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Research paper



The Influence of Leadership Behavior and Work Motivation on Performance of Physical Education's Teachers in Manado City Indonesia

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Abstract

This research was conducted with the aim to identify the influence of principal leadership behavior and teacher's work motivation with the performance of physical education teachers of Junior High School in Manado City. The method used in this research is survey method with descriptive and associative approach. This research is intended to provide descriptive description of each variable and explain the pattern of relationship between one variable with another variable. The population is all teachers of physical education of public and private junior high schools in Manado City who are doing physical education teaching lessons in 2018. The population is 81 teachers of Physical Education. and the sample was obtained by using the formula of Taro Yamane with the sample size of (n) = 45 teachers of Physical Education. Sampling technique using simple random sampling. The questionnaire is compiled using the Likert scale. Further measurement results are analyzed by statistical correlation test and regression that preceded by testing requirements analysis. The conclusions of this research are (1) there is a positive correlation between principal leadership behavior with the performance of Physical Education teacher in Manado City; (2) there is a positive correlation between teacher's work motivation and Physical Education teacher performance of Junior High School in Manado City; (3) there is a positive relationship of Principal leadership behavior and teacher work motivation with performance of Junior High School Physical Education teacher in Manado City.

Keywords: *Leadership behavior; Motivation; Performance; Physical Education Teacher; Manado; Indonesia.*

1. Introduction

Education is a process that must be developed and manifested throughout human life, starting from the family and continuing in the community. Education is a very important factor for the life of the community, so it takes efforts to organize education well, orderly and systematic. It is strived that the educational process that occurs can contribute positively to improving the quality of life of individuals and communities.

Schools as community institutions carry out community mandates to help create students who have the expected quality. This is in accordance with the vision of national education in 2020, namely, "the realization of a nation, society, and human Indonesia that is high quality, advanced and independent. Then reinforced by the formulation of the vision of Indonesia 2020, namely: "the realization of a religiously human society, humane, united, democratic, fair, prosperous, advanced, independent and good and clean in the administration of the State [1].

Physical condition or physical fitness is one of the factors of success in learning. It has been recognized and believed that doing physical education conducted regularly will improve the degree of health, especially healthy dynamic which means increased functional ability or work ability. Increasing the degree of healthy dynamic and work ability means the increasing quality of human resources. Human is the element of the nation so that increasing human resources means increasing the quality and quality of the nation.

2. Literature Review

Teacher performance is an important factor in improving school quality and education. Teacher performance can be reflected in teachers' ability to plan lessons, implement learning, evaluate learning outcomes, and implement guidance. The progress and retreat of the quality of a school is influenced by the performance of existing teachers. If teachers have a high performance in performing the tasks then a quality education will be achieved. Without good performance then the goal of education will not be achieved maximally, so the performance of teachers is needed in education. Teacher performance is the behavior that a teacher produces in performing his duties as educator and teacher when teaching in front of the class, according to certain criteria [2]. Achieved teacher performance should be based on professional skill standard while performing obligation as teacher in school.

A good teacher performance is certainly reflected in the appearance of academic ability and the ability of the teacher profession means that teachers are able to manage the teaching in the classroom and educate students with the best. According to Danim in [3] teachers have responsibilities that can be broadly grouped into: "Teachers as teachers, Teachers as mentors, Teachers as class administrators". According to [4] the factors that affect perfor-

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mance is a multi-dimensional construct that includes many factors that affect it. Factors that affect performance are:

1) Personal / individual factors, including: knowledge, skills (skill), ability, confidence, motivation, and commitment owned by each individual.
2) Leadership factors, including quality in providing encouragement, encouragement, direction and support provided by the manager and team leader.
3) Team factors, including the quality of support and passion provided by peers in a team, trust in team members, teamwork and closeness.
4) System factors, including work systems, work facilities or infrastructure provided by organizations, organizational processes, and performance culture within the organization.
5) Contextual factors (situational), including: pressure and changes in external and internal environment.

Principal leadership's behavior in designing school progress is one of the factors that affect the quality of education in schools. Leadership of the principal becomes effective if able to carry out management functions well. The success of the principal in leading the school is evident from the management actions he/she is undertaking. Principles and management actions undertaken by the principal can affect the physical and psychological condition of all school residents including teachers.

[5] explains that "leadership is the ability to influence a group to achieve a goal". While, [6-11] defines: "Leadership is the process of influencing others to understand and agree with what needs to be done and how it is done effectively, and the process of facilitating individual and collective efforts to achieve common goals."

