

Teacher Performance Analysis; Impact of Principal Leadership, Work Environment and Work Motivation

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ABSTRACT

This study aims to see and assess what are the direct and indirect influences that affect teacher performance which are influenced by the principal's leadership variable, work environment and work motivation in high school in Muaro Jambi. In research using a quantitative approach and survey techniques were chosen as the data collection technique in this study that was used was distributing questionnaires to the respondents. The subjects in this study were teachers at SMA Muaro Jambi with a total sample of 250 teacher in SMA Muaro Jambi using gpower to determine the amount of sampling. The data collection technique uses a questionnaire which is distributed and collected via Googleform. Quantitative data analysis using the PLS-SEM method. The results of this study indicate that (1) the principal's leadership influences teacher performance, (2) the work environment influences teacher performance, (3) work motivation influences teacher performance, (4) principal's leadership influences work motivation, (5) work environment affects work motivation, (6) principal leadership influences teacher performance mediated by work motivation and (7) work environment influences teacher performance mediated by work motivation. So, principal leadership, work environment and work motivation influences teacher performance SMA in Muaro Jambi.



INTRODUCTION

In every special part of life in organizations, humans are one of the main problem factors in various activities in every organization. Organization is a social integrity that is regulated through awareness of creative and identifiable meanings, carrying out work continuously so that goals can be achieved (Robbins, 2008). Every organization will be said to be good if they make efforts to improve the skills of every human resource within it because that is the key to the process of improving performance.

1. Principal Leadership

Determining the success of a school depends on various factors, including the leadership of the school principal. Rusyan (2000) states that the head's leadership motivates people to work to increase the productivity and results of teachers and students in learning. Mulyasa, (2009), also said that at least the principal has the following roles and functions: an officer, controller, administrator, boss, mediator, innovator and motivator. The responsibilities of a school principal are many as explained by Mulyasa, and a school principal must have the ability to carry out management. If you do not have the capabilities as described above, the school you are leading will not be able to run the school. The school principal's leadership style can be said to be quite good because it is assumed that this assumption is implemented on the coaching/supervision schedule and carries out regular and intense monitoring (Suyatno, 2019).

Mulyasa (2009) said that the leadership of the school principal is the driving force for the school so that the school's vision, mission, goals and objectives can be realized, which is carried out by holding activities that are carried out in an orderly and tiered manner. School principals are emphasized to have adequate management and leadership skills in order to be able to produce plans to be able to improve school quality (Yuliani and Kristiawan, 2017). According to Kristiawan and Asvio (2018) leadership in educational institutions has standard tasks that must be carried out by the school principal whose position is as the highest leader. The principal's leadership is something that is used as the core of every movement within the organization so that the aim is to add time to carry out each meeting well between teachers and principals in good conditions (Mulyono, 2008).

H1: Is there an influence of the principal's leadership (X1) on teacher performance (Y)

H2: Is there an influence of the principal's leadership (X1) on work motivation (Z)

2. Work Environment

Nitisemito (2001), said that other things that influence teacher performance are the work environment. Everything related to the environment around employees will have an influence in carrying out their duties. The work environment is a factor that is outside each individual, both physical and non-physical, found in every organization. If the work environment is good, it will be connected to the teacher's work motivation, this is the cause of increased productivity produced by the teacher in his actions in teaching in the classroom.

According to Nitisemito in Nuraini (2013), the workplace environment is everything that influences the ability of employees to complete their tasks, such as having air conditioning (AC), adequate lighting, and so on. The tools faced, the surrounding environment where a person works, and the way of working can all be interpreted as part of the work environment (Simanjuntak, 2003). This can be the result of good work by individuals or groups. In contrast, Mariana (2005) defines the term "work environment" as the setting in which employees carry out daily tasks. Room temperature, humidity, windows, lighting, noise, cleanliness of the workplace, and suitability of work equipment are all aspects of a worker's work environment that can influence how well he carries out his responsibilities (Isyandi, 2004).

Based on several definitions stated above, the conclusion that can be drawn is that the work environment is everything that surrounds workers or employees and has the potential to influence employee job satisfaction in carrying out work in order to obtain satisfactory work results; The work environment also includes facilities that assist workers in carrying out any work assigned to them and improve the work output of workers in a company.

The work environment is related to all the equipment and materials that will be encountered, the surrounding conditions which are the conditions of the workers, how they work and the process of organizing their tasks, both individually and in groups (Sedarmayanti, 2009).

