



The Effect of Principal Leadership Style on Teachers' Motivation and Post Pandemic Productivity

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ABSTRACT

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Purpose: This study aimed to analyze the leadership style of school principals and performance motivation that can affect the performance productivity of teachers at the SMK level in Probolinggo Regency amid and after the pandemic. **Method:** This study used a quantitative approach with data collection techniques through distributing questionnaires. The study sample consisted of 100 participants or 30% of the 334 teachers spread over 7 schools from 51% of the total number of SMKs in Probolinggo Regency. To reveal the effect of the variables, this study used multiple linear regression analysis through IBM SPSS version 25.

Findings: Based on the regression test regarding the principal's leadership style, the R Square result was 0.342, and motivation was 34.2%, thus simultaneously influencing teacher performance productivity, while the remaining 65.8% was influenced by other variables. **Implication for Research and Practice:** The study implies that the better a person's leadership, the more individual performance increases, and the worse the leadership, the more according to performance productivity, as well as the higher a person's motivation, the higher his performance, the lower his motivation and the lower is his performance productivity.

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Introduction

In organizations and public and private enterprises, leadership is an ability possessed by a person to be able to influence all forms of individual action and behavior in order to achieve common goals (Purnomo, Supriyanto, & Dami, 2021). It takes an exemplary attitude and high morality for a leader to make his presence truly become a role model for his subordinates (Tobroni, 2002). The portrait of the principal's leadership also has a significant influence on the sustainability of an organization or educational institution, and is understood as the key factor in increasing motivation and growing individual performance productivity (Nam Nguyen & Mohamed, 2011). It seems that the school principals at the SMK level in Probolinggo Regency, Indonesia were inspired with this view in building an effective leadership, especially after the pandemic (Bestiantono, Agustina, & Cheng, 2020). The pandemic had caused all sectors to have to adapt to new conditions, especially for leaders of educational institutions, to make various changes in response to the social conditions above, by inviting all elements within the organization to collaborate in dealing with uncertainties and crises that are happening.

In this context, it was important to examine the significance of the role and leadership activities of school principals in managing an educational institution (Camilleri & Camilleri, 2022). This is based on the premise that leadership effectiveness cannot be separated from social conditions both internal and external to the organization and can significantly influence the formation of organizational culture, and an individual's motivation and productivity (Thoha & Setiawan, 2021). Thus the existence of the leadership of the school principal in the midst of uncertain social conditions can give birth to various changes in every decision-making, and this is intended to streamline the management of education so that it continues to survive. Thus, a principal needs to demonstrate various abilities and skills that are needed in dealing with such unpredictable changes and contingent situations like the pandemic. Apart from being a motivator, an initiator, and a stimulator, the principal must also have the courage in every decision making and be responsible for all the risks, by trying to make various changes and build a healthy organizational culture (Urboniene et al., 2018), which can foster motivation and increase individual performance and productivity (Almohtasb, Aldehayyat, & Alaodat, 2021).

Bernarto et al. (2020) assert that leadership is an effort to understand the needs of followers by providing motivation to each individual, so that they can produce a better performance ethos. Similarly, Apriyanto and Satrio (2015) found that motivation is believed to be able to move, awaken and increase enthusiasm in a person to be able to work optimally and complete various tasks within himself. Therefore, low motivation can cause a decrease in performance enthusiasm, and it becomes more difficult to achieve a goal; on the other hand, high performance motivation is able to arouse and give birth to creativity, which in turn can increase performance productivity (Bass & Steidlmeier, 1999).