Mulyasa mentions that Principal leadership behavior can be seen in the following criteria:

1) Able to empower teachers in implementing the learning process well, smoothly and productively
2) Can complete the task and work in accordance with the time set.
3) Able to establish harmonious relationships with the community so that they can actively involve in order to realize the goals of school and education.
4) Successfully apply leadership principles appropriate to the maturity level of teachers and other employees at school.
5) Working with the management team.
6) Successful realization of school objectives productively in accordance with established provisions. [7]

The existing phenomenon indicates that there are some principals who have not implemented the proper leadership pattern. This is evident from the presence of principals who do not involve teachers in decision making and are less communicative with teachers. Some principals have not fully implemented leadership roles as educators, managers, administrators, supervisors, leaders, innovators and motivators. Principals tend to act only as educators and evaluators, while other functions are ignored. The leadership function of headmaster also has not run maximally because the principal lacks a harmonious relationship with the teacher. This resulted in teachers sometimes not being involved in realizing the goals of the school. The principal still does not apply leadership principles appropriate to the teacher's maturity level in school and tends to be closed or not transparent when working with teachers as fellow citizens.

Another factor that can improve teacher performance is work motivation. A teacher can work professionally if in itself there is high motivation. Highly motivated teachers will usually perform their duties energetically and energetically. Motivation of work is a driving factor that gives power, so the teacher willing and willing to work hard. [8] suggests that motivation is a force, both from within and from outside that encourages a person to achieve certain predetermined goals. Or in other words as a mental boost to individuals or people as members of the community. Motivation can also be interpreted as a process to try to influence the person or the people he leads to do the desired job. The success of a school is not only determined by leadership behavior but is also determined by the teacher's work motivation. Motivation is a process that encourages a person to have a high attention and care to students, fellow teachers, superiors, and provide time and energy to work. Teacher work motivation is an encouragement for teachers to be able to spur the attitude in a healthy competition. Positive job competition will be able to improve the good performance to achieve optimal learning outcomes of learners.

3. Method

All The method used in this research is to use survey research method with descriptive and associative approach. This research is intended to provide descriptive description of each variable and explain the pattern of relationship and contribution between variables with one other variable. The variables of this study can be described in the form of the following research model. The Model of this research is presented in the following

The population is all teachers of physical education in junior high school both public and private in Manado City who perform teaching activities for academic year 2018/2019. The population is 81 teachers. The sample was obtained by using the formula from Taro Yamane in (9). Based on the formula, the number of samples is (n) =45 teachers of Physical Education. Furthermore, for sampling technique with simple random sampling. The technique used in this research is a questionnaire technique is compiled with a number of statements using a Likert scale. Likert scale is used to measure attitudes, opinions and perceptions of a person about social events or symptoms, [9]. Questionnaire is a data collection technique that is done by giving a set of questions or written statement to the respondent to be answere [10].

The data collected in this research is quantitative data. The analysis used was Parametric Statistic Analysis Furthermore; the measurement result was analyzed by correlation test which was preceded by the analysis requirement test.

4. Result and Discussion

The leadership behavior variable of principal of Junior High School in Manado City shows that the leadership behavior of principal has run well even though not evenly or in other words not yet maximal, because the result shows that leadership behavioral score of principal, as many as 10 (22,2%) of respondent has a leadership behavior score in the low group. While 23 (51,1%) respondents were in medium group, and 12 (26,7%) respondents were in high group. This result can be interpreted that there needs to be an action or effort to improve the way of acting or behavior of principal leadership in every teacher.

Work motivation of physical education teachers of Junior High School in Manado City showed that the motivation of work was good although not maximal, because result showed that job motivation score, as many as 11 teachers (24,4%) of respondent have job motivation score in group low. While 26 teachers (57.80%) respondents are in the medium group, and 8 teachers (17.8%) of respondents are in the high group. These results can be interpreted that the need for an action or effort to increase the motivation of both external and internal motivation on every teacher.

The performance variable of physical education teachers of Junior High School in Manado City showed uneven, because the results showed that the performance score of teachers of Physical Education, as many as 12 teachers (26.7%) of respondents have a performance score are in the low group. While 23 teachers (41.10%) of respondents are in the medium group, and 10 teachers (22.20%) of respondents are in the high group. This result can be interpreted that the need for corrective action or improvement effort for physical education teachers of Junior High School in Manado City.

