



Determinants of Work Motivation and Its Implications on The Performance of High School Teachers in Riau Province

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Abstract

Abstract. This research aims to prove and analyze the improvement of teacher performance through improving the leadership of principals mediated by work motivation. The population in this research were high school teachers in Riau Province. The research method used in this research was descriptive survey method and explanatory survey with a minimum sample size of 220 respondents, with the data analysis method used is Structural Equation Modeling (SEM). The findings of the research were the principal's leadership has a positive and significant effect on work motivation with a contribution (R²) of 56%, the principal's leadership and work motivation simultaneously or partially have a positive and significant effect on teacher performance with a contribution (R²) of 62%, leadership the principal directly or indirectly through work motivation has a positive and significant effect on teacher performance with a contribution (R²) of 49%. The findings of the research also show that partially dominant work motivation affects teacher performance and is a partial mediating variable on the influence of the principal's leadership on teacher performance.

1. INTRODUCTION

The educational paradigm in Indonesia has undergone a change from a centralized approach to a decentralized approach since the enactment of regional autonomy (Saudagar and Idrus, 2009). The characteristics of a decentralized approach in management are mapping the development of each educational institution based on historical specifications and perspectives, culture, vision, mission, organization, leadership, resources, type and number of students, and granting autonomy to determine their own levels and ways of achieving goals institutions in accordance with the readiness, capabilities, and the situation and conditions in which the school is located.

Law Number 20 of 2003 concerning the National Education System basically provides a legal basis for developing national education by applying the principles of democracy, decentralization, autonomy, justice and upholding human rights. It is hoped that the application of the provisions in this Law will support all efforts to solve educational problems, in order to contribute to the macro-problems of the Indonesian nation, thus giving meaning that all people have the right to get better educational opportunities in order to create quality human resources.

Efforts to realize quality human resources in the world of education are a must considering the condition of Indonesia's human resources which still requires improvement. This can be seen from the relatively low Human Development Index (IPM) and Indonesia's Competitiveness. The Human Development Index (IPM) is based on the 2013 Human Development Report (HDR) on the Human Development Index which shows Indonesia is in 108th position out of 187 countries. While the decline in competitiveness in 2015 (World Economic Forum, 2015) in almost all sectors including the Education and Training Sector by four points, the Health and Basic Education Sector decreased by six points, and Labor Absorption and Technology Readiness as world education output decreased the largest is five points and eight points. Based on Education Development Index (EDI) data (Unesco, 2014), Indonesia's education development index (EDI) score is at a score of 0.934 which places Indonesia in 69th position out of 127 countries in the world.

Based on some of the statements above, the low quality of education in Indonesia is shown based on the average National High School level exam scores during the 2014-2016 period, which has decreased. In the last three years, the scores for the National Science Major for Public High School National Examination, the scores for the National High School Science Major for Science in 2015 and 2016 were lower than the scores for the 2014 National Exam. National Examination less than 5.50 or 36.36%, in 2013 only 6.06% or as many as two provinces in the group with the passing limit of the average National Examination score of less than 5.50. Meanwhile, in 2014, not a single province was included in the group with an average passing grade of the National Examination less than 5.50 (Ministry of Education and Culture, 2016). The results of the National High School National Examination majoring in Social Sciences in the last three years have shown a similar pattern to the results of the National High School National Examination majoring in Natural Sciences, namely the 2015 and 2016 National Examination scores were lower than the 2014 National Exam scores. In 2016, more provinces were included in the the passing cutoff group with an average National Examination score of less than 5.5, namely 48.49% or as many as 16 provinces, in 2015 only 33.33% or as many as 11 provinces were included in the passing cutoff group with an average Exam score National is less than 5.5. Meanwhile, in 2014, no province had an average score for the Social Sciences National Examination at the high school level with an average score of less than 5.50 (Kementrian Pendidikan dan Kebudayaan, 2016).

Decreased average test scores in science and social studies majors at senior high schools in Riau province. In 2014, the average score of the National Examination majoring in Science for Public High Schools in Riau Province reached an average score of 7.75 or entered the group with a pass mark above 6.5, while in 2015 it decreased to 18.86%. or with an average National Examination score of 6.52. However, in 2016 the average score for the National Examination for the Science Department of Public High Schools in Riau Province decreased, reaching an average National Examination score of 6.93 or a decrease of 12.58% from 2014 but still included in the pass mark above 6.50 (Ministry of Education and Culture, 2016). Likewise, the decrease in the average test scores for Social Studies majors at public high schools in Riau Province has also decreased. In 2014 the average score for the Social Sciences Department of Public High Schools in Riau Province reached an average score of 7.49 or with a passing mark of above 6.50, while in 2015 it decreased to 22.56% or with an average -the average National Examination score of 5.80 is included in the passing mark of 5.50-6.50. However, in 2016 the average score of the National

Examination for the Social Sciences Department of Public High Schools in Riau Province decreased, reaching an average National Examination score of 6.33 or a decrease of 15.49% from 2014 and entered the group with a graduation limit of 5.50-6.50 (Kementrian Pendidikan dan Kebudayaan, 2016).

