

THE IMPORTANCE OF HEADMASTER SCHOOL LEADERSHIP AND TEACHER WORK MOTIVATION IN PALANGKA RAYA

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ABSTRACT

This study focuses on aspects of headmaster leadership and school teacher motivation, especially in the city of Palangka Raya. Headmaster leadership is very important and necessary to influence, mobilize, develop and empower teachers in order to increase work motivation and performance. The headmaster must regularly make class visits, provide guidance, and provide assistance to teachers in making syllabus and lesson plans. For teachers, they must have the drive to master the challenges of teaching, develop, and try to get the best in the learning process. They have to be supported in making syllabus and lesson plans, and discipline that is emphasized on teachers such as teachers arriving late and delaying class for various reasons, using learning methods and strategies, compiling evaluation tools, classroom management activities, and lack of ability in determine the approach and ways of evaluation in the teaching and learning process.

Keywords: *leadership, headmaster, teacher, motivation*

INTRODUCTION

The problems that exist in the world of education show the potential that teachers have to be creative in an effort to improve their performance does not always develop naturally and smoothly. This is due to the influence of various factors both that appear within the teacher's own person and those outside the teacher's person. Mulyasa (2013) explains that "The essence of improving teacher performance is to improve teacher performance through continuous and continuous guidance and supervision". Hadis and Nurhayati (2010) argue that "The decline in the quality of education in Indonesia in general and the quality of higher education in a specific view from a macro perspective can be caused by the poor national education system and low human resources". There are various factors that affect performance, namely leadership motivation, work facilities and so on. However, the focus in this study is the work motivation and leadership of the headmaster. Motivation will arise in the teacher if there is attention, suitability, trust and satisfaction given by the headmaster, as well as smooth communication between the teacher and the headmaster and the teacher with the teacher, so that these conditions can improve performance.

The leadership of the headmaster is one of the factors that influence the quality of school quality. The application of the right leadership style of the headmaster will have a significant influence in decision making, as well as in influencing teachers to do work more efficiently and effectively to achieve good teacher performance. The leadership is an activity to influence the behavior of others, or the art of influencing human behavior, both individually and in groups. Based on the preliminary study, it shows that some teachers in Palangka Raya still lack the drive to master the challenges of teaching, are underdeveloped and have not got the best in the learning process. Some teachers experience difficulties in making syllabus and lesson plans, lack of discipline that is emphasized on teachers such as teachers arriving late and delaying class for various reasons, using learning methods and strategies, compiling evaluation tools, classroom management activities, and lack of ability in determine the approach and ways of evaluation in the teaching and learning process.

The leadership of the headmaster has not been able to fully influence, mobilize, develop and empower teachers to be able to increase work motivation and performance, the headmaster is not yet routinely conducting class visits, limited time to provide guidance and provide assistance to teachers in making syllabus and lesson plans Various problems in the world of education regarding the quality and quality of education in order to improve teacher performance are one of the reasons for researchers to examine the influence of headmaster leadership and work motivation on teacher performance.

LEADERSHIP

Definition

In general, the notion of leadership is a force that moves the struggle or activity towards success. Leadership can also be defined as the process of influencing or setting an example by leaders to followers in an effort to achieve organizational goals. Some of the definitions include the following. The definition of leadership according to Wahjosumidjo (2007: 11) is something that is inherent in a leader in the form of certain characteristics such as: Personality, ability (ability), and ability (capability). Leadership as a series of leader's activities that cannot be separated from the position and style or behavior of the leader himself. Leadership is a process between relationships or interactions between leaders, followers and situations. Meanwhile, the leadership is the ability of a person to lead, direct, control both the people in the unit or other facilities that are different in their authority.

Based on several descriptions of headmaster leadership, it can be seen that the key element of leadership is the influence that a person has and in turn the consequence of that influence on the person who wants to be influenced. An important role in leadership is the effort of someone who plays the role of a leader in order to influence others in a particular organization / institution to achieve goals. Starting from the notion of leadership, there are three elements that are interrelated, namely the human element, the means, and the goal. To be able to treat these three elements equally, a leader must have the knowledge, skills and skills needed to carry out his leadership. Knowledge and skills can be obtained from theoretical learning experiences or from experience in practice while being a leader. However, unconsciously a leader treats his leadership according to his own way, and the methods used are a reflection of the nature of his leadership.

