

The Influence of Work Motivation and Leadership on the Performance of *Guru Penggerak* in Deli Serdang Regency

Silvia Sabatini¹, Aman Simare-mare², Yuniarto Mudjisusaty³
Universitas Negeri Medan
Medan, Indonesia

zinniaelegans.silvia@gmail.com, tuansimare@unimed.ac.id, yuniarto@unimed.ac.id

Abstract— The aim of this research was to prove the influence of work motivation and leadership on the performance of *Guru Penggerak* in Deli Serdang regency. Qualified human resources were only produced by qualified education that was completely educated and intelligent. One of the factors that become a benchmark for the success of education in schools was the performance of teachers, because teachers are one of the implementers of education that was very necessary. With a strict and tiring selection process, more or less high motivation contributes greatly to the performance of *Guru Penggerak*, which needs to be proven empirically. The obstacles that arise were often from the leadership of the original school that was not familiar with changes so that *Guru Penggerak* was impressed. The number of innovations carried out if not supported by superiors, then it will only be the potential of individuals. This research was a quantitative study using Multiple Regression Analysis to look for causal relationships between several variables. Primary data was taken using a questionnaire related to motivation, leadership and performance of *Guru Penggerak* in Deli Serdang regency. The multiple regression test results showed t score of motivation was 2,719 and sig value. was 0.016, namely < the level of significance 0.05, the motivation had a significant effect on the performance of *Guru Penggerak* while the t score of leadership was 2,416 and the sig value. was 0.029, namely < significance level of 0.05, the leadership also had a significant effect on the performance of *Guru Penggerak*.

Keywords— *Guru Penggerak*, Leadership, Merdeka Curriculum, Motivation, Performance.

INTRODUCTION

Education is the most important investment for the nation, especially for developing nations. Development can only be carried out by humans who are prepared through education [12]. Education is the spearhead for the progress of the nation. If a nation's education is good, the next generation of the nation will be good. Meanwhile, the good or bad of education in a nation can be seen from the implementation and orientation of the education system. The clearer the education, the more visible the

development and progress of a nation. Quality human resources (HR) is an investment for the future. Quality human resources are only produced by quality education that is fully educated and intelligent. Quality human resources are assets that determine the existence and progress of the nation in various dimensions of life.

Teachers are an important component in creating rational human resources. Therefore, it takes a teacher's professionalism in the learning process. Without an attitude of professionalism according to [12], an institution such as an educational institution will not get maximum results. Furthermore, it emphasized that teachers as educators are figures who associate and interact the most with students compared to other personnel in schools [11]. The teacher is in charge of planning and implementing learning, assessing learning outcomes, conducting guidance and training, conducting studies and research, and opening up communication with the community. So the teacher is the key to the success of an educational institution. Good or bad behavior or way of teaching greatly affects the image of educational institutions.

The teacher is a manager in the class who is responsible in the classroom for the learning process, this is in accordance with what was stated by [15] the quality of Indonesian education which relies on schools as educational supervisory institutions, a teacher is a very vital element because priority The main thing to improve the quality of education is to prioritize the quality of teachers. From the above opinion it can be argued that it is the teacher who is the backbone for advancing our world of education, it can be said that without a teacher education is lying or not true at all.

One of the factors that is used to measure the success of education in schools is teacher performance, because the teacher is one of the implementers of education that is very necessary. However, it is not uncommon to find teachers who lack enthusiasm in carrying out their duties, both in terms of planning lessons, carrying out learning, and evaluating learning, which will certainly have an

impact on the lack of success of the goals to be achieved. This is caused by various factors, one of which is the teacher's lack of work motivation [17]. Teacher performance greatly determines the success of education in schools. Therefore, teachers must work optimally in order to contribute to school productivity. However, in reality there are still many teachers who have poor performance, both in planning, so it is feared that the quality of education is not increasing, but actually decreasing.

Teacher performance is the key that must be worked on. Performance is the appearance of work behavior which is characterized by flexibility of movement, rhythm, and sequence of work in accordance with procedures, so that results that meet the quality, speed and quantity requirements are obtained. In line with that, it say that performance is an output process that derives, human or otherwise [17]. So, performance can be interpreted as the result or output of a process. In a research revealed that the low quality of education is determined by a number of important problems, including factors of effectiveness, efficiency, relevance and standardization of education, inadequate educational facilities and infrastructure, unequal educational opportunities, high cost of education, student achievement which is still low, and the low quality of teachers [9].

