

THE INFLUENCE OF LEADERSHIP STYLE, WORK MOTIVATION AND WORK ENVIRONMENT ON THE PERFORMANCE OF EDUCATORS AT SMKN 2 BANDAR LAMPUNG

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Abstract

The study aims to measure the impact of leadership style, work motivation, and working environment conditions on teaching efficiency at SMKN 2 Bandar Lampung. A quantitative approach was chosen as the research method, with data collected directly from teachers through questionnaires, covering a total population of 31 educators. The collected data was then analyzed using multiple linear regression models. The results of the analysis showed that leadership style did not have a meaningful impact on efficiency in the teaching process. Meanwhile, work motivation factors were found to have a significant influence. Related to the work environment, the results of the analysis showed no significant influence. It is hoped that the findings from this study can contribute to improving the quality of teaching at SMKN 2 Bandar Lampung, by paying special attention to work motivation variables, while leadership styles and working environment conditions may require further evaluation in different contexts.

Keywords: Leadership Style, Work Motivation, Work Environment, Educator Performance

1. Introduction

A school is an institution organized to provide educational services. In the organizational structure of the school, there is a principal who leads. In the school environment, teachers play a crucial role as one of the determining elements for the success of a system. Education in the school environment at SMKN 3 Bandar Lampung has played a fairly good role in providing educational services. Widely in the school environment, especially at SMKN 2 Bandar Lampung, teachers must receive more attention, because teachers are the main factor in the progress of the education system in the teaching and learning process, teachers are always related to any element in the context of the education system, the role of teachers is very significant in building and developing education, especially at the level of formal education in the school environment, And teachers are the main determinants of student success, especially in the teaching and learning process (Bead & Bustomi, 2011).

Good planning is the key to improving the quality and quality of education to prepare the next generation who are competent in every aspect of spirituality, adaptation to new things, abilities and success in living life in the future. A good educational process will produce quality individuals who meet the expectations of all of us as a society, both in character, ethics in everyday life, together with knowledge and ability to work, have a role that has enormous importance in our lives as members of society, become a very significant element and continue to develop and grow. The principal is the main leader who must lead and take great responsibility in an effort to advance education that will create a standardized and better national education in the future(Prasetyo &; Sarinae,

2022). The principal in the school environment must be able to direct the educational institution in the school in the intended direction. Leaders of educational institutions are required to follow the changes, developments, and demands of education stakeholders in order to create the best nation in the future and can create schools that meet national standards in the world of education.

Work motivation plays a key role in improving the effectiveness of teachers in schools. This process is substantially related to the efforts made to improve the conditions of the school environment (Priyono et al., 2018). Work Motivation within SMKN 2 is also important in improving. Meanwhile, conducive work environment factors are no less important (Ardiana, 2017). This factor includes various elements present in the work environment, which play a role in improving or maintaining cleanliness and order (Ahmad et al., 2022). Keeping the work environment around the school organized and conducive can provide a strong motivational boost for teachers. A safe and comfortable work environment provides opportunities for teachers to work optimally, so that they can provide the best performance. In the context of the research described, the impact of (1) leadership style, (2) work motivation, and (3) working environment conditions on teacher performance will be explored. The results of this study are expected to provide empirical evidence on how these three aspects affect teacher performance at SMKN 2 Bandar Lampung.

2. Theoretical Background

Leadership style provides guidance on the methods or ways applied by leaders in managing their teams, involving behaviors, values, and methods applied to guide team members towards achieving organizational goals. Leadership is the process of influencing the direction of an organization, encouraging behavior to achieve its mission, and influencing to improve groups and habits. Then, leadership roles also have an impact on understanding and mobilizing actions and the ability of individuals to motivate followers, maintain cooperation and collaboration within teams, and get support and collaboration from external entities or from outside the group or organization has an important role. Therefore, leadership is a key factor to influence and provide direction to workers, especially now that the system is fully open, and it is the leadership figure that strengthens the workers. Leadership is an individual's skill and capacity to inspire and ignite the spirit of instilling good spirit in a job or organization. The word leadership means carrying, directing, nurturing and also managing (Choirunnisa, 2023).

The leader is the individual who uses his formal powers to organize, direct, and supervise his subordinates, with the aim of coordinating all aspects of the work well to achieve the mission of the organization. Alam et al. (2015) Leadership style has a crucial role in organizing all elements in an organization, which can dominant, drive, and coordinate these components. Everyone has their own leadership style, personality, behavior and character that sets them apart from collaborating with others. Effective leadership can be seen in the leader's ability to work together with their peers; influence on followers can achieve organizational goals (Shabrina & Nature, 2023). Farida & Hartono (2016) Defining leadership as a person's ability to influence others, either directly or indirectly, through a communication process that aims to make other individuals understand and believe that the leader is an effective result giver, recognize and believe that it is the leader who delivers results. The indicators used for leadership are: 1) briefing 2) communication 3) delegation.

