

**The Influence of Work Motivation and Leadership Style on The Performance of Educators in Formal Early Childhood Education in Rancasari District, Bandung City**

<sup>1\*</sup>Helen Purnama Sari, <sup>2</sup>Ivan Gumilar Sambas Putra  
Universitas Widyatama, Bandung, Indonesia  
Email : [1\\*helen.purnama@widyatama.ac.id](mailto:<sup>1*</sup>helen.purnama@widyatama.ac.id)

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**ABSTRACT**

*Educational institutions that are effective or successful when supported by quality human resources and the performance of human resources greatly influence the success of a company without exception. The object of this study is to analyze the effect of work motivation and leadership style on the performance of educators. This research was conducted at the Formal PAUD in Rancasari District, Bandung City. Data was collected through the results of sampling with a self-administered questionnaire filled out by 113 respondents. The research method used is descriptive and verification methods with a quantitative approach. The data analysis technique in this study used multiple linear regression analysis. In this study, researchers used IBM SPSS Statistics as a means of processing SPSS version 28 data. The results showed that work motivation has a positive and significant effect on the performance of educators and leadership style has a positive and significant effect on the performance of educators.*

**Keywords: Work Motivation, Work Discipline, Leadership Style, Educator Performance**

**INTRODUCTION**

The quality and quantity of performance in Human Resources needs to be continuously developed so that the company or organization can grow and be trusted. Quality and quantity must always be measured and have benchmarks. According to Sudarmanto (2009) that to determine the extent to which the existence of the role and contribution of human resources in achieving organizational success, performance measurement is certainly needed. According to Mondy & Noe (2005) performance appraisal is a formal review and evaluation of the performance of individuals or team tasks. Performance is work performance, namely the comparison between actual work results and established work standards. Every company will try to always improve performance. Organizational performance is also indicated by how the process of activities taking place to achieve these goals. In the process of implementing activities, monitoring, assessment and review or review of human resource performance must always be carried out. Through monitoring, measurement and

performance evaluation is carried out periodically to find out the achievement of performance progress, predictions are made whether there are deviations from the implementation of the plan that can interfere with achieving goals.

On the basis of this assessment, a joint review of superiors and subordinates is carried out to find out whether there are errors in the performance process. Based on the review results, feedback is given to make corrections to performance planning and performance implementation. On the other hand, to improve performance, human resource development is always improved through training and development. The problems experienced by Formal PAUD Educators in Rancasari District, Bandung City can be seen from the list of employee performance results which consist of elements of loyalty, work performance, responsibility, obedience, honesty, cooperation, and leadership. It can be seen from the seven elements listed in table 1, do the seven elements experience an increase every year, or vice versa, there is a decrease?

Table 1. Performance of Educators Formal PAUD, Rancasari District, Bandung City

No.	Elements	Average value			
		2020	Category	2021	Category
1	Faithfulness	90	Very good	70	Enough
2	Work performance	84	Well	68	Not enough
3	Responsibility	79	Enough	72	Enough
4	Obedience	79	Enough	71	Enough
5	Honesty	82	Well	75	Enough
6	Cooperation	78	Enough	78	Enough
7	Leadership	85	Well	70	Enough
Amount			577		504
Average		82,43	Well	72	Enough

Based on table 1 above, it can be seen that the performance of

educators in 2020-2021 has decreased by 10.43 and from the seven elements

assessed, namely loyalty, work performance, responsibility, obedience, honesty, cooperation, and leadership. Here it is seen that the elements of responsibility, obedience, and honesty have decreased, although with a slight difference of 7-8. In the element of cooperation, there was no decline and remained stable at a figure of 78. And again there was a decline from the previous year regarding the elements of work performance and leadership, with a difference in numbers of 15-16. And the biggest decrease occurred in the element of loyalty with a difference of

20. From these results it can be seen from the elements of performance appraisal,

Besides being supported by secondary data which states that the performance variable of teaching staff is experiencing problems, it is also supported by a pre-survey of research on 30 Formal PAUD Educators in Kec. Rancasari Bandung City to describe the condition of the performance of educators. The survey was conducted by providing statements related to performance indicators. The following are the results of the pre-survey conducted:

Table 2. Results of the Pre-Survey Questionnaire on the Performance of Formal PAUD Educators district Rancasari Bandung

No	Indicator	YES	NO
		-1	-2
1	The work results are in accordance with the targets set	5	25
2	Get the job done quickly and on time	10	20
3	Conformity of work results with predetermined work tasks	15	15
4	Neatness in doing work.	10	20
5	Knowledge that supports the implementation of daily tasks.	10	20
6	Following work development coaching.	13	17
7	Ability to create new ideas and ideas.	15	15
8	Getting work done in a more creative way.	14	16
9	Willingness to cooperate with others.	17	13
10	Mutual trust in others at work.	15	15
11	Awareness to finish all the work.	12	18
12	Initiative to do work without having to wait for prompts.	15	15
13	Carry out all obligations as an employee.	15	15
<b>Percentage (%)</b>		<b>43</b>	<b>58</b>

Based on table 4 shows the results of a questionnaire regarding work motivation variables. Work motivation shows that the work done is quite challenging with a problem as big as the answer of respondents who answered not motivated by 51.9%. And the lowest work motivation is the lack of willingness of employees to keep working at work even though there are other jobs that are more promising by 30% of the respondents'

answers above. The data shows the low work motivation felt by employees.

