



Leadership, Motivation and Its Effect on Professional Performance

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ABSTRACT: *The principal's leadership and motivation of teachers an factor have a in role important on the performance of teacher. This study aims to analyze 1). The influence of principal's leadership on teachers' professional performance 2). The influence of motivation on teachers' professional performance 3). The simultaneously influence between the principal's leadership and motivation on teachers' professional. The type of this research was quantitative. The results showed that 1). The principla's leadership had a positive effect on teachers' professional performance 2). The work motivation of teachers had a positive effect on teachers' professional performance 3). principal's leadership and motivation to professional performance was principle's leadership and teachers' motivation had a positive effect on teachers' professional performance. The principal and teachers would better create comfortable atmosphere of work place in accordance with their functions.*

KEYWORDS: *Principal's Leadership, Motivation, Professional Performance*

Received 24 January, 2019; Accepted 08 February, 2019 © the Author(S) 2019.

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I. INTRODUCTION

The quality of education is still a big plan for the education authorities department in Indonesia. That is must be not regardless from the role of variety parties, such as the teaching staff (Andriani et al. 2018). National Education aims to bring this nation in order to welcome and compete in globalization era, change becomes opportunity and manages it to become strength for improving the quality as stated in the law of the Republic of Indonesia No, 20 of 2003 on National Education System (Sisdiknas). Resnawita et al. (2018) argue that development of the education sector is one of the priorities in national development in Indonesia that national education has a very important function and purpose. Education is the greatest resource that society can provide to a child (Wachira et al. 2017). Education system the performance of teachers is one of the handful factors determining school effectiveness and learning outcome (Nadeem, 2011). Machumu & Kaitila (2014) argue that teachers whose head teachers created opportunities for them to develop their teaching skills more satisfied with their job. Principals have an indirect effect on school and student performance in resources and the school's internal processes (Hallinger & Heck, 1996)

According to Hoadley (2007) the principal is commonly thought to be the school leader include other persons such as members of a formal leadership team and other persons who contribute towards the aims of the school. The principal's leadership and work motivation has a strategic role in improve teacher performance and realizing the success of implementation and management of education (Deflimai, 2016). The principal is a manager who holds the highest authority within making decision in relating to the organization and implementation of education in the school. He or She shall be a visionary who is able to prepare the life of Indonesian people with all its opportunities and challenges. The principal, in short, must be able to project abilities and competencies also leadership that stake holders required. Whether good or not quality of school graduates are influenced by principal's leadership. (Depdiknas, 2014). The leadership's includes the attention to common goals. A leaders have ability is direct the individuals who are trying to achieve something together by emphasizes the important for leaders to work with the followers to achieve a goal (Northouse, 2013; Schneider & Snyder, 2007; Eyal & Roth, 2011; Hallinger & Heck.1998; Lunenburg & Onrstein, 2013) and influence the people to achieve the desired result (Schneider & Snyder, 2007). According to (Greenleaf, 1977; Rugg (2005; Kourdi, 1999) that is to say, a servant-leader is servant first; who is eagerly to serve first; who think about serving other by how to implement them good, focus on person well-being, demonstrating high moral and

ethical behavior and therefore do not use their position and abilities to achieve personal interest but make efforts to achieve the aims of their schools for good society build up.

The principal's leadership and motivation factor have an influence on teacher's performance. If the principal leadership and motivation, were accordance with the teacher performance, meaning the better the principal leadership and motivation are, the higher the performance of the teacher is (Firmawati et al. 2017) cause motivation have significant role in adaptation, quality of learning, quality of teaching, and students' and teachers performance and well-being (Eyal & Roth, 2011). Robbins and Judge (2017) defined motivation as a process that explains the intensity, direction and effort to achieve a goal. Motivation designs how to direct of power and the potential of work towards the goals set (Hasibuan, 2006). Effective motivation demands that teachers be so engineered to devote themselves to achieve the objectives of education, the school or of the students, that the individual teacher's goal and needs be met, the more the needs of the workers are satisfied within the organization, the more they are motivated to work and thus satisfy the needs of the organization (Nwankwo, 1982). According to Luthans (1979) motivation has direct implication for the consequences of the performance. Ackah in Hartini et al. (2017) argue that performance is a function of ability, effort, skill, environment, and motivation of employees is considered very significant in the achievement of organizational goals, organization and more trustful of management, which will result in improved performance (Walton, 1985). If teachers' motivation and principal's leadership are not improved, so professional performance of teachers can be disrupted, PBM cannot work well even the goal of education cannot be achieved. Gollymore (2006) argue that education institutions that rarely motivation of their workforce definitely fail the performance and hardly retain their teaching force.