According to Sedarmayanti (2011), if viewed based on the main issues, the work environment is classified into physical and non-physical work environments. The physical work environment is all the conditions that are physically formed around the workplace which can have an influence either directly or indirectly. Meanwhile, the non-physical work environment is an overall condition that is connected to work relationships, both relationships with leaders, fellow co-workers or even employees.

H3: Is there an influence of the work environment (X2) on teacher performance (Y)

H4: Is there an influence of the work environment (X2) on work motivation (Z)

3. Work Motivation

According to Kondalkar (2007), motivation is a burning passion within oneself that originates from needs, desires and mental energy to achieve desired goals. According to Jex & Briit (2008), in Kanfer, motivation is an abstract concept that cannot be experienced or seen. The point is that we can pay attention to the impact of showing individuals different levels of inspiration. The form, direction, intensity, and duration of work-related behavior may also be determined by motivation. Carrying out alluding exercises in which the representative decides to take part in the work environment.

According to Kondalkar (2007), motivation is a burning desire within oneself caused by needs and desires that inspire people to exert physical and mental effort to achieve a goal. Motivation is an abstract concept that cannot be experienced or seen. However, we can observe the impact of different levels of motivation displayed by individuals. The form, direction, intensity, and duration of work-related behavior may also be determined by motivation. Employees' activity choices at work are referred to as their "behavioral forms" (Jex & Briit, 2008).

According to Bangun (2012), motivation is an action that makes other individuals behave or behave frequently. Managers are responsible for motivating other people (employees) in the company. From various points of view, it can be concluded that motivation is a desire to carry out one's desires which originates from within or outside the individual and directs his actions towards a goal.

According to Fayoll in Luthans (2011), work motivation is something that creates enthusiasm or encouragement for one's work or more specifically one's work enthusiasm. Work motivation is defined by Robbins (2008) as the willingness to work as hard as possible to achieve organizational goals which are influenced by the company's capacity to meet individual needs.

According to Suyatno (2019), this teacher development program is actually routinely carried out through morning ceremonies which are becoming increasingly rare. This of course can lead to a decrease in motivation, teacher work discipline that they receive, as well as the possibility of coming to school late because they don't have to attend the ceremony again before class starts. Apart from that, management policies are set by the school principal for teachers who are not yet civil servants. Teachers only get paid according to how many hours they teach in class. This is very detrimental to honorary teachers because during activities or exams, if the honorary teacher does not have teaching activities in the classroom then the honorary teacher does not get his salary. To fully meet their needs, honorary teachers look for additional income by using other sources of information outside of school which will cause a decrease in motivation and this will also affect teacher performance.

H5: Is there an influence of work motivation (Z) on teacher performance (Y)

4. Teacher Performance

In terms of language, performance comes from the English "Job Performance" or "Actual Performance" which means work efficiency or achievement obtained by someone. Teacher performance itself is the ability to assume one's responsibilities as a teacher in carrying out each task, namely teaching in order to achieve learning goals (Sumaryana, 2014). Suyatno (2019) states that teacher performance is something that really counts for the success of organizational goals, the real behavior shown by all individuals who are produced as labor by each employee in accordance with their duties in the organization.

Educators are human resources owned by schools. The main role of teacher performance in schools is in achieving school goals. Various efforts have been made to achieve good performance. The government has moved towards education, socialization of the education budget is required by law, namely 20 percent has begun to be implemented and must be truly experts in their field and must be able to provide performance. In general, there are internal and external factors that influence the performance of teaching staff. The success of a school can be seen from the graduation rate and final school exam scores. Just like with high schools throughout Muaro Jambi, final exam scores and student graduation rates can be used as benchmarks for whether teacher performance is optimal or not. According to Republic of Indonesia Law number 14 of 2005 (Indonesia, 2005) concerning Teachers and Lecturers, in chapter 1 article 1 paragraph 1 it is stated that "Teachers are professional educators with the main task of teaching, guiding, educating, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education."

Zakiya (2013) stated that "Teacher performance is a set of real actions shown by a teacher by providing lessons to students". Hasibuan (2004) states that performance is the result obtained by each individual in carrying out and completing the tasks given according to their ability, knowledge, perseverance and time used. So, what can be taken is that a teacher's performance is the skills of teachers who have been proven in carrying

out their duties and work in the field of education. In order for teacher performance to be achieved well, each goal must be realized by meeting the standards that have been set.

