

The Influence of Leadership Style and Work Motivation of School Principals on the Pedagogical Competence of Elementary School Teachers

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Abstract:

This research aims to determine the partial and simultaneous influence of the principal's leadership style and work motivation on teachers' pedagogical competence. The method used in this research is quantitative with a causal associative type of research. The sample in this study consisted of three schools, namely Klitren State Elementary School, Samirano State Elementary School, and Demangan State Elementary School, totalling 42 teachers. The instrument used in this research was a questionnaire. Data collection techniques by distributing questionnaires to elementary school-level teachers. Data analysis techniques use multiple linear regression, t-test, F test and coefficient of determination test. The research results show a significant and positive influence partially and simultaneously between the variables of leadership style and work motivation of school principals on teachers' pedagogical competence. With the support of the school principal's leadership style and motivation, teachers can improve their pedagogical competence because they can provide guidance, information and facilities in the learning process.

Keywords: *Leadership Style, Work Motivation, Pedagogical Competence*

Abstrak:

Penelitian ini bertujuan untuk mengetahui pengaruh secara parsial dan simultan gaya kepemimpinan dan motivasi kerja kepala sekolah terhadap kompetensi pedagogic guru. Metode yang digunakan dalam penelitian ini adalah kuantitatif dengan jenis penelitian asosiatif kausal. Sampel dalam penelitian ini terdiri dari tiga sekolah yaitu SD Negeri Klitren, SD Negeri Samirano, dan SD Negeri Demangan berjumlah 42 guru. Instrumen yang digunakan dalam penelitian ini adalah kuesioner. Teknik pengumpulan data dengan menyebarkan angket pada guru-guru tingkat Sekolah Dasar. Teknik Analisis data melalui regresi linear berganda, uji t, uji F dan uji Koefisien determinasi. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan dan positif secara parsial dan simultan antara variabel gaya kepemimpinan dan motivasi kerja kepala sekolah terhadap kompetensi pedagogik guru. Dengan adanya dukungan gaya kepemimpinan dan motivasi kepala sekolah, maka guru mampu meningkatkan kompetensi pedagogik karena kepala sekolah mampu memberikan bimbingan, informasi dan memberikan fasilitas dalam proses pembelajaran.

Kata Kunci: *Gaya Kepemimpinan, Motivasi Kerja, Kompetensi Pedagogik*

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INTRODUCTION

School is an essential educational institution in educating the nation's children. Having education at school becomes a foundation for students to gain knowledge. Alpian and Anggraeni (2019) said that schools are formal educational institutions. Hence, the role of schools is vast as a means of exchanging ideas between students. This proves that the school environment requires educators who are competent in carrying out their responsibilities as an educator.

Competent teachers can provide knowledge to students through educational developments so that students can improve basic understanding that was not previously understood. A capable instructor should have four skills as a teacher: educational capability, professional ability, character capability and social skills. These four capabilities are connected. The Republic of Indonesia Regulation No. 14 of 2005 concerning Educators and Speakers makes sense that capability is a bunch of information, abilities, and conduct that should be moved by and dominated by instructors or teachers in completing professional obligations. Thus, an individual declared capable in a particular field has work abilities or skills mastered by the demands of the work field, such as educators' abilities (Hatijah, 2023). Capability implies a synchronization shaped by information, abilities, values and perspectives that appear in propensities for thinking and acting (Rizkiani, 2022).

Expanding educator skills in the school climate is also impacted by the authority style of the school head and an instructor's work inspiration. The administration of the school chief decides the acknowledgement of free learning and excellent quality training in their obligations. The initiative is a way of behaving when an individual collaborates and participates with the climate to accomplish their life objectives (Putri & Kaltsum, 2022). The chief's authority style is a type of trademark in driving the school because the chief has the power and strategy to work on the nature of the school. In this way, extraordinary power and authority can be a weight. However, it tends to be gainful because extraordinary authority allows the head to sort out school individuals to accomplish shared objectives for the progress of school administration (Mutiaraningrum, 2022).

Instructors' impressive skills will only exist or run as expected with the efforts made by the head. Educators can become professional educators through the foremost's efforts to develop educator quality further (Amelia et al., 2022). So, encouragement from the school principal is one step in improving the professionalism of an educator to develop his competence. However, school principals have different leadership styles, depending on the characteristics of the principal himself.

