

THE INFLUENCE OF MOTIVATION, JOB SATISFACTION AND LEADERSHIP STYLE ON TEACHER PERFORMANCE AT THE BUDI MULIA COLLEGE FOUNDATION

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Abstract

This study aims to analyse the effect of motivation, job satisfaction and leadership style on teacher performance at Yayasan Perguruan Budi Mulia. This study uses a quantitative method with a survey method involving 35 teachers as respondents. The data was analysed using multiple linear regression to determine the relationship between these variables. The results showed that motivation has a positive and significant effect on teacher performance, this can be seen from the motivation number (0.005) which is smaller than the 5% alpha (0.05) $t_{count} = 3.001 > t_{table} 2.039$. The research results of the job satisfaction variable have a positive and significant effect on teacher performance, judging from the number, namely the job satisfaction variable (0.014) is smaller than alpha 5% (0.05) $t_{count} = 2.594 > t_{table} 2.039$, and leadership style shows a positive and significant influence on teacher performance, this can be seen from the number of leadership style variables (0.000) is smaller than alpha 5% (0.05) $t_{count} = 7.076 > t_{table} 2.039$. This finding indicates that increasing motivation, job satisfaction and appropriate leadership style can improve teacher performance. Then the output results obtained from the coefficient of determination (adjusted R Square) are 0.694. So it can be seen that there is an influence of motivation variables, job satisfaction and leadership style on teacher performance by 69.4% and is influenced by other factors that affect teacher performance by 30.6%.

Keywords : *Motivation; Job Satisfaction; Leadership Style; Teacher Performance*

INTRODUCTION

In an organisation, human resources are a very important factor in driving the organisation, because it assumes that employees are assets in achieving organisational goals. In addition, human resources have a strategic role as the executor of management functions starting from planning, organising, evaluating, leadership, supervision, to the implementation of organisational operations. Human resources must be managed properly so as to achieve the goals that have been set. One form of organisation is school. School is an alternative space established as an educational forum to improve the quality of human resources through formal education built by the state and non-formal education built collectively. Schools play an important role in building and improving the quality of human resources so that they can build the nation in terms of state progress and participate in creating progressive social welfare.

Good human resources are needed in achieving organisational performance, one of which is teacher performance. Increased school performance depends on how the performance of the teachers in the school. A teacher is said to be a professional teacher if he/she has good performance quality, so that the school has the best graduates because the purpose of the process in the school system is quality graduates and is accepted in the community. Teachers are required to have a performance that is able to provide and realise the hopes and desires of all parties, especially the general public who have trusted schools and teachers in fostering students. In general, good quality education is a benchmark for the success of the performance shown by teachers. The success of education in schools is largely determined

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by the success of the principal in managing the educational staff available at school. The principal is one of the components of education that is influential in improving teacher performance.

The performance of teachers at Yayasan Perguruan Budi Mulia turned out to be a problem after conducting a pre-survey. The problem can be known from the results of a pre-survey conducted by researchers on ten teachers at the Perguruan Budi Mulia Foundation. The following are the results of a pre-survey conducted by researchers on several teachers at the Perguruan Budi Mulia Foundation, namely:

Table 1.1 Pre-survey results of teacher performance

No	Statements	Yes		No	
		Amount (People)	Percent (%)	Amount (People)	Percent (%)
1.	Teachers have an understanding of technology	4	40%	6	60%
2.	Have a mind and spirit that reflects the power of perspective, calmness, enthusiasm and zest for life.	7	70%	3	30%
3.	Teachers have the academic qualifications and educational background in accordance with their field of work.	4	40%	6	60%