The main task of the teacher above is to be used as a measure of professional teacher performance. One of the obstacles in the work environment at high schools in Muaro Jambi is that there are still many shortages of facilities for teachers and students. Not having enough tables for teachers in high schools throughout Muaro Jambi and teachers' work space not being filled will cause teachers to feel uncomfortable, this comfort will cause a decrease in teachers' work motivation. Teachers must be able to work professionally if they have great motivation and enthusiasm. Usually, if the teacher has work motivation that can be said to be good, he will carry out his work with full enthusiasm and with great synergy, because usually they have certain goals and purposes. The goal is a motivating factor that makes teachers feel ready, willing and to work hard.

Mangkunegara (2005) explains that, he came to the conclusion that motivation is positively correlated with work performance/achievement. This means that leaders, managers and employees who have great motivation will achieve achievements and obtain great work results because poor performance will cause low work motivation. In relation to the work performance of teachers in high schools in Muaro Jambi, there are no results of the work performance of teachers in high schools in Muaro Jambi taking part in the competition. One of the factors is the low level of good motivation for teachers in carrying out each of their tasks, functions and motivation. Another fact that has not been revealed by high schools in Muaro Jambi is the low motivation of teachers in teaching and carrying out their main functional tasks which can be seen from the absence of teachers.

This absence is still less than 10% per month which does not appear to be a big problem, but in fact in the current education system students are neglected because teachers are not present, coupled with the behavior of current teachers who are lazy or irresponsible or sometimes they are not even present at school. when they teach. Learning procedures are disrupted because they do not get optimal knowledge (Andriani et al., 2018) (Renata et al., 2018).

H6: Is there an influence of principal leadership on teacher performance which is mediated by work motivation.

H7: Is there an influence of the work environment on teacher performance which is mediated by work motivation.

This research aims to see and assess what direct and indirect influences influence teacher performance at high schools in Muaro Jambi. In this research the author adopted several research models (Rahardjo, 2014) & (Suyatno, 2019).

METHODS

The method used in this research is a quantitative method. The sampling technique used is random sampling technique. Data was obtained through questionnaires or questionnaires distributed to teachers at Se-Muaro Jambi High School. Questionnaires were distributed and collected via Google Form. The data collection process was carried out on 272 respondents. Data analysis was carried out by looking at Cronbach alpha in order to see the reality value, the average and standard deviation were used to

understand descriptive statistics, the Pearson product moment correlation coefficient was used to relate variables and the T-test for differences in moderating variables, and partial modeling at least from box structural equation (PLS-SEM) for well influencing factors.

The questionnaire instrument prepared in this research is structured into two parts. In the first part of the questionnaire, the researcher asked participants to fill in demographic information which then contained statements consisting of 28 of the 4 constructs that the researcher took from Rahardjo (2014) consisting of the principal's leadership (Kep kasek) (7 items), work environment (Lingker) (8 items), work motivation (motiker) (6 items), teacher performance (kigu) (7 items), to support institutional / Facilitating the adoption of this research, researchers also adopted research from Huang & Yuswardi (2022), Perwita, et .al (2020) and Suyatno (2019) each item is measured using a Likert scale always, strongly agree, agree, neutral, disagree and strongly disagree. And the questionnaire as a whole was accepted by the respondents.

FINDINGS AND DISCUSSION

Findings

The results of descriptive statistics are presented in Table 1. Based on the table, it is known that the teachers are divided based on age, namely: 20-30 (125/57.3%), 31-40 (21/9.6%), 41-50 (41 /18.8%) and >50(31/14.2). Then, it is also divided by gender, namely men (82/37.6%) and women (136/62.3%).

PLS-SEM is used because it has good predictive capabilities, besides that it is used for the data analysis process and proposed hypotheses using Smart PLS software (J. Hair et.al., 2017). This research uses the PLS-SEM technique to develop a model that describes the relationship between variables that influence teacher performance. Researchers see the fact that schools are complex systems, but the changes that occur are influenced by several factors (Mital, Moore, & Llewellyn, 2014) and, therefore, several variables that have an influence on teacher performance variables.