An effective school principal can help manage the school well, increase student motivation, and improve the quality of learning. Therefore, it is essential to understand the leadership style of school principals, which can help improve teacher competence and student achievement (Saleem et al., 2020; Chen et al., 2022; Irawan, 2023). The principal's leadership style is one element in the results of the instructive basis (Huong et al., 2020; Goldring et al., 2020; Yalçınkaya et al., 2021). Educators or staff will be subject to pioneers who can supervise training well and, ideally, exercise their abilities as pioneers who can supervise executives

well and comfortably set an example for their subordinates (Hotami et al., 2023). This proves that the aim of the school principal's leadership style can influence increasing teacher competence in the work environment. One of them is increasing teacher pedagogical competence. Purnama et al. (2021) show that educational capability is a dominance of capacities, abilities, values and mentalities that should be moved by and dominated by educators who start from schooling and experience and can do their obligations expertly in the instructing and educational experience.

Apart from being influenced by the encouragement of the principal's leadership style, increasing teacher pedagogical competence is also caused by work motivation. Inspiration can be the main impetus for every person, both actually and mentally, to accomplish at least one objective in satisfying their needs or expectations. Individuals who are roused are ready to participate in their work, and this happiness should be visible in their behaviour. Natural inspiration is a type of appreciation from people while taking care of their responsibilities and tracking down fulfilment in getting it done (Tentama & Pranungsari, 2016). In such a manner, issues and concerns in the field of inspiration in any establishment should be viewed exceptionally in a severe way of overseeing HR. Assuming an association has high work energy representatives, it will affect better work results and expanded work execution (Solania et al., 2023). So, teacher work motivation can influence personal quality and improve an institution's work environment, such as developing student achievement.

The results of observations at two elementary schools, namely Samirone State Elementary School, Klitren State Elementary School and Demangan State Elementary School in the Special Region of Yogyakarta show that the leadership styles of the principals at the two schools are different. School chiefs have high excitement for working on the nature of instruction, one of which is empowering expanded educator educational capability. In this situation, the instructor's job as a teacher is an assurance in carrying out his obligations. Subsequently, the critical administration should have the option to provide guidance and work excitement for his subordinates. Subsequently, the primary who goes about as a pioneer should have the option to act as an illustration for his subordinates to have the option to work on their expert work, such as expanding the instructive capability of instructors.

The results of interviews with several teachers at Samirone State Elementary School, Klitren State Elementary School and Demangan State Elementary School in the Special Region of Yogyakarta stated that the school principal's leadership style has so far been able to encourage teachers to increase their professionalism in their performance. School principals encourage teachers to take part in training, work meetings and briefings that encourage teachers to take responsibility as educators, one of which is to improve their pedagogical competence. Apart from being influenced by the encouragement of the school principal's leadership style, an educator's work motivation is the main foundation for improving pedagogical competence. Teachers' work motivation so far is enthusiasm and a level of work professionalism that fulfils them as an educator. However, teachers also need a routine such as attending workshops, training and

guidance from the school principal's leadership.

In light of the issues depicted above, it shows that the job of the essential administration style is one of the significant examples in developing further educator educational skills, and the presence of work inspiration is additionally ready to impact it. Estiani and Hasanah (2022) stated that there are requests that educators should dominate to create. Ability is the principal motivation behind why instructors need to dominate their expert capability. Instructors should have the option to develop extraordinary skills further, the nature of understudy learning, and the nature of school training through dominating professional capability necessities to have the option to work on educational abilities.

This is in line with research conducted by Amrul et al., (2023) that leadership style positively affects teacher competence, so the more advanced the school principal's leadership style, the higher the teacher's teaching capacity. The results of research conducted by Ulfa and Ramadhansyah (2023) also show that the management of the principal's leadership function can influence teacher performance so that the success of educational goals will be easily achieved. As a leader, the principal must be able to communicate high expectations for teacher performance, provide inspiration through motivation to be loyal, and be part of a shared vision within the educational unit. Team spirit is enhanced, and the principal uses symbols and emotional appeals to focus teachers' efforts on tasks (Astuti et al., 2020). Thus, with the support of the school principal's leadership style, teachers' pedagogical competence can be improved to be better than before (Mai, 2022; Hardiyanti et al., 2023).

