

The Influence of Teacher Motivation and Skills on Performance through Leadership Intervening Variables

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ABSTRACT: *This study aims to determine the effect of teacher motivation and skills on performance through leadership as an Intervening Variable in MA Ma'arif Udanawu Blitar. This type of research is quantitative research. The population used in this study were all teachers, namely 69. Sampling in this study was saturated sampling, namely the sampling technique when all members of the population are used as samples. Data collection techniques using a questionnaire. Data analysis methods using path analysis with the IBM SPSS statistical 22 programs. The results showed that there was a significant influence of teacher motivation and skills on performance through leadership. The higher the teacher's motivation and skills, the higher the performance and leadership. There is an indirect effect of work motivation on teacher performance through leadership as an intervening variable at MA Ma'arif Udanawu Blitar, as evidenced by the results of the sobel test, which is greater than t-table means there is a mediating effect. Leadership can be a mediating variable between work motivation on teacher performance. Work skills influence teacher performance through leadership as an intervening variable at MA Ma'arif Udanawu Blitar, as evidenced by the results of the Sobel test, which is greater than t-table, which means there is a mediating influence. So, leadership can mediate between work skills and teacher performance.*

Penelitian ini bertujuan untuk mengetahui pengaruh motivasi dan keterampilan guru terhadap kinerja melalui kepemimpinan sebagai Variabel Intervening di MA Ma'arif Udanawu Blitar. Jenis penelitian ini adalah penelitian kuantitatif. Populasi yang digunakan dalam penelitian ini adalah seluruh guru yaitu 69. Pengambilan sampel dalam penelitian ini adalah dengan sampling jenuh yaitu teknik penentuan sampel bila semua anggota populasi digunakan sebagai sampel. Teknik pengumpulan data menggunakan angket. Metode analisis data dengan menggunakan analisis jalur dengan program IBM SPSS statistik 22. Hasil penelitian menunjukkan terdapat pengaruh yang signifikan motivasi dan keterampilan guru terhadap kinerja melalui kepemimpinan. Semakin tinggi motivasi dan keterampilan guru, maka semakin tinggi pula kinerja dan kepemimpinannya. Ada pengaruh secara tidak langsung motivasi kerja terhadap kinerja guru melalui kepemimpinan sebagai variabel intervening di MA Ma'arif

Udanawu Blitar, dibuktikan dari hasil sobel test lebih besar dari t-tabel yang berarti adanya pengaruh mediasi. kepemimpinan dapat menjadi variabel mediasi antara motivasi kerja terhadap kinerja guru. Ada pengaruh keterampilan kerja terhadap kinerja guru melalui kepemimpinan sebagai variabel intervening di MA Ma'arif Udanawu Blitar, dibuktikan dari hasil sobel test lebih besar dari t-tabel yang berarti adanya pengaruh mediasi. Jadi, kepemimpinan dapat menjadi variabel mediasi antara keterampilan kerja terhadap kinerja guru.

Keywords: *Teacher Motivation, Teacher Skills, Teacher Performance, Leadership.*

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I. INTRODUCTION

The teacher is one of the essential components in the education system and is very decisive in implementing the educational process. The existence of teacher is the leading actor as a facilitator of organizing the student learning process. Therefore, his presence and professionalism are very influential in realizing the national education program. Teachers must have good quality because teachers are one of the micro components of the education system, which is very strategic and takes many roles in the school education process.

RI Law No. 20 of 2003, regarding the education system Chapter XI article 39, it is stated that: Educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service, especially for educators in tertiary institutions.

Teachers have an essential role, are in a strategic position, and are responsible for national education. Teachers have a duty as educators, instructors and coaches. Educating means continuing and developing the values of life. While teaching means continuing and developing science, knowledge and technology. Training means developing skills in students (Sopian, 2016). A teacher is a position or profession requiring particular skills (Feralys, 2015). People with expertise can only do this work to carry out activities or work as a teacher. People who are good at speaking in specific fields cannot be called teachers. To become a teacher, special requirements are needed, especially as a professional teacher who must master the intricacies of education and teaching with various other knowledge that needs to be fostered and developed through a certain period of schooling or pre-service education.

A teacher is a person who is responsible for providing guidance or assistance to students in their physical and spiritual development so that they reach maturity, can carry out their duties as creatures of Allah, Khalifah on the surface of the earth, as social beings and as individuals who can stand alone (Mustofa, 2018). Thus, the teacher is one of the people who are responsible for the development and education of their students. In other words, the teacher is a human resource that significantly determines the success of an educational program.

Teacher performance is a manifestation of ability in the form of actual work, results of work and responsibility in carrying out the mandate, their profession, and their morals.