Many factors lead to the low quality of education at the senior high school level in Riau Province. Fasli Djalal (2009) states that low student achievement can reflect low teacher performance. Meanwhile, according to Mulyasa (2006) revealed that one of the weaknesses of the national education system developed in Indonesia is the lack of attention to output. Standardization of curriculum, books, tools, teacher training, school facilities and amenities is a form of government control over the inputs and processes that must take place within the system. Djoko Kustono (2007), the quality of teachers in Indonesia is still relatively low. This is partly caused by not fulfilling the minimum educational qualifications, especially when referring to the mandate of the law. RI. No. 14 of 2005 concerning Teachers and Lecturers (UUGD), and PP RI Number 19 of 2005 concerning National Education Standards (SNP).

In the context of the learning process in the classroom, teachers position themselves as instructors, mentors, scientists, facilitators as well as motivators so that students are able to develop their potential to absorb, explore, and discover scientific concepts and values taught in class independently. Therefore teachers must have good teacher quality and performance, as revealed by Fasli Djalal (2009) that the teacher's skills in preparing lessons wisely and delivering lessons imaginatively will have a tremendous impact on the concentration and level of student learning, which has consequences for achieving grades. their learning. Meanwhile, based on Permendiknas No. 16 of 2007, states that what is meant by teacher performance standards are four teacher competency standards that must be developed which include pedagogic, personal, social, and professional competencies, where these four competencies must be integrated into teacher performance.

Based on the description above, the low level of attainment of National Exam results for Public High School Students in Riau Province is caused by the relatively low performance of teachers. This is indicated based on the Report and Evaluation of the Performance Assessment of Public Middle School Teachers in Riau Province during the 2014-2016 period. The results of the report and evaluation show that the performance of public high school teachers in Riau Province shows an increase every year and in total the average per year shows an increase of 1.04%. However, the performance of the professional sector still has the lowest score and is below the average compared to the other three fields (pedagogic, personality and social fields) every year, namely, 3.02 in 2014, 3.07 in 2015 and 3.09 in 2016, while for performance indicators others which in three years (2014-2016) were still below the average field performance score, namely: Pedagogic Field Performance in terms of mastery of learning theory and learning principles, developing student potential, and in terms of conducting Assessment and Evaluation, Personality Field Performance in in terms of Work Ethics, Pride and Responsibility, Performance in the Social Sector, in terms of communicating with colleagues, parents and the community, and Performance in the Professional Sector in terms of Conducting Professional Development.

The relatively low performance of high school teachers in Riau Province is also indicated based on data from an initial survey of 50 teachers in several high schools in Riau Province, which shows that the performance of high school teachers in Riau Province is still below the standard score set, such as the management of learning carried out by the teacher is still relatively low, only achieving a score of 1500 which is still below the standard score of 1575. This shows that the management of learning is still low, both at the level of understanding of students, the level of learning planning (methods, teaching materials, media, assessment instruments), level of implementation of learning, evaluation of learning outcomes, follow-up of learning assessment, improvement and enrichment of learning, level of student development, level of providing counseling/guidance to students, and level of responsibility for student

success. Likewise, the development of learning quality is still low, namely only achieving a score of 660 which is below the standard score of 700 and the communication carried out by the teacher only achieves a score of 850 below the standard score of 875.

Many factors can influence the low performance of public high school teachers in Riau Province. Meindinyo and Ikurite (2017) through their research results state that applying the correct motivational factors has a positive influence on teacher performance. The results of this study indicate that the factors used to motivate teachers, namely constant monitoring of the teacher's work, provision of attendance lists and provision of books have minimal influence on teacher performance. Factors such as age, professional training can affect a teacher's performance. The research results of Meindinyo and Ikurite (2017) recommend that Middle School management must use the right motivational strategies such as attitude motivation, incentives, and recognition.

Regular training for teacher workshops to motivate teachers for higher productivity. School management is advised to provide accommodation for teachers in the school environment and teachers should be given the opportunity to develop themselves through paid study leave or in service training. Meanwhile, according to Arifin (2013) through the results of his research stated that there were several positive and significant impacts between external motivation, namely basic salary, job benefits, personal competence, academic work promotion and competence on teacher work performance in Jayapura, Papua Indonesia.

