



Analysis Of School Principal Leadership And Work Environment On Teacher Performance Through Motivation At Smk Negeri 1 Percut Sei Tuan

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ABSTRAK

Kinerja guru merupakan faktor kunci dalam menentukan kualitas pendidikan, terutama di SMK yang menuntut lulusan untuk dipersiapkan terhadap tuntutan tenaga kerja. Penelitian ini bertujuan untuk menganalisis pengaruh kepemimpinan kepala sekolah dan lingkungan kerja terhadap kinerja guru melalui motivasi kerja sebagai variabel intervensi di SMK Negeri 1 Percut Sei Tuan. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Populasi penelitian terdiri dari seluruh 119 guru dan staf di SMK Negeri 1 Percut Sei Tuan, yang juga dijadikan sampel penelitian (sensus). Data dikumpulkan melalui kuesioner dan dianalisis menggunakan metode Partial Least Squares (PLS) dengan bantuan aplikasi SmartPLS. Hasil penelitian menunjukkan bahwa kepemimpinan kepala sekolah dan lingkungan kerja memiliki efek positif dan signifikan terhadap kinerja guru dan motivasi kerja. Motivasi kerja juga terbukti memiliki efek positif dan signifikan terhadap kinerja guru. Selain itu, motivasi kerja bertindak sebagai variabel intervensi yang memperkuat pengaruh kepemimpinan kepala sekolah dan lingkungan kerja terhadap kinerja guru. Koefisien penentuan menunjukkan bahwa kepemimpinan kepala sekolah dan lingkungan kerja menjelaskan 39,2% variasi motivasi kerja, sedangkan kepemimpinan kepala sekolah, lingkungan kerja, dan motivasi kerja bersama-sama menjelaskan 58,6% variasi kinerja guru. Kesimpulan dari penelitian ini menegaskan bahwa peningkatan kinerja guru dapat dicapai melalui penguatan kepemimpinan kepala sekolah yang efektif, meningkatkan lingkungan kerja yang kondusif, dan meningkatkan motivasi kerja guru. Hasil penelitian ini diharapkan dapat diperhatikan oleh sekolah dan pengambil kebijakan pendidikan dalam merumuskan strategi peningkatan kualitas kinerja guru di SMK.

ABSTRACT

Teacher performance is a key factor in determining the quality of education, especially in vocational high schools that require graduates to be prepared for the demands of the workforce. This study aims to analyze the influence of school principal leadership and work environment on teacher performance through work motivation as an intervening variable at SMK Negeri 1 Percut Sei Tuan. This study uses a quantitative approach with a survey method. The research population consisted of all 119 teachers and staff at SMK Negeri 1 Percut Sei Tuan, who were also used as the research sample (census). Data were collected through questionnaires and analyzed using the Partial Least Squares (PLS) method with the help of the SmartPLS application. The results showed that principal leadership and work environment had a positive and significant effect on teacher performance and work motivation. Work motivation was also proven to have a positive and significant effect on teacher performance. In addition, work motivation acted as an intervening variable that strengthened the effect of principal leadership and work environment on teacher performance. The coefficient of determination shows that principal leadership and work environment explain 39.2% of the variation in work motivation, while principal leadership, work environment, and work motivation together explain 58.6% of the variation in teacher performance. The conclusion of this study confirms that improving teacher performance can be achieved through strengthening effective principal leadership, improving a conducive work environment, and increasing teacher work motivation. The results of this study are expected to be taken into consideration by schools and education policy makers in formulating strategies to improve the quality of teacher performance in vocational high schools.

INTRODUCTION

Teacher performance is a fundamental aspect in determining the quality of education in schools. High-performing teachers will be able to plan, implement, and evaluate learning effectively so that educational goals can be achieved optimally. According to Supardi (2020), teacher performance is reflected in the ability of teachers to carry out their professional duties consistently and responsibly in accordance with the standards set by the school and curriculum. Good performance is not only related to teaching activities but also discipline, creativity, communication, and teachers' contributions to school development.