Some research on the influence of the principal's leadership and work motivation on teachers performance such as result studi (Iqbal et al. 2015; Wachira et al. 2017) their results of a research indicate that leadership have significant influences on the organization and performance. Futhermore, (Andriani et al. 2018; Azizah et al. 2017; Handayani & Rasyid, 2015; Deflimai, 2016; Firmawati et al. 2017; Hartono & Zubaidah, 2017) which found that principal's leadership and motivation work is influence significantly to the performance of teachers. Meanwhile, in study (Meindinyo & Ikurite, 2017; Dahie et al.2015) which found also that motivation has positive influence on teachers' performance general. The factors that are currently being used to motivate teachers in the school's which are, annual get-together parties, organizing send-off parties for teachers on transfer, constant supervision of teachers' work, provision of attendance register and provision of movement books have little or no influence on the motivation of teachers. In the other hand, result study Hartini (2012) with theory motivation McClelland found three motivational indicators namely, the need for achievement, the need to affiliate, the need for power have impact significant on the performance. However, in study Sampurno & Wibowo (2015) were contrare to previous research, their finding that work motivation has no effect on teacher performance.

Based on research gap of previous studies, this study to examine the impact of principal's leadership and the motivation on the teachers' professional performance in SMA Negeri 4 Takalar, Takalar District, South Sulawesi, Indonesia.

II. CONCEPTUAL FRAMEWORK AND HYPOTHESES

2.1 Conceptual Framework

The principal's leadership is attitude, behavior, pattern and manner that's carried out duties in order to influence teachers and learners in relating to what he or she wants doing either task assignment, work relationship or making policy to reach the goal of organization covered three aspects i.e. task-oriented leadership, subordinate-oriented leadership and subordinate maturity-oriented leadership. Situational leadership with its indicator is strict supervision, task execution, giving instruction, more prioritizing outcomes than process, involving the subordinate in making decision, giving support, kinship, corporation, working diligently, active and experience. Meanwhile, a person's motivation in carrying out a task is usually a complicated matter because of involving both individual and organizational factors. Individual factors are needs, attitudes, and abilities. Whereas organizational factors are pay, job security, co-workers, supervision, praise, job itself.

As a leader in education institution, the principal must have large knowledge and leadership skills. It is quite essential to be able to control, influence and encourage his or her subordinates in carrying out their duty honestly, responsibly, effectively and efficiently which cause the teachers own strong wish in order to work and fulfill their duties as teachers for the sake of achieving the goal of education activities. Leadership not only creates motivation but also causes work stress, so in its implementation is quite required a principal who is able to manage every single thing that results on teachers' professional performance. Framework of this research, briefly, can be seen in research paradigm on figure below:

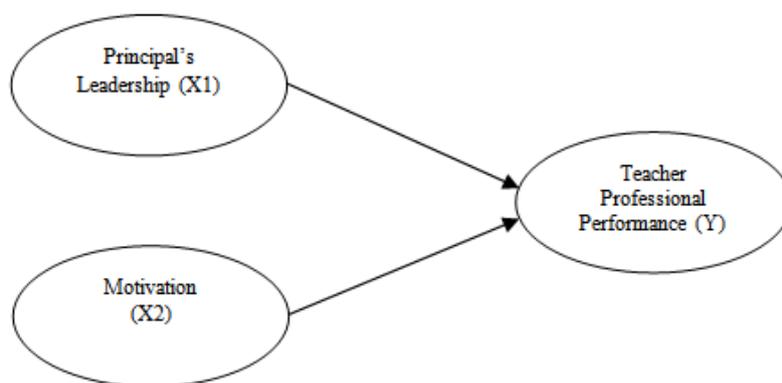


Figure 1. Conceptual Framework

2.2 Hypotheses of Research

Based on the literature review and conceptual framework, so hypotheses of this research as following:

- 1) (H-1) There is an influence of principal's leadership on teachers' professional performance of SMA Negeri 4 Takalar, Takalar District, South Sulawesi..
- 2) (H-2) There is an influence of motivation on teachers' professional performance of SMA Negeri 4 Takalar, Takalar District, South Sulawesi..
- 3) (H-3) There is a simultaneous influence of principal's leadership and motivation on teachers' professional performance of SMA Negeri 4 Takalar, Takalar District, South Sulawesi.