Table 1. Demographic profile of participants

Variable	Demographics	Frequency (N- 1719)	Percentage	Mean
Age	20-30	125	57,3	1,623 853
	31-40	21	9,6	
	41-50	41	18,8	
	>50	31	14,2	
	Total	218	100	
M/ F	Male	82	37,6	1,899 083
	Female	136	62,3	

In order to have a good research design in Smart PLS, a valid instrument is used so that the instrument can measure what it should measure (Hair Jr., Matthews, Matthews, & Sarstedt, 2017). The validity testing process in this research uses convergent validity and discriminant validity methods with the help of Smart PLS 3.2.9. The first step is to

enter the raw data in CSV comma delimited excel format. After the raw data is entered, the data analysis stages can be carried out as follows.

Tabel 2. Deskripsi Statistik Kuesioner, loading factor, VIF, AVE dan Cronbach's (Joe F. Hair, Howard, & Nitzl, 2020).

Construct	Statement	Mean	Loading	VIF	AVE	R Square	Cronbach's
Principal Leaders hip	The principal cares about the opinions of the teachers	4.092	0,780	2,283	0.661	0.914	
	The principal communicates well with the teachers	4.335	0,878	3,338			
	The principal has confidence in teachers' abilities	4.257	0,797	2,483			
	The principal believes in professional performance the teachers	4.243	0,840	2,752			
	The principal encourages teachers to participate in the work group	4.330	0,831	3,305			
	The principal assigns the right person to lead when carrying out tasks different	4.156	0,802	2,576			
	The principal listens to the opinions of the teachers to set common goals	4.165	0,756	1,965			
Environment	My work space has good lighting	4.092	0,698	2,284	0.696	0.926	
	The ventilation in my office is good	4.142	0,868	3,819			
	The work space and furniture make me feel comfortable	3.936	0,908	4,870			
	For room temperature, it is suitable and makes me feel comfortable	3.950	0,820	3,035			
	My work environment is hygienic and healthy overall	3.927	0,878	4,926			
	My office provides facilities for washing hands	4.018	0,861	4,102			
	Safety and security equipment is provided by my office	3.899	0,865	3,814			
First aid kit is provided in my office	4.000	0,824	3,335				
Work motivation	Colleagues appreciate the work I do	3.954	0,743	1,566	0.710	0,736	0,941
	I have confidence that I have full authority to carry out my tasks	3.885	0,730	1,617			
	I always considered myself an important employee	3.794	0,803	2,277			
	In deciding something related to my assignment, I feel I have a connection regarding that matter	4.087	0,811	2,417			
	The principal helped me in resolving problems with colleagues	3.959	0,823	2,668			
	Salary given from my job is enough	3.936	0,783	2,440			
Kinerja Guru (Kigu)	Can complete the given work well	4.312	0,836	3,174	0.613	0,736	0,874
	Fulfilling responsibilities answer	4.284	0,914	4,891			
	Do a job that is a must	4.271	0,863	4,369			
	Meet the demands Performance	4.206	0,858	3,184			
	Providing assistance to colleagues who difficulty	4.106	0,843	2,723			
	Willing to help replace coworkers' duties	3.853	0,685	1,788			
	Avoiding conflict with colleagues	4.298	0,824	2,895			

Based on the table above, it can be seen that the mean score is at the highest mean level (4.3), namely in the principal's leadership variable, and at the second level, namely in the teacher performance variable (mean 4.2) and the lowest in the work motivation and work environment variables (mean 3.8).