In the context of vocational education such as SMK Negeri 1 Percut Sei Tuan, the demands on teacher performance are getting higher. Competency-based curriculum, the needs of the industrial world, and the characteristics of students who require a more applied learning approach make the role of teachers very strategic. However, the reality on the ground shows that there is still a variation in performance among teachers. Some teachers show good teaching quality, but others are still inconsistent

in developing lesson plans, using active learning methods, maintaining time discipline, and conducting comprehensive learning evaluations. This condition shows the need for an in-depth study of the factors that affect teacher performance in schools.

One of the important factors that is believed to affect teacher performance is the leadership of the principal. The principal plays the role of a manager, motivator, supervisor, and innovator in moving the entire school community. According to Mulyasa (2021), effective leadership of school principals is reflected in the ability to provide direction, build communication, encourage teacher participation, set an example, and conduct constructive academic supervision. Good leadership can improve teachers' work ethic, discipline, motivation, and professionalism. Conversely, an ineffective leadership style can lead to low enthusiasm, lack of creativity, and a decrease in the quality of teacher performance.

In addition to leadership, another influencing factor is the school's work environment. The work environment includes the physical, social, and psychological conditions that teachers face when carrying out their duties. According to Robbins & Judge (2020), a supportive work environment—such as adequate facilities, harmonious social relationships, a positive work climate, and support from the principal—will increase teacher comfort and productivity. At SMK Negeri 1 Percut Sei Tuan, some learning facilities are adequate, but there are still limitations in practical facilities, differences in access to technology between classes, and lack of collaboration space, which have an impact on learning effectiveness. The work climate and relationships between teachers are also not always conducive, thus affecting the enthusiasm and quality of teachers' work.

On the other hand, work motivation is a very important variable in explaining the relationship between leadership, work environment, and teacher performance. According to Robbins & Judge (2022), motivation is an internal and external drive that determines an individual's intensity, direction, and perseverance in achieving goals. Teachers with high motivation will be more enthusiastic in teaching, more creative in choosing learning methods, and more committed to improving their competence. However, teachers with low motivation tend to work minimally, are less innovative, and have less dedication. Based on initial observations, the work motivation of teachers at SMK Negeri 1 Percut Sei Tuan also varies; some teachers are very active in participating in MGMP training and activities, while others still lack initiative in developing their competencies.

LITERATURE REVIEW

Teacher Performance

According to Muspawi (2020), teacher performance is the result of work or achievements achieved by a teacher in carrying out his duties as an educator based on the required standards, procedures, and competencies.

Work Motivation

According to Robbins & Judge (2022), work motivation is a process that explains an individual's intensity, direction, and perseverance in achieving a goal. Thus, in the context of motivation, teachers are internal and external forces that encourage teachers to carry out their educational duties—whether in teaching, educating, guiding, or carrying out other professional responsibilities—with enthusiasm, consistency, and focus on achieving educational goals in school.

Work Environment

Saefullah (2022) states that the work environment is everything that surrounds workers and can influence them in carrying out their work.

Principal Leadership

According to Hasim et al. (2020), school leadership is the ability of the principal, which is manifested through personality, knowledge, vision, and concrete actions in directing, guiding, and motivating the school community to achieve educational goals.



