LEADERSHIP PATH-GOAL MODEL IMPLICATION ON TEACHER PERFORMANCE THROUGH WORK MOTIVATION AS A MEDIATION VARIABLE

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ABSTRACT

The objectives of this study are: First; to analyze and explain the influence of leadership path-goal models on teacher performance. Second; to analyze and explain the influence of leadership path-goal models on teacher work motivation. Third; to analyze and explain the effect of work motivation on teacher work. Fourth; to examine the mediating role of work motivation variables on the influence of path-goal model leadership on teacher performance. Populations in this study were Public Elementary Schools in the West of Denpasar City, which totaled 43 institutions. Samples were taken 4 elementary schools which are expected to represent the population and with the number of respondents interviewed was 80 both teachers and education staff. The analysis technique used was the Partial Least Square (PLS) approach. In PLS path modeling there are two models, namely the outer model and inner model, where both of these criteria were used in this study. The mediation model testing in this study used the zobel test. Based on the results of the analysis, it can be explained as follows; the results of testing the first hypothesis, found that path-goal leadership had a positive effect on teacher performance. The second hypothesis obtained that path-goal leadership had a positive effect on work motivation, meaning that the hypothesis 2 was accepted. The third hypothesis obtained that work motivation had a positive effect on teacher performance which means that hypothesis 3 was apparently not accepted. The mediating variable of Work Motivation was able to mediate the influence of the principal's path-goal leadership on teacher performance in the Elementary School of West Denpasar City.

Keywords: Teacher Performance, Work Motivation, Path-Goal Model Leadership

I. INTRODUCTION

According to Law No. 14 of 2005 concerning teachers and lecturers, teachers mean professional educators with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education, formal education, basic education and secondary education. (Minister of Law and Human Rights 2005). In the context of
education in Indonesia, the issue of the quality of education has long been highlighted from various perspectives and perspectives namely those relating to teacher performance. When everyone is concerned about the world problems of education, teacher figures must be involved in the discussion agenda, especially those concerning the issue of formal education in schools. Teachers are required to have a performance that is able to provide and realize the hopes and desires of all parties, especially the general public who have trusted the school and teachers in fostering students achieving good quality education is strongly influenced by teacher performance in carrying out their duties so that teacher performance becomes an important demand for achieving educational success (Saondi and Suherman 2010).

Performance is work performance, implementation of work, achievement of work, results of work or performance (Mulyasa 2004; 136). Teacher performance is the activity of the teacher in the learning process, namely how the teacher plans learning, conducts learning activities, and evaluates and evaluates learning. Teacher's performance in planning and implementing learning is a major factor in achieving teaching goals, mastery skills of this learning process are closely related to the duties and responsibilities of the teacher as a teacher, educator and student learning facilitator. Teachers who can carry out their duties and responsibilities properly can be interpreted that the teacher has good performance. This is in accordance with the opinion (Saondi and Suherman 2010; 20) regarding performance which states performance is the level of success of a person or group of people in carrying out their duties and responsibilities as well as the ability to achieve set goals and standards. The teacher's ability becomes the starting point where a teacher has a good performance, so that performance can be interpreted as a level at the extent to which a teacher reaches job requirements (Simamora 2001; 37).

Many factors can be appointed as determinants of organizational performance, among others (Khoir 2012) mentioning there are 11 factors that can be appointed, namely: motivation, leadership, organizational culture, employee ability, compensation, competence, organizational climate, work discipline, career development, available resources, spiritual. Then (Mansyur 2011) states that the determinant of performance that most often appears in every research conducted by researchers is; competence (ability), leadership, compensation, motivation, education and training, experience, organizational climate, organizational culture and job satisfaction. According to (Mulyasa 2005; 140) factors that influence the performance of a teacher include: 1) mental attitude in the form of motivation, discipline and work ethics; 2) Education level; 3) Management or leadership style of principals and industrial riders; 4) An adequate level of income or salary; 5) Health; 6) Social security; 7) Quality of learning facilities; 8) Technology; 9) Opportunity for achievement. The teacher is one of the important components for the success of education, because the role of the teacher is very vital in efforts to improve the quality of education in general. Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualifications and Teacher Competency Standards also explains that teacher competency standards are fully developed into 4 main competencies, namely (a) pedagogical competencies, (b) personality competencies, (c) professional competencies, (d) and social competence. The four competencies that become the standard of academic qualifications and teacher competency must be mastered thoroughly by the teacher. These competencies can be a reference in measuring teacher performance, if the teacher can achieve established competency standards or even has more than standard competencies, the teacher's performance can be said to be good (Minister of National Education of 2007).