Headmaster

The word head can be interpreted as the chairman or leader in an organization or an institution. Medium school is an institution where it is a place to receive and give lessons. So in general the headmaster can be interpreted as the leader of a school or an institution where a place to receive and give lessons. Ibtisam Abu-Duhou (2002; 101) states that "the headmaster is a teacher who has the ability to lead all resources in the school. So that it can be maximally utilized to achieve common goals. The leadership of the headmaster is very broad for one individuals. A solution can be provided with the involvement and assistance of others to fulfill unlimited tasks and demands. The resources collected by the headmaster are a practical alternative. A joint or team approach can increase the efficiency and effectiveness of leadership. "

Based on this understanding, headmaster leadership means a form of commitment from teachers and students to always improve and develop their competence and aims for professional quality to run and lead schools to be willing to cooperate in achieving common school goals. According to Mulyasa (2004: 98), "Headmasters must be able to carry out their jobs as educators, managers, administrators and supervisors (EMAS)". In developments that are tailored to the needs of society and the times, the headmaster must also be able to act as a leader, innovator, motivator and entrepreneur in his school.

Based on this description, it can be seen that the role of the headmaster in improving teacher performance is intended so that the education process can run effectively and efficiently, therefore teachers are required to have adequate competence, both in terms of type and content. However, if we look deeper into the content of each type of competency, as has been conveyed by the experts, it is presumably not something simple to become a competent teacher, realizing and improving teacher competence requires serious and responsible efforts. One of the efforts to optimize teacher competence is through optimizing the role of the headmaster. Idochi Anwar and Yayat Hidayat Amir (2000) argued that "the headmaster as manager has the task of developing personnel performance, especially improving teacher professional competence".

Functions

According to Wahjosumidjo (2007: 106) the headmaster as a leader in daily practice must always try to pay attention to and practice the eight leadership functions in school life. This is as follows:

- Creating togetherness between teachers and people who are subordinates.
- Creating a sense of security in the school environment so that teachers and people who are subordinates in carrying out their duties feel safe, free from feelings of anxiety, worry, and receive security (providing security).
- Give suggestions, suggestions and suggestions to maintain and increase the morale of teachers, staff and students, are willing to sacrifice in order to foster a sense of togetherness in carrying out their respective duties.
- Responsible for meeting and providing the support needed by teachers.
- As a catalyst, in the sense that it is able to generate and motivate the enthusiasm of teachers, staff and students in achieving predetermined goals.
- Always maintain skills and integrity as the headmaster, always be trusted, respected in terms of attitude, behavior and actions.
- Generating enthusiasm, confidence in teachers so that they accept and understand the school goals enthusiastically, work responsibly towards achieving school goals (inspiring).

- Always be able to pay attention, appreciate whatever is produced by those for whom they are responsible.

From the definition above, so that the subordinates willingly and optimally according to the ability to achieve organizational goals, the leader must be able to persuade and convince subordinates.

Leadership Style

There are three styles of leadership, namely:

- Autocratic leadership style, brain leaders make their own decisions because power is concentrated in one person. He assumes full responsibility and authority, supervision is strict, direct and precise.
- Democratic leadership style, democratic leaders (participation) consult with groups about issues of their interest and where they can contribute something. Subordinates participate in goal setting and problem solving.
- Free control leadership style, leaders who adhere to free control give power to subordinates. The group can develop its own goals and solve its own problems. This style is usually useless but can be effective in a group of highly motivated professionals.