Source: Pre-Survey Results, 2024

From the results of the pre-survey questionnaire conducted on ten teachers, the results can be seen in Table 1.1 above, it can be seen that teacher performance at Yayasan Perguruan Budi Mulia has problems. From the results of this pre-survey, there is certainly a problem that needs to be considered by the organisation so that it does not have a bad impact in the future. Teachers who have good average performance, obtain optimal quality or quality of learning and quality in students. Ideally, teachers should have optimal performance and quality so that they can make a positive and significant contribution to improving the quality of learning and increasing student achievement. The next factor that affects the performance variable is the motivation variable. An organisation will be able to achieve its goals if it is supported by quality human resources, one of which is employees who have good work motivation. The rationale for this research on work motivation variables is because researchers feel that in the field there are still very many teachers who do not have work motivation, both internal and external motivation. There are still many teachers who are lazy to come to school, then not only that, there are also many teachers who are lazy to prepare lesson plans, teachers who are late for school, and many other problems found at school. All of this is the result of a lack of motivation in the teacher.

Another motivation variable turns out that in this organisation there is a problem that teachers have a little low motivation seen from the results of observation data that researchers conducted at the Perguruan Budi Mulia Foundation. The following can be seen as a sample of data obtained from the logbook at Yayasan Perguruan Budi Mulia during March 2023 to February 2024:

Table 1.2
List or Teacher Absence Rate at Yayasan Perguruan Budi Mulia

Months	Permission	Sickness	Alpha
March	8	4	-
April	4	1	7
May	-	-	-
June	9	2	-
July	6	3	-
August	-	3	-
September	6	2	3
October	7	1	-
November	5	-	-
December	5	-	-
January	7	-	-
February	-	-	-
TOTAL	57	16	10

Source: Budi Mulia College Foundation

Based on table 1.2 above, it explains the attendance data from March 2023 to February 2024. From the table it is known that in March 2023 there were the highest number of 4 teachers absent due to illness. In June 2023 there were 9 teachers absent due to permission. In April 2023 there were 7 teachers absent due to alpha. Apart from motivation, a factor that affects performance is job satisfaction. Based on the results of previous interviews conducted by researchers with several teachers at the Perguruan Budi Mulia Foundation, it was found that there was a lack of satisfaction with the wages/salaries earned while teaching, especially for teachers who were still honorary. This needs to be studied because teachers are a milestone in changing the fate of the nation who have an enormous role in advancing the intelligence of our nation in the future, if the salaries received by teachers do not improve in terms of numbers then this can threaten and discourage prospective teachers throughout Indonesia.

Job satisfaction for teachers as educators is needed to improve their performance. Job satisfaction is concerned with the match between a person's expectations and the rewards provided. Teacher job satisfaction has an impact on work performance, discipline, and quality of work. Teachers who are satisfied with their jobs are likely to have a positive impact on improving the quality of education. Teachers who skip class, teach unplanned, are lazy, go on strike, and complain frequently are signs of low teacher satisfaction. Teachers take revenge for the inconvenience provided by the school/office with the wishes of their expectations. From the problems that arise, it shows that how important it is to improve teacher performance in terms of job satisfaction.

Then the next factor that affects performance is leadership style. The leader in this case is the Principal who has an important influence in playing the role of a leader in enabling teachers and employees to contribute to achieving the vision and mission goals of the school he leads. To achieve these goals, of course, a successful leader must have the ability to implement the vision and mission in the organisational environment he leads, in this case the school environment. In reality, there are many leaders or principals who do not understand their duties, responsibilities and obligations as a figurehead for teachers, students and stakeholders in the school. There are still many leaders who prioritise their own interests by showing prominent things, such as popularity, power and expertise, but do not realise that leaders cannot stand alone but leaders need togetherness in completing the assigned tasks. It is not uncommon that what happens in schools is the attitude of a leader. There are still many leaders or

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principals who apply the autocratic leadership system, which has the nature of commanding and determining itself, one of its characteristics is to consider subordinates as mere tools.