In this context, school principal leadership is considered effective if the school principals are able to carry out their duties and functions in a good way (Sakerani, Djatmika, & Arifin, 2019), so that they can then foster an attitude of commitment and performance productivity (Cherian et al., 2021). Strong leadership is needed to bring change for the better, and this can be done through several approaches including: 1) *distribution of power*, giving authority to each individual to be able to carry out their duties

according to their respective fields; 2) *distribution of knowledge and skills*, increasing knowledge and various skills in each individual; 3) *distribution of information*, sharing information and experiences in order to develop the skills of each individual; 4) *distribution of rewards*, giving rewards to each individual, because they had caused performance productivity to increase (Tony Bush, 2000). Last, but not the least, the success of an educational institution is largely determined by the leadership style of the school principal, who can influence and encourage all school members to carry out their activities through policies that have been formulated with the aim to bring productivity (Akpa, Asikhia, & Nneji, 2021).

Based on various understandings regarding the importance of leadership in the management of education, this research is more focused on the leadership style of school principals and motivation in building teacher performance productivity after the pandemic, with the aim of analyzing and knowing whether the principal's leadership style and motivation affect performance productivity teachers at the SMK level in Probolinggo District. It was premised in this study that the principal's leadership style and motivation significantly influenced the productivity of teacher or employee performance. The more effective is the principal's leadership, the higher teacher performance productivity increases, and vice versa. If the principal's leadership is ineffective, it will result in decrease the performance and productivity of teachers and employees in educational institutions.

Literature Review

- *Principal Leadership Style*

Practically speaking, leadership is a result of the attraction between positive and negative energy (Dakir & Fauzi, 2020). Positive energy is interpreted as an encouragement or attitude for the realization of behavior and leadership style so that it can inspire, influence and move the behavior of other individuals, based on attitude obedience, trust and cooperation to achieve a goal. Besides, positive energy is also believed to be able to bring about change and make various breakthroughs according to social conditions to maintain the organizational system. Meanwhile, negative energy is an impetus for the formation of individual behavior in a leadership that tends to be pessimistic and avoids various challenges and does not want change (Goleman, Boyatzis, & McKee, 2013). Thus, the two energies significantly influence individual behavior, so that they can give birth to various models of leadership in the organizational system. Therefore, behavior is a representation of (task behavior, relationship behavior, and maturity behavior) in leadership with the aim of influencing and directing all forms of action and individual behavior in achieving a goal (Efendi, 2015).

Based on these views, leadership style has three basic patterns: 1) a leadership style is oriented towards carrying out tasks in achieving goals effectively and efficiently; 2) a leadership style is oriented towards cooperative relationships; 3) a leadership style emphasizes results in realizing organizational goals (Bogler, 2001). In this context, leadership style pays great attention to its members and takes place separately, this is intended to find out the various leadership typologies of school principals. Therefore, leadership is considered ideal in facing various challenges in transformational leadership,

and is believed to be a model of leadership capable of making various changes towards a better direction. Transformational leadership basically has the same interpretation and meaning as effective leadership, because it has the same goal to dynamically change, especially in transitional environmental situations (Apriyanto & Satrio, 2015). Therefore, the success of an educational institution is largely determined by the style of leadership, thus the principal's leadership is expected to be able to carry out various tasks in the educational environment, besides that he must have the courage to make various changes in the management of education (Lin, 2014).

- *Principal Leadership Behavior*

Leadership behavior is basically a representation of a person's nature and personality (Omar, 2022). Therefore, leadership behavior becomes the most important factor to be able to streamline and build the productivity of individual performance in the organization, so strong leadership behavior, so that all activities in the organization starting from decision making, implementation and evaluation are influenced by leadership behavior (Cristina & Ticlau, 2012). The actions of an organization's members are also formed from the behavior of a leader, both in expressing his thoughts, giving instructions and carrying out supervision. Based on these views, leadership behavioral styles can be divided into four types; 1) *Instructive behavior*, understood as the formation of one-way communication, where a leader limits the role of his subordinates, decision making, problem solving becomes the responsibility of the leader, work implementation is closely monitored, 2) *Consultative behavior*, leadership behavior that still provides quite large instructions in determining decisions, so that two-way communication is expected to occur by listening to various complaints and feelings of subordinates in making decisions, 3) *Persuasive behavior*, the form of problem solving and decision making between leaders and subordinates occurs in a balance that is equally involved in decision making, 4) *Delegative behavior*, leadership behavior that discusses various problems with subordinates and gives the right to determine the steps in completing their tasks according to their own decisions (Andang, 2014).