Motivation at work is a driver or driver for every employee to work in carrying out their duties (Riyanti et al., 2020). Motivation is defined as an effort to meet a deficiency in a directed way, directed to certain actions that a person does consciously (Supartha & Sintaasih, 2017). Thus, it is crucial to create a situation that can encourage each employee to carry out his duties with a feeling of joy and satisfaction.

Motivation is a psychiatric state that drives the occurrence of such actions providing the forces that drive the individual to meet needs, provide satisfaction, or reduce imbalances. Provide motivation related to efforts to achieve various organizational goals. From this perspective, it can be seen that the targets and objectives of the organization, are in line with the personal goals and objectives of the members of the organization. In this perspective, it is seen that the targets and objectives of the organization, juxtaposed with the goals and targets of the individual members of its members. According to Maslow, motivational signs involve: 1) The need for security 2) The need for social relationships 3) The need for rewards (Nurpita, 2021).

The work environment is a crucial element that has the potential to increase labor productivity (Caksana, 2019). The work environment includes social, physical, and psychological aspects of the organization as well as factors that have the potential to affect employee performance (Napitupulu, 2022). The work environment is a crucial factor in determining the performance of an employee, both positive and negative, can affect their performance. According to Mangkunegara (2017), the work environment includes all equipment, materials, work methods, and work arrangements faced by a person in his workplace, whether in an individual or group context.

According to Alam et al. (2015), the work environment plays a vital role in supporting the productivity of employees. A productive and efficient work environment is known to have a significant influence on an employee's ability to complete his or her tasks, which in turn contributes to the progress of the organization. Optimal working environment conditions, which include health, safety, and comfort, are the key for employees to move vigorously. An inadequate work environment can have a negative impact on employee motivation and thus can decrease their overall performance. Kartika & Ali (2019) Describe several influential work environment indicators, including the quality of interaction between employees, a harmonious working atmosphere, and the availability of facilities that support work. These factors prove crucial in determining how efficiently and effectively employees can work.

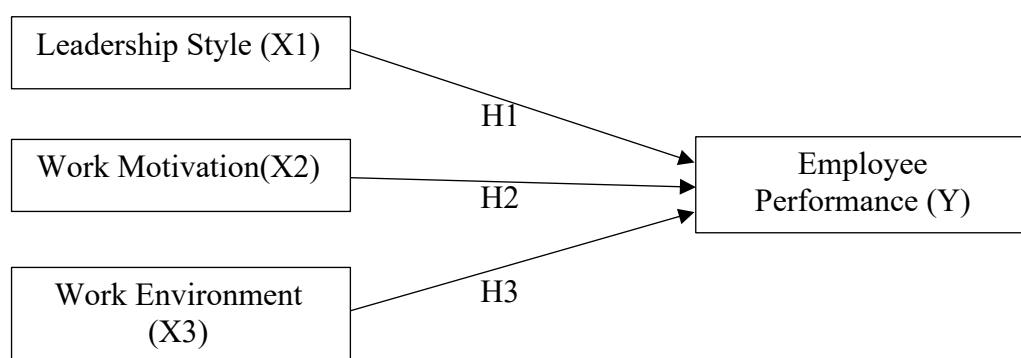
Fahmi (2016) Articulate that performance can be defined as the results achieved by a business entity, whether aimed at profit or not, during a given period. Meanwhile, Yani (2012) Describe performance as a concrete manifestation of individual work behavior that is a reflection of the achievements achieved by an employee based on the role they have in the organization.

According to Mangkunegara (2020) Defining performance or work performance as a measure of results that includes aspects of an employee's performance can be measured from the quality and number of results he produces in carrying out duties in accordance with the tasks given. Based on the summary of experts, it can be concluded that performance refers to the results achieved by a worker from the tasks he bears. To measure this performance, there are several important indicators that can be used as a reference, namely the quality of work, the volume or amount of work done, and the effectiveness in completing these tasks (Hidayat, 2015).

3. Methods

Regarding this specific study, which focused on SMKN 2 Bandar Lampung, the aim was to explore how leadership style, work motivation, and work environment affect the performance of teachers in the school. The population involved in this study includes all teachers who provide teaching at SMKN 2 Bandar Lampung, the total number is 31 people. This population is considered representative because it has relevant characteristics that it wants to research and from which conclusions will be drawn.