The performance of teaching staff is a manifestation of their abilities in the form of actual work, results of work and responsibility in carrying out their mandate, their profession, and their morals (Mukhtar & Luqman, 2020). Performance results from a person's work in a certain period compared to several possibilities, for example, standard targets, targets, or predetermined criteria (Priansa, 2014).

Mulyasa (2013) states that "teacher performance in learning is related to the teacher's ability to plan, implement, and assess learning, both related to the process and the results". Teacher performance is the achievement of a teacher as measured by predetermined and mutually agreed standards or other possibilities in a standardized lesson plan through a syllabus based on standard provisions (Putri & Imaniyati, 2017). Teacher performance can be improved in various ways, for example, through motivation and skills supported by leadership.

The success of MA Ma'arif Udanawu Blitar is inseparable from the success of the human resources in it as the main actors. This shows that the role of human resources continues to grow and is increasingly important in improving teacher performance in achieving the target of MA Ma'arif Udanawu Blitar. At this time, MA Ma'arif Udanawu Blitar's condition has not shown optimal results. This indicates that there are obstacles to implementing objectives related to teacher performance. The existence of competition between co-workers and the lack of leadership's attention to teachers lead to a lack of effectiveness and a lack of efficiency in teacher performance. There is discrimination against teachers, so it can reduce teacher performance. Social jealousy often occurs among teachers. A leader should be able to guide and motivate his subordinates. Because the nature of a friendly leader does not show favouritism, wants to listen to teachers' ideas and can be a motivator will improve the work of subordinates.

Teacher motivation is a factor in increasing teacher work to achieve educational goals. Motivation will lead to positive and negative directions. If motivation leads to a positive approach, it will produce a positive or good job in achieving a specific goal. However, if motivation results in a negative direction, it will have harmful consequences, or it can be said to fail in achieving the desired goal.

The motivation given to teachers at MA Ma'arif Udanawu Blitar has yet to be able to take directed actions. It makes teachers unwilling to cooperate, always arriving late, not following the set time standards, and not complying with regulations. Teachers' performance in educational institutions is inseparable from a school principal who leads the educational institution itself. The teaching and learning process is complex when teachers convey the subject matter in class. Still, in carrying out good learning, a teacher must make good preparations so that education can be directed according to the learning objectives of the learning success indicators. In addition, some teachers often play truant, do not come on time and do not obey orders. Conditions like that are a problem in every formal educational institution. With teachers who have low performance, it will be difficult for schools to achieve the results expected of teachers.

Based on tracing past studies, this research is supported by research (Utami & Wibowo, 2020) which states that leadership influences teacher performance. Likewise with previous research put forward by (Hidayat, Ayu, Murniati, & Abdullah, 2022; Rerawati, 2016) in her study showing that motivation affects performance. This is reinforced by previous research put forward by (Chrisvianty, Arafat, & Mulyadi, 2020) in his research showing that work skills affect performance.

A leader's leadership style and the motivation given to his subordinates significantly affect teacher performance. Good performance from teachers can be obtained with a good leadership style and the leader motivation. Performance is the way that is obtained from these two things in completing one's task or work and something in the efforts of educational institutions to achieve the goals of educational institutions. Teachers with good work skills will accelerate educational institution goals, whereas less skilled teachers will slow down the achievement of goals. Additional work skills are needed for new teachers with new assignments to balance their abilities with the standards set by working together to complete work.

From the attendance data, it can be seen that the number of teacher absences at Ma'arif Udanawu Blitar MA is still too many, there are several education staff who only come to work with an explanation, and there are also those who take time off work. There are fluctuations in the increase and decrease in the percentage of absenteeism. In certain months, the rate of absenteeism is above 10%. This shows that the absentee level is relatively high, not to mention the teachers who are late for work. Below are teacher absences in the last eight months of 2021.

Table 1 Absenteeism of teaching staff and educational staff of MA Ma'arif Udanawu Blitar 2021

No	Month	Teacher Enter	Absent Teacher	Total Master	Percentage %
1.	May	28	2	30	6.67
2.	June	27	3	30	10.00
3.	July	28	2	30	6.67
4.	August	26	4	30	13.33
5.	September	29	1	30	3.33
6.	October	28	2	30	6.67
7.	November	27	3	30	10
8.	December	28	2	30	6.67

Source: MA Ma'arif Udanawu Blitar, 2022

The teacher's absence or delay in work can cause decreased performance. This can be explained, that if the teacher is absent or late at work, the tasks assigned to him will be neglected or not completed as expected. This will lead to ineffectiveness and inefficiency in one's work and further reduce performance. In the long term, this can have an impact on the performance of educational institutions.