III. RESEARCH METHOD

3.1 Types of Research

This research was quantitative research by ExPost Facto approach. This was also often referred to as comparative casual approach because of finding out information about the casual relationship of an event. In the Expost Facto that investigation of scientists did not directly control independent variable because the existence of the variables had been occurred or it could not basically be manipulated. The conclusions of any relationship between the variables were made based on the difference from independent variable and dependent variable with no direct intervention.

Expost Facto research was also a study where independent variables had been occurred when researchers began by observation of dependent variable. In this study, the dependence between independent variable and independent variable or between independent variable and dependent variable had been occurred naturally and researchers with the setting would like to track back, if possible, what factors became its cause.

3.2 Population and Sample of Research

The populations of research were the principal and all teachers of SMA Negeri 4 Takalar, Takalar District, South Sulawesi. Considering the populations were 14 people including small population, then sample of research was set equal to the number of populations or it was named Non Probability Sampling Technique. This study, thus, was research of saturated or total sampling

3.3 Data Analysis Technique

This type of data analysis was intended to describe the characteristics of respondents distribution for each treatment. Descriptive Analysis used of this research was table of frequency distribution, percentage, size of concentration such as: average count, median and size of spread such as standard deviation and variance. Validity test of this study used item analysis, score in each item that's correlated to correlation test of product moment from Karl Pearson. The statement on the questionnaire was stated valid or not, if r value obtained (r -count) was compared with (r -table) by significant level of 5% if $r_{count} > r_{table}$ was greater than 0,361.

- a. Instrument reliability test used Cronbach Alpha Technique. Limit Value used was r value of product moment at 5% significance level. If the price r count > 0.70 then the instrument was reliable, and vice versa, if the price r count < 0.70 then the instrument was stated not reliable.
- b. Normality test carried was to find out whether the data of a research variable followed a normality data distribution or not. Normality test of this study used "goodness of fit" from Kolmogorov-Smirnof, because the data was ordinal scale. The data was stated normally distribution if its value $> 0,005$. Linearity test aimed to determine whether two variables, independent and dependent variable had a linear relationship. To know, linear or not, it could be seen at the significance of deviation from linearity. If it was greater than 0,05 ($>0,05$) so it had a linear relationship.

- c. Simple regression was based on the functional or causal relationship of one independent variable. In this study, simple regression analysis used in order to examine a single hypotheses between one independent variable (X) and one dependent variable (Y) i.e. by regression equation formulated: $Y = a + bX$. Multiple regression used in order to examine hypotheses two or more independent variables (X) with one dependent variable (Y) by equation $Y = a + b_1 X_1 + b_2 X_2$.

IV. RESULTS AND DISCUSSION

4.1 Descriptive Analysis

a. Description of Principal's leadership Data (X1) SMA Negeri 4 Takalar, Takalar District.

The principal's leadership had meaning as manifestation of leader's behavior which concerned the ability to lead his or her subordinates. It usually formed a certain pattern, behavioral pattern that was preferred by leader within processing of directing and influencing the workers. Leader was a comprehensive pattern of his or her actions, either visible or invisible by his subordinates. Meanwhile, according to Nawawi (2006) defined that leadership style was "behavior pattern that's showed by someone when he tried to influence others". Whereas according to Nawawi's opinion Nawawi (2006) that leadership style was defined as the behavior or method chosen and implemented by leader in influencing of thinking, habits, attitudes, and behavior of members of organization or subordinates. To determine the level of principal's leadership (X1) SMA Negeri 4 Takalar, Takalar District, South Sulawesi could be summarized into table of frequency distribution as follow:

Table 1. Frequency Distribution of Principal's Leadership Levels (X1)

Score	Principal's Leadership (X1)	F	%
20 – 25	Very High	0	0
15 – 19	High	2	13,3
11 – 14	Enough	8	53,3
06 – 10	Less	5	33,3
01 – 05	Very Less	0	0
Total		15	100

Source. Calculated from the data collected.