Conceptual Framework

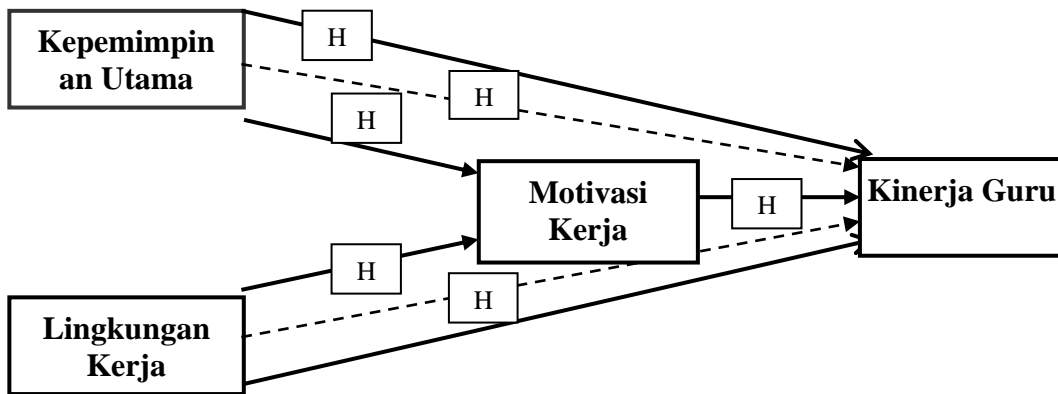


Figure 1. Conceptual Framework

Research Hypothesis

- H1: The leadership of the principal has a positive and significant effect on the performance of teachers at SMK Negeri 1 Percut Sei Tuan.
- H2: The leadership of the principal has a positive and significant influence on work motivation at SMK Negeri 1 Percut Sei Tuan.
- H3: The work environment has a positive and significant effect on the performance of teachers at SMK Negeri 1 Percut Sei Tuan.
- H4: The work environment has a positive and significant effect on work motivation at SMK Negeri 1 Percut Sei Tuan.
- H5: Work motivation has a positive and significant effect on teacher performance at SMK Negeri 1 Percut Sei Tuan.
- H6: The leadership of the principal has a positive and significant effect on teacher performance through work motivation at SMK Negeri 1 Percut Sei Tuan.
- H7: The work environment has a positive and significant influence on teacher performance through work motivation at SMK Negeri 1 Percut Sei Tuan.

RESEARCH METHODS

Types of Research

The type of research used by researchers is quantitative research. According to Sugiyono (2022), quantitative research can be defined as a method based on the philosophy of positivism, used to study a specific population or sample, with sampling techniques that are generally carried out randomly, data collection using research instruments, and quantitative/statistical data analysis with the aim of testing predetermined hypotheses. This type of quantitative research is carried out to make a study that aims to adjust a study and analyze the leadership of the principal and the work environment on teacher performance through work motivation at SMK Negeri 1 Percut Sei Tuan.

RESULTS AND DISCUSSION

Validity Test

Tabel 1. Nilai Pemuatan Luar

| | Key Leadership | Teacher Performance | Work Environment | Work Motivation |
|------|----------------|---------------------|------------------|-----------------|
| X1.1 | 0.816 | | | |
| X1.2 | 0.840 | | | |
| X1.3 | 0.865 | | | |

| | Key Leadership | Teacher Performance | Work Environment | Work Motivation |
|------|----------------|---------------------|------------------|-----------------|
| X1.4 | 0.847 | | | |
| X2.1 | | | 0.802 | |
| X2.2 | | | 0.867 | |
| X2.3 | | | 0.857 | |
| X2.4 | | | 0.871 | |
| Y.1 | | 0.709 | | |
| Y.2 | | 0.858 | | |
| Y.3 | | 0.685 | | |
| Y.4 | | 0.843 | | |
| Y.5 | | 0.838 | | |
| Y.6 | | 0.875 | | |
| Y.7 | | 0.811 | | |
| Z.1 | | | | 0.826 |
| Z.2 | | | | 0.787 |
| Z.3 | | | | 0.857 |

Source: Intelligent PLS Output, 2025

Based on the values in Table 1 above, which shows the results of the external model test through the external loading/load factor values, all indicators in each variable have a loading value ≥ 0.70 . This indicates that each indicator is validly and robustly measured. Therefore, it can be concluded that all the items in the questionnaire have met the validity criteria, as shown in the following figure.

