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# Correlation Principal Leadership Style with Teacher Motivation in Online Learning During Covid-19

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**Abstract:** The background of this research is the low motivation of teachers in learning during the Covid 19 pandemic. This is thought to be due to the factor of the principal's leadership style that has not been implemented properly. This research aims to find out how much influence the principal's leadership style has on teacher motivation in online learning during Covid-19. This research is a quantitative correlational study that seeks a causal relationship between the principal's leadership style with teacher teaching motivation. The method used is the causal survey method. The population in this study were elementary school teachers in Mranggen District, Demak Regency. The data collection instrument is a questionnaire. Data analysis includes requirements test and hypothesis testing which simple linear regression analysis. The results of this research are there is a significant influence of principal's leadership style on teacher teaching motivation during online learning by 29.1% with a correlation value of 0.543.

**Keywords:** Leadership style, teacher motivation, online learning, covid-19

## 1. Introduction

In the midst of the Covid-19 pandemic currently hitting the world, students have to study at home. With distance learning or online, the use of communication media with the internet network greatly affects the continuity of learning in students. Therefore, cooperation between parents, teachers, and schools is needed so that the learning process at home goes according to expectations. According Pribowo (2017), along with the development of the ability of elementary school students who are already able to use information technology, of course it has an impact on the learning process used by teachers (Handayani & Rasyid, 2015) There are several factors that affect the quality of education besides teachers, such as: leadership of the principal, facilities and educational infrastructure, as well as study time (Gunawan, 2012)

The policies that the principal makes during distance learning can affect the success of the program being run. Danim (in Gunawan, 2012) stated that the principal is a major key factor in the delivery of education in schools. Syakir and Pardjono (2015) Principals must be able to utilize all school resources, especially teachers in order to realize the vision and mission in order to achieve educational goals in their schools. Ross and Cozzens (2016) "Fundamentally, if the schools organizational structure is to increase positively, principals "Leadership styles must first change. A thorough understanding of effective leadership styles and practices broadens the knowledge of and investment in behaviors influencing student achievement, teacher efficacy, and school climate. "

One of the things that determines the high motivation of teachers is the leadership of the principal (Karnan & Marimuthu, 2021). Teachers who have high motivation will usually carry out their duties with enthusiasm. Howard and Johnshon who reviewed the stress on teachers stated that stress on teachers could arise from a bad work environment and did not support the teaching and learning process, for example the lack of infrastructure and geographic isolation (Utomo et al., 2019) Motivation can be defined as a result that states the need or desire that is contained within a person to become active in doing something (Amri & Abadi, 2013). While Gala, Ramadhan, & Rede (2017) stated that motivated teachers will have a high responsibility to work and mobilize all their abilities to achieve optimal performance. Gunawan (2012) states that the fulfillment of material needs is work motivation that comes from outside the individual teacher but has a big effect on the condition of a teacher's psychological satisfaction.

The principal must be able to perform management functions well which include planning, organizing, directing and supervising (Daryanto, 2011: 1) Weber (in Gunawan, 2012) argues that every personnel person is influenced to try to achieve a common goal, so in the process there is leadership. Robinson (in Uno, 2011: 55) defines leadership as the ability to influence a group to achieve the expected goals. Likewise with Abbas (in Gaol, 2017) states that leadership is the ability to mobilize all resources in the organization.

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Based on some of the opinions above, it can be concluded that the principal's leadership style is the ability of the principal to be able to maximize all the potential of the school, and determine the direction of policies that can influence and motivate teachers to carry out their duties effectively to achieve educational goals.

Managerial leadership focuses more on everything so that it can be managed properly (Amri & Abadi, 2013). Bush states that "managerial leadership assumes that the focus of leadership ought to be on functions, task, and behaviors and if these functions are carried out completely, the work of others in the organization will be facilitated" (Gaol, 2017). Transformational Leadership Style, a leadership style that prioritizes giving opportunities to all elements in the school so that all elements in the school are willing without coercion, to participate optimally in achieving the ideal goals of the school (Daryanto, 2011: 2; Anita, 2016). The skills of school principals can be seen in forming ideas, building a common vision, sharing power, gaining trust and experiencing success (Yang, 2013). Transactional leadership style, Northouse stated that leaders who implement a transactional leadership style do not match the needs of followers, but focus on the personal development of the members (Yang, 2013; Gaol, 2017).

Amri and Abadi (2013) define motivation as a result that states the need or desire that is contained in a person to be active in doing something. McDonald (in Komri, 2016: 229) which states that motivation is a change in energy in a person. Uno (2011) motivation is an impulse that arises by stimuli from within and from outside. Hakim and Sofyan (2017) argue that motivation is an encouragement that can make a person achieve a goal. Meanwhile, Infodiknas (in Komri, 2016: 65) states that teacher work motivation is a condition that makes teachers have the willingness to achieve certain goals. Uno (2011) states that teacher work motivation is nothing but a process carried out to move teachers so that their behavior can be directed towards real efforts to achieve goals.