Based on preliminary observations made at Public Elementary School in West Denpasar City, it showed some conditions in the field of basic education institutions in terms of the number of study groups are very varied. There are schools with the condition of study groups that overload members, there are also those who are poor interested so that they can be grouped as institutions with a few members. In terms of the number of teachers and education staff, it seems that it is not directly proportional to the number of students being cared for. Although on the other hand it can be seen from the condition of the latest education most of the existing teachers have graduated and are very productive. As explained above, teacher performance is influenced by many factors, one of which is the leadership of the principal.

The principal is a manager in the school who is tasked with guiding and directing the teacher to achieve school goals. The principal is an appointed teacher and has additional duties to lead the school. The principal as the highest leader who is very influential and determines the progress of the school must have the ability to help smooth the implementation of activities in the organization. The principal must be able to carry out its functions in creating and maintaining a healthy and
pleasant work atmosphere and carrying out its functions in order to achieve organizational goals (Indrafachrudi 2006; 3). Mulyasa (2004; 97) states that the role and function must be carried out by the principal leaders include educators, managers, administrators, supervisors, leaders, innovators and motivators. If these roles and functions are taken into account well, it will give positive results in increasing the teacher's morale. Some research findings on principals' leadership such as (Ngiode 2016) (Wahyuni, Huda A.Y, and Juharyanto 2017) (Triwahyuni, Thamrin, and Widodo 2014) have a significant positive effect between the leadership of principals and teacher performance.

Another factor that influences teacher performance is work motivation. As opinion (Mansyur 2011), (Khoir 2012) said that one of the factors that influence performance is a factor of motivation (motivation). Work motivation is nothing but a matter of encouragement or morale. Motivation is defined as the driving force that forces a person to take several actions to achieve certain goals (Inayatullah and Jehangir 2012). Motivation is the giving of driving force that creates the enthusiasm of one's work so that they are willing to work together, work effectively, and be integrated with all their efforts to achieve satisfaction. "Work motivation is a capital in moving and directing employees or workers to be able to carry out their respective duties in achieving goals with full awareness, enthusiasm and responsibility (Hasibuan 2007; 141). This shows that the leadership of the principal can influence the size of the motivation of the teacher's work. Some research results that link work motivation with teacher performance such as (Mustafa and Othman 2010), (Zulkifli, Darmawan, and Surpisro 2014), (Sulistyawati, Fasochah, and Darsono 2016) (Ngiode 2016) (Yunidar 2015) (Djarar and N 2018), (Abast et al. 2018), explains that there is a significant positive effect between work motivation and teacher performance. In contrast to the results of research from (Sampurno and Wibowo 2017) that work motivation does not affect the performance of teachers and education staff.

On the other hand the leadership path-goal model of the principal is also closely related to the motivation of the teacher's work. As per the concept presented in the path goal model that leadership effectiveness depends on how well the leader can provide guidance, motivation, support to achieve goals and subordinate job satisfaction (Ma'Ruf 2014). The results obtained by (Lin and Chuang 2014) in Taiwan and (Naile and Selesho 2014) in South Africa, as well as research results (Farfalonni and Prasetio 2016) in Bandung concluded from the results of his research in education that there was a positive influence between leadership style teacher towards teacher work motivation. The findings of Afrizal (2017) in Yogyakarta also found a positive and significant influence between path-goal leadership styles on employee motivation. Despite other findings Gooraki et al. (2013) get different results at health centers in Iran that there is no significant relationship between manager's leadership style and work motivation.

Based on the background above, the leadership of the path goal model and work motivation are factors that are thought to be determinants of teacher performance and reinforced by the results of previous research, it is necessary to raise a study "Leadership Path Path Model Implications for the Performance of Public Elementary School Teachers in West Denpasar, Denpasar with Work Motivation as a Mediation Variable ". So this study aims to reveal the influence of the exogenous variables of the leadership path and work motivation models on endogenous variables, namely teacher performance. Test the leadership influence of the principal's path goal model on teacher performance through work motivation as a mediating variable.

