

# THE PRINCIPAL'S LEADERSHIP BEHAVIOR IN MOTIVATING TEACHERS (A CASE STUDY OF SMP PGRI SUNGGUMINASA)

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## ABSTRACT

The leadership behavior of a leader is essential for moving his subordinates to achieve organizational or agency goals. As the head of a school, the principal plays a crucial role in driving school management and inspiring teachers to act appropriately. The objective of this article was to describe the principal's leadership model for encouraging teachers at SMP PGRI Sungguminasa to teach. This research is qualitative, of the case study type, and conducted at SMP PGRI Sungguminasa. The source of data comes from the principal and teacher representatives. Data collection in this study used interviews and observations, which were then analyzed using descriptive analysis. The findings indicated that the principal's behavior in motivating teachers was good. Even so, it is still necessary to improve job performance and teacher job satisfaction so that the productivity of the work organization can increase. This study implies that a principal has broad perspectives and an efficient strategy for inspiring teachers to teach.

**Keywords:** Leadership behavior; teacher motivation

## 1. INTRODUCTION

The role of the principal is essential. The principal as a supervisor has a positive and significant effect on teacher performance. Thus, as part of the school system, the principal strategically directs and supports teacher activities in student learning (Purwoko, 2019). The leadership of the principal in the education unit has a strategic function to determine the success or failure of the established program. As stated by Farida and Mujianto (2021) that the principal's leadership must be used for the common good. Meanwhile, Gaol and Siburian (2018) explained that school principals could make and determine policies in their agencies to achieve goals. Thus, a

principal must be able to embrace, nurture, and unite all the elements of the educational institution he leads, moving towards achieving the expected goals.

A principal should be able to continue to motivate and improve the teacher's potential so that the teacher can carry out his duties properly. This was also revealed by Purwanto and Evicasari (2021) that the position of the principal is not just monitoring all school activities but motivating teachers to develop abilities, creativity, and innovation. The principal's leadership motivates all teachers (Dwapatesty et al., 2021; Holilah, 2021). However, the fact is that there are still cases where the principal's condition does not pay attention to personal aspects, such as the motivation of the teacher, because he considers motivation to be a personal matter for the teacher. As Ariyanti (2019) stated in his research, the lack of optimal teacher performance is due to a lack of coordination and cooperation between the principal and teachers. In addition, the principal's concerns and policy toward teachers are also not good. Handayani and Rasyid (2015), in their research results, that some teachers claimed that school principals showed behaviors that did not appreciate new ideas. This can be seen in decision-making that often does not involve teachers and school staff, does not involve teachers in planning school activities, and is less able to facilitate teachers' change. This leadership style influences the performance and motivation of teachers' work. The same thing is also expressed by Riski et al. (2021) who said that a principal who does not provide direction to teachers on problems in the school could make teachers less eager to achieve their goals, so that it will have an impact on reducing the quality of learning in schools.

It is the motivation that drives the teacher to behave. Manizar (2017) states that motivation can be a motivating factor for doing, determining the direction of deeds, and selecting deeds to make them an important thing for teachers to master in schools. Motivation itself is a force that can encourage a person to do something and determine the direction of his actions (Huda, 2017). The motivation that a person has can help him achieve optimal results, so there is a need for encouragement for a person to work (Paizal et al., 2019). Motivation is usually not only in the form of economic interests but also in the form of psychic needs to encourage teachers to work actively (Ardiana, 2017). The motivation of a school principal is also needed to encourage the teacher's passion for work so that the teacher can carry out his duties by contributing all his abilities, thoughts, and skills to realize educational goals. According to Nurmasyitah (2015), the principal's leadership plays an important role in the performance produced by teachers. A good leader must be able to motivate his subordinates to work (Jaya, 2022). Thus, the higher the teacher's motivation, the

higher the performance. Utami et al. (2019) revealed that the better the teacher's work motivation, the easier it is to achieve optimal educational goals. Conversely, the lower the teacher's work motivation, the more difficult it is to achieve national education goals (Awaru & Ernawati, 2015).

In motivation, a potential force exists in a person, which can be developed by himself or others, and which can affect his performance positively or negatively. Motivation is a mental state and human attitude that provides energy, encourages activities (moves) and leads or channels behavior toward achieving needs that give satisfaction or reduce imbalances (Natassia, 2017). Teachers require motivation to move or spur themselves in their teaching so that the educational goals set by the school are met.

Based on this description, this article describes the results of research on the efforts of the principal of SMP PGRI Sungguminasa in motivating teachers so that teacher performance can improve, supporting factors and obstacles for the principal in motivating teachers to work at SMP PGRI Sungguminasa. Based on this description, this article describes the results of research on the efforts of the Principal of SMP PGRI Sungguminasa in motivating teachers so that teacher performance can improve, supporting factors and obstacles for the principal in motivating teachers to work at SMP PGRI Sungguminasa.