These leadership behavioral styles affect the formation of a leadership style, where each leadership has its own characteristics, based on nature, character, habits and personality, so that it can influence social behavior and actions (Urboniene et al., 2018). This suggests that the influence of a person's nature and character in leadership is significant. Therefore, the essence of effective leadership is not born through experience and training, let alone accompanied by ambition and self-interest. Its existence is built through the inner beauty of the spiritual human being, so that it can motivate, move and guide its followers. Therefore, what is conveyed is considered easy to understand, followers feel comfortable, so that they are able to give birth to an attitude of performance productivity in an organizational environment (Lang, 2019).

In this context, effective leadership always embraces various obstacles faced by an organization, by giving trust and sharing power with its subordinates (Nam Nguyen & Mohamed, 2011), as it is known that effective leadership can convey various responses in realizing satisfaction for its public (Kirby, Paradise, & King, 1992). Therefore, effective leadership is more oriented to the implementation of performance, the occurrence of cooperation and the results to be achieved (Jyoti & Dev, 2015).

In this context, effective leadership is different from other leadership models, which is based on various characters that are built including 1) the ability to explain to his subordinates clearly and easily understood, so that his subordinates can understand what goals must be achieved in the organization; 2) The ability to build motivation towards his subordinates; 3) Innovation, is one of the main ideas that is used as a foundation, for example when faced with change, a leader is ready and tries to adapt; and 4) It promotes an attitude of mutual help, democratic and an open attitude, so that a leader can communicate with his members and accept all forms of suggestions and criticism. Thus, this leadership style can be interpreted as a true leadership model, because it is able to work according to targets and accompanied by actions towards a goal that has not been achieved before (Bernarto et al., 2020).

- *Motivation and Productivity Performance*

Effective leadership is expected to be able to communicate and actualize the vision of the organization (Almohtasb et al., 2021), so that it can then build a healthy organizational culture, attitude of commitment and productivity of teacher performance (Sendjaya & Pekerti, 2010). A leader must have various characteristics such as broad knowledge, morality, and a higher position in a group, so that he can influence individual behavior in achieving organizational goals (Almohtasb et al., 2021). Thus an effective leadership style is believed to be able to build organizational culture and foster higher levels of commitment and employee performance productivity, and this can be done through several approaches, including: 1) *Identified Influence*, leadership behavior that produces standards high behavior, so that it can then give birth to several individual actions, such as inspiring subordinates to be able to imitate their behavior and identify themselves with their leaders, have trust, accept a value system that is built as a shared principle for the formation of behavior in the organization, and foster the productivity of individual performance in the organization; 2) *Inspirational motivation*, which is an attitude that always creates challenges so that leaders can build higher expectations, arouse enthusiasm and motivate subordinates in building individual performance productivity; 3) *Individualized consideration*, suggesting that leadership behavior always listens to other people with great care and provides a form of attention, support and encouragement to its subordinates with the aim of improving capabilities himself, so that in the end it can influence and increase performance productivity; and 4) *Intellectual stimulation*, a leader must be able to increase understanding and stimulate the emergence of new perspectives in seeing problems, through critical and innovative thinking, so that then he can improve his ability to solve every problem (Daryanto, 2014).

Methodology

- *Research Design*

This research uses a quantitative approach, through multiple linear regression analysis which shows influence between each variable by using a significance value (Alvesson & Sköldberg, 2000). The selection of this type of research was conducted to reveal the extent to which the two variables, between the principal's leadership style, performance motivation can shape or influence teacher performance productivity as the dependent variable (Bogdan & Biklen, 1998). Therefore, this study involves one dependent variable and two independent variables, where the dependent variable is teacher performance productivity which is represented by (Y), while the independent

variable consists of the principal's leadership style which is represented (X1), while teacher performance motivation can be represented (X2)

- *Data Collection*

The data was collected through questionnaires distributed to the entire sample of 100 respondents in 7 SMK level schools of the Probolinggo Regency area between January to May 2023. The questionnaire contained items related to the productivity and performance of teachers, and aimed to examine more information about the influence of the principal's leadership style and motivation on the performance productivity of teachers in SMK schools in the Probolinggo Regency area.