Work motivation is one of the factors that also determines a person's performance. It reveals that teacher work motivation is nothing but a process carried out to move teachers so that their behavior can be directed towards real efforts to achieve the goals that have been set [3]. Furthermore, it reveals that work motivation is something that generates enthusiasm or encouragement to work [6]. This encouragement can be internal or external, and can be strong and weak, so that motivation is a model in moving and directing teachers so that they can carry out their duties in achieving the goals/goals that have been set with full awareness and full responsibility. It also reveals that motivation is the driving force that results in a member of an organization willing and willing to mobilize abilities in the form of expertise or skills, energy or time to carry out various activities that are their responsibility and fulfill their obligations, in order to achieve goals and predetermined organizational goals [12].

Based on research by Satriawan [13] *Pendidikan Guru Penggerak* which has been implemented and has now reached the recruitment stage for batches 8, 9 and 10 is a major breakthrough from the Ministry of Education and Culture in the 5th episode of *Merdeka Belajar*. The screening and selection is carried out through the SIMPKB page with a study account as SSO (Single Sign Only). The initial selection consisted of filling out essays and scholastic tests. If they pass it, they will proceed to the microteaching and interview stages. With a rigorous and tiring selection process, more or less high motivation

contributes greatly to the performance of the *Guru Penggerak*, which needs to be proven empirically. The 9 months of education and training has proven to be able to produce *Guru Penggerak* who have an impact on the community and learning environment in which they are located. The performance of the *Guru Penggerak* at the district / city level is unquestionable, because it is fully supported by the head of the local education office. But the obstacles that arise are often from the leadership of the original school who is not used to change so that it seems that the *Guru Penggerak* is walking alone. The number of innovations carried out if not supported by principal, will only become individual potential.

METHODOLOGY

A. Research Design

This research was a quantitative study using Multiple Regression Analysis to look for causal relationships between several variables. Primary data was taken using a questionnaire related to motivation, leadership and performance of *Guru Penggerak* in Deli Serdang regency.

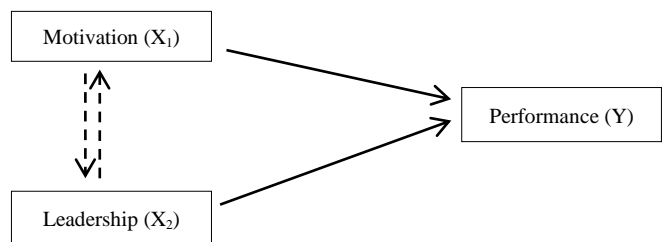


Figure 1 Research framework

B. Study Samples

The population of this study was all *Guru Penggerak* in Deli Serdang regency. The sample of this study was 18 number of *Guru Penggerak* in Deli Serdang regency from batch 1, 2 and 4.

C. Instruments

Data collection was closely related to the hypothesis submission process. For this reason, the submission was carried out carefully to avoid possible errors and to ensure the validity and accuracy of the data by meeting respondents by providing a questionnaire via Google Forms.

Data collection techniques and instruments that used to collect data on the variables of motivation, leadership and teacher performance were the Likert scale questionnaire technique. Preparation of a questionnaire for each variable was carried out in the following steps: 1) making a grid based on the variable indicators, 2) compiling the question items according to the variable indicators, 3) conducting a rational analysis to see conformity with the indicators and the accuracy of compiling the items questionnaire of all languages and aspects that are measured. In this study, four modified

data were collected as follows: motivation, leadership and performance of *Guru Penggerak* were captured using a questionnaire.

FINDING AND DISCUSSION

D. After Results

3.1 Descriptive statistical analysis

Descriptive statistical analysis was used to determine the description of a data seen from the maximum value, minimum value, average value (mean), and standard deviation values, from the variables of motivation, leadership, and performance.

Descriptive Statistics

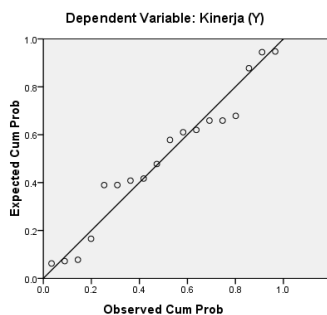
	N	Min	Max	Mean	Std. Deviation
Motivation (X1)	18	1.63	4.90	3.8611	.79379
Leadership (X2)	18	2.17	5.00	3.9611	.91589
Performance (Y)	18	2.23	4.97	4.2037	.78764
Valid N (list wise)	18				

3.2 Classic Assumption Test

a. Normality Assumption Test

Probability value or Asymp. Sig (2-tailed) is 0.742. Because the probability value, which is 0.742, is greater than the significance level, which is 0.05, the normality assumption is fulfilled.

