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## Analysis of the relationship between leadership style and teacher work motivation in vocational high schools

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### ABSTRACT

Leaders who effectively apply a leadership style can realize their goals by providing motivation. The purpose of this research is to find out and obtain information about the leadership style of school principals and teacher work motivation at SMKN 6 Padang. This research is quantitative research with a correlational approach. The research population is 100 teachers at SMKN 6 Padang, while the sample in this study was 50 teachers taken using Proportional Stratified Random Sampling calculated using the Slovin formula. The instrument used was a Likert Scale model questionnaire with five alternative answers whose results were valid and reliable. Analysis in this research uses the SPSS 24.0 program to process and analyze normality, linearity and significance tests of the relationship between the two variables. The results of this research indicate that there is a positive and significant relationship between leadership style and teacher work motivation, which means that the principal's leadership style has a positive and significant relationship with teacher work motivation. The implication of the results of this research is to increase work motivation through the principal's leadership style, namely increasing the task-oriented leadership style of the principal. In addition, the results of this study show that the interpretation of the principal's leadership style towards subordinates is greater than the interpretation of the principal's task-oriented leadership style.



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## Introduction

School principals who have high ability and loyalty must be able to understand and protect their subordinates in working to achieve common goals (Maisisri et al., 2021). Teacher work motivation is strength, enthusiasm, sincerity, a sense of responsibility and joy in carrying out work (Al Kadri, 2011). Someone who is motivated at work can be seen from the indicators of perseverance, patience, seriousness, work enthusiasm, discipline and responsibility in carrying out the tasks given (Manullang, 2008). One of the factors that influences teacher work motivation is the school principal's leadership style (Diwiyani & Sarino, 2018; Gusti, 2020; Lahakim et al., 2022). An organization is said to be successful based on the quality of its leaders in carrying out their duties (Ermita, 2015). An effective leader is a leader who applies a leadership style that can realize its goals by controlling tasks, exercising control and providing motivation (Duraku, 2021; JaarsveLd, 2017; Mukhtar, 2019). Meanwhile, a leadership style that is not good and is not liked by subordinates will have an impact on teacher motivation in carrying out their work. School principals can motivate teachers by coaching teachers, giving

awards to teachers who excel, sanctions for teachers who violate regulations, delegating authority, developing an effective remuneration system, promoting teachers and building family relationships within the school environment (Anesti et al., 2020). Leadership style is thought to be one of the causes of low teacher work motivation (Diwiyani & Sarino, 2018; Gusti, 2020; Handayani, 2013; Lahakim et al., 2022).

The principal's leadership style is very important because the progress or decline of a school is seen from how well the principal can carry out his role so that the school he leads continues to progress and develop (Irvansyah, 2022; Nasution, 2016; Sari, 2021; Widyanto, 2021). A person's desire to work can be caused by the drive that exists within him. The encouragement that arises is due to encouragement from various parties and awareness from within oneself. This encouragement will produce joy and self-motivation that arises from a sense of responsibility as a leader (Hamdana, 2020; Nena et al., 2021; Saryadi et al., 2022; Zulfah, 2023). Creating joy and work motivation can be done by employees by providing motivation to the parties concerned (Yancomala, 2014). For this reason, it is very important for school principals to pay attention to their leadership style in influencing, directing the activities of their subordinates and coordinating the goals of their subordinates and the goals of the organization so that both can be achieved optimally.

Research regarding the relationship between leadership style and teacher work motivation has probably been widely carried out and provides a positive picture of significance (Diwiyani & Sarino, 2018; Gusti, 2020; Lahakim et al., 2022). However, the frequently researched aspects of leadership style are still too general and not yet specific (Kristiani et al., 2022; Lahakim et al., 2022; Rustam et al., 2023). This research will directly discuss specifically the theory of the leadership style of school principals who are task-oriented and subordinate (Wahjosumidjo, 2001). Leadership style can be seen from two aspects, namely First, the principal's leadership style is task-oriented where as a leader, the principal provides guidance and attention to the tasks of his subordinates and tends to look at the assessment of his work. This leadership style has the characteristics of providing guidance and supervising the duties of subordinates, paying attention to the teacher's duties properly, carrying out regulations according to the SOP (Elayati, 2015; Gazra, Wahyudi, & Rahardja, 2016; Taribuka & Sunaryo, 2015; Wahjosumidjo, 2001). Second, a subordinate-oriented leadership style where the leader builds more cooperation and pays attention to the job satisfaction of his subordinates and creates good family relationships with his subordinates. build family relationships (Wahjosumidjo, 2001).