From the results of the literacy of several journals that researchers read related to the variables of this scientific work, namely in the previous research, there were problems with the leadership style variable, where in the research conducted by Darmawan (2023), with the title 'The Effect of Leadership Style, Motivation and Work Environment on Teacher Performance'. The results show that leadership style has a negative and insignificant effect on teacher performance, even though previous studies conducted by Novita (2023), which state that leadership style together on teacher performance is a positive influence. So researchers want to continue research with the same variables and in different places because researchers want to see further results. Previous research aims to get comparison and reference material. In addition, to avoid the assumption of similarity with this research. Based on several previous studies, the novelty in this study is the existence of a research location and the results of previous studies that are different, both the problem and the object studied.

Therefore, the researcher considers this study can be continued. Thus, there is a strong suspicion that work motivation, job satisfaction and the principal's leadership style are among the factors that can affect teacher performance in schools. The school will be successful if it is supported by the principal's good leadership quality and supported by good work motivation and job satisfaction as well. With teachers who have low performance, the school will be difficult to achieve the results expected by the organisation.

Improved teacher performance is influenced by several factors. Of these factors, there are three factors above, namely motivation, job satisfaction and dominant leadership style to improve teacher performance. For this reason, it is necessary to conduct research to find out more about this. Therefore, a study was conducted with the title 'The Effect of Motivation, Job Satisfaction and Leadership Style on Teacher Performance at Budi Mulia College Foundation.

THEORETICAL OVERVIEW

Teacher Performance

Fahmi (2018), says 'Performance is the result obtained by an organisation, both profit oriented and nonprofit oriented organisations produced over a period of time'. Mangkunegara (2017), says 'Performance (work achievement) is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him'. Based on this description, it can be concluded that performance is a result of work or work performance carried out by a person or group of people in carrying out their functions in accordance with the responsibilities given to them based on experience, and ability and time.

Job Motivation

According to Sedarmayanti (2017) work motivation is something that causes encouragement / work enthusiasm / encourages work enthusiasm. Meanwhile, according to Siagian (2018: 102) 'motivation is the driving force for someone to make the greatest possible contribution to the success of the organisation in achieving its goals. Motivation is important because motivation supports people's behaviour so that they want to work hard and enthusiastically in achieving optimal things '. Motivation as a drive is an important factor in carrying out work optimally. If every job can be carried out optimally, then employee work can be realised in accordance with organisational goals. Without motivation, an employee feels reluctant to carry out a job well. Company goals will be achieved if there is a willingness

from within the employee and gets encouragement from the other side. Based on the description of the opinions of the experts above, it can be concluded that motivation is an encouragement or stimulus that makes someone do the work he wants willingly without feeling forced so that the work done can run well or produce something satisfying.

Job Satisfaction

According to Afandi (2018), job satisfaction is a positive attitude of the workforce including feelings and behaviour towards their work through an assessment of one of the jobs as a sense of appreciation in achieving one of the important values of work. According to Pamungkas (2019), defining job satisfaction is a person's response to work situations and conditions. Emotional responses can be positive in this case feeling satisfied or negative or dissatisfied. Based on these definitions, job satisfaction can be interpreted as a person's feelings towards his pleasant or unpleasant work involving aspects of his work. Job satisfaction concerns a person's attitude towards the environment in which a person works which is positive about the job in accordance with the assessment of each worker.

Leadership Style

According to Nikmat (2022: 42) says that leadership style is a pattern of leader behaviour in influencing his followers, the understanding of leadership style is dynamic, leadership style can change depending on the followers and the situation. Zaharuddin (2021: 50) says that leadership style is the behaviour or method chosen and used by the leader in influencing the thoughts, attitudes and behaviour of subordinate members of the organisation. According to Busro (2018) that leadership style is a way of how a leader is able to influence his employees so that they can voluntarily want to take various joint actions ordered by the leader without feeling that they are being pressured to achieve organisational goals. Rivai (2017) leadership style is a set of characteristics that leaders use to influence subordinates so that organisational goals are achieved. From the explanation above, it can be concluded that leadership style is a process or strategy applied by a leader to influence employees to help achieve the goals of an organisation.