Educational institutions have attempted to improve teacher performance, including creating a conducive work environment and imposing sanctions on teachers absent or absent from work for no reason. However, this has yet to improve teacher performance fully, proving that the level of teacher discipline still needs to be higher, responsibility for work is not good, and so on. And teachers are required to provide optimal performance for educational institutions. The teacher is a resource that determines the success of an educational institution in achieving its goals. At the same time, the teacher's performance is the work someone performs in carrying out the tasks assigned to him. Teacher performance includes the quality and quantity of output and reliability at work. The conceptual framework is a set of conceptual frameworks used in research. The conceptual framework in this study can be described as follows:

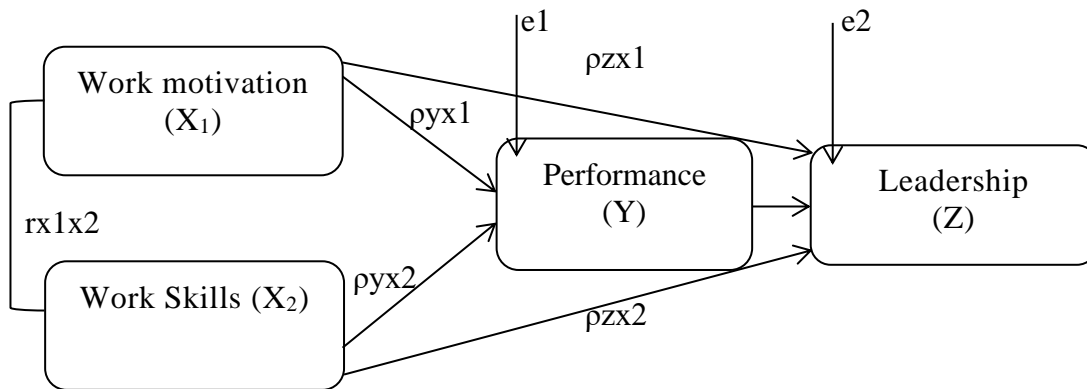


Figure 1. Thinking Framework

Information:

X : Free Variables of work motivation (X₂) and work skills (X₃)

Y : Dependent variable (teacher performance)

Z : Intervening variable (leadership (Z))

II. METHOD

This study aims to obtain empirical evidence and develop a theory (predictive orientation) of the effect of work motivation and work skills on performance through leadership as an intervening variable in MA Ma'arif Udanawu Blitar. Seeing the problems and research objectives to be achieved, this research uses an explanative research approach with a survey approach (Fitri & Haryanti, 2020).

The research population is the entire research object: humans, animals, plants, air, symptoms, values, events, and attitudes to life (Creswell, 2018). The population in this study were all teachers, totalling 69 teachers. Sampling is a data collection procedure in which only a portion of the population is taken and used to determine a population's desired characteristics (Siregar, 2017). Sampling in this study was saturated sampling, a technique in which all members of the people are used as samples (Sugiyono, 2015). In this study, the research sample was 69 teachers at MA Ma'arif Udanawu Blitar.

Data collection techniques using a questionnaire. The questionnaire was prepared based on work motivation, skills, performance and leadership variables. The data analysis technique used is multiple regression analysis and the Sobel test. The Sobel test tests the strength of the indirect influence from X to Y through Z. The indirect effect of X to Y through Z is calculated by multiplying the path X → Z (a) by the path Z → Y (b) or ab. This calculated t value is compared with the t table value. If the calculated t value is greater than the t table value, it can be concluded that there is a mediating effect.

III. RESULT AND DISCUSSION

Classical Assumption Testing

Normality test to see whether the variable data tested is normally distributed and feasible to be tested statistically with the Kolmogorof-Smirnof test, the following conditions are obtained: Sig value < 0.05, data distribution is not normal. Sig value > 0.05, normal data distribution. The results of the Normality Test can be seen in table 2 as follows:

Table 2. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		69
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.58417789
Most Extreme Differences	Absolute	.050
	Positive	.050
	Negative	-.036
Test Statistic		.050
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Based on the results of data analysis, it is known that the asymp. Sig (2-tailed) from the Kolmogorof-Smirnov test for Asymp. Sig. (2-tailed) of 0.200 is greater than the value of α of 0.05, so it can be concluded that the standardized residual values are customarily distributed, or the data is normally distributed.

The multicollinearity test is a way to detect whether there is a close linear relationship between the independent variables in the calculation. The multicollinearity test results can be seen in table 3 as follows:

Table 3. Multicollinearity Test

		Coefficients ^a		
		Collinearity Statistics		
Model		B	Tolerance	VIF
1	(Constant)	-3.886		
	teacher motivation	.208	.403	2.483
	teacher skills	.253	.384	2.602
	leadership	.653	.563	1.776

a. Dependent Variable: performance

Based on the table above, it can be seen that the two parameters used to detect multicollinearity are the tolerance value and the VIF (Variance inflation factor) value, where the Tolerance value is > 0,10 and the VIF value must be VIF < 10. The above calculation results show a tolerance value of > 0,1 where the value is > 0,1 and the VIF value is not less than 10,00 meaning that multicollinearity is not detected.