Based on this statement, the low performance of teachers in public high schools in Riau Province is thought to be caused by the relatively low teacher motivation. This is indicated based on teacher absentee data (2016), showing that the attendance rate of teachers at public high schools in Riau Province per month only reaches an average of 83.83%. While the absenteeism rate per month reached an average of 8.17% per month and the rate of late teaching reached an average of 17.83%. The low work motivation of high school teachers in Riau Province is also indicated based on the data from the initial survey (2016) of teachers in high schools in Riau Province.

The survey results show that from teachers who carry out direct observations only motivation for the need for recognition of the implementation of their responsibilities is above the standard of motivation, namely achieving a score of 225 (75% of the maximum score) from a standard score of 210 (70%), while the teacher's work motivation is based on the need for achievement and motivation to continue to develop to continue education at a higher level as well as motivation to always get a structural or functional promotion in schools are still relatively below the standard score standard, namely only achieving 180 (60%) and 165 (165) respectively 55%).

Another factor causing the low work motivation and performance of public high school teachers in Riau Province is also suspected of being the leadership factor of the school principal in supervising teachers. Supervision in this case includes the implementation and coaching carried out by the school principal. Supervision by the principal will affect the teachers psychologically. Teachers who are satisfied with the supervision carried out by the principal, the teachers will have responsibility in carrying out the learning process, and conversely, teachers who are not satisfied with the supervision of the principal, the opposite will occur, namely lack of enthusiasm or in other words, do not have motivation in carrying out work responsibilities.

This is supported by the findings of research conducted by Somech and Maayan Wenderow (2006), which shows that the impact of directive leadership on teacher performance is contingent in nature, the positive effect of participatory leadership on teacher performance over and beyond certain conditions. Likewise with AlFahad, Salem and Abdulmuhsen (2013) based on their research findings stating that there is a positive correlation between school principal leadership and teacher achievement motivation. The low leadership of school principals in public high schools in Riau Province is indicated by data on the

professional level of school principals in public high schools in Riau Province as seen from their competence and level of education (Riau Provincial Education Office, 2016). Based on these data, the dominance of school principals with a bachelor's level of education and even the position of principals with non-educational educational paths. So it would be better if all school principals had postgraduate teacher education and none were non-teacher, because this concerns professionalism, competency in the development of education.

The work motivation and performance of public high school teachers in Riau Province is still relatively low, presumably due to the poor leadership of the school principal. The survey results show that the aspect of leadership effectiveness carried out by the principal towards teachers is relatively good, where the leadership effectiveness aspect has a score of 210 which is the same as the standard score of 210. However, the aspect of authority possessed by the school principal is still lacking, where the score obtained the principal's leadership on the authority of the principal only achieves a score of 180 out of a standard score of 210. Likewise with other aspects of the principal's leadership such as the behavior of the principal which only achieves a score of 165.

Based on the description above, it shows that with the existence of Law Number 20 of 2003 concerning the National Education System, Law. RI. No. 14 of 2005 concerning Teachers and Lecturers (UUGD), PP RI Number 19 of 2005 concerning National Education Standards (SNP), and Permendiknas No. 16 of 2007 concerning teacher performance standards is expected to improve teacher performance which has implications for improving the quality of education. However, in reality the quality of education is shown based on the average score of the National High School Level National Examination which continues to decline. Many studies provide empirical evidence that a positive correlation between principal leadership and teacher motivation has a positive effect on teacher performance. From this explanation, the authors compiled the research formulation as follows:

1. Is there any influence of the principal's leadership on the work motivation and performance of teachers in public high schools in Riau Province?
2. Is there an influence of the principal's leadership and work motivation on the performance of teachers in public high schools in Riau Province, either simultaneously or partially?
3. Is there any influence of the principal's leadership on teacher performance through work motivation in public high schools in Riau Province?

From the description of the identification and formulation of the research problems above, the research objectives are to find out, prove and analyze:

1. The influence of the principal's leadership on the work motivation of teachers in public high schools in Riau Province.
2. The influence of the principal's leadership and work motivation on the performance of teachers in public high schools in Riau Province, both simultaneously and partially.
3. The influence of the principal's leadership on teacher performance through work motivation in public high schools in Riau Province.

Theory Review

Principal Leadership

Kreitner and Kinicki (2007), Leadership is defined as a process of social influence in which leaders seek volunteers from subordinates in an effort to achieve organizational goals. Kreitner and Kinicki's opinion is in line with Daft's (2006) opinion, namely leadership is the ability to influence others to achieve organizational goals. Meanwhile, according to Anoraga (2005), leadership is the ability to influence other parties through direct or indirect communication with the intention of moving people so that with understanding, awareness and pleasure they are willing to follow the will of the leader. Thus leadership

is a behavior of a leader by using a leadership style designed to influence the activities of group members in achieving common goals and benefiting individuals and organizations.