RESEARCH METHOD

The type of research in this study is quantitative research. This research was conducted at the Perguruan Budi Mulia Foundation which is located at Jalan Kawat VII No. 105 Tanjung Mulia Hilir. The population in the study were 35 teachers at the Perguruan Budi Mulia Foundation. The sampling technique in this study used the Saturated Sampling Technique, where all the population in this study was sampled. The data were analysed using multiple linear regression to determine the relationship between these variables and using the help of the SPSS version 27 program.

Results and Discussion

Data Quality Test Results

1. Validity Test Results

The data quality test was carried out by testing the questionnaire questionnaire given to respondents. The following are the results of validity testing conducted on 30 respondents out of 35 respondents, where the tests carried out can be seen in Table 4.6 with the provisions that if $r_{count} > r_{table}$ (0.324) or $sig < 0.05$ then it is considered valid:

Table 4.6 Research Data Validity Test Results

Variable	Statement Item	r count	r table (0,05)	Decriptions
Motivation (X1)	Statement 1	0,771	0,324	Valid
	Statement 2	0,729	0,324	Valid
	Statement 3	0,659	0,324	Valid

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	Statement 4	0,764	0,324	Valid
	Statement 5	0,736	0,324	Valid
	Statement 6	0,658	0,324	Valid
	Statement 7	0,747	0,324	Valid
	Statement 8	0,739	0,324	Valid
	Statement 1	0,640	0,324	Valid
	Statement 2	0,607	0,324	Valid
	Statement 3	0,772	0,324	Valid
Job Satisfaction (X2)	Statement 4	0,649	0,324	Valid
	Statement 5	0,640	0,324	Valid
	Statement 6	0,638	0,324	Valid
	Statement 7	0,536	0,324	Valid
	Statement 8	0,751	0,324	Valid
	Statement 1	0,804	0,324	Valid
	Statement 2	0,663	0,324	Valid
Leadership Style (X3)	Statement 3	0,726	0,324	Valid
	Statement 4	0,673	0,324	Valid
	Statement 5	0,810	0,324	Valid
Teacher Performance (Y)	Statement 1	0,740	0,324	Valid
	Statement 2	0,744	0,324	Valid
	Statement 3	0,637	0,324	Valid
	Statement 4	0,706	0,324	Valid
	Statement 5	0,629	0,324	Valid

Source : Research Result, 2024 (Processed Data)

In testing the validity of each variable in this study, the results of which can be seen in table 4.6 above, it can be seen that all statement items are said to be valid.

2. Reliability Test Results

The next questionnaire test is testing the reliability or reliability of a questionnaire. Reliability testing must follow the criteria for the value of Alpha Cronbach ≥ 0.60 . If the value of Alpha Cronbach ≥ 0.60 means that the questionnaire questionnaire is declared reliable. The following are the results of testing the reliability of the questionnaire questionnaire in this study, namely:

Table 4.7. Reliability Test Results

Variable	Cronbach's Alpha	N of Items
Job Motivation (X1)	0,868	8
Job Satisfaction (X2)	0,808	8
Leadership Style (X ₃)	0,785	5
Teacher Performance (Y)	0,720	5

Source : Research Result, 2024 (Processed Data)

