THE DETERMINATION OF THE PRINCIPAL'S LEADERSHIP STYLE, TEACHERS' WORK MOTIVATION, AND MIND-SET OF THE PERFORMANCE OF ELEMENTARY SCHOOL TEACHERS

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Abstract
This research aimed to find out and analyze the partial determination of leadership style, work motivation, and mindset on teachers' performance and to know the simultaneous influence of leadership style determination, teachers' work motivation, and mindset on the performance of elementary school teachers in Marga District. The population was all 320 elementary school teachers in Marga District. For the total sample taken, the researchers used the Slovin technique to obtain 76 teachers using a simple multi-stage random sampling technique. The data collection technique in this research is a questionnaire. In analyzing the research data, the researcher used linear regression analysis and multiple linear regression with the help of the SPSS program. From the research results, the principal's leadership style variable has a significant effect on the performance of elementary school teachers in the Marga District with a sig value of 0.000 <0.05. The teachers' work motivation variable also has a significant effect on the performance of elementary school teachers in Marga District with a value of sig. = 0.001 <0.05. The principal's leadership style variable also has a significant effect on the performance of elementary school teachers in Marga District with a sig value of 0.000 <0.05. Simultaneously, the three independent variables have a relationship with the dependent variable, namely the performance of elementary school teachers in Marga District, as indicated by a coefficient of determination (R-Square) of 0.650. It means that simultaneously, the magnitude of the coefficient of determination (R-Square) of 0.650 has an effect of 65% on the performance of elementary school teachers.

Keywords: motivation, performance, principal's leadership style, work mindset

Introduction

Education plays a paramount role in improving the quality of human resources. The implementation of qualified education will be able to gradually build the competitiveness of the Indonesian nation by creating quality and advanced human resources (Kamil et al., 2013; Hidayat et al., 2022). In this case, the principal is the highest authority in an educational institution with an essential role in realizing a qualified education process in the educational institution he leads. Besides the school principal, teachers also play a paramount role in determining the education quality in a nation (Hadiyanto et al., 2015; Idrus & Mukminin, 2016; Muazza et al., 2023). The success of education in producing quality resources can be seen from the teacher's performance as a benchmark. Teacher performance is an achievement achieved by a teacher in educating, teaching,

guiding, directing, training, assessing, and evaluating students (Mukminin & Habibi, 2019; Pianda, 2018). Good teacher performance will result in good student achievement and vice versa. If the teacher's performance is not optimal, it will result in not optimal student achievement as well. Ten indicators are used to measure teacher performance (Wahyudi, 2012). These indicators include formulating learning objectives, compiling teaching materials, planning methods, planning tools and resources, planning assessments, apperception skills, explaining and closing lessons, planning strategies to monitor learning outcomes, and following up.

Based on these indicators, researchers obtained data from elementary school supervisors in Marga District in 2021, which showed that the teacher's performance in Marga District varied greatly. The existing variation in each teacher's performance indicator was influenced by several factors. It was also corroborated by the facts that the researchers found when interviewing several elementary school principals in the Marga District who said that some teachers were still not optimal in carrying out their performance, especially performance related to the learning process, both in planning, implementing, and evaluating.

Several relevant research related to teacher performance has been carried out before. First, research was conducted by Rai (2011). It found that the principal's leadership style, work motivation, and compensation are significant determinants of teacher performance at SMK Negeri 1 Denpasar separately or simultaneously. Thus, these three factors can be used as predictors of the level of performance tendencies of teachers at SMK Negeri 1 Denpasar. Similar to this finding, Mahendri et al. (2013) also found a determination of the principal's leadership style, work discipline, and academic supervision on teacher performance in SDN Gugus 3, North Kuta District, Badung Regency.

Based on the relevant descriptions, facts, and research, the principal's leadership, teachers' work motivation, and mindset are factors suspected of determining teachers' performance. Moreover, there are problems with the teachers' performance in the Marga District that need to be improved, so the researchers feel interested in researching the determination of the principal's leadership style, teachers' work motivation, and mindset on the performance of elementary school teachers in the Marga District. The research objective was to determine the determination of the principal's leadership style on the performance of elementary school teachers in Marga District, the determination of teachers' work motivation on the performance of elementary school teachers in Marga District, the mindset of teachers on the performance of teachers Elementary Schools in the Marga District, and the principal's leadership style, teachers' work motivation, and mindset on the performance of elementary school teachers in the Marga District.

The theoretical benefit of this research is to provide information and an overview of the determination of the principal's leadership style, teachers' work motivation, and mindset on the performance of elementary school teachers in Marga District. The research results are expected to provide benefits for school principals, teachers, and researchers. The description results of this research are expected to provide information and input to school principals so that their leadership can increase teachers' motivation and performance so that they work better and optimally. These research results are expected to provide input to teachers to improve their work motivation and performance in carrying out their duties and responsibilities so that they are more optimal. The results of this research are expected to provide information to further researchers, especially research related to school principals' leadership and teachers' work motivation on their performance.