The heteroscedasticity test is used to determine whether or not there is an indication of variance between inhomogeneous residuals, which results in the estimated value obtained being no longer efficient. Heteroscedasticity occurs when each independent variable's correlation coefficient is significant at the 5% significance level. A good

regression model does not have heteroscedasticity. There are several ways to detect the presence or absence of heteroscedasticity, one of which is by looking at the scatter plot. A good regression model is obtained if the residual scatter diagram does not form a specific pattern and if the data radiates around zero (on the Y axis). In addition, there is no particular pattern on the chart, such as gathering in the middle, narrowing, then widening and vice versa.

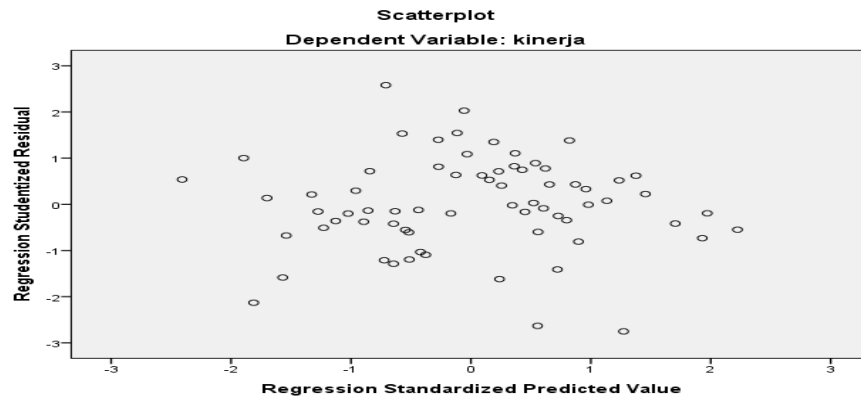


Figure 2. Heteroscedasticity Test (Source: SPSS 22.0 Software Program Data)

Figure 2 explains that the scattered data does not form a specific pattern and spreads around the zero point on the Y axis. That is, the data to be examined fulfills the assumption of heteroscedasticity.

Multiple Linear Regression Testing

Multiple linear regression is used to determine the magnitude of the effect of differences from one variable to another with the following formula:

$$Z = a_1 + b_1X_1 + b_2X_2 + e_1$$

$$Y = a_1 + b_1X_1 + b_2X_2 + e_2$$

Information:

Y = performance

Z = leadership

a = constant

b = regression coefficient

X1 = teacher motivation

X2 = teacher skills

e = Disturbance term, meaning the value of other variables not included in the equation.

Based on the analysis, the results of the study are as follows:

1. Equation I

The results of multiple linear tests can be seen in the coefficients table as follows:

Table 4. Effects of Multiple Linear Regression Analysis

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	2.701	4.995		.541	.590
	teacher motivation	.429	.180	.319	2.378	.020
	teacher skills	.516	.163	.424	3.157	.002

a. Dependent Variable: performance

Based on the results of the regression analysis obtained in table 4, the regression equation can be written as follows:

$$Y = 2.701 + 0.429 X_1 + 0.516 X_2 + 4.995 e$$

From the regression equation above it can be interpreted as follows:

- a. A constant value of 2,701 means that the intersection of the regression line on the Y axis lies at the value of 2,701, this value is constant, meaning it is not tied to the independent variable or to the dependent variable.
 - b. The regression coefficient of work motivation (X1) of 0.429 is positive, this means that if the teacher's motivation variable (X1) changes by one unit, the teacher's skills variable (X2) will increase by 0.429 assuming the other variables are constant.
 - c. The regression coefficient of teacher skills (X2) of 0.516 is positive, this means that if the teacher skills variable (X2) changes by one unit, the teacher skills variable (X1) will increase by 0.516 assuming the other variables are constant.
2. Equation II

The results of multiple linear tests can be seen in the coefficients table as follows:

Table 5. Effects of Multiple Linear Regression Analysis

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	10.091	4.320		2.336	.023
	motivasi kerja	.338	.156	.305	2.168	.034
	keterampilan kerja	.402	.141	.400	2.843	.006

a. Dependent Variable: kepemimpinan

Based on the results of the regression analysis obtained in table 5, the regression equation can be written as follows:

$$Z = 10.091 + 0.338 X_1 + 0.402 X_2 + 4.320 e$$

From the regression equation above it can be interpreted as follows:

- a. A constant value of 10,091 means that the intersection of the regression line on the Y axis lies at 10,091, this value is constant, meaning it is not tied to the independent variable or to the dependent variable.
- b. The regression coefficient of teacher motivation (X1) of 0.338 is positive, this means that if the teacher motivation variable (X1) changes by one unit, the

teacher skills variable (X2) will increase by 0.338 assuming the other variables are constant.