Researchers also conducted a pre-survey of 30 formal PAUD educators in Kec. Rancasari Bandung City to describe the Leadership Style that is applied. The survey was conducted by asking questions related to the Leadership Style indicator. Following are the results of the pre-survey conducted:

Table 3. Pre-Survey Questionnaire Results of Formal PAUD Leadership Style Variables district Bandung City Rancasari

No	Indicator	YES	NO
		-1	-2
1	Good relationship between leaders and employees	14	16
2	The attitude of everyday leaders	13	17
3	Leaders set a good example of following the rules	15	15
4	Leader fairness in sanctioning employees	15	15
5	Giving awards for employee achievements	12	18
6	Responsibility for tasks	15	15
7	Providing direction, guidance, to employees	16	14
<b>Percentage (%)</b>		<b>48</b>	<b>52</b>

Source: processed by researchers in 2022

Based on table 5 above, it can be seen that the leadership style used is still not good. This can be seen from the percentage of respondents who answered that the leadership style was good, only 47.6%. Employees or educators still do not get appropriate leadership, such as giving awards for employee achievements which have the lowest percentage of 40%.

According to Robbins (2008) that employee performance is a function of the interaction between ability and motivation. Ermayanti (2001) suggests that understanding motivation, both within the employee and from the environment, can help improve performance. With this motivation, leaders can encourage or mobilize the potential of subordinates to want to work productively and efficiently, so that what the organization has aspired for so far can be achieved. Employees who are motivated can provide their optimal performance in helping the organization achieve its goals.

Each institution has a leader or a leader who is trusted to be responsible and run a company or job field so that it can develop and progress. Leadership style describes a consistent combination of skills, traits and attitudes that underlie a person's behavior (Roscahyo and Prijati, 2013;

Yazid, Musnadi and Chan, 2013; Suleman, 2016; Nisyak and Trijonowati, 2016). The right leadership style will spur the enthusiasm and enthusiasm of employees at work so that they can improve their performance. Roscahyo and Prijati (2013) have examined the effect of leadership style on employee performance which states that leadership style has a significant influence on employee performance.

Educational institutions that are effective or successful when supported by quality human resources. Conversely, companies that fail are due to the performance factors of unqualified human resources. So the performance of human resources is very influential on the success of a company without exception. Other factors that can improve employee performance include leadership style and work motivation. Meanwhile, based on the results of initial interviews, it is known that the leadership style applied and the work motivations it gives to subordinates have not been able to improve good performance in the organization. Based on the research background above,

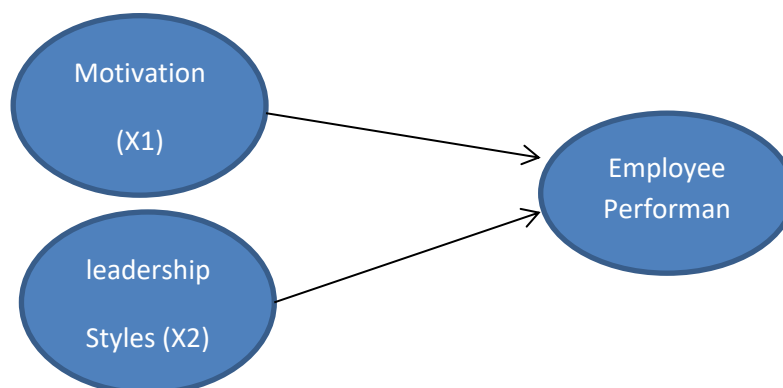
Leadership as a management concept according to Keith (1985) is a person's ability to influence others

in achieving goals with enthusiasm. According to Hasibuan (2008) leadership is the way a person leads to influence the behavior of his subordinates so that they want to work together and work productively to achieve organizational goals. Miftah (2012), states that a good leader must be able to motivate his employees to work. Besides leadership, motivational factors can also affect employee performance. A person's motivation is a potential, where a person is not necessarily willing to exert all of his potential to achieve optimal results, so there is still a need for encouragement so that an employee wants to work according to the wishes of the organization (Cahyono, 2012). Motivation is the impetus for a person to contribute as much as possible to the success of the organization in achieving its goals because achieving organizational goals means achieving the personal goals of the members of the organization concerned (Siagian, 2002). Motivation is the provision of individual encouragement to act which causes the person to behave in a certain way that leads to goals (Aries and Ghozali, 2006). Providing motivation is one of the goals so that motivated employees can work in accordance with the work guidelines and responsibilities given so that company goals can be achieved properly (Nitisemito, 1989) Motivation is the provision of individual encouragement to act which causes the person to behave in