- *Sampling and Participants*

The sample of this study comprised vocational teachers of 7 SMK level schools of the Probolinggo Regency area, picked randomly through purposive sampling technique from a population of 334 teachers. The sample size was 100 respondents or 30% of the total population, who belonged to only 7 schools, out of 51 schools in the region. Table 1 exhibits the data related to the school areas and number of teachers obtained from Basic Education Data (DAPODIK) agency.

Table 1.

Basic Education Data (DAPODIK) Distribution of School Areas and Number of Teachers

Vocational Schools	Number of schools	Master's condition		
		L	P	Total number of teachers
Bantaran	1	4	5	9
Banyuanyar	2	41	33	74
Besuk	1	4	6	10
Dringu	2	10	24	34
Gading	2	7	11	18
Gending	4	36	41	77
Kotaanyar	2	14	25	39
Kraksaan	9	131	141	272
Krejengan	1	3	0	3
Krucil	1	2	2	4
Kuripan	1	6	3	9
Leces	3	19	12	31
Lumbang	1	6	9	15
Maron	2	17	12	29
Paiton	6	44	23	67
Pajarakan	2	27	19	46
Sukapura	1	9	11	20
Sumber	1	6	5	11
Sumberasih	1	33	24	57
Tegalsiwalan	1	2	6	8
Tiris	5	20	24	44
Wonomerto	1	15	17	32
Tongas	4	10	15	25
Total	51	466	468	934

• *Data Analysis*

The data was analyzed through IBM SPSS version 25, with the aim of knowing how far the principal's leadership style and performance motivation can affect productivity and performance of teachers at the vocational school level in Probolinggo district. While the validity of each questionnaire's item was determined, a multiple linear regression analysis was also performed to determine the effect on each of the variables.

Results

In order to determine the effect of the principal's leadership style and performance motivation on teacher performance and productivity, this research utilized two variables. The dependent variable was represented by teacher performance productivity (Y), while the independent variables were the principal's leadership style (X1) and teacher performance motivation represented by (X2). In order to reveal or find out the influence between variables, questionnaires were distributed to 100 respondents from a total of 334 teachers spread over 7 SMK level schools in the Probolinggo Regency area. Table 2 explains clearly and broadly the validity between the productivity of teacher performance, and whether it was a part of motivation and leadership style of the school principal. These results are based on the results obtained from the questionnaire.

Table 2.

Validity Testing Results

Resp	Principal Leadership Style					Teacher Performance Motivation					Teacher Performance Productivity				
	X1.1	X1.2	X1.3	X1.4	X1	X2.1	X2.2	X2.3	X2.4	X2	Y.1	Y.2	Y.3	Y.4	Y
1	4	3	4	4	15	4	3	4	4	15	3	4	4	4	15
2	3	3	4	3	13	3	3	4	3	13	4	4	3	3	14
3	4	4	3	4	15	4	4	3	4	15	4	3	4	4	15
4	4	3	4	3	14	4	3	4	3	14	3	3	3	4	13
5	4	4	4	3	15	4	3	4	3	14	4	3	4	4	15
6	3	4	3	4	14	4	4	3	4	15	4	4	4	4	16
7	4	3	3	4	14	4	3	3	4	14	4	4	3	4	15
8	3	4	4	3	14	3	4	4	3	14	4	3	4	3	14
9	4	3	4	4	15	3	4	4	3	14	3	4	4	4	15
10	4	4	4	4	16	3	3	4	4	14	4	3	4	4	15
11	4	3	4	4	15	4	3	4	4	15	3	4	4	4	15
12	3	3	4	3	13	3	3	4	3	13	4	4	3	3	14
13	4	4	3	4	15	4	4	3	4	15	4	3	4	4	15
14	4	3	4	3	14	4	3	4	3	14	3	3	3	4	13
15	4	4	4	3	15	4	3	4	3	14	4	3	4	4	15
16	3	4	3	4	14	4	4	3	4	15	4	4	4	4	16
17	4	3	3	4	14	4	3	3	4	14	4	4	3	4	15
18	3	4	4	3	14	3	4	4	3	14	4	3	4	3	14
19	4	3	4	4	15	3	4	4	3	14	3	4	4	4	15
20	4	4	4	4	16	3	3	4	4	14	4	3	4	4	15
21	4	3	4	4	15	4	3	4	4	15	3	4	4	4	15