School is a form of educational organization. The principal is the educational leader in the school. If the notion of leadership is applied in educational organizations, educational leadership can be interpreted as an attempt to move people in educational organizations to achieve educational goals. This is in accordance with the opinion of Nawawi (2001) who argues that educational leadership is a process of influencing, moving, motivating, and directing people in educational organizations to achieve educational goals.

In managing a school, the Principal can choose a theory and apply the right leadership from several existing leadership theories in accordance with personal character, and the organizational conditions of the school being led. The principal must be able to display a good leadership role. In connection with the principal's leadership role, Sergioivanni (2001) suggests five principal leadership roles, namely formal leadership, administrative leadership, supervisory leadership, organizational leadership, and team leadership. Formal leadership refers to the Principal's task of formulating the vision, mission and goals of the organization in accordance with applicable laws and regulations. Administrative leadership refers to the principal's task of fostering the administration of all staff and members of the school organization. Supervision leadership refers to the Principal's duty to assist and guide members so they can carry out their duties properly. Organizational leadership refers to the Principal's duty to create a conducive working climate, so that members can work enthusiastically and productively. Team leadership refers to the principal's job to build good cooperation among all members in order to realize the school's organizational goals optimally.

Meanwhile, according to Wahjosumidjo (2010) that leadership can be studied through three kinds of approaches, namely the authority influence approach, the behavioral approach and the situational approach. The authority influence approach is authority that originates or flows from the formal position or position of a leader. With this authority influence approach, the principal has influence that causes the willingness of subordinates to be loyal and willing to carry out the orders and wishes of the principal. The behavioral approach emphasizes the use of references to personal traits and authority which are described in terms of patterns of activity in the role of leadership. With the nature and obligations that a leader carries out the leadership process in various ways so that it will form effective leadership behavior.

From the theoretical study above, it can be concluded that Principal Leadership is the overall behavior or actions of a Principal in influencing, mobilizing, motivating, and directing people in educational organizations to achieve educational goals. The dimensions and indicators of the Principal's Leadership consist of the dimensions of the authority of the principal as measured by indicators of the level of influence of the principal on his subordinates, the exemplary role of the principal on his subordinates in carrying out his duties, the accuracy in making decisions and rules, and the awards given by the principal to his subordinates; the dimensions of the principal's behavior as measured by indicators of the level of the principal's attention to his subordinates, providing an explanation of work procedures, the principal's level in developing work groups, the level of coaching his subordinates, and the principal's level in empowering his subordinates; and the dimensions of effective leadership are measured by indicators of the principal's level in honesty and defending the truth, the principal's level in receiving and developing input from school members, the principal's level in creating a conducive climate, the principal's ability level in overcoming all problems, and the ability level create and execute a realistic vision.

Work motivation

Robbins and Judge (2009) motivation is a process that explains the intensity, direction, and persistence of an individual to achieve goals. Motivation is generally related to achieving any goal, we will narrow the focus to organizational goals to reflect our interest in work-related behavior. Veithzal Rivai (2005) motivation is a set of attitudes and values that influence individuals to achieve specific things according to individual goals.

Bateman and Scott (2009) motivation refers to the forces that energize, direct, and sustain one's efforts. From some of the opinions of these definitions, motivation originates from the existence of a need or desire or the existence of other driving elements for someone to do or not to do in the form of behavior that it causes. The three main elements in the definition of motivation are intensity, direction, and persistence. Intensity relates to how hard a person tries. This is the element that gets the most attention when it comes to motivation. However, high intensity is unlikely to result in satisfactory job performance unless the effort is linked in a direction that benefits the organization. Thus, the quality and intensity of efforts must be considered simultaneously. Efforts that are directed and consistent with organizational goals are the types of efforts that should be made. Finally, motivation has a persistence dimension. This dimension is a measure of how long a person can maintain his business. Individuals who are motivated to persist in doing a task long enough to achieve their goals.

McShane and Van Glinow (2008) motivation as a form of consistency of one's behavior in carrying out work shown in behavior. In other words, motivation describes the strength or energy within a person that influences the direction, intensity and persistence of his own chosen behavior. Luthan (2008) motivation is a process that begins with deficiencies or physiological or psychological needs that activate behavior or encouragement aimed at achieving goals or incentives. Sedarmayanti (2014) stated that motivation is the emergence of behavior that leads to certain goals with full commitment until the intended goals are achieved. In other words, motivation is a state in a person's personality that encourages an individual's desire to carry out certain activities to achieve goals. Motivation or encouragement to work is very decisive for the achievement of a goal, then humans must be able to foster the highest work motivation for employees in the company. The definition of motivation is closely related to the emergence of a tendency to do something to achieve goals. There is a strong relationship between motivational needs, actions or behavior, goals and satisfaction, because every change is always due to motivational encouragement. The theory of motivation developed by Abraham H. Maslow basically revolves around the opinion that humans have five levels or a hierarchy of needs, namely:

1. Physiological needs, such as: hunger, thirst, rest and sex;
2. The need for security, not only in a physical sense, but also mentally, psychologically and intellectually;
3. The need for affection;
4. The need for self-esteem, which is generally reflected in various status symbols;
5. The need for self-actualization, in the sense of the availability of opportunities for a person to develop the potential contained within him so that it turns into a real ability.