Normal P-P Plot of Regression Standardized Residual



Normality Test with Normal Probability Plot Approach

b. Multicollinearity Test

It was known that the VIF value of motivation was 2.650, and the VIF value of leadership was 2.650. It was

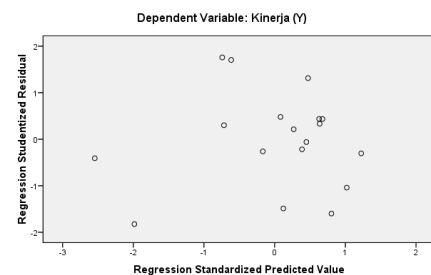
known that all VIF values were < 10, so it was concluded that there was no multicollinearity.

Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Motivation (X1)	.377	2.650
Leadership (X2)	.377	2.650

c. Heteroscedasticity Test

Based on the figure, there was no clear pattern, and the points spread above and below the number 0 on the Y axis, so there was no heteroscedasticity.



Heteroscedasticity Test

3.3 Multiple Linear Regression Analysis

Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error				Beta	Tolerance
(Constant)	.756	.449		1.683	.113		
Motivation (X1)	.499	.183	.503	2.719	.016	.377	2.650
Leadership (X2)	.384	.159	.447	2.416	.029	.377	2.650

Based on the table, the multiple linear regression equation was obtained as follows.

$$Y = 0.756 + 0.499X_1 + 0.384X_2 + e$$

Based on these equations can be interpreted as follows:

- It is known that the constant value is 0.756. This value can be interpreted if motivation and leadership do not affect performance, then the value of the performance dependent variable is 0.756.
- It is known that the value of the regression coefficient of the motivational variable is 0.499, which is positive. This means that when motivation increases by 1 unit, performance tends to increase by 0.499.
- It is known that the regression coefficient value of the leadership variable is 0.384, which is positive. This means that when leadership increases by 1 unit, performance tends to increase by 0.384.

3.4 Hypothesis test

a. Simultaneous Effect Significance Test (F Test)

Based on the table, it was known that the calculated F value was 31,277 and the Sig value. is 0.000. It was known that F count was 31.277 and the value of Sig. 0.000 < 0.05, motivation and leadership simultaneously or together have a significant effect on performance.

Simultaneous Effect Test with F Test

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	8.507	2	4.253	31.277	.000a
Residual	2.040	15	.136		
Total	10.546	17			

a. Predictors: (Constant), Leadership (X₂), Motivation (X₁)

b. Dependent Variable: Performance (Y)

b. Partial Effect Significance Test (t-test)

Partial Effect Significance Test (t test)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.756	.449		1.683	.113		
Motivation (X ₁)	.499	.183	.503	2.719	.016	.377	2.650
Leadership (X ₂)	.384	.159	.447	2.416	.029	.377	2.650

a. Dependent Variable: Performance (Y)

- It is known that the value of the regression coefficient of the motivational variable is 0.499, which is positive. This means that motivation has a positive effect on performance. It is known that the statistic t or t count of motivation is 2.719 and the value of Sig. is 0.016, i.e. < 0.05 significance level, then motivation has a significant effect on performance. So it can be concluded that motivation has a positive and significant effect on performance.
- It is known that the regression coefficient value of the leadership variable is 0.384, which is positive. This means that leadership has a positive effect on performance. It is known that the t statistic or t count of leadership is 2.416 and the value of Sig. is 0.029, i.e. < 0.05 significance level, then leadership has a significant effect on performance. So it can be concluded that leadership has a positive and significant effect on performance.

c. Analysis of the Coefficient of Determination

Coefficient of Determination

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.898a	.807	.781	.36877

a. Predictors: (Constant), Leadership (X₂), Motivation (X₁)

b. Dependent Variable: Performance (Y)

It is known that the coefficient of determination (R-Square) is 0.807. This value can be interpreted as a variable of motivation, leadership simultaneously or simultaneously can influence performance by 80.7%, the remaining 19.3% is explained by variables or other factors.