22	3	3	4	3	13	3	3	4	3	13	4	4	3	3	14
23	4	4	3	4	15	4	4	3	4	15	4	3	4	4	15
24	4	3	4	3	14	4	3	4	3	14	3	3	3	4	13
25	4	4	4	3	15	4	3	4	3	14	4	3	4	4	15
26	3	4	3	4	14	4	4	3	4	15	4	4	4	4	16
27	4	3	3	4	14	4	3	3	4	14	4	4	3	4	15
28	3	4	4	3	14	3	4	4	3	14	4	3	4	3	14
29	4	3	4	4	15	3	4	4	3	14	3	4	4	4	15
30	4	4	4	4	16	3	3	4	4	14	4	3	4	4	15
31	4	3	4	4	15	4	3	4	4	15	3	4	4	4	15
32	3	3	4	3	13	3	3	4	3	13	4	4	3	3	14
33	4	4	3	4	15	4	4	3	4	15	4	3	4	4	15
34	4	3	4	3	14	4	3	4	3	14	3	3	3	4	13
35	4	4	4	3	15	4	3	4	3	14	4	3	4	4	15
36	3	4	3	4	14	4	4	3	4	15	4	4	4	4	16
37	4	3	3	4	14	4	3	3	4	14	4	4	3	4	15
38	3	4	4	3	14	3	4	4	3	14	4	3	4	3	14
39	4	3	4	4	15	3	4	4	3	14	3	4	4	4	15
40	4	4	4	4	16	3	3	4	4	14	4	3	4	4	15
41	4	3	4	4	15	4	3	4	4	15	3	4	4	4	15
42	3	3	4	3	13	3	3	4	3	13	4	4	3	3	14
43	4	4	3	4	15	4	4	3	4	15	4	3	4	4	15
44	4	3	4	3	14	4	3	4	3	14	3	3	3	4	13
45	4	4	4	3	15	4	3	4	3	14	4	3	4	4	15
46	3	4	3	4	14	4	4	3	4	15	4	4	4	4	16
47	4	3	3	4	14	4	3	3	4	14	4	4	3	4	15
48	3	4	4	3	14	3	4	4	3	14	4	3	4	3	14
49	4	3	4	4	15	3	4	4	3	14	3	4	4	4	15
50	4	4	4	4	16	3	3	4	4	14	4	3	4	4	15
51	4	3	4	4	15	4	3	4	4	15	3	4	4	4	15
52	3	3	4	3	13	3	3	4	3	13	4	4	3	3	14
53	4	4	3	4	15	4	4	3	4	15	4	3	4	4	15
54	4	3	4	3	14	4	3	4	3	14	3	3	3	4	13
55	4	4	4	3	15	4	3	4	3	14	4	3	4	4	15
56	3	4	3	4	14	4	4	3	4	15	4	4	4	4	16
57	4	3	3	4	14	4	3	3	4	14	4	4	3	4	15
58	3	4	4	3	14	3	4	4	3	14	4	3	4	3	14
59	4	3	4	4	15	3	4	4	3	14	3	4	4	4	15
60	4	4	4	4	16	3	3	4	4	14	4	3	4	4	15
61	4	3	4	4	15	4	3	4	4	15	3	4	4	4	15
62	3	3	4	3	13	3	3	4	3	13	4	4	3	3	14
63	4	4	3	4	15	4	4	3	4	15	4	3	4	4	15
64	4	3	4	3	14	4	3	4	3	14	3	3	3	4	13
65	4	4	4	3	15	4	3	4	3	14	4	3	4	4	15
66	3	4	3	4	14	4	4	3	4	15	4	4	4	4	16
67	4	3	3	4	14	4	3	3	4	14	4	4	3	4	15