McClelland further in Robbins (2008) states that there are prominent motivational patterns, namely:

1. Achievement motivation, namely a desire to overcome and defeat a challenge for progress and growth.
2. Affiliation motivation, namely the urge to make relationships with other people.
3. Power motivation, namely encouragement that can control a situation.

From the theoretical study above, it can be concluded that work motivation is a process that gives a person a working motive that can be stimulated from within or from outside. The dimension of work motivation is the need for achievement including indicators of the level of effort to achieve well, the level

of effort not to be left behind by other teachers in achievement, the level of effort to develop oneself, the level of effort to get recognition for work results, the level of enthusiasm to get the latest information, the level of ability encounter difficulties; The dimensions of the need for affiliation include indicators of the level of enthusiasm to be affiliated with the environment, the level of enthusiasm to be able to work together, the level of enthusiasm to comply with all existing rules, the level of enthusiasm to be disciplined at times, the level of effort to maintain friendship with other teachers, always respect the leader; The dimensions of the need for power include indicators of the level of trying to be respected, the level of effort not to be belittled, the level of presence that is needed by others, and the level of trying to always maintain authority.

Teacher Performance

Mathis and Jackson (2006) performance is basically what employees do or don't do. Typical employee performance for most jobs includes elements such as quantity of results, quality of results, timeliness of results, attendance, and ability to cooperate. Veithzal Rivai (2008), performance is a function of motivation and ability. To complete a task or job a person should have a certain degree of willingness and level of ability. A person's willingness and skills are not effective enough to do something without a clear understanding of what to do and how to do it. While Gomes (2003) states that performance is an outcome that results from the function of a particular job or activity during a certain period.

Teacher performance can increase and make a significant contribution to students and the school as a whole, so it is necessary to evaluate teacher performance. Akhmad Sudrajad (2008) suggests that teacher performance evaluation is designed to serve two purposes, namely: (1) to measure teacher competency and (2) to support professional development. Therefore, the teacher performance evaluation system should provide benefits as feedback to meet various needs in the classroom, and can also provide opportunities for the development of schools and teachers themselves. To assess teacher performance, standards or benchmarks are needed. In standard daily practice for evaluating good teacher performance, agreement can be sought from the party who will assess (the principal) and the teacher who will be assessed (Agus Sumarno, 2008). However, in the context of professional teacher performance, benchmarks must be based on existing standards.

Sukadi (2001) as a professional, the teacher has five main tasks, planning learning, implementing learning, and evaluating learning, following up on learning outcomes, and conducting guidance and counseling. Planning learning activities is before carrying out learning activities, a teacher is required to make a learning plan, the function of learning planning is to make it easier for the teacher to carry out the next task. So that the teaching and learning process will be properly scenariod, effective and efficient. Carrying out learning activities is after the teacher makes a lesson plan, then the teacher's next task is to carry out learning which is one of these activities at school.

Teachers must show the best performance for their students. The explanations are easy to understand, the scientific mastery is correct, mastering the methodology, and the art of student control. A teacher must also be able to be a good study partner for his students so that students feel happy and motivated to study with him. Evaluating Learning Activities is evaluating learning outcomes. Everything must be evaluated so that it can be seen whether what has been planned is in accordance with its realization and the goals to be achieved and whether students have been able to achieve the set competency standards. In addition, the teacher can also find out whether the teaching method is on target. In carrying out evaluation activities, a teacher must pay attention to the learning objectives that have been set. In addition, the teacher must also pay attention to the evaluation questions used. The questions that have been made should be able to measure students' abilities.

From the theoretical study above, it can be concluded that teacher performance is the behavior produced by a teacher in carrying out his duties as an educator and teacher when teaching in front of the class, according to certain criteria such as planning teaching programs, implementing learning activities and evaluating learning outcomes. Dimensions of teacher performance include lesson planning, implementation of learning activities and evaluation/assessment of learning outcomes. Dimensions of learning planning, measured by indicators of the level of syllabus preparation, the level of lesson plans, encouraging student participation, the level of student feedback, the level of linkage/integration, the level of application of information technology. The dimensions of the implementation of learning are measured by indicators of the level of class management, the level of learning media, the level of learning resources, the level of learning methods. The learning evaluation/assessment dimension is measured by indicators of the level of consistency of assessment, the level of systematic assessment, the level of programmed assessor, the level of attitude measurement, the assessment of works in the form of assignments and self-assessment.