From some of the opinions above regarding motivation, it can be concluded that teaching motivation is an encouragement that comes from within and outside the teacher, which moves the teacher to carry out teaching tasks maximally in order to achieve educational goals in accordance with the school environment (Anuar, Nizar, & Ismail, 2021).

According to Asdiqoh (in Kompri, 2016: 76-77) there are four factors that can lead to teacher teaching motivation, namely: 1) the drive to work; 2) responsibility for duties; 3) interest in the task; 4) rewards for assignments. Israwati (2014) states that success in carrying out a learning activity as written in the planning will provide satisfaction to the teacher. Meanwhile, Anita (2017) argues that the main elements of motivation are effort, organizational goals, and needs. According to Uno (2011: 72-73) work motivation indicators can be classified as follows: 1) responsibility in performing work; 2) achievement; 3) self-development; 4) independence in action.

The corona virus disease outbreak or better known as the corona virus or covid-19 is an infectious disease caused by acute respiratory syndrome. Common symptoms such as fever, cough and shortness of breath. Other symptoms may include muscle pain, phlegm production, diarrhea, sore throat, loss of smell, and stomach pain. According to Chan (in Meng, Hua, & Bian, 2020) although patients with symptoms of covid-19 have been the main source of transmission, recent observations have shown that asymptomatic patients and patients in their incubation period are also carriers of SARS-CoV-2. Furthermore, Backer (in Meng et al., 2020) states that the incubation period for covid-19 is estimated to be 5 to 6 days on average, but there is evidence that this can be as long as 14 days.

The implementation of distance learning by the government requires teachers to be able to carry out learning activities via the internet network. Online learning is designed to enable the distance learning process via internet without face to face with the teacher and provide alternative options for students to obtain learning assistance services that are effective, efficient, and optimally interactive (Ramadhyanti, 2018). With the internet network allows us to communicate through cyberspace, among others, e-mail, mailing lists, chat, facebook, etc (Rusman & Riyana, 2011).

## **2. Research Methods**

This type of research is quantitative correlation using the causal survey method, a causal relationship between the independent variable and the dependent variable (Sugiyono, 2018: 52). This study aims to determine the effect of the principal's leadership style on teacher motivation.

### **2.1 Data Source**

The population in this study were all elementary school teachers in Mranggen District, Demak Regency, as many as 384 teachers with a sample of 196 using a proportional random sampling technique.

### **2.2 Data Collection Technique**

Data collection techniques using questionnaires. The instrument in this study was tested for validity and reliability. After being validated by experts, the questionnaire was tested on 30 respondents and the results were tested using the product moment correlation technique proposed by Pearson. Meanwhile, its reliability was tested using the Alpha Cronbach formula.

## 2.3 Test Analysis Technique

The data analysis used is inferential statistics with parametric statistical techniques. The use of parametric statistics requires the fulfillment of several classical assumptions such as normality, linearity, and multicollinearity. The Kolmogorow-Smirnow test was used to test the normality, the analysis of variance / ANOVA techniques was used to linearity test, multicollinearity test. The test results with the help of the Statistical Package for Service Software (SPSS) 23. To test the correctness of the correlation hypothesis between the principal's leadership style and teacher motivation in online learning, it was analyzed using a simple regression test using the Pearson Product Moment (r) correlation, because the data generated were internal data and from the same data source.

## 3. Results and Discussion

### 3.1 F-Test

Table 1 shows that  $F_{\text{count}} = 9.895 > F_{\text{table}} = 3.890$  with a significance level of  $0.002 < 0.05$  or  $\text{sig} = 0.002 = 0\% < 5\%$  means reject  $H_0$  and accept  $H_a$ , thus the regression model used for this study is significant, meaning the style variable principal leadership has a significant effect on teacher motivation.

**Table 1: F-Test Results**

| <i>ANOVA<sup>b</sup></i>                             |                |     |             |       |      |
|------------------------------------------------------|----------------|-----|-------------|-------|------|
| Model                                                | Sum of Squares | Df  | Mean Square | F     | Sig. |
| Regression                                           | 556.437        | 1   | 556.437     | 9.895 | .002 |
| Residual                                             | 10909.946      | 194 | 56.237      |       |      |
| Total                                                | 11466.383      | 195 |             |       |      |
| a. Predictors: (Constant), Style Pricipal Leadership |                |     |             |       |      |
| b. Dependent Variable: Teacher Motivation            |                |     |             |       |      |

### 3.2 R-Test (Determination Test)

Based on Table 2, the effect of the principal's leadership style on teacher motivation with Adjusted R-Square is 0.291 or 29.1%. This value indicates that 29.1% of teacher motivation is influenced by the leadership style of the principal and the remaining 70.1% is influenced by other variables outside the study. The correlation value of the principal's leadership style on teacher motivation by looking at the R value of 0.543, there is a significant relationship between the two variables. The conclusion is that the relationship between the principal's leadership style and teacher motivation is strong and significant.

