



THE PERFORMANCE OF PUBLIC JUNIOR HIGH SCHOOL EDUCATION PERSONNEL IN TULANG BAWANG, LAMPUNG

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Abstract: This study aims to comprehensively analyze the impact of principal leadership, work motivation, and work discipline on the performance of educational staff in state junior high schools within Tulang Bawang Regency. The research employs an ex post facto quantitative approach with a population of 153 educational staff members. Through proportional random sampling, 111 participants were selected for the study. Data collection involved the use of questionnaires, and subsequent analysis included prerequisite regression tests such as normality, heteroscedasticity, multicollinearity, and linearity. The findings reveal noteworthy outcomes: (1) Principal leadership significantly and positively influences the performance of educational staff. (2) Work motivation exhibits a positive and significant impact on the performance of educational staff. (3) Work discipline similarly demonstrates a positive and significant influence on educational staff performance. (4) Simultaneously, principal leadership, work motivation, and work discipline collectively exert a positive and significant influence on the performance of educational staff. This research contributes valuable insights to educational management literature by establishing the crucial role of leadership, motivation, and discipline in enhancing the performance of educational staff. Based on these findings, recommendations are made for educational institutions to focus on strengthening these factors to optimize staff performance, ultimately improving overall educational quality.

Introduction | مقدمة

In schools, education staff must take full responsibility for students. Education staff include school principals, education unit supervisors, administrative staff, library staff, laboratory staff, technicians, research group leaders, and cleaning staff. Included in the education staff are all people who take part in the implementation that has been specifically appointed. Those included in the education staff are 1) The head of the educational institution is responsible for managing the institution. 2) Educators participate in organizing the educational process and have specific duties. 3) All people involved in organizing education, including teachers and administrative staff (Suarga, 2019). School administration personnel who support the effective running of school activities must have the knowledge, skills and other things to be able to complete their duties as school administration personnel properly. To achieve this, a professional attitude is needed for administrative staff, where professionalism is

defined as a person's ability to develop strategies to carry out work in accordance with their profession (Gustina & Anisah, 2020). Good service will be reflected in the satisfaction provided by the service (Afsari, et al, 2021).

Performance is the result of individual or group work in an organizational activity that is influenced by various factors to achieve organizational goals within a certain period of time. The usefulness of activities and work referred to here is the performance of work or activities by a person or group which is the authority and responsibility in an organization (Putra, 2022). Given the importance of the performance of education personnel, Uhansyah (2017) states that there is still a lack and low ability of school administration staff. One of them is still caused by education personnel who do not complete their duties. Some of the behaviors of low-performing education personnel include coming late to school, not wearing the prescribed uniform, doing tasks other than those assigned to them, the amount of messy administrative work such as messy class assignments. The low performance of education personnel in educational institutions also affects the image of the institution in the eyes of the community, so it will be difficult for them to maintain the good reputation of the school. Based on research conducted by Zakhroh, R (2017) there are problems in the performance of school administration personnel, namely: There is still performance that is not in accordance with the expertise in their field. Second, there is still a lack of discipline, loyalty and accountability. Third, the three pillars of wisdom that should be owned by someone have not been shown.

Based on the findings in the field, the laboratory facilities and infrastructure available at school consist of science labs, computer labs, but do not yet have service personnel relevant to national education standards, both laboratory heads, library heads, laboratory technicians, and officers. The low performance of education personnel at state junior high schools in Tulang Bawang Regency is due to the fact that there are still many education personnel who attend school not on time, do not wear uniforms that have been determined, do other tasks that are not their duties, work that is not in accordance with the competence in their fields, so that a lot of administrative work in archiving letters has not been arranged systematically, and is inadequate. The school guard's special service officer doubles as a janitor, the janitor also doubles the general administration duties so that the cleaning service is less than optimal. This situation makes education personnel work less loyal, less disciplined and irresponsible.

Facing problems related to the performance of education personnel, the principal's leadership ability, work motivation and work discipline will be able to overcome these problems. Principals as leaders of educational institutions must be able to manage their leadership roles well. The success of leadership in its activities is influenced by factors that can support the success of leadership, therefore goals will

be achieved if there is harmony in the relationship or good interaction between superiors and subordinates, besides being influenced by the experience of the leader, such as personal motivation to succeed, maturity and flexibility in social relations with the degree of attitude in human relations (Khafidah, 2019). In an effort to improve academic achievement, the principal as a manager essentially has a very decisive role in the organization he runs, the success or failure of the principal's goals can be influenced by the way the principal carries out management functions (Harun and Masrufa, 2023). Effective leadership is something that depends on capabilities, such as task structure, strength of leadership position or willingness of followers, to achieve maximum performance and effectiveness (Uslu, 2019).