2. Method

The research object which is the independent variable in this study is the leadership of the school principal. Meanwhile, the dependent variable is work motivation and teacher performance. The nature of this research is descriptive and verification. Considering the nature of this research is descriptive and verification carried out through field data collection, the research method used is descriptive survey method and explanatory survey method. The unit of analysis in this study is the high school teachers in Riau Province.

Regarding the determination of SEM, Hatcher (1994) states that in determining the sample size, there is a minimum ratio of 5 respondents for each parameter in the study, or 10 respondents for each 1 parameter, or 15 respondents for each 1 parameter. Likewise Hair et al (2010) stated that there is no single criterion for determining sample size in SEM, but it is necessary to pay attention to the ratio of the sample to the parameters in order to achieve a ratio of 1: 5. Based on the provisions in the SEM, this study used a ratio of 1: 5 or 1 questionnaire (indicator) with 5 respondents. This study has 44 parameters, so the minimum sample size is 220 respondents. Determination of the sample from the population used proportionate stratified random sampling technique. According to Sugiyono (2013) what is meant by proportionate stratified random sampling is a sampling technique when the population has members/elements that are not homogeneous and proportionally stratified.

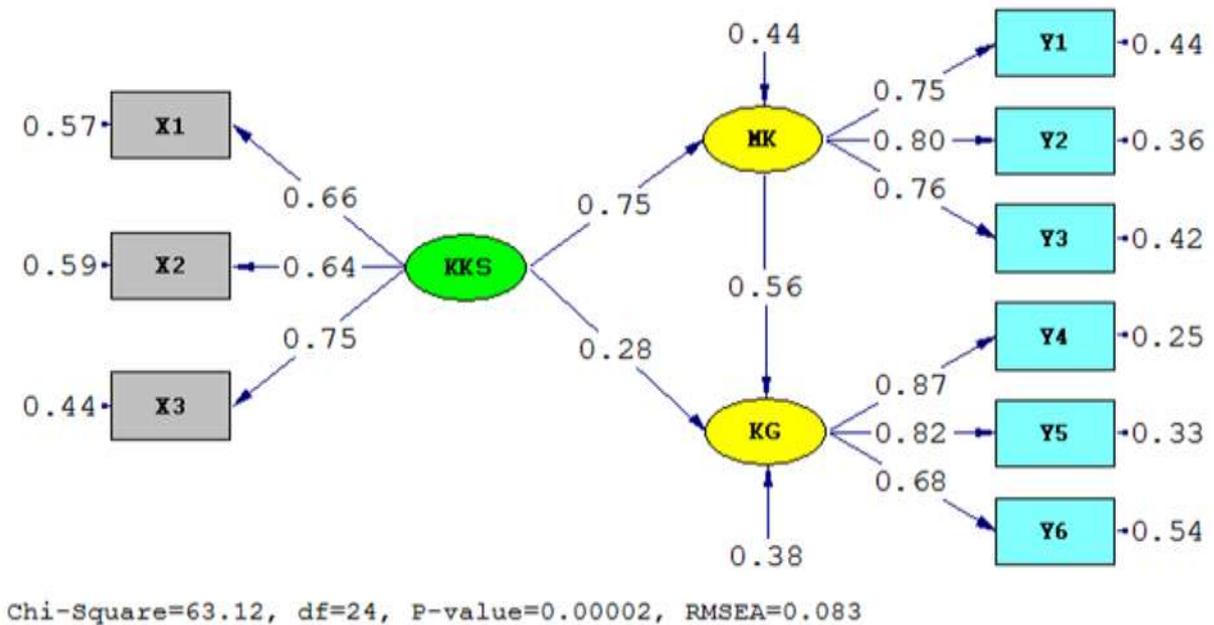
The method of analysis and hypothesis testing in this study is in accordance with the research objectives, namely measuring the influence of the principal's leadership variable on the dependent variable of teacher performance, involving a mediating variable, namely teacher motivation. The approach to modeling and the solution technique used is the Structural Equation Model (SEM) method and the data processing analysis tool uses the Lisrel 8.80 application program.