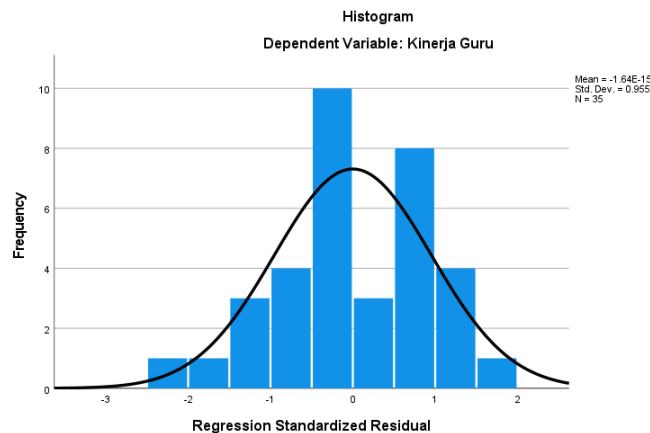
Based on the results of testing the questionnaire in the reliability test and the results can be seen in Table 4.7 above, it can be stated that all statement items are reliable. This can also be seen from the Cronbach's Alpha value > 0.600 for all research variables. Cronbach's Alpha value of job motivation variable (X1) 0.868, job satisfaction variable (X2) with Cronbach's Alpha value of 0.808, leadership style variable (X3) with Cronbach's Alpha value of 0.785 and teacher performance variable (Y) Cronbach's Alpha value of 0.720. From the results of this reliability test, it can be said that the questionnaire has met the correct questionnaire testing criteria.

Classical Assumption Test Results

1. Normality Test Results

Data normality testing is a classic assumption test carried out of course to be able to provide information that all data used in research or scientific work is normally distributed or not. Normally distributed data is by testing with a histogram graph. The following histogram graph in this study can be seen in the picture below:

Figure 1. Histogram Graph

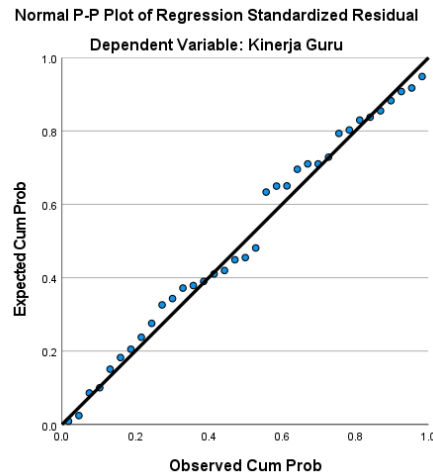


Source : Research Result, 2024 (Processed Data)

In the histogram graph above, it can be seen that the data is spread out and the histogram graph shows a normal distribution pattern without deviating to the left or right and is bell-shaped, so the regression is considered to meet the assumption of normality in a scientific research paper. Furthermore, to test the normality of the data, a normal probability plot analysis can also be performed. The following are the results of the normality test for research or scientific work with a normal probability plot analysis, namely:

Figure 2. Normal Probability Plot

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Source : Research Result, 2024 (Processed Data)

In the normal probability plot image above, it can be seen that the points approach the diagonal line. This indicates that the data is normally distributed and meets the assumptions of the normality test.

2. Multicollinearity Test

The Multicollinearity Test is a test that must be carried out in order to determine that the data is not correlated between independent or free variables. The following are the results of the multicollinearity test on the data in this study which can be seen in Table 4.12, namely:

Table 4.9. Multicollinearity Test Results

Coefficients ^a							Collinearity Statistics	
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF	
	B	Std. Error	Beta					
(Constant)	-3.463	2.880		-1.203	.238			
Job Motivation	.168	.056	.293	3.001	.005	.947	1.056	
Job Satisfaction	.126	.049	.246	2.594	.014	.999	1.001	
Leadership Style	.668	.094	.690	7.076	.000	.947	1.056	

a. Dependent Variable: Teacher Performance

Source : Research Result, 2024 (Processed Data)