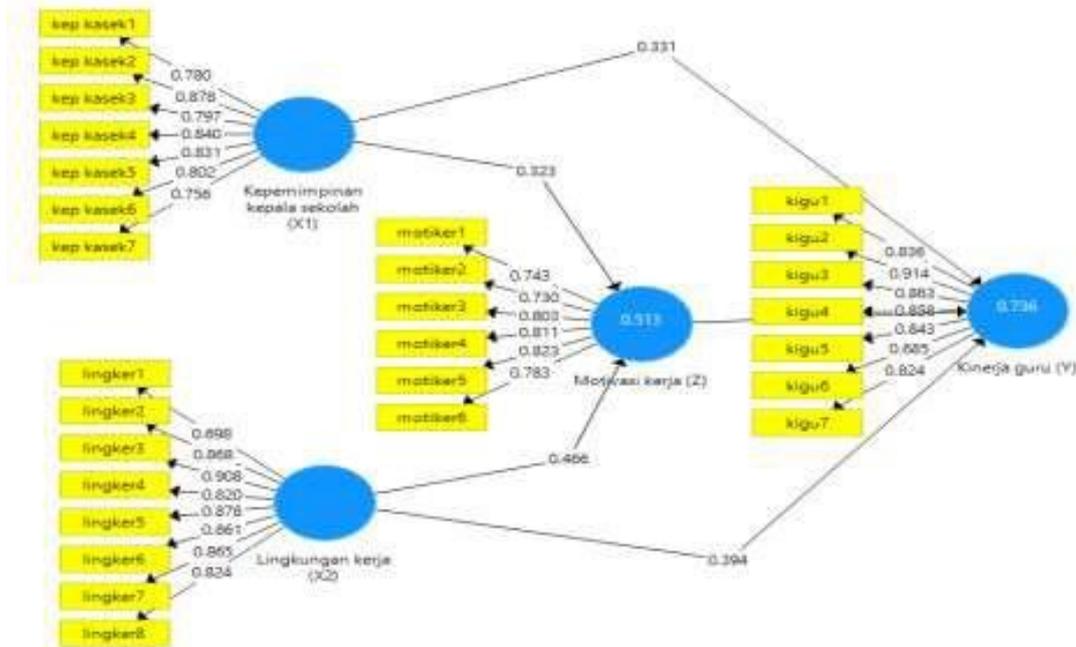


Figure 1. Results of PLS Algorithm Processing

Evaluation of the Measurement Model of the Outer Model

The reliability indicator aims to test whether the indicator to measure latent variables is reliable or not, namely evaluating the results of the external formation of each indicator. A value above 0.7 explains that variables can explain more than 50% of the various indicators (Hair Jr. et al., 2017). In this study, all exposure values above 0.7 and only three whose exposure values were below 0.7 and all those above 0.7 could be shown. To determine the validity of convergence Used principle that variable gauges should have a high influence (Joe F. Hair, Ringle, & Sarstedt, 2011). The validity of the convergence of each variable with a reflective indicator is evaluated using the extracted mean variable (AVE). The AVE must be at a value of 0.5 or more. An AVE value of 0.5 or more means if the variable can explain 50% or more of the variable item (J. Hair et al., 2017).

Conducting reliability tests on Smart PLS using two methods, namely; Reliability Alpha and Cronbach Composites. According to Hair.et. al. (2017) Composite reliability and Cronbach alpha values are calculated with average extracted variance (AVE) to see the reliability of the assessment model. All coefficients for the reliability of alpha and Cronbach composites must be greater than 0.7, although a value of 0.6 is still acceptable. However, internal consistency tests are not absolutely necessary if the validity of the variable has been met, because the variable that is said to be valid is a reliable variable, otherwise the reliable variable is not necessarily valid (Hair Jr. et al., 2017). The reliability of the composite varies from 0.619 to 0.842. The average value also varies from 613 to 710. All values in this study can be seen in the table, both Cronbach's alpha, composite reliability, and AVE can be accepted so the data can be concluded to be valid and reliable.

The individual reflective measure can be said to be very high if it has a correlation of more than 0.70 with the construction to be measured. However, for research in the

early stages of the development process with a payload value on a scale measurement of 0.50 to 0.60, it can be said that it is sufficient (Hair et al., 2011). The purpose of the validity of discrimination is to determine whether the correct reflective indicator has a good measure of its construction, based on the principle that each indicator must have a very strong relationship with the variable. Each of the different variables does not have a very strong relationship (Hair Jr. et al., 2017).

The Smart PLS 3.2.9 application tests the validity of discrimination using cross loading and Fornell-Larcker Criterion values, and Heterotrait-Monotrait (HTMT) (Henseler et al., 2015). The concept of validity measurement can be done by various methods, such as by using the Keiser-Meiser-Ohlin procedure known as KMO (Joseph F. Hair et al., 2020). The Standard Smart PLS 3 approach provides three procedural recommendations to measure the validity, namely; First, the Fornell-Larscher procedure (Henseler, Ringle & Sarstedt, 2015). Second, the cross-loading procedure (Joe F. Hair et al., 2020), and the third heterotrait-monotrait ratio procedure (Hair. et al., 2015).

The data analysis of this study uses the SEM – PLS approach assisted by the Smart PLS 3 program application to see the validity of the model, the researcher uses the 3 approaches. Outner Model measurement view, more information about measurement results on cross-loading procedures, Fornell-Larscher procedures, and Heterotrait-monotrait ratio procedures. Which is presented in the form of a table as below.