Based on empirical data in table 1. it can be seen that opinion of respondents concerning to pricipal's leadership (X1) SMA Negeri 4 Takalar, Takalar District, South Sulawesi as follow: the principal's leadership category is very high "none or 0%". The principal's Leadership Category is high "2 or 13,3%". The Principal's Leadership is enough "8 or 53,3%". The Principal's Leadership is less "5 or 33,3%". The Principal's Leadership is very less "None or 0%". Empirical data table 1. Illustrates that Principal's Leadership (X1) SMA Negeri 4 Takalar, Takalar District, South Sulawesi including Category "Enough" regarding the results of questionnaire.

b. Description of Motivation Data (X2) SMA Negeri 4 Takalar, Takalar District.

Motivation was a process that explained the intensity, direction and perseverance in order to reach a goal. Motivation was how to direct a power and potential to work for the sake of achieving the goal set. Basically a person worked because of wishing to fulfill his needs. The encouragement of everybody was different from. Hence, human behavior was varying within work. Motivation also referred to a process of influencing individual option towards various of activities wanted as process that described the intensity, direction and perseverance in order to achieve a goal.

To know the level of teachers' motivation (X2) SMA Negeri 4 Takalar, Takalar District, South Sulawesi obtained from result of teachers' motivation questionnaire of SMA Negeri 4 Takalar, Takalar District, South Sulawesi could be summarized into table of frequency distribution as follow:

Table 2. The frequency Distribution of Teachers' motivation Level (X2)

Score	Motivation (X2)	F	%
20 – 25	Very High	0	0
15 – 19	High	0	0
11 – 14	Enough	9	60
06 – 10	Less	6	40
01 – 05	Very Less	0	0
Total		15	100

Source. Calculated from the data collected.

Based on empirical data in table 2.. it can be known that opinion of respondents regarding to teachers' motivation (X2) SMA Negeri 4 Takalar, Takalar District, South Sulawesi as follow: the teachers' motivation

category is very high “None or 0%”. The teachers’ motivation category is high “None or 0%”. The teachers’ motivation category is Enough “9 or 60%”. The teachers’ motivation category is less “6 or 40%”. The teachers’ motivation category is very Less “None or 0%”. Empirical data table 2. Illustrates that Teachers’ motivation (X2) SMA Negeri 4 Takalar, Takalar District, South Sulawesi including Category “Enough” regarding the results of questionnaire.

c. Description of Teacher’s professional performance Data (Y) SMA Negeri 4 Takalar, Takalar District

Performance of teachers was, basically, a performance or work showing carried out by teachers within duty as educators. Quality of a teacher would really determine the outcome of education because teacher was directly dealing with learners in teaching process at school. Many factors that influenced performance of someone, such as: capability, personality and work interest. Capability was a person skills such as intelligence and skills. Capability of workers could influence performance in various ways, for example, in how to make decision, how to interpret task and how to accomplish the task. Personality was a series relatively steady that’s influenced by descendant or social, culture and environmental factors. The clarity and acceptance on explanation of role of workers were the level of understanding and acceptance of an individual for the task assigned to. The clearer understanding of workers in regarding to requirements and objectives of their jobs. The more energy that could be mobilized for activities. Motivation was energy to encourage, direct and maintain behavior, so performance of someone could be more increasing with presence encouragement from themselves for carrying out a job.

Furthermore, descriptive statistics analysis was carried out in order to obtain an overview of teachers’ professional performance (Y) SMA Negeri 4 Takalar, Takalar District, South Sulawesi. The data of research results obtained from teachers’ professional performance questionnaire (Y) SMA Negeri 4 Takalar, Takalar District, South Sulawesi could be summarized into table of the frequency distribution as follow:

Table 3. The frequency distribution of teachers’ professional performance level (Y).

Score	Professional Performance (Y)	F	%
13 – 16	Very High	0	0
10 – 12	High	3	20,0
07 – 09	Enough	11	73,3
04 – 06	Less	1	6,7
01 – 03	Very Less	0	0
Total		15	100

Source. Calculated from the data collected.

Based on empirical data in table 3. it describes that teachers’ professional performance (Y) SMA Negeri 4 Takalar, Takalar District, South Sulawesi as follow: the teachers’ professional performance category is very high “None or 0%”. the teachers’ professional performance category is high “3 or 20,0%”. The teachers’ the teachers’ professional performance category is Enough “11 or 73,3%”. The teachers’ the teachers’ professional performance category is less “1 or 6,7%”. The teachers’ the teachers’ professional performance category is very Less “None or 0%”. Empirical data table 3. Illustrates that Teachers’ the teachers’ professional performance (Y) SMA Negeri 4 Takalar, Takalar District, South Sulawesi including Category “Enough” regarding the results of questionnaire.