3. Result and Discussion

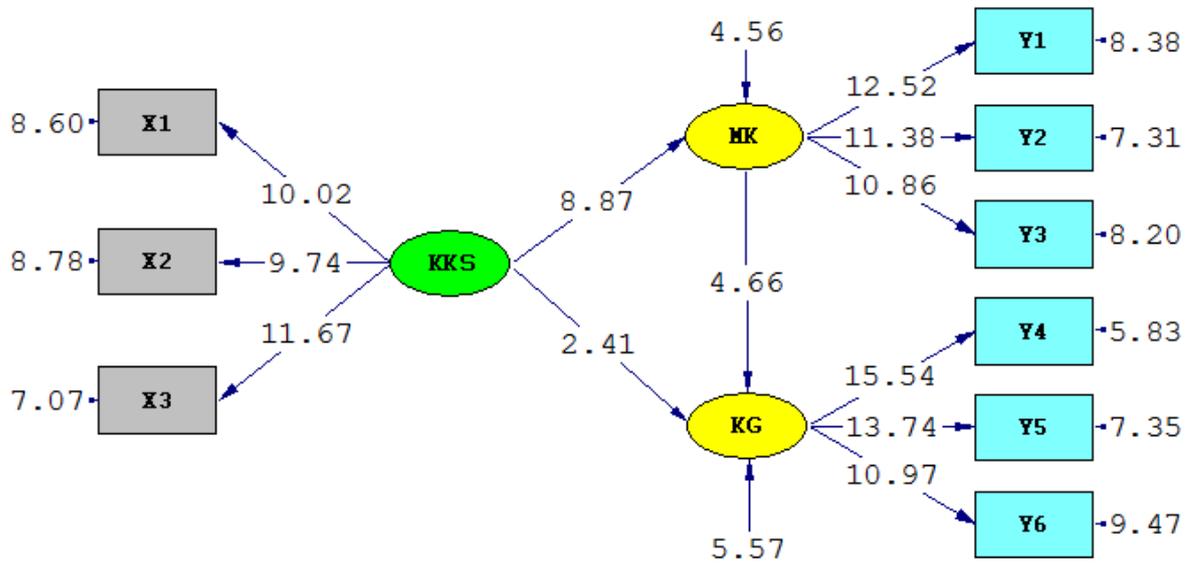
Table 1
Model Fit Index

GOF indicator	Expected size	Estimation Results	Conclusion
Ukuran Absolute Fit			
GFI	GFI > 0,90	0.94	Good Fit
RMSEA	RMSEA < 0,08	0.083	Margina Fit
Ukuran Incremental Fit			
NNFI	NNFI > 0,90	0.97	Good Fit
NFI	NFI > 0,90	0.97	Good Fit
AGFI	AGFI > 0,90	0,89	Marginal Fit
RFI	RFI > 0,90	0.95	Good Fit
IFI	IFI > 0,90	0.98	Good Fit
CFI	CFI > 0,90	0.98	Good Fit

Based on Table 1, it can be explained that there are six models obtained that have a good fit index, namely: GFI, NNFI, NFI, RFI, IFI and CFI. Meanwhile, the two model fit indices that are under a good model fit index are still within the scope of marginal fit, namely the RMSEA and AGFI. So that it can proceed to the next measurement analysis.



Picture 1
Standardized Model



Chi-Square=63.12, df=24, P-value=0.00002, RMSEA=0.083

Picture 2
t-value Model

Based on Figure 1 and Figure 2, it can be explained that all indicators in the formation of the exogenous latent variables of school leadership (KKS) and endogenous latent variables of work motivation (MK) and teacher performance (KG) have good validity, this is indicated by all indicators having Standardized Loading Factor (SLF) ≥ 0.5 and t_value ≥ 1.96 (at α = 0.05) (Hair, at.al., 2010). Likewise, exogenous and endogenous latent variables have good model reliability, this is indicated by all variables having a construct reliability value greater than 0.70 (CR > 0.70) and a variance extract value greater than 0.50 (VE > 0.50). The structural equation of the above model is as follows:

$$MK = 0.75 * KKS, \text{ Errorvar.} = 0.44, R^2 = 0.56 \quad (1)$$

(0.084) (0.096)
8.87 4.56

$$KG = 0.56 * MK + 0.28 * KKS, \text{ Errorvar.} = 0.38, R^2 = 0.62 \quad (2)$$

(0.12) (0.12) (0.068)
4.66 2.41 5.57

$$KG = 0.70 * KKS, \text{ Errorvar.} = 0.51, R^2 = 0.49 \quad (3)$$

(0.076)
9.18

Based on structural equation 1, it can be explained that the path coefficient of the school principal's leadership variable on work motivation is 0.75 with a t_value of 8.87 > 1.96, so it can be said to be significant. The magnitude of the path coefficient indicates that the contribution of the principal's leadership influence on work motivation is 56%. Thus, the principal's leadership has proven to have a positive and significant effect on work motivation.

