style variable (X1) on teacher performance.

b2 = 0.085, meaning that there is a positive influence between the school facilities variable (X2) on teacher performance.

b3 = 0.070 means that there is a positive influence between the work discipline variable (X3) on teacher performance.

b4 = 0.430 means that there is a positive influence between the work motivation variable (Z) on teacher performance.

Based on the results of regression 1 and 2, it can be concluded that only hypotheses 2 and 3 that aren't be proven to have impact on performance, because they have sig higher than 0.05. Hypotheses 1 and 7 which is the impact of leadership style and motivation on performance have been proven. The other hypotheses are also be proven to have impact on motivation, because they have sig less than 0.05. The result of hypotheses 8 that is about an influence of leadership style, school facilities, and work discipline on the performance with work motivation as intervening variable can be explained in next paragraph.

The direct effect of leadership style on performance is 0.242, while the indirect effect of leadership style on performance is mediated by motivation, which is the multiplication of the beta value of relationship leadership style on motivation against the relationship of motivation on performance, namely: 0.391 x 0.430 = 0.168. Based on these results, the direct effect value is greater than the indirect effect value. These results indicate that indirectly the principal's leadership style through work motivation has no significant effect on teacher performance. The direct effect of school facilities on performance is 0.085, while the indirect effect of school facility on performance with motivation as intervening variable, is the multiplication of the beta value of the relationship school facility on motivation against the relationship motivation on performance, namely: 0.335 x 0.430 = 0.144. Based on these results, the direct effect value is smaller than the indirect effect value. These results indicate that indirectly school facilities through work motivation have a significant effect on teacher performance. The direct effect of work discipline on performance is 0.070, while the indirect effect of discipline on performance that mediated by motivation is the multiplication of the beta value of relationship discipline on motivation to relationship motivation on performance, namely: 0.239 x 0.430 = 0.103. Based on these results, the direct effect value is smaller than the indirect effect value. These results indicate that indirectly work discipline through work motivation has a significant effect on teacher performance. Statistical result of path analysis can be seen in the table 9 below.

Table 9 : Path Coefficients

R^2 Test		
Description	R^2	Adjusted R^2
Regression Model 1	0,482	0,475
Regression Model 2	0,455	0,446

Source: Data Processed by SPSS

Based on the table 9 above, the output of regression model 1 in the table coefficients section, it can be seen that the R^2 value contained in the summary table above is 0.482, this indicates that the contribution of the influence of leadership style (X1), school facilities (X2), and work discipline (X3) on motivation (Z) is 48.2% while the remaining 51.8% is contributed by variables not included in this study. While the output of regression model 2 in the table coefficients section, it can be seen that the R^2 value contained in the summary table above is 0.455, this indicates that the contribution of the influence of leadership style (X1), school facilities (X2), work discipline (X3) and motivation (Z) on performance (Y) is 45.5% while the remaining is 54.5 % is the contribution of the variables that are not examined.

Conclusion

Partial test results of the principal's leadership style on work motivation found that the leadership style variable has a positive and significant influence on work motivation. This means that motivation is an important element for the success of leaders in controlling, directing and guiding subordinates and the organization as a whole. For this reason, a leader must understand how motivation and needs affect work productivity and employee performance. Furthermore, the school facilities variable has a positive and significant influence on motivation work. It means that the better the facilities, the better the teacher performance. This study also found that discipline has positive and significant influence on teacher motivation.

This study shows that the variable principal's leadership style, school facilities, work discipline and work motivation simultaneously have a significant impact on the performance of junior high school teachers in Pondok Aren District, South Tangerang. Indirectly the variables of school facilities and work discipline through work motivation have a significant effect on teacher performance. However, motivation cannot be an intervening variable between the principal's leadership style and teacher performance because the value of the direct effect is 24.2% greater than the indirect effect.

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