- c. The regression coefficient of teacher skills (X2) of 0.402 is positive, this means that if the teacher skills variable (X2) changes by one unit, the teacher skills variable (X1) will increase by 0.402 assuming the other variables are constant.

Determination Analysis (R₂)

1. Determination Analysis (R₂) (I)

Multiple regression analysis was used to determine the effect of the independent variables consisting of teacher motivation and teacher skills on the dependent variable, namely performance. The calculation shows that the R-value is 0.697, which means that the correlation or relationship between the independent variables of teacher motivation and teacher skills has a strong relationship. The R Square value shows 0.486, which means that the effect of the independent variables consisting of teacher motivation and teacher skills with the dependent variable teacher performance is 48.6%, while other factors influence the rest.

2. Determination Analysis (R²) (II)

Multiple regression analysis was used to determine the effect of the independent variables of teacher motivation and skills on the dependent variable, namely leadership. The calculation shows that the R-value is 0.661, which means that the correlation or relationship between the independent variables of teacher motivation and teacher skills has a strong relationship. The R Square value shows 0.437, which means that the effect of the independent variables consisting of teacher motivation and teacher skills with the dependent variable teacher performance is 43.7%. At the same time, the rest is influenced by other factors.

Simultaneous Significance Test (F Test)

1. Test F (I)

The F statistical test basically shows whether all the independent or independent variables included in the model have a common effect on the dependent or dependent variable. The results of the F test can be seen in table 9 below:

Table 6. F Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1105.362	2	552.681	31.236	.000 ^b
	Residual	1167.797	66	17.694		
	Total	2273.159	68			

a. Dependent Variable: kinerja

b. Predictors: (Constant), keterampilan kerja, motivasi kerja

Based on table 6, it can be seen that the results of Fcount show a value of 31,236 greater than Ftable of 3.14 with a significance value of 0.000. This indicates that the regression model can be used to predict work motivation and work skills

variables on teacher performance or it can also be said that there is a simultaneous influence between work motivation and work skills on teacher performance.

2. Test F (II)

The F statistical test basically shows whether all the independent or independent variables included in the model have a combined effect on the dependent or dependent variable. The results of the F test can be seen in table 10 below:

Table 7. F Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	677.522	2	338.761	25.595	.000 ^b
	Residual	873.551	66	13.236		
	Total	1551.072	68			

a. Dependent Variable: kepemimpinan
 b. Predictors: (Constant), keterampilan kerja, motivasi kerja

Based on table 7, it can be seen that the results of Fcount show a value of 31,236 greater than Ftable of 3.14 with a significance value of 0.000. This indicates that the regression model can be used to predict work motivation and work skills variables on leadership or it can also be said that there is a simultaneous influence between work motivation and work skills on leadership.

Test t

The t statistical test basically shows how far the influence of one explanatory or independent variable individually explains the variation of the dependent variable. Based on the analysis, the results of the study are as follows:

Table 8. Test t

t_{hitung}	t_{tabel}	Sig.
2.378	1.66827	0.020
3.157	1.66827	0.002
2.168	1.66827	0.034
2.843	1.66827	0.006
9.709	1.66827	0.000

From the data above, the following analysis results are obtained:

1. The results of t_{count} work motivation (X1) are 2.378 while $t_{table} = 1.66827$, then the value of $t_{count} > t_{table}$. Meanwhile, the significance value of the t-count variable of teacher motivation (X1) is 0.020, which means <0.05 . Based on these results, H_0 is rejected and H_a is accepted, which means that teacher motivation has a significant effect on performance (Y).
2. The results of the teacher's t_{count} (X2) are 3.157 while $t_{table} = 1.66827$, then the $t_{count} > t_{table}$. While the significance value of the tcount of the teacher's skills variable (X2) is 0.002, meaning <0.05 . Based on these results, H_0 is rejected and H_a is accepted, which means work skills have a significant effect on performance (Y).