Leaders are considered representatives of the organization. This positions the leader as the most influential person in the organization. (Saleem, et al, 2020). Therefore, it is not surprising that employee work behavior tends to follow leadership orders. This fact is theoretical evidence that the leader of a government organization must be a person with high professionalism and integrity, so as to challenge all employees to work together to improve their performance to advance the organization (Meslec, 2020). Always maintain good relationships in order to create a positive attitude, mutual trust and high loyalty. In schools, principals as leaders must maintain good relationships with educators and staff to maximize performance to achieve school goals.

In addition to establishing good relationships with educators and education personnel, the principal is one of the drivers of the school to realize the vision, mission, goals and objectives of the school through programs that are implemented in a planned and gradual manner. Motivation is needed in working to increase effectiveness at work. (Salwa, et al, 2019) stated that hard work carried out with encouragement or motivation will produce its own satisfaction for these human resources in doing their work. Motivation is the process of providing incentives that motivate employees to work in a way that can achieve goals effectively and efficiently. Some important factors that influence motivation are the personal needs, goals and perceptions of individuals or groups, and how these needs, goals and perceptions are met (Niati, 2021). Primary motivation is closely related to the interaction between a person's perceptions, attitudes, needs, and decisions in their environment. We understand that a good leader must be able to motivate colleagues to work (Jaya, 2022). With the motivation between principals and teachers, of course, it can create performance in order to achieve optimal results.

In addition to principal leadership and work motivation, Mahfud (2020) argues that work discipline describes the working atmosphere and relationships between fellow teachers, teachers and principals, teachers and other education personnel. This is a sign of a good working environment. This kind of atmosphere is needed so that

teachers and principals can do their jobs more effectively. Discipline is one of the main keys to success in human resource management, because there is a proportional relationship between discipline and work efficiency, namely the higher the discipline, the higher the work performance (Silalahi & Bangun, 2020).

Oupen (2020) states that in relation to work, the definition of work discipline is an attitude and behavior that shows employee compliance with organizational regulations. If someone is not disciplined, they tend to have no sense of responsibility and do not feel bound by the ethical rules that have been set, so their performance is not good. If there is indiscipline, it will have a negative impact on the teaching and learning process, so the quality of the school will be low (Umami, 2021). The work discipline of education personnel includes certain mental actions to be obedient, orderly, and knowledgeable about codes of ethics, norms, criteria, and standards to be able to increase awareness of the importance of obedience to success and act reasonably by showing the ability to follow everything that is known in a careful and orderly manner.

The results of research conducted by, Ariyunita (2019), Astuti, et al (2020), Dongoran, et al (2019), Syaifullah (2020), show in the results of their research that the principal's leadership has a direct effect on the performance of school education personnel. This means that the principal's leadership results in an increase in the performance of education personnel. Rohmatussaniah, (2023), Octavia, (2019), Fransiska, (2020), shows that work motivation can improve the performance of education personnel. Nuraeni (2021), Zaenuri (2022), Mariati, et al (2022) show that there is a positive influence between work discipline and the performance of education personnel. It can be said that when someone's work discipline increases, at that time their performance will also increase.

Based on the problems described above and based on research that has been done before, considering the importance of the performance of education personnel in school organizations in achieving the vision and mission of the school, as well as the limited research that examines the effect of principal leadership, work motivation, and also work discipline, on the performance of education personnel, so that researchers are interested and need to find out more about the contribution of "The influence of school leadership, work motivation and work discipline on the performance of education personnel in State Junior High Schools in Tulang Bawang Regency".

Method | منهج

This type of research is quantitative research, *ex-post facto* type, and *correlational research*. The research subjects included all education personnel at 17 public junior high schools in Tulang Bawang Regency with a population of 153 people. This study

applied a research pilot study of 30 people, while the number of research samples was 111 people calculated by the Slovin formula, the number of sample *proportions* for each junior high school through *proportional random sampling* method and data collection techniques through questionnaires and documentation. Then, to measure the four variables, this study developed a questionnaire based on the dimensions and indicators of the experts. For variable Y (Education Personnel Performance) researchers took the opinion of Bernardin & Russel (1993), variable X1 (Principal leadership) researchers took the opinion of Bass & Avolio (1994), variable X2 (Principal leadership) researchers took the opinion of McClland, 1987, and variable X3 (Work discipline) researchers took the opinion of Hasibuan (2012).