This research aims to find out and obtain information about teacher work motivation, school principal leadership style, and the relationship between school principal leadership style and teacher work motivation. More specifically, the problem that will be studied in this research is formulated to find out the level of teacher work motivation, the level of effectiveness of the principal's leadership style and whether there is a relationship between the principal's leadership style and teacher work motivation. So it is hoped that it will provide benefits for school principals to pay attention to and apply a leadership style that is appropriate to the situation and conditions in the school. Teachers work optimally and responsibly to increase their motivation in carrying out their duties. For supervisors, this research can be a reference in improving the performance of school principals and teachers.

## Method

This type of research is carried out using quantitative descriptive methods to describe, illustrate and reveal a condition that occurs in accordance with the actual situation (Sugiyono, 2017). This research aims to see the relationship between the principal's leadership style and the work motivation of SMKN 6 Padang teachers. The population in this study was 100 teachers taken from all teachers. Sampling was carried out using the Stratified Proportional Random Sampling technique so that a sample of 50 teachers was obtained which was determined using the Slovin formula by calculating the sample size based on an error rate of 10% and a confidence level of 90% of the population.

The research instrument used was a Likert scale model questionnaire. In testing the validity and reliability of items using SPSS for Windows version 24.0. The questionnaire was prepared using a Likert scale model consisting of 5 alternative answers, namely SL (Always) with a score of 5, SR (Often) with a score of 4, KD (Sometimes) with a score of 3, JR (Rarely) with a score of 2, and TP (Never) with a score of 1. The questionnaire that will be used in this research proposal is a closed questionnaire, that is, the answers to the questionnaire questions have been provided and the respondent only has to choose one. from the alternative answers provided. In this research, the validity test was carried out with the help of the SPSS 24.0 computer program using the product moment correlation formula. Validity test was carried out on 20 respondents. Decision making is done by comparing the calculated  $r$  (Corrected Item Total Correlation) with the  $r$  table. With  $N=20$ ;  $\alpha=0.05$   $r$  table of 0.444. If the calculated  $r$  value  $>$   $r$  table then the questionnaire item is declared valid and vice versa.

After analysis was carried out via SPSS 24.0, there were 6 work motivation (Y) variable questionnaire items that were invalid, namely items 10, 12, 13, 18, 23 and 30. Meanwhile, items 10, 12, and 23 were corrected to be included in the research questionnaire because they would represent the respective sub-indicators. So the total number of questionnaires for the work motivation variable (Y) is 33 items. Meanwhile, the questionnaire for the leadership style variable (X) was declared valid with details of 28 items, because  $r_{\text{count}} > r_{\text{table}}$ .

Apart from testing the validity of the instrument, the reliability of the instrument was also tested before conducting the research. The results of the reliability calculation obtained  $r_{\text{Count}} = 0.931$ . Meanwhile,  $r_{\text{table}}$  with  $N = 20$  at the 95% confidence level is 0.444. So it can be concluded that  $r_{\text{count}} > r_{\text{tab}}$  ( $0.931 > 0.444$ ). Therefore, the work motivation research questionnaire can be said to be reliable. Based on the results of leadership style reliability test calculations, it was obtained  $= 0.957$ . With  $N=20$  at the 95% confidence level it is 0.444. So it can be concluded ( $0.957 > 0.444$ ). Therefore, the school principal leadership style research questionnaire can be said to be reliable. The data analysis technique used is descriptive statistical analysis with the following steps: data verification, data tabulation and assessment of answers, calculation of the average answer score using the mean formula and creation of criteria to obtain conclusions from research data using classification.

## Results and Discussions

Research data collection on the teacher work motivation variable (variable Y) was obtained from distributing a research questionnaire to 50 respondents with 33 question items. The research results related to work motivation as a whole are in the quite good category with an average score of 3.62 with an achievement level of 72%. The results per indicator show that 75% of perseverance is in a fairly high classification, 71% of discipline is in a fairly high classification, quite high classification, 74% of work enthusiasm is classified as quite high, 70% of responsibility is classified as quite high. Therefore, the work motivation of SMK N 6 Padang teachers is in the "Quite High" category. To get a clear picture of the average score for the Work Motivation variable (Y) according to the indicators, it can be seen in the following table:

**Table 1.** Average Score of Work Motivation Variables

Variable	Indicator	Average	Percentage	Classification
Work motivation	Persistence	3.75	75	High enough
	Discipline	3.53	71	High enough
	Spirit at work	3.72	74	High enough
	Responsibility	3.5	70	High enough
Average score		3.62	72	High enough

Based on several variables and indicators that are measured. Overall, respondents showed a fairly high level of work motivation. Judging from the persistence indicator, the average reached 3.75, in carrying out work tasks. Discipline is also a fairly strong aspect with an average of 3.53, indicating a good level of discipline. Work enthusiasm, with a mean of 3.72, and responsibility, with a mean of 3.5, also reflect fairly high levels of motivation and responsibility. By combining all work motivation variables, the overall average score reached 3.62, indicating an adequate level of motivation. The percentage of achievement of the possible scale given for each variable indicates quite high performance. Therefore, based on the classification, respondents' work motivation can be categorized as "Quite High", indicating that in general, respondents have a positive level of work motivation and can contribute to good job performance. Interpretation of these results may vary depending on the organizational context or specific situation, and further steps such as follow-up surveys or interviews may provide more in-depth understanding.

Data collection on the principal's leadership style variable (variable X) was obtained from a questionnaire to 50 respondents with 28 question items. The results of each indicator of the task-oriented principal's leadership style were 61% in the poor classification, 91% of the subordinate-oriented principal's leadership style was in the very good classification. To find out the school principal's leadership style indicator score (X) can be seen in the table 3.

Based on the results of data analysis, it shows 1) Teacher work motivation is quite high, namely 72%, 2) The principal's leadership style is quite good, namely 76%, 3) there is a positive and positive influence. There is a significant relationship between the principal's leadership style and teacher work motivation by looking at the correlation coefficient  $r_{\text{hit}} = 0.425 > r_{\text{tab}} 0.279$  and the correlation significance test  $t_{\text{hit}} = 3.252 > t_{\text{tab}} = 2.404$ . Based on the research results, it can be concluded that the school principal's leadership style is one of

the factors that influences teacher work motivation. This means that the better the principal's leadership style, the higher the work motivation of teachers at SMK Negeri 6 Padang.

**Table 3.** of Average Values of Principal Leadership Style Variable Indicators

Variable	Indicator	Average	Percentage	Classification
Leadership style	The Principal's Leadership Style is Task Oriented	3.1	62	Not good
	The Principal's Leadership Style is Subordinate Oriented	4.6	92	Well
Average score		3.8	76	Quite good

**Table 4.** Coefficient Test Table and Correlation Significance of Variables X and Y with r and t Test Tables

Correlation Coefficient (r)	$R_{table}$ $\alpha = 0.05$	Significance of Correlation (t)	$T_{table}$ $\alpha = 0.05$
0.425	0.279	3,252	2,404

The research results determined that the work motivation of SMKN 6 Padang teachers was in the quite high category . This illustrates that teacher work motivation is good but it is hoped that teachers can continue to increase their motivation. Judging from the responsibility indicator, the average score is 3.5 with a fairly high interpretation, namely 70%. This aspect has the lowest score, namely item 26 "I am willing to come to school on holidays if there is very important work to be done", with a total score of 160, an average of 3.2 with a percentage level of 26% including in the very low category, so that in this case there is still a lack of teacher responsibility in carrying out their work. The findings regarding the responsibility item signal that more attention needs to be paid to this aspect. Improvement efforts can be focused on identifying the causes of lack of responsibility and designing strategies to increase it so as to increase teacher work motivation . According to Uno ( 2016) The characteristics of a person who is responsible for carrying out their duties are: can complete his duties well and on time, be at his place of duty in all circumstances and no matter what, prioritize the interests of the organization above personal and group interests, never try to pass on the mistakes he makes to others, dare to bear the risks of the decisions he makes, save and maintain official goods in the best possible manner.

Apart from that, the factors that influence motivation are external and internal factors. External factors are leadership, a pleasant work environment, adequate composition, recognition for achievements, status and responsibilities as well as applicable regulations. Meanwhile, internal factors are personal maturity, level of education, personal desires and hopes, fulfilled needs, fatigue, boredom, and job satisfaction (Backfisch, 2020; Barni, 2019; Durksen, 2017; Han & Yin, 2016; Harbani, 2008; Lai, 2018; Panisoara, 2020; Shen, 2015) . It can be concluded that increasing teacher work motivation requires attention to the factors that influence it, such as external and internal factors. To increase teacher motivation, school principals need to pay attention to the maturity of their subordinates, the work environment, and give awards to teachers who excel. The principal as a leader is the dominant factor in doing the above to increase teacher motivation.