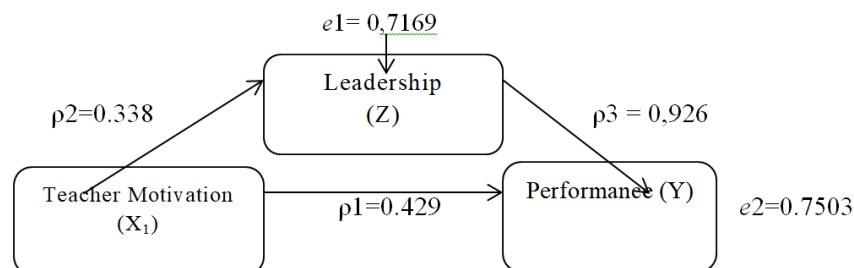
3. The t_{count} results of teacher motivation (X1) are 2.168 while $t_{table} = 1.66827$, then the $t_{count} > t_{table}$. While the significance value of the t-count variable of teacher motivation (X1) is 0.034, meaning <0.05 . Based on these results, H0 is rejected and Ha is accepted, which means that teacher motivation has a significant effect on leadership (Z).
4. The results of the teacher's t_{count} (X2) are 2.843 while $t_{table} = 1.66827$, then the $t_{count} > t_{table}$. While the significance value of the tcount of the teacher's skills variable (X2) is 0.006, meaning <0.05 . Based on these results, H0 is rejected and Ha is accepted, which means that teacher skills have a significant effect on leadership (Z).
5. The result of the t_{count} of leadership (Z) is 9,709 while $t_{table} = 1.66827$, then the value of $t_{count} > t_{table}$. Meanwhile, the t-count significance value of the leadership variable (Z) is 0.000, which means <0.05 . Based on these results, H0 is rejected and Ha is accepted, which means that leadership has a significant effect on teacher performance (Y).

Path Analysis

Path analysis is used to examine the influence of intervening variables. Path analysis is an extension of multiple linear regression analysis, or path analysis is the use of regression analysis to estimate the causal relationship between variables (causal model) that has been determined previously based on the theory.

1. Equation I

The SPSS output results in multiple regression give a standardized beta value of work motivation in the regression equation (1) of 0.429 and is significant at 0.020, which means that teacher motivation influences performance. The unstandardized beta coefficient value of 0.429 is the path or path p2 value. At the output of the regression equation (2) the unstandardized beta values for teacher motivation are 0.338 and leadership are 0.926, all of which are significant. The unstandardized beta value of work motivation of 0.180 is the path p1 value and the unstandardized beta leadership value of 0.926 is the path p3 value. The value of $\sqrt{1-0.486} = 0,7169$, $e2 = \sqrt{1-0.437} = 0,7503$.



Source: processed data, 2022.

Figure 3. Effect Structure of X1, Z and Y

Table 8. Direct and indirect influence of teacher motivation on performance through leadership as an intervening variable

Variable	Direct Influence	Indirect influence
Motivation on performance	0,429	
Motivation towards leadership		0.338
Leadership on performance		0,926

The results of the first path analysis show that teacher motivation can directly influence performance and can also have an indirect effect, namely from work motivation to leadership (as an intervention) then to implementation. The magnitude of the direct impact is 0.429 while the importance of the indirect effect must be calculated by multiplying the indirect coefficient, namely $(0.338) \times (0.926) = 0.312988$ or the total impact of work motivation on teacher performance $= 0.429 + (0.338) \times (0.926) = 0.741988$.

The mediating effect proposed by the multiplication of the coefficients ($p_2 \times p_3$) is significant or not, tested by the Sobel test as follows:

Calculate the standard error of the indirect effect coefficient (Sp_{2p3})

$$Sp_{2p3} = \sqrt{p_3^2 Sp_2^2 + p_2^2 Sp_3^2 + Sp_2^2 Sp_3^2}$$

$$Sp_{2p3} = \sqrt{(0.926^2)(0.156^2) + (0.338^2)(0.095^2) + (0.156^2)(0.095^2)}$$

$$Sp_{2p3} = \sqrt{(0.857476)(0.024336) + (0.114244)(0.009025) + (0.024336)(0.009025)}$$

$$Sp_{2p3} = \sqrt{0,0208675359 + 0.0010310521 + 0.0002196324}$$

$$Sp_{2p3} = \sqrt{0.0221182204} = 0.1487219267$$

Based on the results of this Sp_{2p3} we can calculate the t statistical value of the effect of mediation with the following formula:

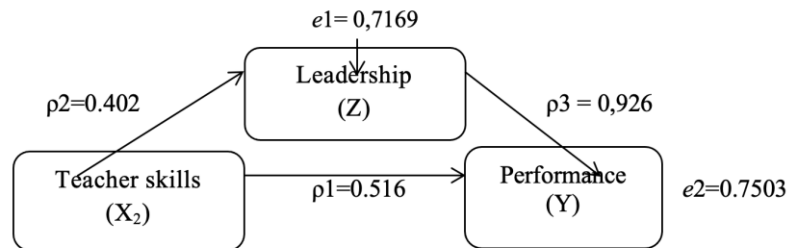
$$t = \frac{p_2 p_3}{Sp_{2p3}} = \frac{0,741988}{0,1487219267} = 4,989096$$

Because the value of $t_{count} = 4.98096$ is greater than t_{table} with a significance level of 0.05 which is 1.66827, it can be concluded that the mediation coefficient is 0.741988 which is significant, which means there is a mediating effect. So, leadership can be a mediating variable between work motivation and teacher performance.