The cross-loading value of each variable is evaluated to ensure that the relationship between the variable and the object of measurement is greater than the other variables. For this reason, the expected cross-loading value is greater than 0.7 (Hair.et, al, 2017) Based on the statistical test with the help of the Smart PLS application table 3 as below, it is found that the cross loading value of each of the variables of this study is greater than 0.7 so the conclusion is that all research indicators used meet the validity requirements of the instrument. The results of statistical measurement of discrimination validity testing through the Fornell-Larscher Criterion procedure with the help of the Smart PLS application in this study can be seen in table 3 as follows.

Table 3. Fornell-Larscher Criterion

	(X1)	(Y)	(X2)	(Z)
Principal Leadership (X1)	0,813			
Teacher Performance (Y)	0,740	0,834		
Work Environment (x2)	0,636	0,776	0,842	
Work Motivation (Z)	0,619	0,725	0,672	0,783

The criteria for the validity of discrimination indicated by Fornell-Larcker and the criteria for loading and cross-loading. The value of the of-diagonal shown by table 4 is the relationship between each variable while the diagonal value is the square value of the average which shows that the AVE value in the variable is very high compared to the other variables. So, it can be explained that the root of AVE is worth more than the relationships below. In this case, the root value of the square mean in each variable is higher than the value of the relationship between the variable and the other variables in the form to be tested, then the form can be said to have a good value of the validity of discrimination (Joe F. Hair et al., 2011) so that it is worthy of research. The results of the test on the validity of discrimination carried out in this study use the Heterotrait-Monotrait Ratio technique as shown in table 4 below.

Table 4 Heterotrait-Monotrait Ratio (HTMT)

	(X1)	(Y)	(X2)	(Z)
Leadership Principal (X1)				
Teacher Performance (Y)	0,792			
Work Environment (X2)	0,680	0,826		
Work Motivation (Z)	0,664	0,791	0,714	

The opinion of experts states that cross-loading and the Fornell-Larcker criteria are less sensitive when evaluating the validity of discrimination. HTMT is an alternative step that is suggested to evaluate the validity of discrimination. In this method, a multi-property matrix and a multi-method are used as the basis for making measurements. The HTMT value must be less than 0.9 to convince the validity of discrimination between the two reflective variables (Henseler et al., 2015). Based on the results of the data in the table above, it was found that the overall value was less than 0.9 so that it could be concluded that the research instrument used was valid.

Structural Model Evaluation

Variable inflation factors (VIFs) are used to estimate alignment. Multicollinearity is often found in statistics. Multicollinearity is a phenomenon in which two or more of the independent variables or exogenous variables are highly correlated, resulting in poor model prediction power (Shmueli et al., 2019). The VIF value must be less than 5 because if it is greater than 5 indicates the collinearity between variables (Joseph F. Hair et al., 2020).

In this study, the results of measuring collinearity using variance inflation factor (VIF) are presented in the table above, namely H Table of the measurement model. Multicollinearity is measured by variance inflation factor (VIF). If the VIF value exceeds 5.0, then there will be a multicollinearity problem (Hair et al., 2017). In this study, there was no VIF value above 5.0 (table), which means that multicollinearity is not a problem in this study.

Determining the coefficient (R²), it is possible to estimate how far an endogenous variable can be explained by an exogenous variable. The coefficient of determination (R²) is estimated to be between 0 and 1. If the R² values are 0.75, 0.50, and 0.25, this indicates that the model is strong, moderate, and weak (Sarstedt et al., 2017). (Joe F. Hair et al., 2020) gave an R² criterion value of 0.67; 0,33; and 0.19 is mostly strong, medium and weak. The results of this study use the determination coefficient (R²) shown in table 4 below. From the data in Table 4 above, it can be explained, which shows that the test of strong determination is teacher performance (Y) and for medium is work motivation (Z).

Redundant cross-validation (Q²) or Qsquare tests are used to assess predictive significance. A Q² value of > 0 indicates that the model has accurate prediction relevance for a given variable, while a Q² < A value of 0 indicates that the model has no prediction value (Sarstedt et al., 2017). The results of measurements using cross-validated redundancy (Q²) in this study are shown in Table 5 as below.