Based on hypothesis test result to test whether there is a positive correlation between principal school leadership behavior (X1) with performance of teachers of physical education (Y). Calcula-

tion results show r=0.726 with determination coefficient Rsquare = 0,5270 (coefficient of determination is the square of the correlation coefficient between X1 with Y). Based on the calculation of the coefficient of determination that the contribution of leadership behavior of the principal to the performance of physical education teachers of Junior High School in Manado City is equal to Kd = r2 x 100% = (0.726) 2 x 100% = 52.70%. The remaining 47.30% is determined by other variables that cannot be explained one by one or not discussed in this study because it has not become the target of the researcher. Thus, from the results of this investigation turned out variable leadership behavior of principals has contributed positively to the performance of teachers, meaning that if there is an increase in leadership behavior of the good principal then the performance of teachers also increased.

These results illustrate that teachers' phenomenon of low performance is thought to be due to, among other things, the leadership of the school principal who has not demonstrated appropriate leadership behavior: "Principal must be able to function as an educator, manager, administrator, supervisor, leader, innovator, motivator "[7]. This means that the existence of good leadership behavior of the principal will have a positive impact or performance to the teachers.

Yukl suggests that effective leadership behaviors are: (1) Task-Oriented Behavior. Effective managers do not use their time and effort by doing the same job as their subordinates. Conversely, more effective managers concentrate on task-oriented functions such as planning and managing work, coordinating the activities of subordinates, and providing necessary tools, equipment and technical assistance. In addition, effective managers guide their subordinates in setting performance goals that are high but realistic. (2) Relations-Oriented Behavior. For effective managers, task-oriented behavior does not occur at the expense of attention to human relationships. Effective managers are more attentive, supportive and helpful to subordinates, trusted, friendly and considerate, trying to understand subordinate issues, helping to develop subordinates and advance their careers, always informing subordinates, showing appreciation of subordinate ideas and giving recognition of the contribution and success of subordinates (3) Participatory Leadership. Effective managers use more group supervision than control each subordinate individually. Group meetings facilitate subordinate participation in decision making, improve communication, encourage cooperation and facilitate conflict resolution. The manager's role in the main group meeting is to guide the discussion and make it supportive, constructive, and problem-solving oriented. But the use of participation does not imply a loss of responsibility, and the manager remains responsible for all decisions and results [6].

Based on the result of hypothesis testing to test whether there is a positive relationship between work motivation (X2) on the performance of teachers of physical education (Y). Calculation results show r=0.705 with determination coefficient Rsquare = 0.4970 (coefficient of determination is the square of the correlation coefficient between X2 with Y). Based on the calculation of the coefficient of determination that the contribution of work motivation on the performance of Physical Education teachers of Junior High School in Manado City is equal to Kd = r2 x 100% = (0.705) 2 x 100% = 49.70%. The remaining 50.30% is determined by other variables that cannot be explained one by one or not discussed in this study because it has not become the target of the researcher. Thus, from the results of this investigation turned out work motivation variable can give a positive contribution on the performance of teachers, meaning that if there is an increase in the motivation of work then the performance of teachers will also increase. The results of this study are reinforced by [13] that motivation is a concept that describes the forces that exist in employees who initiate and direct behavior. Furthermore [14] argued that, "Motivation is the provision of the driving force that creates the excitement of one's work, so that they will cooperate, work effectively and integrated with all its efforts to achieve satisfaction"[8]. suggests that "motivation is a force, both from within and from outside that encourages a person to achieve certain predetermined goals.

Similarly, to examine whether there is a relationship between principal leadership behavior (X1) and work motivation (X2) on the performance of teachers of Physical Education (Y). Result of calculation of multiple correlation show r=0,746 with determination coefficient of Rsquare = 0,5570. Based on the calculation of the coefficient of determination that the contribution or contribution of school principal leadership behavior and work motivation together on the performance of Junior High School Physical Education teachers in Manado City is 55.70%. This means that if together both the principal leadership behavior and teacher work motivation well, then the performance of each educator (teacher) will also increase and eventually the tasks and responsibilities as teachers will run well. This result is in accordance with the study by [15] that leadership style is a behavior pattern or a leader's way of influencing, moving, and motivating subordinates to be willing to carry out the task to achieve organizational goals that have been established together. submission guidelines can be found on the journal web pages. All authors are responsible for understanding these guidelines before submitting their manuscript.

5. Conclusion

Based on the results of research and discussion it can be concluded as follows.

There is a positive and significant correlation between principal leadership behavior and the performance of Junior High School physical education teachers in Manado City.

There is a positive and significant relationship between work motivation and the performance of Junior High School physical education teachers in Manado City.

There is a positive and significant relationship between principal leadership behavior and work motivation together with the performance of Junior High School physical education teachers in Manado City.

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