68	3	4	4	3	14	3	4	4	3	14	4	3	4	3	14
69	4	3	4	4	15	3	4	4	3	14	3	4	4	4	15
70	4	4	4	4	16	3	3	4	4	14	4	3	4	4	15
71	4	3	4	4	15	4	3	4	4	15	3	4	4	4	15
72	3	3	4	3	13	3	3	4	3	13	4	4	3	3	14
73	4	4	3	4	15	4	4	3	4	15	4	3	4	4	15
74	4	3	4	3	14	4	3	4	3	14	3	3	3	4	13
75	4	4	4	3	15	4	3	4	3	14	4	3	4	4	15
76	3	4	3	4	14	4	4	3	4	15	4	4	4	4	16
77	4	3	3	4	14	4	3	3	4	14	4	4	3	4	15
78	3	4	4	3	14	3	4	4	3	14	4	3	4	3	14
79	4	3	4	4	15	3	4	4	3	14	3	4	4	4	15
80	4	4	4	4	16	3	3	4	4	14	4	3	4	4	15
81	4	3	4	4	15	4	3	4	4	15	3	4	4	4	15
82	3	3	4	3	13	3	3	4	3	13	4	4	3	3	14
83	4	4	3	4	15	4	4	3	4	15	4	3	4	4	15
84	4	3	4	3	14	4	3	4	3	14	3	3	3	4	13
85	4	4	4	3	15	4	3	4	3	14	4	3	4	4	15
86	3	4	3	4	14	4	4	3	4	15	4	4	4	4	16
87	4	3	3	4	14	4	3	3	4	14	4	4	3	4	15
88	3	4	4	3	14	3	4	4	3	14	4	3	4	3	14
89	4	3	4	4	15	3	4	4	3	14	3	4	4	4	15
90	4	4	4	4	16	3	3	4	4	14	4	3	4	4	15
91	4	3	4	4	15	4	3	4	4	15	3	4	4	4	15
92	3	3	4	3	13	3	3	4	3	13	4	4	3	3	14
93	4	4	3	4	15	4	4	3	4	15	4	3	4	4	15
94	4	3	4	3	14	4	3	4	3	14	3	3	3	4	13
95	4	4	4	3	15	4	3	4	3	14	4	3	4	4	15
96	3	4	3	4	14	4	4	3	4	15	4	4	4	4	16
97	4	3	3	4	14	4	3	3	4	14	4	4	3	4	15
98	3	4	4	3	14	3	4	4	3	14	4	3	4	3	14
99	4	3	4	4	15	3	4	4	3	14	3	4	4	4	15
100	4	4	4	4	16	3	3	4	4	14	4	3	4	4	15

After testing the validity as shown in Table 2, it was found that all the statements in the instruments were valid. Next, to determine the effect on each of the variables, a multiple linear regression analysis was performed, as presented in Table 3:

Table 3.

Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.585 ^a	.342	.328	.643

a. Predictors: (Constant), teacher performance motivation, and the principal's leadership style

The multiple linear regression analysis reveals that that the result (R) Square is 0.342, which means that the principal's leadership style variable (X1) and performance motivation variable (X2) simultaneously have a 34.2% influence on teacher performance productivity. While the remaining 65.8% was influenced by other variables not presented in the context of this study. These findings through the multiple linear regression assist in decision-making process, when compared to the significance value with the probability value, the results obtained are seen in Table 4:

Table 4.