Table 5 Q2 Square

	RMSE	Mae	Q ² _predict
Teacher performance (Y)	0,561	0,420	0,700
Work Motivation (Z)	0,713	0,556	0,509

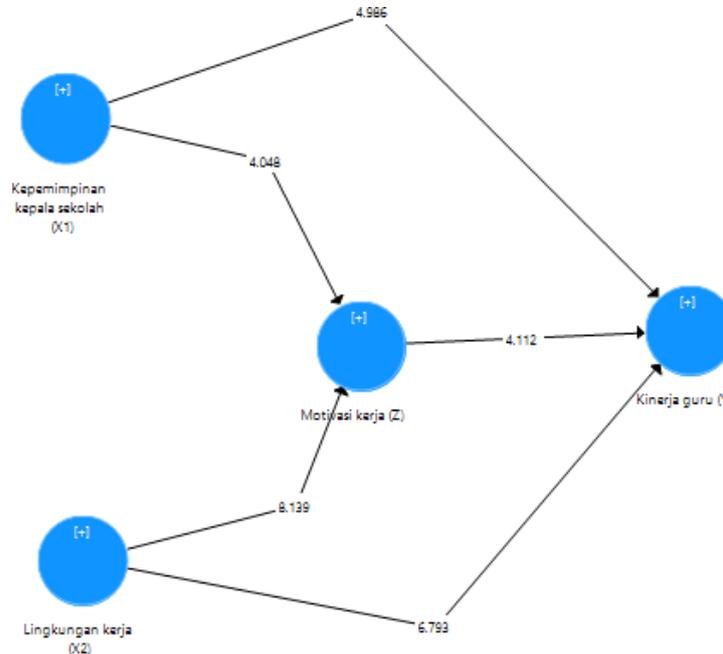


Figure 2. Structural Model Evaluation

Based on the figure above, the appearance of the hypothesis model of the partial influence of each research variable which includes principal leadership, work environment, work motivation on teacher performance. Clearer notification of test results from Mean, STDEV, T-Values, and P-Values. It can be seen in table 6 below:

Table 6 Summary of Hypothesis Testing Results

Hypothesis	Path Coefficient	P Values	
Principal Leadership (X1) -> Teacher Performance (Y)	0,331	0,000	Supported
Principal leadership (X1) -> work motivation (Z)	0,466	0,000	Supported
Work environment (X2) -> teacher performance (Y)	0,323	0,000	Supported
Work environment (X2) -> work motivation (Z)	0,255	0,000	Supported
Work motivation (Z) -> teacher performance (Y)	0,394	0,000	Supported

The direct influence of each variable in this study is shown in table 6. And to see the indirect influence, you can see the Specific Indirect Effect table or mediation in table 7 below which can explain the indirect influence of each variable.

Table 7. Summary of Hypothesis Testing Results Indirect

Hypothesis	Coefficien t Line	P Values	
Principal leadership (X1) -> Work motivation (Z) -> Teacher performance (Y).	0,082	0,001	Supported
Work environment (X2) -> Work motivation (Z) -> Teacher performance (Y).	0,119	0,001	Supported

Discussion

This study aims to see and assess what are the factors that affect teacher performance in high schools in Muaro Jambi by using a sample of 218 teachers and this study explains the influence of each variable, namely the principal leadership variable (X1), work environment (X2), work motivation (Z) and teacher performance (Y) from the 5 hypotheses proposed, overall the hypothesis has an influence, The researcher presents all hypotheses that have a relationship with the research question.

H1 The influence of principal leadership (X1) based on the results of the study that there is a positive influence on teacher performance (Y), this is in accordance with previous research, namely research (Rahardjo, 2014), (Suyatno, 2019), Hasibuan & Bahri (2018), Rowi & Jaenudin (2022), romadhon & Zulela (2021) and Yunus, et.al (2021). Where in these studies it is stated that the success of the learning process depends on the performance of the teacher. In order for the performance of teachers to be classified as ideal, it is necessary to have good and professional leadership of school principals. Therefore, a school principal is required to have a good strategy or way to empower educators through cooperation and provide opportunities for each educator to want to improve their profession and provide motivation for educators to be involved in every activity held by the school.

H2. The leadership of the principal (X1) affects work motivation (Z), where this hypothesis is in accordance with the results of research from (Rahardjo, 2014), (Suyatno, 2019), Pardede (2022), Nasrun (2016) and Mariatie, et.al (2021). This study shows that the leadership of head school has a positive and significant effect on work motivation. If the principals behave like a leader well, the teachers will have great motivation to work as well.