The methodology used in this study involves active participation in the field to collect data that is in accordance with the objectives of this study. The required data was collected through a survey conducted using a pre-designed questionnaire, which was then distributed directly to teachers at SMKN 2 Bandar Lampung. This questionnaire is designed to explore more in-depth and accurate information about the issues studied. After data collection, analysis is performed using SPSS software, which includes multiple linear analysis, t test for hypothesis testing, as well as F test, and closing with determination coefficient test to assess the strength of the relationship between variables.



4. Results and Discussion

4.1 Result

4.1.1 Descriptive Research

Related to the Leadership Style variable in a study, it was found that none of the participants gave responses with full agreement. Of the total respondents, only about 2.79%, totaling 9 people, expressed their agreement on questions related to leadership style. On the other hand, 22 people, constituting 6.82% of the sample, expressed their disapproval, and none of the respondents voted strongly disagree on this variable. While in the Work Motivation variable, the results showed that there were no respondents who gave answers in the category of strongly agree or agree. A total of 23 respondents, or about 7.13%, stated that they No respondents were at the level of strongly disagree, while some respondents expressed disapproval.

Based on the feedback received related to the Work Environment variable, it was noted that none of the participants who responded in the category strongly agreed. There were 8 respondents, which equated to 2.48% of the sample, who expressed agreement with statements relating to the Work Environment, while 21 participants, or 6.51%, expressed disagreement, and none expressed strong disagreement. Regarding the Educator Performance variable, it was not found that respondents who responded in the category strongly agreed. Four respondents, or 1.24%, agreed, while 27 respondents or 8.37% disagreed with the aspect of educator performance asked, and none of the study participants fell into the category of strongly disagree.

4.1.2 Validity Test

Table 1. Validity Test Results

Variable	Question	r calculate	R Table	Information
Leadership Style (X1)	1	0,726	0,3440	"Valid"
	2	0,656	0,3440	"Valid"
	3	0,616	0,3440	"Valid"
	4	0,694	0,3440	"Valid"
	5	0,579	0,3440	"Valid"
	6	0,729	0,3440	"Valid"
Work Motivation (X2)	1	0,768	0,3440	"Valid"
	2	0,705	0,3440	"Valid"
	3	0,647	0,3440	"Valid"
	4	0,635	0,3440	"Valid"
	5	0,429	0,3440	"Valid"
	6	0,628	0,3440	"Valid"
Work Environment (X3)	1	0,721	0,3440	"Valid"
	2	0,769	0,3440	"Valid"
	3	0,784	0,3440	"Valid"
	4	0,727	0,3440	"Valid"
	5	0,722	0,3440	"Valid"
	6	0,821	0,3440	"Valid"
Employee Performance (Y)	1	0,352	0,3440	"Valid"
	2	0,709	0,3440	"Valid"
	3	0,878	0,3440	"Valid"
	4	0,836	0,3440	"Valid"
	5	0,884	0,3440	"Valid"
	6	0,761	0,3440	"Valid"

Data source: Processed by researchers through SPSS Statistics 20

Based on the data listed in the table that has been reviewed, the questionnaire used in this study is considered valid if the calculated r value obtained for each statement exceeds the r value of the table at a confidence level below 0.05. The results shown by the table indicate that all statements in the questionnaire have met this criterion, with r count exceeding r table, which confirms the validity of this research tool.

4.1.3 Reliability Test

Table 2. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
,932	24

Data source: Processed by researchers through SPSS Statistics 20

From the table reviewed, it appears that Cronbach's alpha value used for the variable in question is higher than the threshold value, which is 0.932, which exceeds the commonly recognized base value of 0.60. This finding confirms that the statements contained in the questionnaire for the variables studied have high reliability. Thus, the responses given by respondents to each variable in this study are considered stable and reliable for use in research.

4.1.4 Multiple Linear Regression Analysis

Table 3. Multiple Linear Regression Test Results

Coefficients ^a						
Type		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	,255	2,890		,088	,930
	Leadership Style (X1)	,082	,151	,075	,547	,589
	Work Motivation (X2)	,618	,166	,555	3,715	,001
	Work Environment (X3)	,261	,136	,291	1,923	,065

a. Dependent Variable: Employee Performance(Y)

Data source: Processed by researchers through SPSS Statistics 20

Based on the linear regression analysis obtained, it can be concluded that there is an equation with the following coefficients: Y (Employee Performance) is estimated by 0.255 plus 0.082 multiplied by X1 (Leadership Style), plus 0.618 multiplied by X2 (Work Motivation), plus 0.261 multiplied by X3 (Work Environment), plus error e.