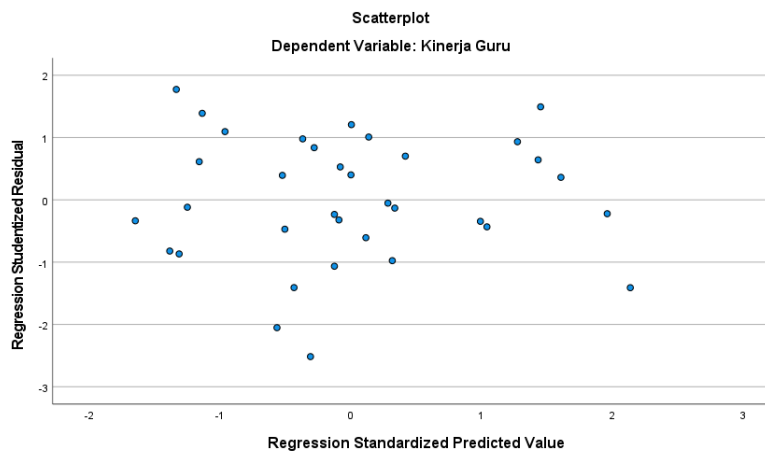
Based on the results of the multicollinearity test in this study and the results can be seen in the table above, the results of the data test show that the tolerance value > 0.10, namely in the motivation variable the value is 0.947. This certainly proves that $0.947 > 0.10$ so that it can be said that the data is not affected by multicollinearity symptoms. In the job satisfaction variable, the tolerance value > 0.10 is $0.999 > 0.10$ which states that the data is also free from multicollinearity problems. In the leadership style variable, the tolerance value is also > 0.10, namely 0.947. This certainly proves that $0.947 > 0.10$ so that it

can be said that the data is not affected by multicollinearity symptoms. The next data assessment provision is to look at the VIF value <10 . In the motivation research variable whose results can be seen in the table above, the value is $1.056 <10$, for the job satisfaction variable the VIF value is 1.001 , meaning $1.001 <10$, and the leadership style variable the VIF value is 1.056 , meaning $1.056 <10$. From the results of these tests, it can be said that the overall data is good and has met the multicollinearity testing criteria.

3. Heteroscedasticity Test Results

Heteroscedasticity testing is a data test conducted to determine whether the regression model in the study does not have similarities between the variances of one observation to another. The results of the heteroscedasticity test are shown in Figure 4.4 below:

Figure 3. Heteroscedasticity Test Results



Source : Processed Data Results

Figure 3 above shows that the resulting points are spread randomly and do not form a particular pattern or trend line. The figure above also shows that the data distribution is around the zero point. The results of this test indicate that this regression model is free from heteroscedasticity problems, in other words: the variables to be tested in this study are homoscedasticity.

4. Test of Research Data Regression Equation

The following are the results of the multiple linear regression test in this study with the results can be seen in Table 4.11 below:

Table 4.11. Multiple Linear Regression Test Results

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-3.463	2.880		-1.203	.238
	Job Motivation	.168	.056	.293	3.001	.005
	Job Satisfaction	.126	.049	.246	2.594	.014
	Leadership Style	.668	.094	.690	7.076	.000

a. Dependent Variable: Teacher Performance

Source : Research Result, 2024 (Processed Data)

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The regression equation model used in this study is a multiple linear regression equation model with a mathematical formula that can be written as follows:

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + e$$

From the results of the multiple linear analysis test in this study, it can be seen that the factors that can influence the Employee Performance variable can be written using the following formula:

$$Y = -3.463\alpha + 0.168X_1 + 0.126X_2 + 0.668X_3 + e$$

Based on the mathematical formula of the multiple linear analysis test in this study, it can be described as follows:

The results of the constant value (α) are negative, namely -3.463, meaning that if motivation, job satisfaction and leadership style are equal to zero (0), then teacher performance will decrease; The regression coefficient value of the motivation variable (X_1) is 0.168, meaning that motivation has a positive effect on teacher performance; The regression coefficient value of the job satisfaction variable (X_2) is 0.126, meaning that job satisfaction has a positive effect on teacher performance; The regression coefficient value of the leadership style variable (X_3) is 0.668, meaning that leadership style has a positive effect on teacher performance. The Motivation variable (X_1) in this study is 0.168, proving that the Motivation variable has a positive effect on teacher performance at the Budi Mulia Education Foundation. Furthermore, this proves that if there is an increase in the motivation variable, it will affect the increase in teacher performance at the Budi Mulia Education Foundation by 16.8% or 0.168. The Job Satisfaction variable (X_2) in this study was 0.126, proving that the job satisfaction variable had a positive effect on the performance of teachers at the Budi Mulia Education Foundation. Furthermore, this proves that if there is an increase in the job satisfaction variable, it will affect the increase in teacher performance at the Budi Mulia Education Foundation by 12.6% or 0.126.