II. LITERATURE REVIEW

Performance

According to (Robbins 2008) performance is the completion of agreed tasks from the employer and the results obtained according to the function or activity of the work for a certain time. Whereas the view (Cokquitt and LePine 2009), that performance is the value of each employee's behavior that contributes, both positively and negatively to the achievement of organizational goals. Robbins and Judge (2009) say success in doing work is determined by personal performance and organizational performance. Performance is a way of doing tasks and the results of an activity. Further stated performance is determined by three factors: 1) performance is a task, 2) citizenship behavior, and 3) counter-productive behavior. Hence, a performance is a function of the ability of employees, acceptance of goals, level of goals, and interaction of goals with their abilities. Cokquitt, and Lepine (2009), also explain that performance
means defining characteristics, or behaviors and tasks that determine, or define the results to be achieved, or define a situation where all of the above must occur. Hatch (2007) in (Triwahyuni, Thamrin, and Widodo 2014) states that performance does meaningful work in an effective and efficient way, and performance meets the requirements of various stakeholder groups and measures performance by organizational stakeholders. Operational constructs of teachers can be measured using 5 (five) indicators (Mitchell and Larson (1987: 491) in (Susanto 2012), namely: 1) Teachers must be able to show the quality of work; 2) Teachers are able to be on time in completing work, 3) Teachers have initiative / initiative in completing work, 4) Teachers have the ability to complete work, 5) Teachers can communicate / ability to foster cooperation with other parties.

**Leadership**

Leadership is an effort to influence followers' activities through a communication process to achieve a certain goal (Gibson, Ivancevich, and Donnelly 1998). According to (Timpe 2002) leadership is the ability to influence people to be willing to follow someone's guidance or obey someone's decision and influence process organization members to use their energy voluntarily and on time to facilitate the achievement of organizational goals. Sham (2007) in (Triwahyuni, Thamrin, and Widodo 2014) defines leadership in organizations as an overall measure to influence and encourage people in joint efforts to achieve organizational goals.

When applied to school, the principal is the leader of a school organization whose position is legitimate as a school manager, the position bearer plays the role of professionalism leading the school to take action to influence and strengthen teachers and staff in a joint effort to achieve educational goals.

**Path-Goal Leadership Model**

This leadership model is quite well known and this model is based on expectancy theory. The path-goal model explains how a leader can facilitate subordinates staff to carry out tasks by showing how their achievements can be used as a tool to achieve the desired reward. Expectancy theory explains how individual behavior is influenced by the relationship between effort and achievement (path-goal) with the valence of reward (goal attractiveness), then individuals will gain satisfaction and be productive when seeing strong relationships between their efforts and achievements and when achievement results they are rewarded with high value. The path-goal model claims that the most effective leaders are those who help subordinates follow the path to achieving valuable rewards. Basically, this model explains what must be done by a leader to influence subordinates' perceptions of their work, subordinates' personal goals, and various paths in achieving goals. The path-goal model advocates that leadership consists of two basic functions. First is to provide clarity on the flow of leaders to help subordinates understand the behavior required in completing tasks. Second is to increase the amount of rewards provided to subordinates by giving support and attention to their personal needs, to form these functions leaders can take various leadership styles, four different leadership styles are explained in the following model (Ma'Ruf 2014):

1. **Directive leadership**: tell subordinates what is expected of them who provide specific guidance, standards, and work schedules.
2. **Supportive leadership**: treating subordinates together and showing about their existence, status, and personal needs as an effort to develop pleasant interpersonal relationships among group members.
3. **Participative leadership**: always ask/involve subordinates' consideration and use their suggestions, input and ideas in decision making.
4. **Achievement-oriented leadership**: determine the goals to be achieved, expect subordinates to achieve at the highest level, and continuously seek the development of self-achievement

**Motivation**

Motivation is defined as the driving force that forces a person to take several actions to achieve certain goals. The level of motivation of each person is different just like his or her perceptions, and the attitude of each person is also different. Furthermore, McCormick (as quoted in: Mangkunegara (2010; 94) says that work motivation is defined as a condition that affects the
passion, direction, and maintenance of relevant behavior in work settings. Mulyasa (2007: 145) suggests motivation is the driving force that has active, which occurs at certain times, especially if the need to meet needs has been felt or urgent, whereas according to Silalai (2002: 341) defining motivation is an impulse in the individual based on where he tries and behaves in certain ways to meet his needs and desires. Sedamaryanti (2004: 135) work motivation is the size of the effort given by a person to carry out their work assignments and if they do not motivate, it is difficult to expect high work productivity, while according to Robbins (2008: 208) motivation is the willingness to issue a high level of effort for the purpose organization, y which is conditioned by the ability of effort to meet individual needs. Work motivation measurement refers to five levels of need (Robbins 2008: 86), (Astakoni 2015), so that the indicators become, (1) Physiological Needs: hunger, thirst, protection (clothing and housing), sex, and other physical needs; (2) Security needs: including safety and protection against physical and emotional harm; (3) Social needs: including affection, belonging, good acceptance, and friendship; (4) Need for appreciation: including self-respect factors such as self-esteem, autonomy, and achievement; and external respect factors such as status, recognition, and attention; (5) Self-actualization needs: the urge to be someone / something according to his ambition which includes growth, achievement of potential, and fulfillment of self-needs.