4.2 Inferential Analysis

a. Partial Hypotheses Test (test t)

Inferential Statistical Analysis used in this study as stated previously was multiple linear regression analysis as activities of quantitative research by using SPSS. The output of data processing used in order to create a regression equation. This Multiple Linear Regression Analysis used to determine the partial validity effect between the variables of principals’ leadership (X1) and Teachers’ Motivation (X2) on teachers’ professional performance (Y). With the regression equation can be formulated as follow

$$Y = a + b1X1 + b2X2 + e$$

Remarks:

Y = Teacher Professional Performance

A = Constant

b1, b2 = Coefficient of determination

X1 = Principal’s leadership

X2 = Motivation

e = Errors

Furthermore, based on the results of questionnaire X1, X2 and Y research had been processed by using SPSS with the results as follow:

Table 4. Coefficient Products

Coefficients^a

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.
	SB	Std. Error	Beta		
1. (Constant)	9.040	2.675		3.339	.007
Principal Leadership	.126	.343	.164	.383	.721
Motivation	.682	.537	.569	1.256	.239

a. Dependent Variable : Principal leadership

Based on the Coefficients ^a table, it can be explained the variable influence of Principal Leadership (X1) and Motivation (X2) on Teacher’s professional performance (Y) as follow:

1) Constant = 9,040

Positive constant values indicated the positive influence of independent variable (Variable of Principal’s leadership, teacher work stress, teacher’s professional performance). If independent variable increased or influenced in unit, so variable of teacher professional performance would increase or be fulfilled.

2) Principal Leadership (X1) = 0,126

It was regression coefficient value of principal leadership variable (X1) on the teacher’s professional performance variable (Y). it means that if the principal leadership performance (X1) got increasing one unit, so teacher’s professional performance (Y) would get increasing amount 0,126 or 12,6% of positive value coefficient indicated between principal leadership (X1) and teacher professional performance (Y) had positive relationship, increasing of principal leadership performance (X1) would cause the increasing of teacher professional performance (Y).

3) Motivation of Teacher (X2) + 0,682

It was regression coefficient value teacher motivation variable (X2) on the variable of teacher professional performance (Y) means, if teacher motivation (X2) got increasing an unit, so teacher professional performance (Y) would get increasing amount 0,682 or 68,2% coefficient of positive value indicated that between teacher motivation (X2) and teacher professional performance (Y) had positive relationship. The increasing of motivation (X2) would cause the increasing on teacher professional performance (Y).

b. Test of hypotheses simultaneous Research (Test f)

Test F was used in order to know whether the independent variable simultaneously had a significant effect on the dependent variable or not. The degree of trust used was 0.05. if value F of calculation results was greater than the value F according to table, so alternative hypotheses stated that “All independent variable simultaneously significant effect on the dependent variable” for its analysis could be seen from table “Anova”, as follow:

Table 5. Product of Anova

ANOVA^b

Model	Sum Squares	df	Mean Square	F	Sig.
1 Regression	13.880	3	4.627	.710	.591 ^a
Residual	69.335	10	6.933		
Total	83.214	13			

a. Predictors : (Constant), Principal Leadership, Motivation

b. Dependent Variable : Professional Performance

Based on output of anova table, simultaneous testing of X1 and X2 to Y, is : Value F amount 0.710 is greater than value (sig) = 0,591, so H1 is accepted and H0 is rejected indicates that simultaneously the principal leadership and motivation had a significant effect on the teacher’s professional performance.

V. DISCUSSION

The quality of education or quality of school is often focused on its graduates. Low quality of graduates can cause some problems such as they cannot continue their study, cannot be accepted of work and also cannot work for community. Not productive graduates will be burden of society, adding cost of living and becoming a marginalized citizen. A quality learning process can run well when learners are active, having high motivation of learning, having interest and getting attention in learning. Teachers pay attention to individual difference (the principle of individuality), demonstration in teaching. Motivation factor had decisive role in influencing the performance of teacher. Although, principal’s leadership, work motivation of teacher were not one of determiner

of its disturbance or increasing the teacher's professional performance but it had effect in spite of no significant. Research result was carried out by writers regarding to principal leadership and motivation on teacher's professional performance of SMA Negeri 4 Takalar, Takalar District, South Sulawesi, showed that the results of questionnaire in related to the principal's leadership, respondents opined category "Enough". Motivation was category "Enough" and teacher's professional performance was category "Enough".