From this equation can be interpreted:

- 1) In the analysis conducted, it is known that a constant value of 0.255 means that if there is no change in all variable X, it will have implications for stable employee performance with an initial value of 0.255.
- 2) The coefficient set for the Leadership Style element is 0.082, indicating that a one percent increase in the Leadership Style aspect has a chance to increase Employee Performance by 0.082, provided that the conditions of the other variables remain static and unchanged.
- 3) For the Work Motivation aspect, the recorded coefficient is 0.618, which indicates that if there is a one percent increase in Work Motivation, it is expected that there will be an increase in Employee Performance of 0.618, provided that other variables remain unchanged.
- 4) Meanwhile, the coefficient for Work Environment is 0.261, which means that for every one percent increase in Work Environment, it is expected that there will be an increase of 0.261 in Employee Performance, with other variable conditions unchanged.

4.1.5 Test t (Partial)

Table 4. Test Results t (Partial)

Coefficients ^a						
Type		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	,255	2,890		,088	,930
	Leadership Style (X1)	,082	,151	,075	,547	,589
	Work Motivation (X2)	,618	,166	,555	3,715	,001
	Work Environment (X3)	,261	,136	,291	1,923	,065

a. Dependent Variable: Employee Performance(Y)

Data source: Processed by researchers through SPSS Statistics 20

The significance calculated to assess the impact of Leadership Style on Employee Performance stands at 0.589, which crosses the common standard threshold of 0.05. With

a t value of 0.547, which is below the critical value of 2.052, we can conclude that the initial hypothesis that Leadership Style has a significant effect on Employee Performance cannot be sustained. In other words, based on the evidence that has been collected, Leadership Style does not show a significant influence on Employee Performance.

For the Work Motivation variable, the significance value recorded is very low, namely 0.001, indicating a significant value that is far below the general standard limit of 0.05. The obtained t value reaches 3.715, a number that far exceeds the predefined critical limit. Based on these data, there is strong support for the second hypothesis which states a significant relationship to Job Motivation and improvement in Employee Performance.

In evaluating the impact of the Work Environment on Employee Performance, it was found that the significance value was 0.065, which only slightly exceeded the general threshold value for significance, which was 0.05. The t value obtained from this analysis is 1.923, which is insufficient to pass the predefined critical value. Based on these findings, we cannot accept the hypothesis that the Work Environment has a significant effect on Employee Performance.

4.1.6 F Test (Simultaneous)

Table 5. F (Simultaneous) Test Results

ANOVA ^a						
Type	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	136,711	3	45,570	18,534	,000b
	Residuals	66,385	27	2,459		
	Total	203,097	30			

a. Dependent Variable: Employee Performance (Y)

b. Predictors: (Constant), Work Environment (X3), Leadership Style (X1), Motivation (X2)

Data source: Processed by researchers through SPSS Statistics 20

From the data analysis conducted, it is evident that the combined significance value for the variables Leadership Style, Work Motivation, and Work Environment in relation to Employee Performance is very minimal, with numbers reaching 0.000. This indicates that the number is very below the generally recognized threshold of significance, which is 0.05. The F value obtained through this analysis is 18.534, which significantly exceeds the critical F value of 2.95. This allows us to conclude that the three independent variables studied as a whole make a significant contribution to the dependent variable, i.e. Employee Performance.

4.1.7 Coefficient of Determination (r²)

Table 6. Test Results of Coefficient of Determination (r²)

Model Summary				
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,820a	,673	,637	1,568

a. Predictors: (Constant), Work Environment (X3), Leadership Style (X1), Motivation (X2)

Data source: Processed by researchers through SPSS Statistics 20

From the research that has been carried out, an R Square value of 0.637 was obtained. This indicates that approximately 63.7% of the variability in Employee Performance can be explained through the variables Leadership Style, Work Motivation, and Work

Environment when viewed together. This implies that these three independent variables collectively contribute significantly to employee performance variables. As for the rest, amounting to 36.3%, it is explained by other variables that are not included in this model.

4.2 Discussion

Even so, the partial significance test showed that the Leadership Style with a significance value of 0.589 that did not exceed the table t value, did not have a meaningful impact on employee performance. In relation to Employee Performance, Work Motivation shows a very small significance value, which is 0.001, and the t value obtained shows better performance than the set critical value, thus having a significant influence on employee performance. While the Work Environment, with a significance value of 0.065 that is close to the specified significance limit and a t value that does not exceed the critical value, does not show sufficient evidence to make a significant contribution to employee performance.

5. Conclusion

The conclusion of the research results and a discussion is:

- 1) There is no evidence to suggest that Leadership Style has a significant impact on improving Employee Performance.
- 2) There is evidence that confirms that Work Motivation contributes significantly to the improvement of Employee Performance.
- 3) Finally, the results of the study indicate that the Work Environment does not have a significant effect on improving Employee Performance.

Based on the findings of this study, suggestions that can be proposed as a consideration are to review several factors, namely leadership styles in schools must be improved in order to encourage better educator performance and improve good working environment conditions in schools to support educator performance to be better in the future.

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