Model Feasibility Test Results ANOVA^a

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	20.845	2	10.423	25.178	.000 ^b
Residual	40.155	97	.414		
Total	61.000	99			

a. Dependent Variable: teacher performance productivity

b. Predictors: (Constant), teacher performance motivation, principal's leadership style

Based on the ANOVA in Table 4, it is clearly evident that the calculated F value is 25.178, especially after being compared with the F table value of 97 (df 1 = 2 and df 2 = 97). Thus the obtained F value in the table is equal to 3.090, meaning that the calculated F value is greater than F table (F count > F table) which means that there is a significant influence between the principal's leadership style (X1) and work motivation (X2) simultaneously on teacher performance and productivity, as this is in accordance with the results of the hypothesis test results presented in Table 5:

Table 5.

Hypothesis Test (t test)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.149	1.631		1.932	.056
	Principal's leadership style	.196	.088	.202	2.235	.028
	Teacher performance motivation	.613	.118	.471	5.208	.000

a. Dependent Variable: Teacher performance productivity

Based on the Coefficients in Table 5, the t-count value regarding the principal's leadership style is 2.235, and when compared with the t-table value obtained by calculating the degree of freedom value, which is then abbreviated as $df = n - k - 1$, it can be obtained $df = 100 - 2 - 1 = 97$ with a two-way probability of 0.05. Hence, the value in t-table can be obtained at 1.985, which shows that the value of t-count is greater than t-table ($t\ count > t\ table$). It can be concluded that there is a significant influence between the leadership style of school principals in an educational institution (X1) on teacher performance productivity (Y) in Probolinggo District Vocational Schools.

The coefficient values in the Table 5 also suggest that the calculated t-value for teacher performance motivation is 5.208, and when compared with the t-table value through calculating the *degree of freedom value* which is then abbreviated as $df = n - k - 1$, then $df = 100 - 2 - 1 = 97$ with a probability of 0.05 both ways. Hence, when the t-table value is 1.985, from this value it can be seen that the t-count value is greater than t table ($t\ count > t\ table$) and it can be concluded that there is a significant influence between work motivation (X2) on teacher performance productivity (Y).

Discussion

The linear regression test conducted to evaluate the principal's leadership style, the R Square showed a value of 0.342, and motivation 34.2%, thus simultaneously influencing teacher performance productivity, while the remaining 65.8% was influenced by other variables. In this context, the leadership style in a person has a variable for the formation of other people's behavior. This suggests that the better is the leadership behavior which is built related to task behavior and relationship behavior and maturity, the higher is the performance productivity of individuals or teachers in the organization. Meanwhile, both intrinsic and extrinsic motivation, such as encouragement, desire, interest, hope and respect, also influences the actions in building the productivity of individual or teacher performance.

Thus, the study findings reveal a significant effect on the productivity of teacher performance, proving a significant relationship between the principal's leadership style and individual motivation. This is explained in the ANOVA table that the F count value is 25.178, and after being compared with the F table value of 97 ($df\ 1 = 2$ and $df\ 2 = 97$), the F table value is 3.090, which means that the F count value is greater than the F table ($F\ count > F\ table$). Thus, the influence of the principal's leadership style and performance motivation on teacher performance productivity can be presented as in Figure 1.