The entire questionnaire grid was measured on a Likert scale, and at the pre-research stage, validity and reliability tests were carried out, while the data prerequisite tests used: normality test, linearity test, and heteroscedasticity test, multicollinearity test. In accordance with the previous description that this study will test 4 variables: principal leadership (X_1), work motivation (X_2), work discipline (X_3), and the performance of education personnel (Y), with the systematic framework of this study described as follows:

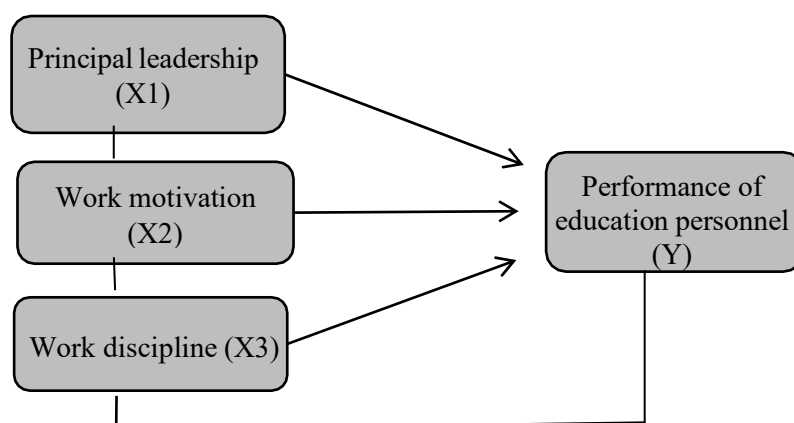


Figure 1. The research framework

Based on the theoretical description and framework, the hypothesis in this study can be formulated as follows: (1). There is an influence of the principal's leadership on the performance of education personnel. (2). There is an influence of work motivation on the performance of educational staff. (3). There is an influence of work discipline on the performance of educational staff. (4). There is a simultaneous influence between principal leadership, work motivation and work discipline on education personnel. To test the results of research data in accordance with the formulation of the hypothesis, this study uses simple regression and multiple regression analysis techniques.

Result | نتائج

The Analysis of Data Result

The questionnaire is well distributed over the 111 samples with statistical distribution data, as follows:

Table 1. The statistical distribution data of the research questionnaire

Descriptive Statistics				
	X1	X2	X3	Y
Valid N	111	111	111	111
Range	12	11	13	10
Min	52	48	48	52
Max	64	59	61	62
Sum	6266	5858	5865	6361
Mean	56,45	52,77	52,84	57,31
Std Deviation	2,557	2,263	2,603	2,445
Variance	6,541	5,122	6,773	5,978

Source: Statistical test results of SPSS v.25 questionnaire

The analysis of data prerequisite test results is as follows:

1. Normality test, the data was analyzed using SPSS v.25 through Kolmogorov Smirnov test.

Table 2. The result of normality test

One-Sample Kolmogorov-Smirnov Test		
Unstandardized Residual		
N		111
Normal Parameters ^{a,b}	Mean	,0000000
	Std Deviation	2,29623256
Most Extreme Differences	Absolute	,060
	Positive	,060
	Negative	-,042
Test Statistic		,060
Asymp. Sig. (2-tailed)		,200 ^{c,d}
<i>a. Test distribution is Normal.</i>		
<i>b. Calculated from data.</i>		
<i>c. Lilliefors Significance Correction.</i>		

Then, at the Kolmogorov Smirnov test results for X_1 , X_2 , X_3 , and Y obtained an asymptotic significant value of 0.200, ($0.200 > 0.05$) so it is concluded that the variable data is normally distributed.

2. Heteroscedasticity test, through Glejser analysis

Table 3. The result of heteroscedasticity test

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-3,534	3,062		-1,154	,251
Principal Leadership (X1)	,195	,158	,438	1,230	,221
WorkMotivation (X2)	-,160	,172	-,334	-,928	,355
Work Discipline (X3)	,057	,048	,119	1,182	,240

a. Dependent Variable: ABS_RES

Source: The heteroscedasticity test results of SPSS v.25

The data in the table obtained values: $X_1 = 0.221$, $X_2 = 0.355$, $X_3 = 0.240$. The value of

the three variables is greater than 0.05, so it can be concluded that the data does not occur symptoms of heteroscedasticity

3. Multicollinearity test

Table 4. The result of multicollinearity test

Model	Coefficients ^a	
	Tolerance	VIF
Principal Leadership	1,000	1,000
Work Motivation	,978	1,023
Work Discipline	,978	1,022

Source: The multicollinearity test results of SPSS v.25

The data is said to have no multicollinearity symptoms if the test results of each independent variable have a *tolerance* value greater than 0.10 and a VIP value of less than 10.00.