According to functional leadership style:

- Consulting Leadership Style: A consultative leadership style can function effectively in conditions where staff lack the ability to carry out their duties, but they have good work motivation. Headmasters provide a lot of consultation and direction to teachers and other staff so that their abilities are gradually increasing, and provide opportunities to participate in the decision-making process.
- Delegative Leadership Style: Delegative leadership styles can be effective in conditions where staff have high abilities and high work motivation. The school headmaster delegates duties and authority to his subordinates and gives confidence that his subordinates can carry out their duties and be able to assume their responsibilities.
- Instructive Leadership Style: A leadership style that provides less opportunity for subordinates to participate because of low staff ability and motivation. Headmasters provide many specific directions and job supervision is closely supervised. Process. The communication process is one-way, namely top-down communication.
- Participatory Leadership Style: Participatory leadership styles can be applied effectively in conditions where the work ability of the staff is high, but their motivation is low. The head actively participates in encouraging

teachers and staff to use their abilities optimally. Even if needed, the headmaster can help his subordinates complete their work because the headmaster knows the job that is given.

Based on the description, it can be concluded that what is meant by the leadership style of the headmaster in this study is the behavior pattern of the headmaster in carrying out his duties to be able to influence other people to be willing to work together on tasks related to achieving what is desired with the indicators: The headmaster as an educator. The headmaster as a manager, the headmaster as an administrator, the headmaster as a supervisor, the headmaster as a leader, the headmaster as an innovator and the headmaster as a motivator.

MOTIVATION

Definition

Motivation is the process of influencing or encouraging from outside a person or group of workers so that they want to carry out something that has been determined. Another opinion, motivation is a series of attitudes and values that influence individuals to achieve specific things in accordance with individual goals. Motivation is what causes, channels, and supports human behavior so that they are willing to work hard and be enthusiastic about achieving optimal results.

From the definitions above, it can be concluded that motivation is something that causes or influences a person to carry out work optimally. Motivation can trigger and encourage teachers to work hard optimally. This can improve teacher performance.

Motivation is a process rather than a result. As a process, we do not directly observe motivation, but we conclude motivation from various actions and verbalization means having personal decisions based on personal desires. Hasibuan in Danang (2012: 191) says that motivation is an incentive to motivate one's willingness to work., each motive has a specific goal to be achieved. Motivation is something that creates enthusiasm or motivation for work.

Based on the opinion of some experts, motivation is a psychological urge that arises in oneself to behave in achieving predetermined goals. motivation is the driving force that will manifest a behavior in order to achieve the goal of increasing one's work performance. Motivation can affect a person's work performance in carrying out a certain activity. The success of school leaders raises teacher motivation to work influenced by their knowledge and ability to create calm and orderly work situations.

Motivation is very important in an institution because motivation is what causes, channels and supports human behavior, so that they are willing to work

hard and enthusiastically to achieve optimal results. Make it easier to understand work motivation, first we know what motivation is. Motivation comes from the Latin word *movire* which means encouragement or moving. While work is something that is needed by humans. Motivation is the process of influencing or encouraging from outside a person or work group so that they want to do something that has been determined.

According to Ernest J. McCormick, as quoted by Anwar Prabu Mangkunegara (2005: 94), work motivation is defined as "a condition that influences to generate, direct and maintain behavior related to the work environment.". Chun Yang and Megginson, as quoted by Faustino Cardoso Gomes (2003: 177), work motivation is formulated as behavior aimed at the target. According to Malayu Hasibuan (2005: 41) motivation is the provision of a driving force that creates a person's work excitement, so that they want collaborating, effective and integrated with all his efforts to achieve satisfaction. Motivation is "a change in energy in a person which is marked by the emergence of" feelings "and is preceded by a response to a goal. raises the desire to take certain actions in order to achieve satisfaction and fulfill their needs. So teacher work motivation is an encouragement for a teacher that arises from within a person to carry out and carry out a number of activities or work in the field of teaching education in order to achieve educational goals effectively and efficiently.

Teacher Work Motivation

Teacher work motivation is the factors that encourage a teacher to do his job, more enthusiastically so that he will get better performance. These factors are intrinsic factors, namely factors that satisfy and arise from themselves. The intrinsic indicator is the desire to achieve, to advance, to have a personal life. In addition, extrinsic factors, namely factors from outside here a teacher who will affect his enthusiasm for work. Extrinsic indicators are the job itself, work status, place of employment, job security, salary or decent income, recognition and reward of trust in doing work, good and fair leadership, and administrative policies (Baakeel, 2019).