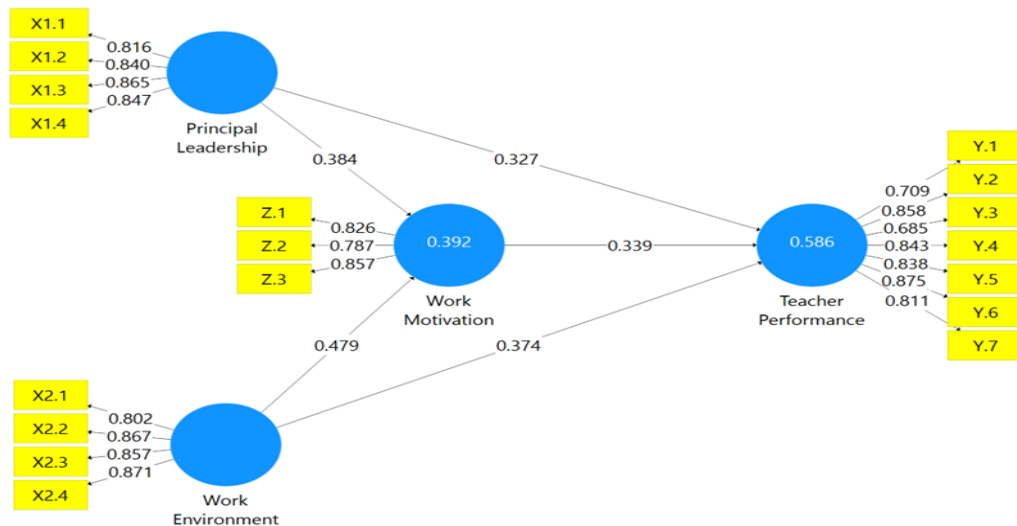


Figure 2 External Loading

In this study, there is an equation, and that equation consists of two substructures for substructure

1:

$$Z = \beta_1 X_1 + \beta_2 X_2 + e_1$$

$$Z = 0.384 X_1 + 0.479 Z + e_1$$

For substructure 2:

$$Y = b_2 X_1 + b_3 X_2 + b_3 Z + e_2$$

$$Y = 0.327 X_1 + 0.374 X_2 + 0.339 Z + e_2$$



Reliability Test

Table 2. Build Reliability and Validity Tests

| | Alfa Cronbach | rho_A | Composite Reliability | Average Variance Extracted (AVE) |
|---------------------|---------------|-------|-----------------------|----------------------------------|
| Key Leadership | 0.864 | 0.866 | 0.907 | 0.710 |
| Teacher Performance | 0.908 | 0.914 | 0.928 | 0.649 |
| Work Environment | 0.873 | 0.889 | 0.912 | 0.722 |
| Work Motivation | 0.764 | 0.775 | 0.864 | 0.679 |

Source: Intelligent PLS Output, 2025

From Table 2 above, the reliability test results show that the Alpha and Cronbach Composite Reliability values for all constructions are above 0.70. This shows that all indicators have a high internal consistency and are reliable in measuring their respective constructions. Thus, the research instrument is declared reliable and suitable for use in structural model testing.

Determination Coefficient (R²)

In assessing the model with PLS, we start by looking at the R-squares for each dependent latent variable. The table below shows the results of the R-square estimate using SmartPLS.

Table 3. R Square Results

| | R Square | Customized R-Square |
|---------------------|----------|---------------------|
| Work Motivation | 0.392 | 0.381 |
| Teacher Performance | 0.586 | 0.575 |

Source: Smart PLS, 2025

Table 3 shows the squared value of R for both dependent variables. For the work motivation variable, the squared value of R is 0.392, meaning that the influence of the main leadership and work environment is 0.392 or 39.2%, with the rest attributable to other variables outside the model. The R-squared value for teacher performance was 0.618, which means that the influence of the principal's leadership, work environment, and work motivation was 0.586 or 58.6%, with the rest attributable to other variables outside the model.

Direct Influence Between Variables

The direct effect between variables can be seen in *the path coefficient*. The results of the data analysis show the value of the direct effect in the following table.

Table 4. Line Coefficient (Direct Effect)

| | OriginalSample | Statistics T | P value | Conclusion |
|--|----------------|--------------|---------|------------|
| Principal's Leadership - Teacher Performance > | 0.327 | 4.566 | 0.000 | Accepted |
| Key Leadership -> Work Motivation | 0.384 | 5,413 | 0.000 | Accepted |
| Work Environment - Teacher Performance > | 0.374 | 5,226 | 0.000 | Accepted |
| Work Environment - > Work Motivation | 0.479 | 8,288 | 0.000 | Accepted |
| Work Motivation - Teacher Performance > | 0.339 | 4,083 | 0.000 | Accepted |