2. Equation II

The SPSS output results in multiple regression give a standardized beta value of work motivation in the regression equation (1) of 0.516 and is significant at 0.002, which means work skills affect teacher performance. The unstandardized beta coefficient value of 0.516 is the path or path p_2 value. At the output of the regression equation (2) the unstandardized beta for work skills is 0.402 and leadership is 0.926, all of which are significant. The unstandardized beta value of

work motivation is 0.163 which is the path p1 value and the unstandardized beta leadership value is 0.926 which is the path p3 value. The value of $e1 = \sqrt{1 - 0.486} = 0,7169$, $e2 = \sqrt{1 - 0.437} = 0,7503$.



Source: processed data, 2022.

Figure 4. Effect Structure of X2, Z and Y

Table 9. Direct and indirect influence of work skills on teacher performance through leadership as an intervening variable

Variable	Direct Influence	Indirect influence
Skills to performance	0,516	
Leadership skills		0.402
Leadership on performance		0,926

The results of the first path analysis show that work motivation can directly affect teacher performance and can also have an indirect effect, namely from work skills to leadership (as an intervention) then to teacher performance. The direct impact is 0.516, while the indirect effect must be calculated by multiplying the indirect coefficient, namely $(0.402) \times (0.926) = 0.372252$ or the total impact of work skills on teacher performance $= 0.516 + (0.402) \times (0.926) = 0.888252$.

The mediating effect proposed by the multiplication of the coefficients ($p2 \times p3$) is significant or not, tested by the Sobel test as follows:

Calculate the standard error of the indirect effect coefficient ($Sp2p3$)

$$Sp2p3 = \sqrt{p3^2 Sp2^2 + p2^2 Sp3^2 + Sp2^2 Sp3^2}$$

$$Sp2p3 = \sqrt{(0.926^2)(0.141^2) + (0.402^2)(0,095^2) + (0.141^2)(0,095^2)}$$

$$Sp2p3 = \sqrt{(0.857476)(0.019881) + (0.161604)(0.009025) + (0.019881)(0,009025)}$$

$$Sp2p3 = \sqrt{0.0170474804 + 0.0014584761 + 0.000179426}$$

$$Sp2p3 = \sqrt{0.01816853825} = 0.1347907202$$

Based on the results of this $Sp2p3$ we can calculate the t statistical value of the effect of mediation with the following formula:

$$t = \frac{p2p3}{Sp2p3} = \frac{0,888252}{0,1347907202} = 6,58986$$

Because the value of $t_{count} = 6.58986$ is greater than t_{table} with a significance level of 0.05 which is 1.66827, it can be concluded that the mediation coefficient is 0.888252 which is significant, which means there is a mediating effect. So, leadership can be a mediating variable between teacher skills and performance.

Discussion of Findings

1. The direct influence of teacher motivation on the performance of MA Ma'arif Udanawu Blitar

The results of this study indicate that there is a direct influence of work motivation on the performance of MA Ma'arif Udanawu Blitar teachers, as evidenced by the results of the t_{count} of work motivation (X1) of 2.378 while $t_{\text{table}} = 1.66827$, then the value of $t_{\text{count}} > t_{\text{table}}$. Meanwhile, the significance value of the t-count variable of teacher motivation (X1) is 0.020, which means <0.05 . Based on these results, H_0 is rejected and H_a is accepted, which means that teacher motivation has a significant effect on performance (Y).

This research is according to Benu (2019) stating work motivation as a willingness to carry out high efforts to achieve organizational goals conditioned by the ability of efforts to meet needs. So work motivation is an encouragement that can cause a person to carry out activities or work to achieve goals.

This is reinforced by previous research put forward by Aliyah & Ariyanto, (2021) in his study showing that there is an effect of motivation on teacher performance.

2. The direct influence of skills on teacher performance MA Ma'arif Udanawu Blitar

The results of this study indicate that there is a direct effect of skills on the performance of MA Ma'arif Udanawu Blitar teachers, as evidenced by the results of the t_{count} of teacher skills (X2) of 3.157 while $t_{\text{table}} = 1.66827$, then the value of $t_{\text{count}} > t_{\text{table}}$. While the significance value of the t_{count} of the teacher's skills variable (X2) is 0.002, meaning <0.05 . Based on these results, H_0 is rejected and H_a is accepted, which means that teacher skills have a significant effect on performance (Y).

This research is reinforced by previous research put forward by (Chrisvianty et al., 2020) in his study showing that there is an influence of work skills on teacher performance.