Based on the research results, it shows that the principal's leadership style at SMK N 6 Padang is more applied to the principal's leadership style which is oriented towards subordinates because the research results show that the interpretation of the principal's leadership style towards subordinates is 91% greater than the interpretation of the principal's leadership style. task-oriented 61%. Efforts to improve the task-oriented leadership style of school principals by emphasizing the implementation of work tasks and their completion which includes work assignments given to teachers, leaders express decisions and provisions that must be followed together. The principal also needs to inform the teachers of the work rules, set time limits for completing assignments, and the assignment provisions that must be fulfilled in completing the assignments given by the principal to teachers. This aims to provide instructions for teachers to understand and understand the tasks that will be he did. The sub-indicators in this study measure the task-oriented leadership style of the school principal based on the principal's efforts in providing guidance to subordinates in carrying out tasks, carrying out supervision, instilling confidence in subordinates in carrying out tasks, emphasizing the importance of carrying out tasks.

A leader is someone who has the ability to organize or direct his subordinates. According to (Pasolong, 2010) says that leadership style is a pattern or behavior that is preferred by a leader in carrying out the directing process and influencing someone's work. In order to grow and develop family relationships with teachers, it can increase a teacher's work motivation. A good leader will not distance himself and join his

subordinates, he will know and understand the behavior, needs and problems faced by his subordinates. In a task-oriented leadership style, leaders are more likely to use a democratic type of leadership. The democratic leadership type is a type of leadership characterized by leadership behavior as a protector and savior, tends to advance and develop the organization, and is realized through leadership behavior as an executor (executive). (Kusman & Rifma, 2002) .

The calculation results show that between the principal's leadership style and teacher work motivation there is a correlation  $r_{hit}$  of  $0.425 \geq r_{tab}$  of 0.279 at the 95% confidence level. Based on these calculations, it can be interpreted that there is a significant relationship between the principal's leadership style and teacher work motivation, namely  $t_{count} = 3.252 \geq t_{tab} = 1.676$  at the confidence level (95%). Thus, the hypothesis which states that there is a positive and significant relationship between the principal's leadership style and teacher work motivation can be accepted at the 95% confidence level.

There is a significant relationship between the principal's leadership style and teacher work motivation, namely that the principal's leadership style is appropriate. Several factors influence work motivation, namely leadership style, the task of a leader is to raise teacher awareness. The manifestation of this awareness is a person's shame if they break the rules, consistency in working in situations, not delaying work, helping colleagues when they need help. (Sudarwan, 2010) . The results of the research conducted by the author show that there is a relationship between leadership style and teacher work motivation. Therefore, it can be concluded that the better the principal's leadership style, the higher the work motivation of teachers in the school, which is in line with previous research (Diwiyani & Sarino, 2018; Even, 2021; Gusti, 2020; Haxhihseni, 2023; Khaola, 2020 ; Lahakim et al., 2022; Mittu, 2018; Raman, 2015; Yalçinkaya, 2021; Zohair, 2021). Vice versa, if the school principal's leadership style is not good/weak then the work motivation of teachers in that school will also be low. For this reason, these two variables must be equally improved so that they are good and in line with expectations.

## Conclusions

Based on the data analysis that has been carried out, it can be concluded that the work motivation of teachers at SMK N 6 Padang as a whole is at a fairly high level . Meanwhile, the leadership style of the principal at SMK N 6 Padang is considered quite good according to interpretation . Furthermore, the research results show that there is a positive and significant relationship between the principal's leadership style and teacher work motivation, along with the correlation coefficient obtained. The research results show that the principal's leadership style towards subordinates is greater than the task-oriented interpretation of the principal's leadership style .In the context of suggestions, school principals are advised to pay more attention to the maturity of their subordinates in the work environment and give awards to teachers who excel. School principals have a dominant role in efforts to increase teacher work motivation, so effective leadership strategies are very necessary. Teachers are also expected to remain diligent, disciplined, enthusiastic and responsible for the tasks given, as part of efforts to increase work motivation. School supervisors are also asked to pay attention to the leadership style of school principals and contribute to increasing teacher work motivation in schools. Socialization regarding the importance of the principal's leadership style in motivating teachers also needs to be carried out by school supervisors. Finally, for future readers and researchers, it is hoped that this thesis can provide benefits and become guidance material for relevant further research, especially in exploring the same two variables but with different local contexts.

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