The results of research conducted by Ningsih et al. (2021) and Sahara and Suriansyah (2020) showed that the match between the principal's leadership style and the teacher's personality will have a good influence on teacher performance because the principal's leadership style will determine the performance of people in the principal's leadership environment. The principal's role impacts teacher competence in carrying out meaningful and enjoyable learning, classroom management, use of information technology in learning, and mastery of student development and subjects (Ansori et al., 2021). Therefore, the principal's leadership style is one of the behaviours that can impact teachers' pedagogical competence development. Apart from the principal's leadership style, his work motivation can also increase teacher competence. In line with research conducted by Tsauri (2022), increasing the principal's leadership and good teacher pedagogical competence will increase teacher work motivation. In general, the principal's leadership and teacher pedagogical competence influence teacher work motivation and vice versa; the principal's work motivation can support teacher performance, one of which is teacher pedagogical competence. This research aims to determine the partial and simultaneous influence of the principal's leadership style and work motivation on teachers' pedagogical competence.

RESEARCH METHODS

The exploration technique utilized is a quantitative methodology, as it is known that quantitative research is research that is structured and quantifies data

so that it can be generalized. Generalizations are carried out on the population studied (Anshori & Hajah, 2009). This exploration is called causal cooperative examination. Causal-affiliated research will examine the causal connection between at least two factors and different factors. Affiliated research will be research led to decide the connection between at least two factors. The consequences of this exploration can be utilized to construct a hypothesis that can work to make sense of, foresee and control a side effect.

This research was conducted at several elementary schools in the Special Region of Yogyakarta. The population in this study were all elementary school teachers in the Special Region of Yogyakarta. The sampling technique in this research was random sampling. The sample size in this study consisted of 7 Klitren State Elementary School teachers, 11 Samirono State Elementary School teachers, and 24 Demangan State Elementary School teachers. The type of data used in this research is primary data from questionnaires distributed to elementary school teachers.

The instrument used in this research was a questionnaire. The data collection procedure in this research consists of a questionnaire. The type of questionnaire used in this research is a closed questionnaire, where respondents are not allowed to answer because the researcher has provided the answers to the questionnaire questions. The data analysis procedure in this research is multiple linear regression analysis by formulating each equation model by each hypothesis. Data analysis in this research uses the SPSS version 22 program. This research uses several data analysis techniques, namely validity and reliability tests, classical assumption tests consisting of normality, multicollinearity and heteroscedasticity tests. Next, carry out hypothesis testing, t-test, F-test, and determination test.

RESULTS AND DISCUSSIONS

This examination expects to decide the impact of school directors' authority style and work inspiration on expanding the educational skill of grade school level educators. Kristiani et al. (2020) also said that apart from work leadership style, each resource's level of work motivation in the teaching process greatly influences the performance that a teacher wants to achieve. Given the aftereffects of information examination, the consequences of information legitimacy and unwavering quality testing should be visible in Tables 1 and 2.

Table 1. Validity Test Results

Variable	Statement Items	r _{count} (5%)	r _{table}	Information
Leadership Style (X1)	X1A	0,674		Valid
	X1B	0,713		Valid
	X1C	0,808		Valid
	X1D	0,807		Valid
	X1E	0,832		Valid
	X1F	0,706		Valid
	X1G	0,832		Valid
	X1H	0,775		Valid
	X1I	0,826		Valid
	X1J	0,905		Valid

Work motivation (X2)	X2A	0,803	Valid
	X2B	0,822	Valid
	X2C	0,791	Valid
	X2D	0,858	Valid
	X2E	0,857	Valid
	X2F	0,415	Valid
Pedagogical Competence (Y)	Y1	0,626	Valid
	Y2	0,864	Valid
	Y3	0,846	Valid
	Y4	0,771	Valid
	Y5	0,747	Valid
	Y6	0,871	Valid
	Y7	0,874	Valid
	Y8	0,828	Valid
	Y9	0,768	Valid
	Y10	0,898	Valid

Table 1 shows the consequences of the legitimacy test examination on the factors of initiative style (X₁) and work inspiration (X₂). Overall, the rectified thing complete relationship has a worth $> r_{table}$, in particular 0.3044, implying that all assertion things for variable X are remembered for the legitimate class. The aftereffects of the legitimacy test on the educational ability variable (Y) are additionally in the substantial classification. In light of the test results for each substantial assertion thing, it may be reasoned that the legitimacy test was done to uncover regardless of whether the inquiries on the poll were legitimate. As stated by Sanaky et al. (2021), a questionnaire is valid if the questions can reveal something that the questionnaire will measure. The following stage is doing a dependability test; the consequences of the examination should be visible in Table 2.