In the world of work, the role of motivation is very important, people will work harder and more diligently if they have high motivation in themselves. a worker is a component part that plays an important role in a work organization. work organization has a high influence on the level of a person's work motivation. In detail that there are 4 (four) important parts that can increase a person's work motivation, namely: The core dimensions of the work, Psychologically critical state of work, Work results and personality, Increasingly strong individual needs growth.

Based on the description, there are some similarities of opinion that can be taken, namely motivation arises because of a need that must be met in a person. This need is what drives someone to act or behave. The level of motivation is influenced by many factors, including factors that come from within the individual and from outside the individual.

Factors Affecting Work Motivation

In motivation, of course, it is influenced by the factors that encourage someone to do something. The factors that influence a person's motivation are as follows: Individual characteristics, including: interests, attitudes toward oneself, work and work situations, individual needs for abilities or competencies, knowledge about work, emotions, moods, feelings of beliefs and values

Employment factors include: (a) Work environment factors, namely: received wages, school policies, supervision, human relations, working conditions, organizational culture; (b) Factors in work, namely: the nature of the job, the design of the task or job, the recognition of achievement, the level or amount of responsibility given, the development and progress in work, the satisfaction of the job.

Motivational factors and maintenance factors apply to their work environment. From the results of his research concluded that there are six motivational factors, namely 1) achievement, 2) recognition, 3) progress / promotion, 4) the job itself, 5) the possibility to grow, 6) responsibility. As for maintenance, there are ten factors that need to be considered, namely: 1) wisdom, 2) technical supervision, 3) relationships between humans and superiors, 4) human relations with their supervisors, 5) relationships between humans and subordinates, 6) salaries and wages, 7) work stability, 8) personal life, 9) workplace conditions, 10) status.

Sudarwan Danim (2011: 121) states that the term teacher motivation contains at least six essential elements. First, the goals to be achieved in the learning process. Second, the spirit or personal obsession to achieve goals. Third, a relentless willingness to realize the aspirations and hopes of high-level achievements. Fourth, there is no giving up or stopping before the goal is achieved. Fifth, the spirit to develop oneself. Sixth, various creative, innovation, and alternative processes.

Based on some of the opinions above, the factors that influence work motivation come from within the individual and from the work itself. Likewise, the work motivation of individual teachers includes: interests, attitudes towards self, work and work situations, individual needs for abilities or competencies, knowledge of work, emotions, moods, feelings of belief and values. Factors from work (external) include: salary received, school policies, supervision, human

relations, working conditions, organizational culture, recognition of achievement, level or amount of responsibility given, satisfaction from work.

Performance

The success of an organization is influenced by the performance of human resources, for that each institution / company will try to improve employee performance in achieving the stated organizational goals. An organizational culture that grows and is better maintained.

On the other hand, the leader's ability to mobilize and empower employees will affect performance. The term performance is from the word job performance or actual performance (Ludang, 2010; Ludang et al., 2011), actual work performance or achievement achieved by someone. Job performance is generally influenced by the skills, skills, experience and sincerity of the workforce concerned. Anwar (2006: 67) states that "performance (work performance) is work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities assigned to him. Performance in an organization can be said to increase if it meets indicators including: quality of work, punctuality, initiative, skills, and good communication".

Based on some of the definitions stated, it can be stated that teacher performance is an achievement achieved by a teacher in carrying out his duties or work for a certain period according to the competency standards and criteria that have been set for the job. The performance of a teacher is an important part that can determine the level of the teacher's ability to carry out his duties as a teacher which is the result of work and can be shown through a quality of work, timeliness, initiative, speed and good communication.