Methodology

Research design and approach

This research uses a quantitative method with a survey approach. Quantitative research is a research method that uses data in the form of numbers and analysis using statistics (Sugiyono, 2013). A quantitative is used to describe a research problem by thoroughly analyzing trends, comparing groups, or connecting variables using statistical analysis, and interpreting the results by comparing them with previous predictions or previous research (Creswell, 2012).

This research includes correlational associative research. The research method used is the associative research method. According to Sugiyono (2013), associative research aims to determine the effect of two or more variables. This research type was chosen because the researcher intends to reveal whether there is a determination of the principal's leadership style, teachers' work motivation, and mindset (independent variable) on teachers' performance (dependent variable) as measured through a questionnaire as the main instrument. Furthermore, the data obtained is tabulated based on the score obtained in each of the numbers and analyzed using statistics to test the hypotheses that have been made. Therefore, multiple linear regression analysis was carried out to determine the determination between the dependent variable (Y) and the independent variable (X1, X2, and X3) one by one or simultaneously.

Research sites, access, and sample

The population in this research were all 320 elementary school teachers in Marga District. The samples were chosen using probability sampling techniques, multi-stage random sampling, where the researcher determined the sample area first and provided equal opportunities for each member of the population (teachers in the Marga sub-district) to be selected as a random sample without regard to strata in the population itself. Using the Slovin formula as follows:

$$N = \frac{N}{N.d2+1} = \frac{320}{320.0,01+1} = 76$$

Data collection procedure

The data collection techniques used in this research were questionnaires, observation, and documentation to support the completeness of the research data analysis. For this reason, the researcher used a survey research methodology and designed a questionnaire survey instrument to determine the determination of the principal's leadership style, teachers' work motivation, and mindset on the performance of elementary school teachers in the Marga district. In this research, the questionnaire instrument items were presented using a Likert Scale expressed in five alternative answer choices. Strongly Agree (SA) Was given a point of 5, Agree (A) was given a point of 4, Undecided (U) was given a point of 3, Disagree (D) was given a point of 2, Strongly Disagree (SD) was given a point of 1. Furthermore, a validity and reliability test of the questionnaire was done to fulfill the requirements of a research instrument. In this research, the reliability of the questionnaire was tested using Cronbach's Alpha column in the MS Excel application with the following formula:

$$r_{11} = (\frac{k}{k-1})(1 - \frac{\sum \alpha^2_i}{\alpha^2 t}$$

r_{11} = reliability coefficient ; k = number of valid items; $\sum \alpha^2_i$ = number of item variants
$\alpha^2 t$ = total variance

Based on the analysis, the reliability coefficient value for the principal's leadership style questionnaire was 0.744, the reliability coefficient value for teachers' work motivation was 0.642, the reliability coefficient value for the teachers' mindset was 0.787, and the reliability coefficient value for teacher performance was 0.786. It means the questionnaire was reliable for use in this research.

Data analysis technique

The analysis used in this research was in the form of regression analysis for hypothesis testing. The test steps were first to carry out a requirements test which included data analysis, data normality test, linearity test, heteroscedasticity test, multicollinearity test, and autocorrelation test. The next step was to carry out a descriptive analysis to show the research results and translate them using a frequency table (percentage table) which was then explained as a descriptive percentage. Furthermore, the next step is the statistical hypothesis. The hypothesis is a temporary answer to a research problem whose truth has yet to be tested empirically. The way to test the hypothesis for population research (census) is to determine the formulation of hypotheses H_0 and H_a.

Results and Discussion

The purpose of this research was to determine the determination of the principal's leadership style, teachers' work motivation, and mindset on the performance of elementary school teachers in Marga District. This research uses a quantitative design with a survey approach. In survey research, attitudes are usually measured using a rating scale following a five-point scale of agreements. Descriptive statistics are to describe the data obtained through the average value (mean), maximum value, minimum value, and standard deviation of each variable. The results of the descriptive statistical analysis are as follows:

Table 1. *Descriptive analysis*

		X1	X2	X3	Y
N	Valid	76	76	76	76
	Missing	0	0	0	0
Mean		84.3158	79.1974	81.2105	90.1711
Std. Error of Mean		1.08259	.63385	1.13791	.62362
Median		85.0000	80.0000	82.0000	90.0000
Mode		78.00	74.00a	82.00	88.00
Std. Deviation		9.43781	5.52575	9.92010	5.43664
Variance		89.072	30.534	98.408	29.557
Range		54.00	24.00	38.00	25.00
Minimum		45.00	65.00	60.00	74.00
Maximum		99.00	89.00	98.00	99.00
Percentiles	25	78.0000	75.0000	73.2500	87.2500
	50	85.0000	80.0000	82.0000	90.0000
	75	90.0000	83.0000	89.7500	95.0000