3. The direct influence of teacher motivation on leadership at MA Ma'arif Udanawu Blitar

The results of this study indicate that there is a direct influence of teacher motivation on leadership at MA Ma'arif Udanawu Blitar, as evidenced by the results of the t_{count} of work motivation (X1) of 2.168 while $t_{\text{table}} = 1.66827$, then the value of $t_{\text{count}} > t_{\text{table}}$. While the significance value of the t-count variable of work motivation (X1) is 0.034, meaning <0.05 . Based on these results, H_0 is rejected and H_a is accepted, which means that teacher motivation has a significant effect on leadership (Z).

This research is according to Lubis (2020) motivation is the provision of driving force that creates enthusiasm for someone's work, so that they want to work together, work effectively and integrate with all their efforts to achieve satisfaction. So motivation is the driving force and driving force for someone to do something to achieve a goal (Soebiantoro & Haryanti, 2022).

4. The influence of teacher skills on leadership at MA Ma'arif Udanawu Blitar

The results of this study indicate that there is a direct influence of teacher skills on leadership in MA Ma'arif Udanawu Blitar, as evidenced by the results of the t_{count} of work skills (X2) of 2.843 while $t_{\text{table}} = 1.66827$, then the value of $t_{\text{count}} > t_{\text{table}}$. While the significance value of the t_{count} of the teacher's skills variable (X2) is 0.006, meaning <0.05 . Based on these results, H_0 is rejected and H_a is accepted, which means that teacher skills have a significant effect on leadership (Z).

This research is according to Yama & Setiyani (2016) skills are skills or expertise to do a job that is only obtained in practice. Work skills are skills or proficiency to do a job that is only accepted from practice, either through practical training or through experience (Syah, 2020).

5. The direct influence of leadership on the performance of MA Ma'arif Udanawu Blitar teachers

The results of this study indicate that there is a direct influence of leadership on the performance of MA Ma'arif Udanawu Blitar, as evidenced by the t_{count} of leadership (Z) of 9.709 while $t_{\text{table}} = 1.66827$, then the value of $t_{\text{count}} > t_{\text{table}}$. Meanwhile, the t -count significance value of the leadership variable (Z) is 0.000, which means <0.05 . Based on these results, H_0 is rejected and H_a is accepted, which means that leadership has a significant effect on teacher performance (Y).

This research is according to Lestari (2016) Leadership as the process of the leader creating a vision, influencing attitudes, behavior, opinions, values, norms and so on from followers to realize the vision. Kencana & Umaeroh (2021) leadership is an activity to influence the behavior of other people, or the art of influencing human behavior both individually and in groups.

According to Ruslan (2017) leadership is a process in which a leader can directly guide and influence behavior and other work towards achievement in certain situations. In addition, leadership is also the ability of a manager or leader to encourage subordinates to work with confidence and enthusiasm (Mastur, Soim, Haryanti, & Gufron, 2022).

Previous research conducted by Ari Andriprianto & Maridjo (2022) stated that leadership affects teacher performance.

6. The indirect effect of teacher motivation on performance through leadership as an intervening variable at MA Ma'arif Udanawu Blitar

The results of this study indicate that there is an indirect effect of teacher motivation on performance through leadership as an intervening variable at MA Ma'arif Udanawu Blitar, as evidenced by the results of the Sobel test with a $t_{\text{count}} = 4.98096$ greater than t_{table} with a significance level of 0.05, namely of 1.66827, it can be concluded that the mediation coefficient is 0.741988 significant, which means there is a mediating influence. So, leadership can be a mediating variable between teacher motivation and performance.

7. The indirect influence of teacher skills on performance through leadership as an intervening variable at MA Ma'arif Udanawu Blitar

The results of this study indicate that there is an indirect effect of teacher skills on performance through leadership as an intervening variable at MA Ma'arif Udanawu Blitar, as evidenced by the results of the Sobel test with a $t_{count} = 6.58986$ greater than t_{table} with a significance level of 0.05, namely of 1.66827, it can be concluded that the mediation coefficient is 0.888252 significant, which means there is a mediating influence. So, leadership can be a mediating variable between teacher skills and performance.

IV. CONCLUSION

Leadership can be a mediating variable between work motivation and teacher performance. There is an influence of work skills on teacher performance through leadership as an intervening variable at MA Ma'arif Udanawu Blitar, as evidenced by the results of the Sobel test which is more significant than t_{table} , which means there is a mediating effect. So, leadership can be a mediating variable between work skills and teacher performance. With the results of this discussion analysis, it is hoped that it will improve teacher performance and always maintain work motivation, work skills for each teacher, where this application is supported by leadership. Several directions for future research that are recommended are that future researchers can examine the influence of work motivation, work skills and teacher performance through leadership by associating it with other variables. For future researchers, they can conduct studies by adding these variables or adding samples on a large scale.

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