Table 2. Reliability Test Results

Variable	Number of items	Cronbach's Alpha	Information
Leadership Style (X ₁)	10	0,927	Reliable
Work motivation (X ₂)	6	0,820	Reliable
Pedagogical Competence (Y)	10	0,939	Reliable

Table 2 shows the consequences of the dependability test examination for all factors, specifically X₁; this implies that each assertion in the poll can be proclaimed solid. A poll is dependable or solid when the respondent's solutions to proclamations are steady or stable over the long haul. In this way, the higher the degree of dependability of an estimating instrument, the more steady the estimating instrument is. In line with research conducted by Syamsuryadin and Wahyuniati (2017), reliability concerns the extent to which a measurement can be trusted because of its constancy. Amalia et al. (2022) Reliability is a test to measure the extent to which an instrument provides stable and consistent results.

Then, do traditional supposition tests, particularly ordinariness, multicollinearity, heteroscedasticity and autocorrelation. The aftereffects of the investigation should be visible as follows:

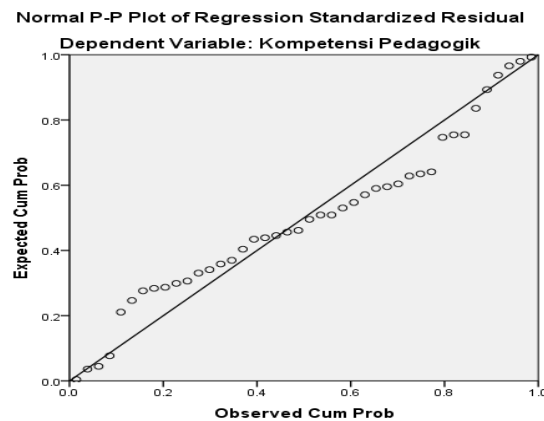


Figure 1. Normality Test

Figure 1 shows the consequences of the ordinarieness test with a typically circulated likelihood plot. The outcomes are as per the reason for the dynamic that information or focus spread around the slanting line and closely follows after the corner-to-corner line. This demonstrates that the ordinarieness test results portray typical information. In line with research put forward by Manus et al. (2018) In line with research proposed by Manus et al., (2018) that from the P-P Plot test above, it can be seen that the data distribution forms or follows a linear line, so it can be said that the data is usually distributed. This implies that it may be gone on for relapse and theory testing. Moreover, the consequences of the heteroscedasticity test examination should be visible in Figure 2.

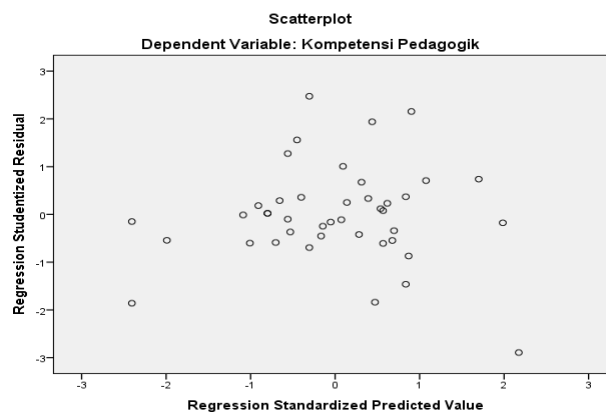


Figure 2. Heteroscedasticity test

Figure 2 shows the aftereffects of the scatterplot test investigation, delineating that heteroscedasticity does not happen. This is demonstrated from the consequences of the survey that the circulation of information focuses does not frame a wavy example, broadening then, at that point, restricting and extending once more. Aside from that, it can likewise be expressed that the experimental outcomes show that there is no reasonable example, and the focuses are spread above and underneath the number 0 on the Y hub, which demonstrates that there is no heteroscedasticity in every one of the factors in the examination instrument. In line with what Indri and Putra (2022) stated, the heteroscedasticity test tests

whether there is an inequality of variance and residuals from one observation to another in the regression model. If the variance of the residuals remains the same, it is called homoscedasticity; if it is different, it is called heteroscedasticity (heteroscedasticity does not occur). After completing the heteroscedasticity test, then, at that point, do the multicollinearity test examination.