Based on structural equation 2, it can be explained that the magnitude of the coefficient of determination (R2) of the variable principal leadership and work motivation simultaneously on teacher performance is 0.62 with an F_value of 177.03 > 3.84, so it can be said to be significant. Thus, the principal's leadership and work motivation simultaneously proved to have a positive and significant effect on teacher performance. The coefficient of determination (R2) shows that the magnitude of the influence of the principal's leadership and work motivation simultaneously on teacher performance is

62%, while 38% is a large influence outside the variable principal's leadership and work motivation. While partially the path coefficient of the principal's leadership variable on teacher performance is 0.28 with a t_value of $2.41 > 1.96$ and the path coefficient of the teacher's motivation variable on teacher performance is 0.56 with a t_value of $4,66 > 1.96$, so it can be said that partially both are significant. Thus, the principal's leadership and work motivation are partially proven to have a positive and significant effect on teacher performance.

Based on structural equation 3, it can be explained that the path coefficient of the principal's leadership variable on teacher performance through work motivation is 0.42 with a t_value of $4.12 > 1.96$, so it can be said to be significant. The magnitude of the path coefficient indicates that the contribution of the principal's leadership influence on teacher performance through work motivation is 17.64%. Thus, the principal's leadership has proven to have a positive and significant effect on teacher performance through work motivation.

The test results above show that the principal's leadership variable directly influences teacher performance variables with a contribution of 7.84%. The principal's leadership variable has an indirect effect on the teacher's performance variable through work motivation with a contribution of 17.64%. So that the leadership of the principal directly or indirectly through work motivation influences teacher performance with a contribution of 49%. But simultaneously the principal's leadership and work motivation affect teacher performance with a contribution of 62%. This shows that work motivation in this study is a partial mediating variable in the influence of the principal's leadership variable on teacher performance.

Based on the description of the analysis and testing of the hypothesis above, the findings of this study are to improve the performance of teachers in public high schools in Riau Province, especially as reflected by the high dimensions of learning planning, which will be able to be improved if high schools in Riau Province are able to increase work motivation, especially those who reflected in the high dimension of motivation for the need to affiliate, teacher work motivation will increase if public high schools are able to improve the leadership of the principal, especially as reflected in the high dimension of effective leadership by the principal.

4. Conclusions

Based on the results of the research and discussion, the following conclusions can be put forward:

1. The principal's leadership is reflected in the high effective leadership that has a positive and significant effect on work motivation, especially as reflected in the high motivation for the need for affiliation. Riau.
2. The principal's leadership, which is reflected in high effective leadership and work motivation, especially as reflected in high motivation for the need for affiliation, has a positive and significant effect on teacher performance, both simultaneously and partially. This shows that increasing the principal's leadership and work motivation simultaneously or partially will result in increased teacher performance at senior high schools in Riau Province, partially work motivation being the most dominant in improving teacher performance.
3. The principal's leadership has a positive and significant effect on teacher performance through work motivation, this indicates that an increase in the principal's leadership will result in increased work motivation which has implications for improving teacher performance in senior high schools in Riau Province.

After conducting this research, based on the empirical findings, several suggestions can be made in an effort to improve and enhance the principal's leadership, work motivation and teacher performance in senior high schools in Riau Province, as follows:

1. Good leadership of the Principal at Senior High School in Riau Province will be able to provide an increase in teacher performance in carrying out the learning process. As for some of the leadership indicators of school principals that are suggested to be considered and improved by Senior High Schools in Riau Province such as the indicators of the level of appreciation given by school principals to teachers, the level of guidance to teachers, and the level of principals in receiving and developing input from teachers.
2. The high work motivation of high school teachers in Riau Province will be able to provide an increase in teacher performance in carrying out the learning process. Several indicators of teacher work motivation that are suggested to be considered and improved by Senior High Schools in Riau Province such as indicators of the level of enthusiasm for obtaining the latest information, the level of enthusiasm for complying with all existing regulations, and the level of effort not to be underestimated.
3. The performance of high school teachers in Riau Province is relatively high in carrying out learning. Several indicators of teacher performance are suggested to be maintained, especially at the level of syllabus preparation, level of lesson plans, level of encouraging student participation, level of student feedback, level of linkage/integration, level of application of information technology, level of learning media, level of learning resources, level learning methods, the level of systematic assessment, and the level of attitude measurement. However, there are still a number of teacher performance indicators that are suggested to be considered and improved by senior high schools in Riau Province, such as indicators for class management level, assessment consistency level, and programmed assessment level.

Based on the problems and limitations of the research, the research suggestions are as follows:

1. There are many other factors that influence the performance of teachers in senior high schools in Riau Province, such as organizational culture, work environment, empowerment, job satisfaction, and other factors to be investigated further, because maybe these factors have a dominant influence in improving performance teacher.
2. This research uses the variable of work motivation as a mediating variable, so the research might produce different findings, if the mediating variable used is other variables such as organizational commitment or job satisfaction.

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