In the SPSS output table display, the principal's leadership style variable shows the number of samples N is 76, with a minimum value of 45, a maximum of 99, and an average of 84.3158, with a standard deviation of 9.43781. Then on the teacher's work motivation variable, the number of samples N is 76, with a minimum value of 65, a maximum of 89, and an average value of 79.1974, with a standard deviation value of 5.52575. The SPSS output table display on the mindset variable shows that the number of samples is 76, with a minimum value of 60, a maximum of 98, and an average of 81.2105, with a standard deviation of 9.92010. Furthermore, the teacher performance variable shows that the number of samples N is 76, with a minimum value of 74, a maximum of 99, and an average value of 90.1711, with a standard deviation of 5.43664.

Determination of the principal's leadership style on the performance of elementary school teachers

Table 2 is the SPSS output which describes the closeness of the relationship between the independent variables (X1, X2, and X3) to the dependent variable (Y). The number of samples for each variable analyzed is shown in row N as many as 76 people. To test hypothesis-1, consider the SPSS output presented in Table 2 below.

Table 2. *Correlations*

		Y	X1	X2	X3
Pearson Correlation	Y	1.000	.736	.350	.453
	X1	.736	1.000	.191	.187
	X2	.350	.191	1.000	.478
	X3	.453	.187	.478	1.000
Sig. (1-tailed)	Y	.	.000	.001	.000
	X1	.000	.	.049	.053
	X2	.001	.049	.	.000
	X3	.000	.053	.000	.
N	Y	76	76	76	76
	X1	76	76	76	76
	X2	76	76	76	76
	X3	76	76	76	76

The closeness of the relationship between the independent variable principal's leadership style (X1) and creativity (Y) can be seen in the Pearson Correlation line, which is equal to 0.736 with a sig. value = 0.000 <0.05. Thus, the conclusion is to reject H0 and accept H1, which shows a significant relationship between the principal's leadership style and teacher performance. It means that part, the work motivation variable has an effect of 73.6% on the performance of elementary school teachers

Therefore, a leader must be able to use a leadership style that is acceptable to his teacher so that the teacher can carry out his duties and responsibilities properly to achieve the goals optimally. The leadership style is good if the leadership style can be applied properly by a leader and can be accepted by the teacher so that the teacher's performance increases (Nasution & Ichsan, 2020). It is a concern for school management, especially school principals, to improve the quality and

effectiveness of the leadership style used so that the teachers' performance increases school activities themselves. The results of this research are in line with research conducted previously by Rai (2011). His findings showed the principal's leadership style has a significant effect on teacher performance at SMK Negeri 1 Denpasar separately or simultaneously. Research by Mahendri et al. (2013) also corroborated where there was a determination of the leadership style of the school principal on teacher performance at Public Elementary Schools Gugus 3, North Kuta District, Badung Regency. Therefore a school principal must have a personality or traits, ability, and skills to lead an educational institution. In his role as a leader, the principal must be able to pay attention to the needs and feelings of the people who work so that the teacher's performance is always maintained. Through this research, improving teacher performance can be carried out through an instructional leadership system that prioritizes a commitment to work, cultivating work activities with a direct activity orientation on what becomes the main task of a teacher.

Determination of teacher work motivation on the performance of elementary school teachers

To test hypothesis-2, look again at Table 2 Correlations above. The closeness of the relationship between the independent variables Teacher work motivation (X2) on creativity (Y) can be seen in the Pearson Correlation line, which is equal to 0.35 with a sig. value= 0.001 <0.05. Thus, the conclusion is to reject H0 and accept H1, which means there is a significant relationship between teacher work motivation and teacher performance. It means that the work motivation variable has an effect of 35% partially on the performance of elementary school teachers.

It is under the notion of motivation where motivation is an encouragement for individuals internally and externally, which can affect the work ethic or quality of the individual's work (Aprida et al., 2020). Motivation is also a desire that arises within a person or individual because they feel inspired, encouraged, and compelled to carry out activities or activities with sincerity, pleasure, and earnestness so that the results of the activities carried out get good quality results (Afandi, 2018). If teachers have high motivation to achieve their personal goals, their performance will also increase. Thus, increasing teachers' motivation will improve the performance of individual teachers, groups, and organizations, so that they can achieve the organizational targets that have been set (Riyadi et al., 2017).