Table 3. Multicollinearity Test Results

Independent Variable	Tolerance	VIF	Information
Leadership Style (X ₁)	0,277	3,612	Non Multikolinieritas
Work motivation (X ₂)	0,277	3,612	Non Multikolinieritas

Table 3 above shows that every free factor has a VIF esteem that is more modest than ten and a resilience esteem that is more prominent than 0.10. It may be reasoned that in this review, there was no multicollinearity connection between free thinkers. This implies that the outcomes acquired demonstrate that the factors estimated are liberated from the traditional presumption of multicollinearity. This compares to a VIF esteem more modest than 10, so the subsequent multicollinearity test is liberated from multicollinearity, in line with what was stated by Sriningsih et al. (2018) that the quantity (quality) that can be used to detect multicollinearity is the variance inflation factor (VIF). Moreover, the consequences of the autocorrelation test examination should be visible in Table 4.

Table 4. Durbin Watson Autocorrelation Test Results

N	D	DL	DU	4-DL	4-DU
42	2,253	1,4073	1,6061	2,5927	2,3939

Table 4 shows that the consequences of the Durbin Watson autocorrelation test investigation acquired $du < d < 4 - du$, significance there is no specific or negative autocorrelation, and the choice is not dismissed. This shows that the requirements in the classical assumption test have been met. In line with research conducted by Cahyaningrum et al. (2022) that the way to calculate Durbin-Watson is if the DW value is between the du and 4-du values, it can be concluded that the regression model is free from autocorrelation problems. If autocorrelation occurs in the regression data, it is influenced by several factors, including data manipulation, not including influential variables (variables), or due to model error.

After conducting the classical assumption test analysis, the next stage is a multiple linear regression test. The multiple linear regression model is a linear regression model involving more than one independent variable (X). If there is more than one independent variable to estimate the Y value, the first level equation is called a regression surface. Calculation of regression coefficient values is carried out by completing the system solution. In line with what Padilah and Adam (2019) stated, the coefficient of determination value ranges from 0 to 1. If the value is close to 1, then the influence of the independent variable on the dependent variable is significant. This means that the model used is suitable for explaining the influence of these variables. The model used to estimate this influence can be seen in Table 5 below.

Table 5. Multiple Regression Test Results

		Coefficients ^a		
		Unstandardized Coefficients		Standardized Coefficients
Model		B	Std. Error	Beta
1	(Constant)	0.105	7.783	
	Leadership Style	0.511	0.189	0.463
	Work motivation	0.467	0.202	0.396

a. Dependent Variable: Pedagogical Competence

In light of the aftereffects of the PC yield by means of the SPSS program as displayed in the table over, the different relapse condition is acquired as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

$$Y = 0,150 + 0,511X_1 + 0,467X_2 + e$$

From the regression equation above, the research results can be seen, namely:

- In view of the situation over, the consistent worth is 0.150. This shows that on the off chance that the autonomous factors are thought to be steady, the pay variable increments by 0.150 units.
- Leadership Style (X_1) esteem is 0.511, and that actually intends that in the event that the administration style gets better it will increment by 1 unit, the educator's academic ability will likewise increment by 0.511 units with the suspicion that different factors are viewed as consistent.
- Work motivation (X_2) has a worth of 0.467, and that intends that on the off chance that work inspiration increments by 1 unit, educational skill will increment by 0.467 units with the suspicion that different factors are viewed as consistent.

The following stage is to complete speculation testing comprising of the t-test and F-test. The consequences of the information examination should be visible in Tables 6 and 7.

Table 6. t-test results

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	0.105	7.783		0.014	0.989
	Leadership Style	0.511	0.189	0.463	2.700	0.010
	Work motivation	0.467	0.202	0.396	2.310	0.026

a. Dependent Variable: Pedagogical Competence

Table 6 shows the consequences of information investigation of authority style and work inspiration factors on educator academic ability. In light of the consequences of the t test examination, the tcount for the authority style variable (X_1) is 2.700, and work inspiration (X_2) is 2.310, then ttable is 2.022. In light of the consequences of information examination, it demonstrates that $t_{count} > t_{table}$ atau $2,700 > 2,022$. This implies that somewhat there is an impact of administration style (X_1) on educator academic capability. This is in line with research conducted by Sudarman et al., (2021) that leadership in an educational environment is related to

a school principal's ability to improve teacher performance. School principals must be able to create a positive culture so that teachers and all staff at the school understand more and are highly dedicated to improving school quality.