4. Linearity test through test for linearity analysis

Table 5. The result of linearity test

Variable	Sig. Deviation from Linearity
Principal Leadership	0,081
Work Motivation	0,177
Work Discipline	0,269

Source: The linearity test results of SPSS v.25

If the *deviation from linearity* value > 0.05, then there is linearity between variables, otherwise if the *deviation from linearity* value < 0.05, then there is no linearity between variables. Based on this table, the *deviation from linearity* value > 0.05, so it is concluded that the independent variable and the dependent variable have linearity.

The Research Result Data

This study analyzes the influence between variables: principal leadership (X1), work motivation (X2), work discipline (X3), and the performance of education personnel (Y) with 4 hypothesis formulations. The total test data results are as follows:

Table 6. The recapitulation of total research hypothesis test results

No.	Hypothesis	Statistical Test	Decision	Conclusion	Great influence
	Principal leadership on the performance of education personnel	$H_0: p_{1,y} = 0$ $H_a: p_{1,y} \neq 0$	H_0 rejected	Influential	13,1%
	Work motivation on the performance of education personnel	$H_0: p_{1,y} = 0$ $H_a: p_{1,y} \neq 0$	H_0 rejected	Influential	10,5%
	Work discipline on the performance of education personnel	$H_0: p_{1,y} = 0$ $H_a: p_{1,y} \neq 0$	H_0 rejected	Influential	31,1%
	Principal leadership, Work motivation, Work discipline on the performance of education personnel	$H_0: p_{1,y} = 0$ $H_a: p_{1,y} \neq 0$	H_0 rejected	Influential	37,7%

Source: SPSS v.25 test results, processed by researchers

Discussion | مناقشة

Based on the data test results show that:

1. The principal's leadership has a positive and significant effect on the performance of education personnel, regardless of the amount of contribution made by the principal's leadership will always affect the performance of education personnel. Therefore, a positive increase in the leadership of the principal will lead to an increase in the performance of education personnel. These results are in accordance with the research of Muhamad Taufik (2019) which shows that the principal's leadership with a transformational style is indispensable in the performance of education personnel because it is necessary to optimize the performance of teachers and education personnel through exemplary, motivation, democratic policies, providing rewards, conducting good personal relationships and approaches and creating a sense of security and comfort at work.
2. Work motivation has a positive and significant effect on the performance of education personnel, regardless of the amount of contribution made by the principal's leadership will always affect the performance of education personnel. Therefore, a positive increase in work motivation will lead to an increase in the performance of education personnel. These results are in accordance with the research of Tulip, et al (2019) showing that in achieving school goals to become a forum for character building, especially for giving responsibility.
3. Work discipline is the variable that has the greatest influence on the performance of education personnel, among other variables. This identifies that work discipline is an independent variable that needs to be considered by State Junior High Schools in Tulang Bawang Regency in the performance of education personnel. These results are in accordance with Pala'langan's research (2021) which shows that discipline at work is a form of attitude shown by teachers towards applicable rules. The application of this discipline makes the teacher who does it show success in the teaching process.
4. Based on the results of this study, it is known that principal leadership, work motivation and work discipline have a positive and significant effect on the performance of education personnel. Whatever the amount of contribution made by the principal's leadership, work motivation and work discipline will always have an effect on the performance of education personnel. Therefore, the positive increase that occurs in principal leadership, work motivation and work discipline will encourage the stage of improving the performance of education personnel.

Conclusion | خاتمة

In conclusion, this research provides compelling evidence supporting the positive

and significant impact of principal leadership, work motivation, and work discipline on the performance of education personnel in public junior high schools within Tulang Bawang district. The findings emphasize that as the scores for principal leadership, work motivation, and work discipline increase, there is a corresponding increase in the performance of educational staff. These individual factors play crucial roles, showcasing their independent positive influences on staff performance.

Furthermore, the research underscores the collective influence of principal leadership, work motivation, and work discipline on the performance of education personnel. The study reveals that when these factors are effectively implemented, there is a notable enhancement in the performance of educational staff. Conversely, inadequate implementation of these elements results in lower performance levels among education personnel. This highlights the interdependency of leadership, motivation, and discipline in shaping the overall performance landscape in public junior high schools.

In light of these conclusions, practical implications emerge for educational institutions. It is imperative for school administrators to prioritize and invest in fostering effective principal leadership, promoting a motivational work environment, and instilling a culture of strong work discipline. By addressing these aspects comprehensively, educational institutions can harness the full potential of their personnel, ultimately improving overall educational outcomes in Tulang Bawang district and beyond.

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