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Some of the results of previous studies stated that leadership and motivation have a significant positive effect on employee performance. Research conducted by Abbas and Yaqoob, (2009) and Riyadi (2011), Cahyono (2012), Hasbullah et al., (2010), and Putra, (2011), found a positive and significant relationship between leadership style and performance. employee. Furthermore, Riyadi (2011), Baskoro (2009), Zameer et al., 2014), and Cahyono, (2012) found a positive and significant relationship between motivation on employee performance.

Based on the existing phenomena and the results of previous research, a conceptual research framework can be built as follows:



Picture 1. Research Conceptual Framework

**RESEARCH METHODS**

The research method used in this study is a descriptive and verification method with a quantitative approach. Because in this study, the authors tried to describe, interpret the conditions of the relationship variables and test the truth of the hypothesis. The variables studied were Work Motivation (X1) and Leadership Style (X2) as independent/free variables and Performance as the dependent/bound variable (Y). The research was conducted on Formal PAUD teachers located in Rancasari District. To determine the size of the sample from the existing population, the Slovin formula is used (Husein Umar, 2000). In this study, the population of Formal PAUD teachers was 158 teachers, but only 113 Formal PAUD teachers were taken as a sample in Rancasari District, Bandung City.

The dimensions used to measure motivational variables according to Purnama (2008) include: morale; work loyalty; Feelings of pride with achieving goals or targets; Freedom of expression and ideas; Development of potential and ability; Wages or salaries; Prizes or bonuses; Allowances; Employment relations;

Work atmosphere. The dimensions of the Leadership Style variable according to Soekarso (2010) are influence; legitimacy and purpose. While the dimensions of performance variables according to Gomes (2013), are 1) Quantity of work; Quality of work Job; Knowledge; Creativeness; Cooperation; dependability; Initiative, Personal Qualities.

The analysis technique used is multiple regression analysis, before testing the hypothesis, testing the research instrument using validity and reliability is then testing the classical assumptions. The hypothesis testing used is to test the validity of the model and then test the t-test.

**RESULTS AND DISCUSSION**

The characteristics of the respondents were grouped based on gender on male and female from a sample of 113 respondents through questionnaires that had been distributed that out of a total of 113 respondents, 108 people or 96% of them were women, while the remaining 5 people or 4% were men - man. Based on age, it is known that the majority of teaching staff who were respondents in this study were between the ages of 31 to 35 years

with a total of 38 people or 34% of the total respondents. Based on the educational background that as many as 58 people or 51% of the respondents had a Diploma 4 (D4) or Strata 1 (S1) educational background.

**Normality test**

The data normality test is carried out to test the normality of the data distribution, where normal or normally distributed data will focus on the mean and median values

Table 4. Normality Test Results

		Unstandardizedresidual
N		113
Normal Parameters <sup>a,b</sup>	Means	,0000000
	std. Deviation	3.02132212
Most Extreme Differences	absolute	,077
	Positive	,077
	Negative	-0.071
Test Statistics		,077
asymp. Sig. (2-tailed)		,101CD

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

The normality test results in the table above show the Asymp value. Sig. (2-tailed) is 0.101 and has a value of > 0.05 so it can be concluded that

Table 5. Multicollinearity Test Results Coefficients<sup>a</sup>

Model		Collinearity Statistics	
		tolerance	VIF
1	(Constant)		
	Work motivation	,253	3,953
	Style_Leadership	,422	2,369

a. Dependent Variable: Performance\_Educators

From the table above, a tolerance value of 0.253 is obtained for the Work Motivation variable, and 0.422 for the Leadership Style variable. The VIF value for the Work Motivation variable is 3,953 and for

the data is normally distributed and this research model has fulfilled the normality test.

**Multicollinearity Test**

the Leadership Style variable is 2,369. These results can be interpreted that there is no multicollinearity between the independent variables and meets the requirements of the classical multicollinearity assumption because it has a tolerance value greater than 0.10 and a VIF value less than 10.00.

**Multiple Linear Regression Analysis**

Multiple linear regression analysis was used to determine how much influence Work Motivation (X1) and Leadership Style (X2) have on the Performance of Educators (Y) in Formal PAUD, Rancasari District, Bandung City.