The Effect of Path Goal Leadership on Teacher Performance

According to (Pidarta 2004; 2) suggests there are several factors that can affect the performance of teachers in implementing. Principal leadership is the ability of the principal to mobilize, mobilize, guide, protect, set an example, give encouragement, and provide assistance to human resources in a school so that it can be maximally utilized to achieve the stated goals. In the new paradigm of management education, a school principal must perform his role as a leader by carrying out functions as educators, managers, administrators, supervisors, leaders, innovators and motivators (Mulyasa, 2006; 98). Some research findings about principals’ leadership were obtained by (Rasool et al. 2015) who found that transformation leadership had a strong positive effect on employee performance. The findings were obtained (Rachmawati 2013) (Septiana, Ngadiman and Ivada 2013) (Arifin et al. 2014) (Manik and Bustomi 2011a), (Ngioe 2016), (Wahyuni, Huda AY, and Juharyanto 2017), (Purwo 2018) which has a significant positive influence between the leadership of the principal and the teacher’s performance. Triawahyuni, Thamrin, and Widodo (2014) also received a significant positive effect between the leadership of school principals and teacher performance. Based on the description above, the hypothesis is raised in this study H1 = The Principal’s Path-Goal Leadership influenced on the teacher’s performance at Elementary School Denpasar in West Denpasar City.

The Effect of Leadership Path Goal Model on Teacher Work Motivation

There is an opinion stating that leadership is a practice of specification that turns a group of people into groups that are effective, goal-oriented, and productive (Rego, Supartha, and Yasa 2017). The leadership factor in an organization plays an important role because it is the leader who will move and direct the organization in achieving its goals and at the same time it is a task that is not easy, because it must understand each individual's different subordinates. This means that in meeting their needs depends on the skills and abilities of the leader (Sutrisno 2011). In organizations or educational institutions, teachers as subordinates always work depending on the leader (headmaster). If the principal is able to carry out his functions properly, it is very possible that the institution can achieve its goals. This is supported by a statement (Hasibuun 2007) which states that giving motivation from the leader to his subordinates is very important. The results obtained by (Lin and Chuang 2014) in Taiwan and (Naile and Selesho 2014) in South Africa, as well as research results (Farfalonni and Prasetio 2016) in Bandung concluded from the results of his research in education that there was a positive influence between leadership style teacher towards teacher work motivation. The findings of Afrizal (2017) in Yogyakarta also found a positive and significant influence between path-goal leadership styles on employee motivation. Based on a study of previous studies both conceptually and empirically, the hypothesis is proposed as follows:

H2: Goal path model leadership had a positive and significant effect on teacher work motivation at the Public Elementary School in the West Denpasar City.

The Effect of Work Motivation on Teacher Performance
According to Robbins (2008) work motivation is a process that produces an intensity, direction and individual perseverance in an effort to achieve goals. When associated with work tasks, work motivation has an important role in the organization because it involves humans in the organization. Motivation is a set of attitudes and values that influence individuals to achieve specific things according to individual goals. These attitudes and values are invisible that provide the power to encourage individuals to behave in achieving goals. Some research results such as (Mustafa and Othman 2010), (Zulkifli, Darmawan, and Sutrisno 2014), (Sulistiyawati, Fasochah, and Darsono 2016) (Ngiode 2016) (Yunidar 2015) (Djafar and N 2018), (Abast et al. 2018), explained that there is a significant positive effect between work motivation and teacher performance. It is different from the findings of (Sampurno and Wibowo 2017) showed that work motivation does not affect the performance of teachers and education staff. Based on previous studies, the hypothesis was raised as follows; H3 = Work Motivation had a positive effect on teacher performance at Public Elementary School in the West Denpasar City

III. RESEARCH METHOD

Research design

This research is "explanatory research" (explanatory research) which explains causal relationships between variables through testing hypotheses "(Sugiyono 2007; 56). This study explains the causal relationship between independent variables, namely work motivation, path-goal leadership of the principal with the dependent variable (dependent variable), namely teacher performance.