Teacher performance has certain specifications or criteria. Teacher performance can be seen and measured based on the specifications or competency criteria that each teacher must have. Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification and Teacher Competency standards. It was explained that the Academic Qualification Standards and Teacher Competencies were developed as a whole from four main competencies, namely: (1) Pedagogic Competence (2) Professional Competence. The four competencies are integrated into teacher performance, as follows:

Pedagogic competence, namely the abilities that teachers must have with regard to student characteristics seen from various aspects such as moral, emotional and intellectual. This implies that a teacher must be able to master learning theory and learning principles, because students have different characters, traits and interests. With regard to the implementation of the curriculum, a teacher must be able to develop a curriculum at the level of each

educational unit and be adapted to local needs. Teachers must be able to optimize the potential of students to actualize abilities in class and must be able to carry out assessment activities on learning activities that have been carried out. The abilities that teachers must have with regard to the aspects observed are: 1) mastery of the characteristics of students from physical, moral, social, cultural, emotional and intellectual aspects. 2) Mastery of learning theory and educational principles of learning. 3) Able to develop a curriculum related to the area of development being handled. 4) Organizing educational development activities. 5) Utilizing information and communication technology for the benefit of implementing educational development activities. 6) Facilitating the development of the potential of students to actualize the various potentials possessed. 7) Communicating effectively, empathically and politely with students. 8) Assessing and evaluating learning processes and outcomes, utilizing the results of assessment and evaluation for the benefit of learning.

Personality Competencies, the implementation of his duties as a teacher must be supported by a feeling of pride in the task entrusted to him to prepare a quality generation for the future of the nation. Despite the heavy challenges and obstacles faced in carrying out their duties, one must remain strong in carrying out their duties as a teacher. Education is a process that is planned so that everything develops through the learning process, teachers as educators must be able to influence the process in accordance with values that are considered good and applicable in society, 12 values including norms, morals, aesthetics, and science affect the ethical behavior of teachers. as individuals and members of society. The good application of discipline in the educational process results in strong mental attitudes, character and personality of students. Teachers are required to be able to teach their students about discipline, learn to read, love books, respect time, learn how to learn, obey rules / regulations and learn how to act. All of this will be successful if the teacher is also disciplined in carrying out his duties and obligations, the teacher must have the ability related to the stability and integrity of the teacher's personality. The aspects observed are: 1) Acting in accordance with the norms of religion, law, social and national culture of Indonesia. 2) Presenting oneself as an honest person who has noble rights and an example for students and society. 3) Present yourself as a person who is stable, stable, mature, wise and dignified. 4) Shows work ethic, high responsibility, pride in being a teacher and self-confidence. 5) Towards a high code of ethics for the teaching profession.

Social Competence, teachers in the eyes of the community and students are role models who need to be emulated and are role models in their daily lives, teachers need to have social skills with the community in order to implement an effective learning process. With this ability, the school's relationship with the

community will automatically run smoothly so that if there is a need with the parents of students the teachers will not have any difficulties. Social skills include the ability of teachers to communicate, cooperate, socialize sympathetically and have a pleasant spirit, teacher performance criteria that must be done are: Acting objectively and not discriminating due to considerations of gender, religion, race, physical condition, family background and socioeconomic status. Communicate effectively, empathetically and politely with fellow educators. Education personnel, parents and the community. Adapt at the place of action throughout the Republic of Indonesia. Having socio-cultural diversity. Communicate with the professional community itself and other professions orally and in writing or other forms.

Professional competence is the ability that teachers must have in planning and implementing the learning process, the teacher has the task of directing student learning activities to achieve learning goals (Sion, 2016). For this reason, teachers are required to be able to deliver lesson materials, teachers must always update and master the subjects presented. The abilities that teachers must have in the learning process can be observed from the following aspects: Mastering the material, structure, concepts and scientific mindset that supports the subject being taught. Mastering competency standards and basic competencies in subject matter / development areas being handled. Creative taught subject matter. Develop professionalism in a sustainable manner by taking reflective action. Utilizing information and communication technology to communicate and develop themselves.

CONCLUSION

This study concludes as follows:

1. The leadership of the headmaster has been able to fully influence, mobilize, develop and empower teachers to be able to increase work motivation and performance, the headmaster is not yet routinely conducting class visits, there is limited time to provide guidance and provide assistance to teachers in making syllabus and implementation plans learning.

2. Teachers can be motivated to master the challenges of teaching, supported in making syllabus and lesson plans, and discipline that is emphasized on teachers such as teachers arriving late and delaying class for various reasons, using learning methods and strategies, compiling evaluation tools, classroom management activities, and lack of ability in determine the approach and ways of evaluation in the teaching and learning process.

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