## **2. METHODS**

This qualitative case study was conducted at SMP PGRI Sungguminasa, with data sources (research subjects) coming from the principal and teacher representatives. Collecting data involved interviews and observation. Data analysis used descriptive analysis of the Miles and Huberman model, which consisted of three stages: (1) data reduction, which seeks to summarize the data that researchers obtain when conducting observations, interviews, and data from other document sources; (2) displaying data, by presenting the main data that has been summarized previously in the form of a chart and an explanation of the data in the form of text, and (3) concluding/verifying, by presenting several conclusions based on the interpretation of the data in the previous stage.

### 3. RESULTS AND DISCUSSION

#### Principal Leadership Behavior

In showing exemplary attitudes and behaviors, the principal has shown an exemplary personality by teachers or teachers with attitudes such as arriving on time, supervising the learning process, and being trustworthy as a leader. This corresponds to an interview with a teacher at Indonesian PGRI Sungguminasa Junior High School who explained that ‘the attitude that exemplifies or role models the principal towards teachers is his discipline, steadfastness, and responsibility for simplifying and helping everything necessary before him, deftly reflecting a real leader.’

Based on this, it can be said that the attitude of the principal at SMP PGRI Sungguminasa strongly reflects the spirit of a leader who can carry out his responsibilities well. Become a role model in advancing the world of education, especially in these schools. In addition, he was also invited to make changes so that PGRI Sungguminasa Junior High School could compete with other schools.

The first finding that shows the leadership behavior of the Principal at SMP PGRI Sungguminasa based on the results of this study that the leadership behavior at SMP PGRI Sungguminasa has shown the behavior of a real leader because he is a role model for teachers at PGRI Sungguminasa Junior High School in advancing the world of education, especially in the school. Patient behavior, exemplary in leading, assertive, and effective Leader when able to perform his role to encourage, influence, and direct the activities, and behavior of his group.

According to Wina Sanjaya (2014) that the principal is a person structurally responsible for controlling the quality of education, where the principal is the driving force, the determinant of the direction of school policy, which will determine how the goals of the school and education, in general, are realized. This is in line with Mulyasa (2015) view of the principal's leadership behavior which states that having responsibility for the position he trusts, having high concern and commitment to achieve something meaningful during his tenure, upholding time discipline with the full awareness that discipline is the key to success, and being a communicative, motivating, and proactive leader for his staff to be more accomplished, and not being bossy (officials who are

willing to be respected and obeyed). Thus, the principal's leadership can encourage teacher performance (Sya'roni et al., 2018).

The same thing was stated by Wahyudi (2010) who stated that effective leadership behavior in schools can be understood as a form that emphasizes the achievement of academic and non-academic achievements in schools. An effective principal as an educational leader should improve school achievement by demonstrating his or her ability to manage the school, teachers, and students as a key component of achieving school goals.

Mulyadi (2010) said that the behavior of the leader whose emphasis provides motivation to his subordinates in making decisions related to his duties and gives him rights by creating a harmonious work environment. The proper placement of employees will have a positive impact on the organization. In addition, the leader is to develop employees. The leader, in this case, should strive to improve the worker's knowledge, skills, and attitudes toward his duties.

In his view, Moejarto (2007) posits that the ability of the principal is characterized by careful attention to the high quality of teachers in the sense that the principal is the person who leads the school, the person who is responsible for and manages everything in the school to achieve the school's goals. The rules and manners in an organization do not limit leadership. Through an interview with the principal of SMP PGRI, Sungguminasa, they showed a good leadership attitude because he was able to spend his time busy and social restrictions. His discipline and decisiveness are the most admired by the teachers and students at SMP PGRI Sungguminasa.

### **Principal's Leadership Behavior in Motivating Teachers in Teaching**

Principal leaders should increase teacher work motivation. The principal plays an important role in knowing what factors underlie the teacher's motivation to do a job. Because a person will want to work optimally because of the driving factors to meet needs, be they conscious or unconscious, both in material and non-material forms, as well as physical and spiritual needs.

Based on the results of an interview with a teacher Indonesian SMP PGRI Sungguminasa who explained that 'in motivating teachers to work in this school, the Principal gave awards to outstanding teachers to be more enthusiastic in teaching and also always gave enthusiasm to teach

because they always stick to their main goal, which is to advance PGRI Sungguminasa Junior High School.'

One of the efforts to consider is to optimize the principal's role in increasing teachers' work motivation. Although this is not the only solution considering that the motivational aspect is complex, at least the principal, with all his authority, can increase the motivation of the teacher's work by carrying out a specific set of engineering.

As a motivator, the principal can create an atmosphere that can make teachers remain enthusiastic in carrying out their duties and functions, regulate the physical and non-physical work environment, apply the principles of reward and punishment, and create democratic, harmonious and dynamic working relationships between teachers.

The second finding in this study which shows the motivation of teachers to work at PGRI Sungguminasa Junior High School, was that the motivation of teachers to teach at PGRI Sungguminasa Junior High School was quite good. However, it was not seen directly by researchers because at the time of the research, the teaching and learning process was carried out online through the zoom application. However, it does not dampen the teachers' enthusiasm in carrying out their duties because the main goal is to advance PGRI Sungguminasa Junior High School by providing the best for students at PGRI Sungguminasa Junior High School to be able to compete with other excellent schools.