Source: Intelligent PLS Output, 2025

The results in Table 4 show the following direct effect values:

- 1) The principal's leadership has a positive and significant influence on teacher performance, with a t-statistical value of 4.566 above 1.96 and a significance of 0.000 below 0.05, meaning that the principal's leadership has a real influence on teacher performance because the significance value is above 0.05. The results of this study are in line with the findings of previous research, namely that school leadership has a positive and significant influence on teacher performance (Jayadi et al., 2025).
- 2) The principal's leadership has a positive and significant influence on work motivation, with a t-statistic value of 5.413 above 1.96 and a significance of 0.000 below 0.05, meaning that the principal's leadership has a real influence on work motivation because the significance value is below 0.05. The results of this study are in line with previous research, namely that school leadership has a positive and significant influence on work motivation (Dwipayana et al., 2022).
- 3) The work environment has a positive and significant influence on teacher performance with a t-statistical value of 5.226 above 1.96 and a significance of 0.000 below 0.05, meaning that the work environment has a significant influence on teacher performance because the significance value is below 0.05. The results of this study are in line with previous research, namely that the work environment has a positive and significant influence on teacher performance (Ferine & Surya, 2025; Damanik et al., 2025; Efendi & Mesra, 2023).
- 4) The work environment has a positive and significant influence on work motivation with a t-statistical value of 8.288 above 1.96 and a significance of 0.000 below 0.05, meaning that the work environment has a significant influence on work motivation because the significance value is above 0.05. The results of this study are in line with previous research, which found that the work environment has a positive and significant influence on work motivation (Laras et al., 2021).
- 5) Work motivation has a positive and significant influence on teacher performance with a t-statistical value of 4.083 above 1.96 and a significance of 0.000 below 0.05, meaning that work motivation has a real influence on teacher performance because the significance value is below 0.05. The results of this study are in line with previous research, which found that work motivation has a positive and significant influence on teacher performance (Silaen et al., 2023; Ginting & Indrawan, 2023; Fauzi & Indrawan, 2023).

Indirect Influence Between Variables

The indirect effects between variables can be seen in *the value of specific indirect effects*. The results of the data analysis show the value of indirect effects in Table 5 below.

Table 5. Specific Indirect Effects (Indirect Effects)

| | Original Sample | Statistics T | P value | Conclusion |
|--|-----------------|--------------|---------|------------|
| Principal's Leadership -> Work Motivation -> Teacher Performance | 0.130 | 3.202 | 0.001 | Accepted |
| Work Environment -> Work Motivation -> Teacher Performance | 0.162 | 3.637 | 0.000 | Accepted |

Source: Smart PLS, 2025

Table 5 shows the indirect effects between variables, namely:

- 1) The principal's leadership has a positive and significant influence on teacher performance through work motivation with a t-statistical value of 3.202 above 1.96 and a significance value of 0.001 below 0.05, meaning that work motivation acts as an intervention variable between the principal's leadership and teacher performance.
- 2) The work environment has a positive and significant influence on teacher performance through work motivation with a t-statistical value of 3.637 above 1.96 and a significance value of 0.000 below 0.05, meaning that work motivation acts as an intervention variable between the work environment and teacher performance.



CONCLUSION

Conclusion

- 1) The leadership of the principal has a positive and significant influence on the performance of teachers at SMK Negeri 1 Percut Sei Tuan.
- 2) The principal's leadership has a positive and significant influence on work motivation at SMK Negeri 1 Percut Sei Tuan.
- 3) The work environment has a positive and significant effect on the performance of teachers at SMK Negeri 1 Percut Sei Tuan.
- 4) The work environment has a positive and significant effect on work motivation at SMK Negeri 1 Percut Sei Tuan.
- 5) Work motivation has a positive and significant effect on teacher performance at SMK Negeri 1 Percut Sei Tuan.
- 6) The leadership of the principal has a positive and significant effect on teacher performance through work motivation at SMK Negeri 1 Percut Sei Tuan.
- 7) The work environment has a positive and significant influence on teacher performance through work motivation at SMK Negeri 1 Percut Sei Tuan.

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