The Leadership Style variable (X_3) in this study was 0.668, proving that the leadership style variable had a negative effect on teacher performance at the Budi Mulia Education Foundation. Furthermore, this proves that if there is an increase in the leadership style variable, it will affect the decrease in teacher performance at the Budi Mulia Education Foundation by 66.8% or 0.668. From the results of the multiple linear regression analysis test in this study, it can be seen that the research variable that has a major influence on teacher performance at the Budi Mulia Education Foundation is the variable value of Leadership Style (X_3) of 66.8%. Furthermore, it can be concluded that the increase in teacher performance at the Budi Mulia Education Foundation is more influenced by the Leadership Style variable (X_3).

Hypothesis Test

1. Partial Test (Test – t)

The t-test conducted is a two-way test, so the t-table value used is 2.039. Based on the results of testing the research data in this scientific work, the results obtained from SPSS are presented in the table below, namely:

Table 4.12 Partial Test Results (T-test)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-3.463	2.880		-1.203	.238
	Job Motivation	.168	.056	.293	3.001	.005
	Job Satisfaction	.126	.049	.246	2.594	.014
	Leadership Style	.668	.094	.690	7.076	.000

a. Dependent Variable: Teacher Performance

Source : Research Result, 2024 (Processed Data)

Based on the table above, the t-count value obtained for the motivation variable is 3.001, proving that $t\text{-count} > t\text{-table}$ ($3.001 > 2.039$) with a significant value of $0.005 < 0.050$. This means that H_0 is rejected and H_a is accepted. Thus, partially the Motivation variable (X1) in this study has a positive and significant effect on Teacher Performance (Y) at the Budi Mulia Education Foundation.

Based on the table above, the t-count value obtained for the job satisfaction variable is 2.594, proving that $t\text{-count} > t\text{-table}$ ($2.594 > 2.039$) with a significant value of $0.014 < 0.050$. This means that H_0 is rejected and H_a is accepted. Thus, partially the Job Satisfaction variable (X2) in this study has a positive and significant effect on Teacher Performance (Y) at the Budi Mulia Education Foundation. Based on the table above, the t-value obtained for the leadership style variable is 7.076, this proves that $t\text{-value} > t\text{-table}$ ($7.076 > 2.039$) with a significant value of $0.000 < 0.050$. This means that H_0 is rejected and H_a is accepted. This means that partially the Leadership Style variable (X3) in this study has a positive and significant effect on Teacher Performance at the Budi Mulia Education Foundation (Y). 2. Simultaneous Test (F-test) The F test is carried out to determine the effect of independent or free variables simultaneously on the dependent or bound variables

Table 4.13 F Test Result

ANOVA ^a		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	123.127	3	41.042	26.721	.000 ^b
	Residual	47.616	31	1.536		
	Total	170.743	34			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Leadership Style, Job Satisfaction, Job Motivation

Source : Research Result, 2024 (Processed Data)

Based on the results of the hypothesis test by conducting the F test in this study and the results are in the table above, it can be seen that the calculated F value is 5.667 with a significance level of 0.003. So $F_{\text{count}} > F_{\text{table}}$ ($26.721 > 2.901$) and a significance value of $0.000 < 0.05$ means that together the variables Motivation (X1), Job Satisfaction (X2), and Leadership Style (X3) have a positive and significant effect on Teacher Performance (Y). So it can be concluded that H_0 is rejected and H_a is accepted.