The effect of motivation on teacher performance was also supported by research conducted by Nasir Usman in 2017 at SMA N 1 Banda Aceh, which explained that there was a significant effect between work motivation on teacher performance, namely 99.3%. It means that the teachers' work motivation will affect their activities in schools to achieve optimal teacher performance. The same thing was also revealed by Riyadi et al. (2017) that a partial influence test between work motivation on teacher performance obtained a beta of 1.115 with a positive sign and a value of 0.007 <0.05, so H1 is accepted, which shows that work motivation has a positive and significant effect on teacher performance. It means high motivation will encourage teachers to develop creativity and actualize all their abilities and energy to achieve optimal learning achievement.

Professional teachers are expected to be able to generate and develop self-motivation for the benefit of the process of aspects of learning in the classroom where the presence of students varies individually, for example, differences in interests, talents, needs, abilities, social backgrounds, and concepts being studied. Teachers' motivation is one factor that determines student achievement in

achieving the expected learning objectives because, with teachers' motivation, the students' interest grows to continue learning to achieve the dream he wants. Motivation, if collaborated with an effective learning process and supported by appropriate student learning styles, methods, models, media, and other adequate facilities and infrastructure, will produce quality output. Teacher professionalism in teaching and educating is also a supporting factor for student success, so a teacher with high motivation will make his performance more optimal, especially in conducting learning.

Determination of mindset on the elementary school teachers' performance

To test hypothesis-2, look again at Table 2 Correlations above. The closeness of the relationship between the independent variable teacher mindset (X3) and creativity (Y) can be seen in the Pearson Correlation line, which is equal to 0.453 with a sig. value= 0.000. Thus, the conclusion is to reject H0 and accept H1, which means there is a significant relationship between mindset, and teacher performance. It shows the work motivation variable has an effect of 45.3% partially on the performance of elementary school teachers. Furthermore, it means the work motivation variable has an effect of 45.3% partially on the performance of elementary school teachers. It is under the research of Winarni (2018) found that partially, principles that have a significant effect are mindset principles with an effect on employee performance of 2,171. The principle of goals, work attitudes, and mentality has no significant effect on employee performance. Therefore, the mindset as a mental map is used as a basis for behaving and acting for a teacher. Professional teachers with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating their students should always have a positive and developing mindset to continue to improve their competence in maximizing their performance in achieving the expected learning goals.

Determination of the principal's leadership style, teacher's work motivation, and mindset on the performance of elementary school teachers

To test hypothesis 4, consider Table 3 Anova which states the close relationship between the independent variables X1, X2, and X3 simultaneously with the dependent variable Y.

Table 3. *Anova[a]*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1441.577	3	480.526	44.631	.000[b]
	Residual	775.200	72	10.767		
	Total	2216.776	75			

a. Dependent Variable: Y
b. Predictors: (Constant), X3, X1, X2

In Table 3 above, the value of F = 44,631 with a value of Sig. = 0.000 <0.05. Thus, in conclusion, H0 is rejected, and H1 is accepted, which means a significant relationship between the principal's leadership style, teacher's work motivation, and mindset on the performance of elementary school teachers in the Marga District. To see how much influence the principal's leadership style (X1),

teacher's work motivation (X2), and teachers' mindset (X3) simultaneously have on creativity (Y), look at Table 4 of the Summary Model b below.

Table 4. *Model summary[b]*

Model	R	R Square	Adjusted R Square	Std. Error in the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.806[a]	.650	.636	3.28126	.650	44.631	3	72	.000

a. Predictors: (Constant), X3, X1, X2 b. Dependent Variable: Y

In Table 4 above, the influence between the variables principal's leadership style (X1), teacher's work motivation (X2), and mindset (X3) simultaneously on performance (Y) is shown by the coefficient of determination (R-Square) of 0.650. It means that simultaneously the coefficient of determination (R-Square) of 0.650 has an effect of 65% on the performance of elementary school teachers. Meanwhile, 35% of the elementary teacher performance variable is influenced by other factors not examined in this research. The magnitude of the influence between the principal's leadership style, the teacher's work motivation, mindset and the performance of elementary school teachers can be used as input to stakeholders in educational policymaking.

Conclusions

Based on the results of testing, hypothesis testing, and the supporting theories regarding the determination of the principal's leadership style, teacher's work motivation, and mindset on the performance of elementary school teachers in Marga District, the conclusions are principal's leadership style has a significant effect on the performance of elementary school teachers in the Marga District, teachers' work motivation has a significant effect on the performance of the elementary teachers in the Marga District, the mindset has a significant effect on the performance of elementary school teachers in the Marga District, principal's leadership style, teacher's work motivation, and mindset simultaneously affect the performance of teachers in Marga District. They are evidenced by the coefficient of determination (R-Square) of 0.650 or 65%. Teachers' performance in Marga District is influenced by variations in the three variables used in the research, and the remaining 35% is influenced by other factors.

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