Discussion

It reveals that work motivation is something that generates enthusiasm or encouragement to work. This encouragement can be internal or external, and can be strong and weak, so that motivation is a model in moving and directing teachers so that they can carry out their duties in achieving the goals/goals that have been set with full awareness and full responsibility. It also reveals that motivation is the driving force that results in a member of an organization willing and willing to mobilize abilities in the form of expertise or skills, energy or time to carry out various activities that are their responsibility and fulfill their obligations, in order to achieve goals and predetermined organizational goals. So it is fitting that motivation has an influence on the performance of the *Guru Penggerak*. It is known that the regression coefficient value of the motivational variable is 0.499, which is positive. This means that motivation has a positive effect on performance. It is known that the statistic t or t count of motivation is 2.719 and the value of Sig. is 0.016, i.e. <0.05 significance level, then motivation has a significant effect on performance. So it can be concluded that motivation has a positive and significant effect on the performance of the *Guru Penggerak*.

Leadership is likened to the head of an agency in an organization which, if not going well, will affect the work of the entire organization itself. The quality of the leader is often considered as the most important factor in the success or failure of an organization [7]. When the organization develops and succeeds, what is seen is the holders of control of the organization, namely the leaders. On the other hand, if the organization is not able to survive or collapses, the leaders will be considered as the cause of failure. Leadership is also considered as one of the factors that influence the performance of *Guru Penggerak*. It is known that the regression coefficient value of the leadership variable is 0.384, which is positive. This means that leadership has a positive effect on performance. It is known that the t statistic or t count of leadership is 2.416 and the value of Sig. is 0.029, i.e. <0.05 significance level, then leadership has a significant effect on performance. So it can be concluded that leadership has a positive and significant effect on the performance of *Guru Penggerak*.

In this mini research, the coefficient of determination (R-Square) is 0.807. This value can be

interpreted as a variable of motivation, leadership simultaneously or simultaneously can influence the performance of *Guru Penggerak* by 80.7%, the remaining 19.3% is explained by other variables or factors.

CONCLUSION AND RECOMMENDATION

Motivation has a positive and significant effect on the performance of *Guru Penggerak*. Leadership also has a positive and significant effect on the performance of *Guru Penggerak*. The value of the coefficient of determination (R-Square) is 0.807. This value can be interpreted as a variable of motivation, leadership simultaneously can influence the performance of *Guru Penggerak* by 80.7%, the remaining 19.3% was explained by other variables or factors.

REFERENCES

- [1] Achmad Sugandi, et al. 2007. Learning Theory. Semarang: UPT MKK
- [2] A.M. Sardiman. 2011. Teaching and Learning Interaction and Motivation. PT Rajagrafindo
- [3] Anoraga. 2009. Work Psychology. Jakarta: Rineka Cipta
- [4] Anwar, King Mangkunegara. 2004. Human Resource Management. Teenager. Rosdakarya; Bandung
- [5] Arikunto, Suharsimi. 2003. Research Procedures, A Practice. Jakarta: Bina. Script
- [6] B. Uno, Hamzah. 2016. The theory of motivation and its measurement. Jakarta: PT. Script Earth
- [7] Bass, B.M. 1990. Bass and Stogll's Handbook of Leadership. New York: Free Press
- [8] Bernardin, H.J. & Russell, J.E.A. 1993. Human Resource Management an experiential approach. Singapore: McGraw-Hill, Inc.
- [9] Istarani and Intan Pulungan. 2017. Educational Encyclopedia. Medan: Persada Media.
- [10] James L. Gibson, et.al., 2012. Organization: Behavior, Structure, Processes. 14th Edition. New York: McGraw-Hill Companies, Inc
- [11] Khan, H. 2020. Impact of transformational leadership on work performance, burnout and social loafng: a mediation model. Future Bussiness Journal. 6(1):40.
- [12] Sagala, Saiful. (2009). The Concept and Meaning of Learning. Bandung: CV. Sahri
- [13] Satriawan, et al. 2021. Guru Penggerak and School Transformation Within the Appreciative Inquiry Framework. Journal of Islamic Education. Vol 11 no 1: 1-12
- [14] Robbins, Stephen P. 1998. Organizational Behavior, Indonesian Edition 2nd Print. Jakarta: Prenhallindo.
- [15] Rochaety, Eti. 2008. Education Management Information System. Jakarta: PT Bumi Aksara.
- [16] Sugiono. 2009. Qualitative Research Methodology and R&D. Bandung: Alfabet.
- [17] Todaro, M.P. and Stephen Smith. C. 2003. Economic Development in the Third World. Eighth edition. Volume 2. Jakarta: Erlangga