3. Determination Test (R-Square)

Based on the test results of the research data regression, the following are the results of the determination test (R-Square) from the study which can be seen in Table 4.14 below:

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Table 4.14 Determination Test Results (R-Square) Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.849 ^a	.721	.694	1.239

a. Predictors: (Constant), Leadership Style, Job Motivation, Job Satisfaction

b. Dependent Variable: Teacher Performance

Source : Research Result, 2024 (Processed Data)

Based on the results in Table 4.14 above, it can be seen that the adjusted R Square value is 0.694 or 69.4%. This can indicate that the Motivation Variable (X1), Job Satisfaction Variable (X2), and Leadership Style Variable (X3) have an influence on the Teacher Performance Variable (Y) at the Budi Mulia Education Foundation and the remaining 30.6% is influenced by other variables that are not examined in this study.

Conclusion

After discussing the problem of the influence of Motivation, Job Satisfaction and Leadership Style on Teacher Performance at the Budi Mulia Education Foundation, it can be concluded that Motivation has a calculated t value > t table (3.001 > 2.039) with a significant value of 0.005 < 0.050. This means that Motivation (X1) in this study has a positive and significant effect on Teacher Performance (Y) at the Budi Mulia Education Foundation. Job Satisfaction has a calculated t value > t table (2.594 > 2.039) with a significant value of 0.014 < 0.050. This means that Job Satisfaction (X2) in this study has a positive and significant effect on Teacher Performance (Y) at the Budi Mulia Education Foundation. Leadership Style has a calculated t value > t table (7.076 > 2.039) with a significant value of 0.000 < 0.050. This means that Leadership Style (X3) in this study has a positive and significant effect on Teacher Performance (Y) at the Budi Mulia Education Foundation. The results of the study stated that there was an influence between motivation, job satisfaction and leadership style on teacher performance. This is evident from the Fcount value > Ftable (26.721 > 2.901) and a significant value of 0.000 < 0.05, meaning that together the variables Motivation (X1), Job Satisfaction (X2), and Leadership Style (X3) have a positive and significant effect on Teacher Performance (Y).

Based on the conclusions that have been described in this study, with all humility the author tries to recommend the results of this study which can be considered as input for several parties who are interested in the results or findings of this study regarding the influence of motivation, job satisfaction and leadership style on teacher performance at the Budi Mulia Education Foundation. Some suggestions put forward by researchers for the development of the company in this case are the Budi Mulia Education Foundation, including the following:

1. The Budi Mulia Education Foundation in an effort to improve teacher performance should increase work motivation for all existing teachers, because working without motivation will not produce better teaching quality. So far, economic motivation for teachers has been considered sufficient with certification, so that teacher welfare in general has been better. However, as a leader, this high incentive should be balanced with a better quantity and quality of teacher work, by providing encouragement and great responsibility for the tasks given to teachers so far.
2. The Budi Mulia Education Foundation with this research, it is hoped that the school foundation can increase the income received by teachers according to good teacher performance, so that

teachers will adjust and stay at the school. Then, it should increase the job satisfaction of its teachers, such as by improving the supporting facilities for their work so that when they do their work they feel helped so that the results of their work will also increase.

3. The leadership style of the principal at the Budi Mulia Education Foundation is in the good category. In line with the increasing demands of society for the quality of graduates, to improve teacher performance, the principal's leadership must be more effective. Then, the principal is expected to implement open leadership and transparency in various matters to increase trust in all teachers and employees.
4. Budi Mulia College Foundation is advised to be able to improve the performance of its teachers so that each teacher can provide optimal and maximum work results to the organization where in this case the organization can provide good work motivation and provide job satisfaction to teachers and create a professional leadership style.

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THE INFLUENCE OF MOTIVATION, JOB SATISFACTION AND LEADERSHIP STYLE ON TEACHER PERFORMANCE AT THE BUDI MULIA COLLEGE FOUNDATION



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