The consequences of the halfway examination of the work inspiration variable (X2) acquired $t_{count} > t_{table}$ or $2.303 > 2.022$. This implies that somewhat there is an impact of work inspiration (X2) on instructor academic skill. In line with what was stated by Romy et al., (2021) A person's ability to increase work motivation will be reflected in the knowledge and skills he has, supported by his physical and psychological condition. Therefore, to carry out a job it is not enough just to have knowledge and skills, but it must also be supported by strong abilities in carrying out the job. Halimahturrafiah et al., (2023) that teacher work motivation is also an influential thing related to teacher performance in carrying out their duties. Work motivation is very important for teachers because with work motivation it is hoped that every teacher will work hard and enthusiastically according to their ability to achieve high work productivity. Moreover, the aftereffects of the F test examination should be visible in Table 7.

Table 7. Simultaneous Test (F Test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6731.437	2	3365.719	41.958	0.000 ^b
	Residual	3128.468	39	80.217		
	Total	9859.905	41			

a. Dependent Variable: Pedagogical Competence
b. Predictors: (Constant), Work Motivation, Leadership Style

Table 7 shows the results of the F test analysis which obtained $F_{count} = 41.958$ and $F_{table} = 3.23$, thus showing $F_{count} > F_{table}$ or $41.958 > 3.23$. This proves that simultaneously the variables of leadership style and work motivation have a significant effect on teacher competency in the three schools, namely Klitren State Elementary School and Demangan State Elementary School in DIY. The coefficient of assurance test can be broken down to figure out the connection between the test factors X and Y. In line with research conducted by Sangadji et al. (2021) that leadership effectiveness positively affects teacher work motivation. Leadership effectiveness tends to have power over certain traits and shows certain behaviours or leadership styles. The coefficient of assurance (R-square or R²) manages how far the model can make sense of the fluctuation of the reliant variable. The coefficient of assurance should be visible in Table 8.

Table 8. Coefficient of Determination Results

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.826 ^a	0.683	0.666	8.956	2.253

a. Predictors: (Constant), Work Motivation, Leadership Style
b. Dependent Variable: Pedagogical Competence

Table 8 makes sense of the connection or relationship esteem (R2) of 0.628. This implies that the autonomous factors (initiative style and work inspiration) impact on the reliant variable (academic skill) is 68.3%, yet the excess 31.7% is affected by different factors. The outcomes show that administration style and work inspiration are connected with educator instructive ability. The results of this research align with research conducted by Rukiyat & Sutomo (2016) that the higher the motivation and leadership of the school principal, the greater the teacher's performance, one of which is pedagogical competence.

The research results conducted above show a significant influence between work motivation and leadership style on teacher pedagogical competence. The principal's leadership style can be viewed from various processes, one of which is decision-making. In this case, the principal always involves the teachers in formulating and establishing school regulations, then is open and always discusses the problems experienced by the school with the teachers. This aligns with research conducted by Affandi et al. (2022). Both male and female school principals certainly have different decision-making styles. These differences can influence the pattern of goals for managing problems in school educational institutions.

The principal's leadership style can be demonstrated by distributing tasks to subordinates. In this case, the principal always involves teachers in determining school policies. The principal can also achieve school goals and continuously collaborate with teachers. The principal gives complete trust to the teacher. Even the principal is disciplined and not rigid towards the teachers. Apart from that, the principal does not limit the creativity of his subordinates and always maintains harmonious communication with all teachers. If teachers make mistakes in their duties, the principal always corrects them. The principal is open and always discusses the problems experienced by the school with the teachers. This aligns with research conducted by Husna and Cipta (2022). The ability to consider and provide the appropriate amount of coaching to subordinates is one of the attributes of a successful leader.

Teacher work motivation is an essential reference that can influence their pedagogical competence. To increase teacher competence, needs and achievements are needed, opportunities for development, pride in one's work, and the salary received. Thus, work motivation is an essential reference for increasing teacher pedagogic competence.

CONCLUSION

Given the consequences of information examination, it may be presumed that there is a critical and positive impact somewhat and simultaneously between the factors of initiative style and work inspiration of school directors on educator educational capability. The outcomes got by incomplete tcount on the factors of authority style and work inspiration are 2,700 and 2,310, and $t_{table} = 2,022$, so it shows $t_{count} > t_{table}$. The consequences of the concurrent examination acquired $F_{count} = 41.958$ and $F_{table} = 3.23$, with the goal that $F_{count} > F_{table}$. This demonstrates that assuming the vital initiative style and work inspiration improves, educator ability will likewise progress. Teachers' pedagogical competence is not only caused by

the principal's leadership style or work motivation so that future researchers can analyze it further.

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