The results of this study showed that principal leadership (X1) had positive impact to teacher professional performance (Y), increasing of principal leadership performance (X1) would cause the increasing of teacher professional performance (Y). This finding is in consistency suggest with (Northouse, 2013; Schneider & Snyder, 2007; Eyal & Roth, 2011; Hallinger & Heck, 1998; Lunenburg & Onrstein, 2013) that a leaders have ability is direct the individuals who are trying to achieve something together by emphasizes the important for leaders to work with the followers to achieve a goal. Similarly findings of other researchers (Iqbal et al. 2015; Wachira et al. 2017) their results of a research indicate that leadership have significant influences on the performance.

The results also of this study indicate that various aspects of motivation (X2) are strongly associated with teachers performance (Y), increasing motivation (X2) would cause increasing teacher professional performance (Y). This result study of supported by Luthans (1979) that motivation has direct implication for the consequences of the performance. Motivation have significant role in adaptation, quality of learning, quality of teaching, and students' and teachers performance and well-being (Eyal & Roth, 2011). Thus, Motivation factor had decisive role in influencing the performance of teacher. This finding is in consistency with the findings of other researchers (Meindinyo & Ikurite, 2017; Dahie et al. 2015; Hartini, 2012) their results of research indicate that motivation has significant influences on the teachers performance. However, This findings were contrare research to Sampurno & Wibowo, 2015), that work motivation has no effect on teacher performance.

Partially, principal's leadership and motivation on professional performance had positive relationship, respectively: principal's leadership (0,126 or 12,6%), Motivation(0,682 or 68,2%). Simultaneous testing X1 and X2 to Y, wa: Value of Fcount amount $0,667 > (sig) = 0,591$, So H1 was accepted and H0 was rejected. Means, simultaneously of principal leadership, motivation had positive and significant effect on teacher's professional performance. The results of this study in line with (Andriani et al. 2018; Azizah et al. 2017; Handayani & Rasyid, 2015; Deflimai, 2016; Firmawati et al. 2017; Hartono & Zubaidah, 2017) which found that principal's leadership and motivation work is influence significantly to the performance of teachers. The principal's leadership and work motivation has a strategic role in improve teacher performance and realizing the success of implementation and management of education (Deflimai, 2016). Therefore, The principal's leadership owned the decisive role within bringing the success of implementation and management of school. A principal was a manager who held the highest authority in making decision in related to implementation and realization of education at school led. In education institution, the principal was demanded to be able to implement the model of leadership such as behaviors so that could be imitated by his subordinate and encouraged the performance of teachers and staff.

VI. CONCLUSION AND SUGGESTION

The conclusion of this study as follow:

1. The principal's leadership had positive effect on teacher's professional performance of SMA Negeri 4 Takalar, Takalar District, South Sulawesi. The positive effect was if principal's leadership (X1) got one-unit increase, so teacher's professional performance (Y) would get increasing amount 0,126 or 12,6%.
2. The teacher's work motivation had positive effect on teacher's professional performance of SMA Negeri 4 Takalar, Takalar District, South Sulawesi. The positive effect was if teacher's work motivation (X2) got one-unit increase, so teacher's professional performance (Y) would get increasing amount 0,682 or 68,2%.
3. The simultaneously X1, X2 to Y, was: Value F-count $0,710 > (sig) = 0,591$, so H1 was accepted and H0 was rejected. Means that simultaneously the principal's leadership, motivation of teacher had positive and significant effect on teacher's professional performance.

The researchers' suggestion on the results of this study as follow:

1. To teachers, so that, keep work motivation in order to become professional educators.
2. The principal and teachers would better create comfortable atmosphere of work place in accordance with their respective duties and functions.
3. The principal and teachers would better pay attention of leadership, work motivation and on professional performance of SMA Negeri 4 Takalar, Takalar District, South Sulawesi in order to get handling and finding solution well continuously.

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Nawir Rahman" Leadership, Motivation and Its Effect on Professional Performance" *Quest Journals Journal of Research in Business and Management*, vol. 07, no. 01, 2019, pp 61-68