Table 6. Multiple Linear Regression Test Results Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	std. Error	Betas		
1	(Constant)	1.25	2,053		,606	,546
	Work motivation	,447	0.084	,403	5,330	,000
	Style_Leadership	,469	,104	,264	4,501	,000

a. Dependent Variable: Performance\_Educators

The effect value of Work Motivation (X1) and Leadership Style (X2) on the Performance of Educators (Y) can be calculated by the equation:

$$Y = a + b_1X_1 + b_2X_2$$

$$Y = 1.245 + 0.447X_1 +$$

**0.469X2**

**Model Feasibility Test (F Test)**

The model feasibility test or better known as the F test is used to assess the feasibility of the regression model that has been formed

Table 7. Model Feasibility Test Results (Test F) ANOVA<sup>a</sup>

Model	Sum of Squares	df	MeanSquare	F	Sig.
1 Regression	5,461,851	2	1,820,617		
residual	1,022,379	110	9,380	194,103	,000b
Total	6,484,230	112			

a. Dependent Variable: Performance\_Educators

b. Predictors: (Constant), Work\_Motivation, Leadership\_Style

Based on the results of table 9 above, the calculated F value is 194.103. Then, compare it with the F Table of 2.69. From these results it can be seen that F Count > F Table, namely 194.103 > 2.69 so it can be concluded that the estimated regression model is feasible. Furthermore, based on the results of the table above it also shows the value of Sig. is equal to 0.000. Because the value of Sig. 0.000 < 0.05, then according to the basis of decision making in the F test, it can be concluded that the hypothesis is accepted or in other words Work

Motivation (X1) and Leadership Style (X2) simultaneously affect the performance of educators (Y).

**Coefficient of Determination**

The coefficient of determination (R Square) is a tool to measure how far the model's ability to explain the variation of the dependent variable. The value of the coefficient of determination is between zero and one. A small R Square value or close to 0 (zero) means that the ability of the independent variables to explain the variation in the dependent variable is very limited.

Table 8. Test Results for the Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square	F Change	df1	df2	Sig. F Change
1	,918a	,842	,838	3.06262	,842	194,103	2	110	,000

a. Predictors: (Constant), Motivation\_Work, Style\_Leadership

b. Dependent Variable: Performance\_Educators

Based on the results of calculations using SPSS Version 28.00 in the table above, it is known that the R Square value is 0.842 which

indicates that the effect of the three independent variables on the dependent variable is 84.2%. Meanwhile, 15.8% or the rest is



influenced by other variables not examined. In other words, Work Motivation (X1) and Leadership Style (X2) have an effect of 84.2% on the performance of educators (Y) in Formal PAUD, Rancarasi District, Bandung City.

**Partial Hypothesis Testing (t test)**

The t test basically shows how far the influence of one explanatory or independent variable individually explains the variation of the dependent variable.

Table 9. Hypothesis Test Results (t test)  
Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	std. Error	Betas	Q	Sig.
(Constant)	1.25	2,053		,606	,546
1 Work motivation	,447	0.084	,403	5,330	,000
Style_Leadership	,469	,104	,264	4,501	,000

a. Dependent Variable: Performance\_Educators

Based on the results of calculations using SPSS in the table above, a hypothesis test can be carried out, namely From the values above it can be seen that the calculated t value obtained by the Work Motivation variable (X1) is  $5.330 > t$  Table (1.98177). In accordance with the criteria, testing the hypothesis that  $H_0$  is rejected and  $H_a$  is accepted. That is, partially Work Motivation (X1) has a significant effect on the performance of educators (Y). while for the calculated t value, the leadership style variable (X2) is  $4.501 > t$  table (1.98177). In accordance with the criteria, testing the hypothesis that  $H_0$  is rejected and  $H_a$  is accepted. This means that partially leadership style (X2) has a significant effect on the performance of educators (Y).

**The Effect of Work Motivation on the Performance of Educators**

Motivation relates to efforts to meet needs. The greater the need, the greater the urge in a person to want to do something. Therefore the role of motivation to support success is very important. The essence of leading is how to be able to motivate. The challenge for leaders is how to

motivate their members. The results of this study are in line with research Riyadi (2011), Baskoro (2009), Zameer et al., (2014), and Cahyono, (2012)

**The influence of leadership style on the performance of educators**

Leadership is a person's ability to influence and motivate others to do something according to a common goal. Leadership includes the process of influencing in determining organizational goals, motivating the behavior of followers to achieve goals, influencing to improve the group and its culture. To achieve maximum employee performance or performance, the use of appropriate leadership from superiors is one of the factors that can move, direct, guide and motivate employees to achieve more at work. The results of this study are in line with research Abbas and Yaqoob, (2009) and Riyadi (2011), Cahyono (2012), Hasbullah et al., (2010), and Putra, (2011)

**CONCLUSION**

Based on the results of the previous discussion, it can be concluded that there is an influence of

work motivation on the performance of educators and leadership style has an effect on the performance of educators.

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