H3 Work environment (X2) affects teacher performance (Y), for this hypothesis is in accordance with research (Rahardjo, 2014) (Suyatno, 2019), Hasibuan & Bahri (2018), Suwondo & Sutanto (2015), Hadi (2021), Elfita, et.al (2019) and Gea (2022) that the work environment affects teacher performance. From the research they conducted, the results were obtained that the work environment had a significant effect on teacher performance. Where the work environment is all the things around those who work that will be an influence when these workers do their work. And in this study, the work environment in question is the environment of teachers in doing their work and responsibilities. In the study, it was stated that the work environment had a good and significant influence on the performance of teachers.

H4 Work environment (X2) affects work motivation (Z) just like the previous hypotheses, that the results of this hypothesis are in line with research conducted by (Rahardjo, 2014) (Suyatno, 2019). According to Nitisemito (2001) there are so many aspects in the workplace that it is difficult to list them all: safety, noise, cleanliness, lighting, music, and ventilation. Work motivation affects teacher performance which is influenced by these factors. In particular, when these things are supported in the workplace, motivation will increase, which in turn will lead to improved teacher performance.

H5 Work motivation (Z) affects teacher performance (Y) in this case can be explained based on research data that work motivation has an influence on teacher performance, this is also proven by other researchers (Riyadi & Mulyapradana, 2017), Alhusaini, et.al (2020), Rizal (2019), Diana, et.al (2020), Gabriella & Tannady (2019) and Hasibuan & Bahri (2018). Where if every employee has good work motivation, it is certain that every employee will have a high enthusiasm in doing their work.

H6 The leadership of school principals affects teacher performance mediated by work motivation, this hypothesis is in line with research conducted by Yuliastini (2021) and Dawam, et.al (2022). However, the results obtained are different. Where if the result of our research is leadership head Schools have a significant effect on teacher performance and are mediated by work motivation. And for the results of research from Yuliastini (2021) and Dawam, et.al (2022), the results were obtained that there was no influence of the principal's leadership on teacher performance mediated by work motivation.

H7 The work environment affects teacher performance which is mediated by work motivation. This hypothesis is in line with the research of Simanjuntak, et.al (2022). Where both in the research conducted by Simanjuntak, et.al and this study both obtained the results that the work environment affects teacher performance mediated by work motivation.

Based on the results of this study, the principal's leadership, work environment and work motivation affect teacher performance. The leadership of the principal and the work environment also affect the performance of teachers mediated by work motivation. Where to improve teacher performance, it is necessary to make improvements regarding leadership head school, work environment and work motivation in every teacher (Rahardjo, 2014) and Hasibuan & Bahri (2018). And research from Suyatno (2019), Rizal (2019), Diana, et.al (2020), Gabriella & Tannady (2019), Hasibuan & Bahri (2018), Suwondo & Sutanto (2015), Hadi (2021), Elfita, et.al (2019) and Gea (2022) also said that work motivation and work environment have a significant effect on teacher performance.

CONCLUSION

The conclusion of the research results that can be drawn from this study is:

1. The principal leadership variable has a positive influence on the teacher performance variable. Because what drives employees to be more active and maximize teacher performance results is the task of a school principal
2. The Principal Leadership Variable has a positive influence on work motivation. Because the principal is the pioneer and driver of teachers in working more actively and improving the quality of teachers' work. This is in accordance with the opinion of Wahjusumdjo (1987) that the leadership of superiors is one of the elements that affects the work motivation of their subordinates, in this case the teacher, so it is clear that the leadership of the principal affects the motivation of work
3. Variable Milieu work has a positive influence on teacher performance variables. Because a good and comfortable work environment will make employees feel more productive, thereby improving the performance of teachers.

4. Variable Milieu Work has a positive influence on work motivation. Because if the existing work environment can be categorized as good, teachers will feel motivated in improving their performance, thus it can be said that teachers' work motivation depends on the existing work environment.
5. The work motivation variable has a positive influence on the teacher performance variable. Because if teachers feel motivated in doing the tasks given, their performance will also increase. With the increase in teacher performance, the performance of the institution, in this case the school, will also be more advanced.
6. The principal leadership variable has an effect on teacher performance mediated by work motivation. Work motivation can mediate the principal's leadership to the teacher's performance, which means that the teacher is ready to carry out each of his duties according to the expectations of the principals.
7. Variable milieu work affects teacher performance which is mediated by work motivation. This means that if the working environment is getting better, the performance of teachers will increase if it is mediated by work motivation.

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