**Table 2: R-Test Result**

| <b>Model Summary</b> |                   |          |                   |                            |
|----------------------|-------------------|----------|-------------------|----------------------------|
| Model                | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1                    | .543 <sup>a</sup> | .295     | .291              | 5.305                      |

### 3.3 T-test (Partial Test)

Based on the Table 3 below shows:

- Regression equation is  $Y = 39,106 + 0,293X$
- The value of the teacher's motivation variable can be seen from the constant value of 39,106 provided that the independent variable is fixed.
- The influence of the principal's leadership style variable on teacher motivation when seen from the regression coefficient of 0.293, it means that every change of the principal's leadership style by one unit, teacher motivation will increase by 0.293 provided that other independent variables remain.
- Value.  $t_{\text{test}} = 5,491$  while  $t_{\text{count}} = 1.9722$  then  $5,491 \geq 1.9722$  then  $t_{\text{count}} > t_{\text{table}}$  so that  $H_0$  is rejected and  $H_a$  is accepted.
- In conclusion, the principal's leadership style affects teacher motivation because  $H_0$  is rejected and  $H_a$  is accepted.

**Table 3: Coefficients Regression X to Y**

| Coefficients <sup>a</sup>    |                             |            |                           |       |      |
|------------------------------|-----------------------------|------------|---------------------------|-------|------|
| Model                        | Unstandardized Coefficients |            | Standardized Coefficients | T     | Sig. |
|                              | B                           | Std. Error | Beta                      |       |      |
| 1 (Constant)                 | 39.106                      | 7.122      |                           | 5.491 | .000 |
| Principal's Leadership Style | .293                        | .093       | .220                      | 3.146 | .002 |

The influence of the principal's leadership style on teacher motivation in online learning during the Covid-19 period was 29.1% or quite significant. The dynamics of the ups and downs of teacher motivation depend on the leadership style of the principal. The better the leadership style of the principal, the better and the teacher's motivation increases. As a motivator, the principal must have the right strategy to motivate teachers. Among them through the physical environment, work atmosphere, discipline, encouragement, appreciation, and the provision of various learning facilities and resources (Mulyasa, 2011: 120). This result is in accordance with Abbas's opinion (in Gaol, 2017) which states that leadership is the ability to mobilize all existing resources in the organization, so that they can be maximally utilized, in order to achieve predetermined goals. Meanwhile, according to Nasution (in Daryanto, 2011: 133) states that leadership style is a method used by leaders in interacting with their subordinates.

The results of research by Nguyen et al. (in Gaol, 2017) suggests other leadership styles, including the teaching leadership style. Teaching leadership is an action that is directly or indirectly related to teaching and the learning process. Meanwhile, the research results of Chen et al. (2016) states that there is a positive leadership style, which is a type of leader who takes care of various things by involving positive thinking so that a forgiving, sympathetic, and loving situation is created.

Teacher teaching motivation can be increased by the leadership of the principal. Teaching motivation can be formed from the instructional leadership of the principal, motivation will appear in the teacher when the principal pays great attention to the various problems faced by the teacher during the learning process (Supriadi & Yusof, 2015) Teachers have special characteristics, so that they require special attention and service from their leaders in order to use time appropriately so that they can improve their performance as an educator. Through growing motivation at work. In carrying out his leadership duties, the principal always implements policies that lead to the achievement of the goals of a school organization, various ways can be done by a school principal as a leader. This means that the teacher's teaching motivation will continue to increase in line with the increase in the leadership style used by the principal. Kholid & Madjdi (2020) suggested that the teacher's work motivation appears through the responsibility of carrying out the task, teachers who are motivated by a sense of responsibility will think about and consider the learning methods to be applied.

Based on the description above, the first hypothesis which states "There is a significant influence of the principal's leadership style on teacher teaching motivation in online learning during Covid-19" is proven.

#### 4. Conclusion

Based on the results of hypothesis testing and discussion of research results, it can be concluded that there is a significant influence of the principal's leadership style on teacher teaching motivation during online learning by 29.1%. This is evidenced by the regression equation  $Y = 39,106 + 0,293X$  with a correlation value of 0.543.

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