The teacher's work motivation applied at SMP PGRI Sungguminasa is the same as explained by Stephen P. Robbins (in Badeni, 2013) who said that motivation is the willingness to spend high efforts to achieve organizational goals, which is conditioned by the ability to effort to meet individual needs. Judging from Rivai's view, motivation is a series of attitudes and values that influence the individual to achieve a specific thing according to the individual's goals. These attitudes and values are invisible that provide the power to encourage individuals to behave to achieve goals (Khadarisman, 2005).

According to Wahjosumidjo (2007), to improve teacher performance, the principal must be able to foster discipline, meaning that a leader must cultivate discipline, especially self-discipline. Another opinion expressed by Taylor and User quoted from (Mulyasa, 2015), puts forward the general strategy of fostering discipline as follows, namely self-concept, this strategy emphasizes that

the self-concepts of each individual are essential factors of each behavior. Furthermore, Fanthoni (2006) said that a leader must have high discipline because that will cause awareness and willingness of a person to obey all the rules and norms that apply in the organization to realize shared goals. The same is true of Engkoswara and Komariah (2011), who expressed that the principal's leadership behavior is employee-oriented. The principal's employee-oriented leadership behavior carries out his leadership by seeking to encourage him, guide and direct empathically and give confidence to members to carry out a job with his work.

A school principal must have administrative abilities, have high commitment, and be flexible in carrying out his duties. Good principal leadership must be able to strive to improve the quality of the school by improving teacher performance through a program to foster the ability of education personnel. In contrast to what was stated by Hasibuan (2006) states that the purpose of motivation includes increasing employee morale and job satisfaction, increasing employee work productivity, maintaining the stability of company employees, increasing employee discipline, streamlining employee procurement, creating a good atmosphere and working relationships, increasing employee loyalty, creativity, and participation, increasing the level of employee welfare, heightening the sense of responsibility. Answer the employee's questions about his duties, and increase the efficiency of using tools and raw materials.

The principal's performance is said to be successful if there is a driving motivation to work more vigorously. The principal's managerial ability will play a role in improving teacher performance. Schools as formal educational institutions are a pattern of cooperation between humans who involve each other in a work unit (institutional) this was stated by Hidayatullah (2010). Not only that, but Hidayatullah (2010) also said that the principal is in charge of providing guidance, supervision assistance, and research on issues related to teaching development in the form of improving programs and teaching and learning activities. The target of supervision is aimed at teaching and learning situations that allow optimal educational goals to occur. Besides his leadership as a principal, his motivation for teachers in increasing encouragement or pull towards certain goals to be achieved together is one of the opinions of Callahan and Clark quoted from Mulyasa (2015).

Based on the results of research associated with expert views, teacher motivation can be interpreted as a process carried out so that their behavior can be directed toward real efforts to

achieve the goals that have been spoken. Teachers need the motivation to carry out the learning process effectively and efficiently because motivation greatly affects teacher performance.

The researchers' next findings on the Principal's Leadership Behavior in motivating teachers to work at SMP PGRI Sungguminasa. Based on the results of the study, it was obtained that the Principal as a leader who manages the education unit responsible for the effectiveness and efficiency of education providers at PGRI Sungguminasa Junior High School through his role involving teachers and students in maintaining the school environment to remain beautiful and provide comfort for others. Pay attention to the quality of teachers who will teach at SMP PGRI Sungguminasa to provide the best education for students to create a generation of the nation whose thinking is more advanced.

The principal's leadership behavior reflects the responsibility to drive all existing resources in the school, creativity, and high productivity in achieving goals. According to experts, leadership is a process in which a person's behavior influences others by inspiring, motivating, and directing their activities to achieve planned goals (Setiawan & Muhith, 2013). This has been implemented by the principal of SMP PGRI Sungguminasa who has carried out his leadership to achieve the goal so that PGRI Sungguminasa Junior High School can compete and be on par with other excellent schools.

Through his research, the researcher also found that the principal leadership system that applies at PGRI Sungguminasa Junior High School is optimal because it carries out direct supervision, namely visiting each class and paying attention to how teachers deliver their lessons. Rewarding outstanding teachers to appreciate the results of their work. In other words, the Principal has carried out his duties as a good leader for the teachers and students at SMP PGRI Sungguminasa.

Based on the results of the research obtained, it is concluded that the principal's leadership behavior in motivating the work of teachers at SMP PGRI Sungguminasa can be said to be good. This is shown based on the good leadership attitude of the principal and the principal leadership system that applies at SMP PGRI Sungguminasa has been maximized because it carries out direct supervision. However, it is still necessary to increase job performance and teacher job satisfaction, increasing the work organization's productivity. Positive principal behavior can encourage, direct, and motivate all school residents to work together to realize the school's vision, mission, and goals.



As leaders in an educational institution, principals need to have certain strategies to increase teacher work motivation.

This research implies that a leader of an educational institution, in this case, the principal has broad insight and an excellent strategy to motivate teachers in teaching. So that by providing motivation and appreciation to teachers, it can increase enthusiasm for teaching.

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