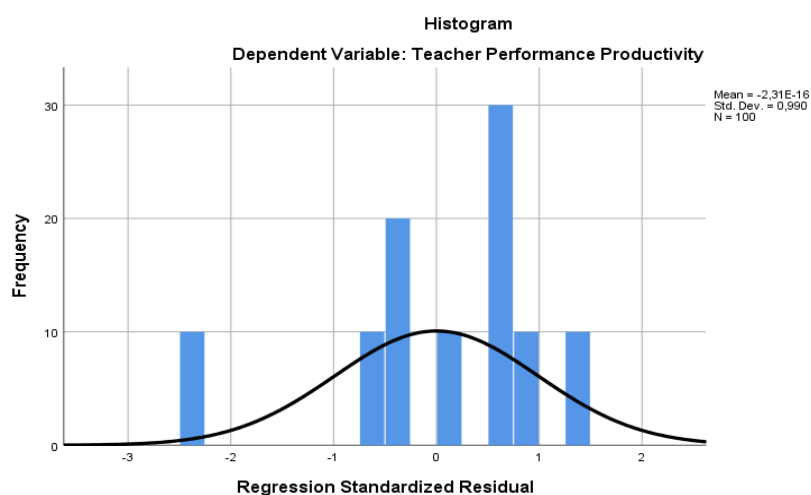


Figure 1. Influence of the principal's leadership style and performance motivation on teacher performance productivity

Based on the hypothesis test, it was found that the leadership style has a positive influence on teacher performance productivity, which is indicated by the t value of 2.235, and after being compared with the t table value through calculating the degree of freedom abbreviated as $df = n - k - 1$, then df is obtained = $100 - 2 - 1 = 97$ with a two-way probability of 0.05, so the t value in the table is 1.985. Thus, the value of t count is greater than t table ($t \text{ count} > t \text{ table}$) so that it can be concluded that there is a significant influence between the principal's leadership style on the productivity of teacher performance. These results are in line with what (Armstrong, 2009) stated that, the essence of leadership is the process of providing inspiration, suggestions so as to create an attitude of mutual respect, so that then can encourage, influence and move the behavior of others, so that they are able to work productively to achieve common goals.

This suggests that leadership is a person's ability to influence all forms of individual action and behavior through effective communication, which fosters an attitude of commitment and build cooperation to achieve a goal. Therefore, it is necessary to have an exemplary attitude and high morality, so that their presence can inspire and create change and become a role model for their subordinates (Aamodt, 2016). Besides, the results of this study were also strengthened by Hersey, Blanchard, and Johnson (2012) whose research stated that leadership style had an influence on performance culture; while DeGroot, Kiker, and Cross (2000) also explained that leadership style had an impact on the motivation and productivity of individual performance in organizations.

While performance motivation, based on hypothesis testing, it was found that the calculated t value was 5.208, and after being compared with the t table value through the process of calculating the degree of freedom value, abbreviated as $df = n - k - 1$, then $df = 100 - 2 - 1 = 97$ with a two-way probability of 0.05, so the t table value is 1.985. Based on these values, it can be seen that the value of t count is greater than t table ($t \text{ count} > t \text{ table}$) so it can be concluded that the value of motivation has a positive and significant effect on teacher performance productivity. Thus, the higher the motivation variable, the better is the teacher's performance productivity. Besides that, if motivation is good, performance activities will also be good, including relationships that are built with leaders as superiors. This is explained by Gibson (2003), who reiterates that motivation is a force that encourages the formation of one's behavior to work more effectively. Meanwhile, Wexley (1992) explain that motivation is a positive energy capable of producing better and more productive performance behavior.

Conclusion

Leadership and motivation are basically an important part of the organizational system. Therefore, an effective leadership style is needed by upholding the values of fairness, openness, democracy, mutual respect and responsibility, so that it can encourage and influence the formation of teacher performance productivity. Besides, performance motivation is also understood as an urge or tendency that originates within the individual in order to move or increase the productivity of his performance to achieve an organizational goal.

Based on various explanations from the results of the analysis in this study, the following can be concluded: 1) the principal's leadership style has a positive and significant

effect on the formation of teacher performance productivity, thus the better one's leadership, the more individual performance increases, and conversely the worse the leadership, the more according to one's passion and performance productivity; 2) motivation that is built within individuals can have a positive and significant effect on the productivity of teacher performance, thus the higher a person's motivation, the higher the performance productivity, and conversely the lower the motivation a person has, the worse his performance will be.

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