Populasi dan Sample

The populations in this study were all Public Elementary Schools in West Denpasar City (in 2018). There were around 43 Public Elementary Schools with different conditions based on the varied number of teachers and study groups. Considering with cost and time, the sample of this study was taken only from 4 elementary schools which represented the existing population. Those 4 elementary schools were appointed as samples based on the results of field observations, the total number of teachers and education staff was 80 people, so that all of them would be used as respondents in this study.

Operational Definition of Variables

Teacher Performance

Dessler (2005) states that performance is the result of work that can be achieved by a person or group of people in an organization, in accordance with the authority and responsibility of each, in an effort to achieve the objectives of the organization concerned. In the study, the variable performance of teachers and education personnel is operationally measured using 5 (five) indicators (Mitchell and Larson (1987: 491) in (Susanto 2012), namely: 1) Teachers must be able to show the quality of work; 2) Teachers are able to be on time in completing work, 3) The teacher has initiative / initiative in completing work, 4) The teacher has the ability to complete work, 5) The teacher can communicate / the ability to foster cooperation with other parties.

Path Goal Model Leadership

According to (Timpe 2002) leadership is the ability to influence people to be willing to follow someone's guidance or obey someone's decisions and the process of influencing organizational members to use their energy voluntarily and on time to facilitate the achievement of organizational goals. The indicators used refer to (House and Mitchell 1975) (Prasetyo, n.d.) (Ma'Ruf 2014) namely; 1) Steering leadership (directive leadership); 2) Supporting leadership (supportive leadership); 3) Participatory leadership (participative leadership); 4) Achievement-oriented leadership

Work motivation

Work motivation is an influential condition that arouses, directs and maintains behaviors related to the work environment (McCormick, in (Mangkunegara 2010; 94). Work motivation indicators refer to five levels of need (Robbins 2008; 96), (Astakoni 2015); (1) Physiological Needs; (2) Security Needs; (3) Social Needs; (4) Need for rewards; (5) Self-actualization needs
Method of collecting data
Observation is one way to obtain primary data and is done by observing objects that are the main source of data and conducting a direct observation to the research location. In this study using the data collection techniques as follows: 1) Interviews, carried out to teachers and education staff who work at Public Elementary Schools in West Denpasar. The samples taken were from both teachers and education staff. 2) Questionnaire, was sent to pass the closed questions given to the teacher regarding motivation, leadership path model goals of the principal and teacher performance.

Data analysis technique
Descriptive Statistics Analysis
Descriptive analysis is used to describe the characteristics of the respondent and the characteristics of the respondent’s responses here were close to the indicators raised from the research construct. In this study, the data was processed by using SPSS program ver 22.

Inferential Statistical Analysis
This analysis used the Partial Least Square (PLS) approach. According to (Ghozali 2011) PLS is an alternative approach that shifts from a covariant-based SEM approach to a variant based. In PLS path modeling there are two models, namely the outler model and inner model, where both of these criteria are used in this study. Mediation testing in this study was carried out using the Product Of Coeffisient Method, better known as the Zobel Test (Soper, D.S 2014), in Ferdinand 2014; 304)

IV. RESEARCH RESULT
Research result
Characteristics of Respondents
Characteristics of respondents are an illustration of the existence of respondents involved in the study, which is based on gender (gender), age, years of service, recent education and income per month. Of all the sample employees of the company, which numbered 83 people, it turned out that only 80 respondents could be filled, of which 3 people could not be interviewed for reasons outside the city, so the questionnaires returned for analysis amounted to 80 people. Based on the number of samples available, then the characteristics of the respondents of this study are as follows:

In terms of gender or gender, the majority of respondents in this study were women, namely 52 people or 65.00% and 28 people (or 35%). In terms of age / age, the respondents of this study were evenly distributed at the age interval> 55 years as many as 20%, at the age interval of 46-55 years at 18.80%, at the age interval of 36-45 years 10%, at the age interval of 26-35 years at 33.80%, at the age interval of 18-25 years 17.50%. In terms of length of work / tenure, the majority of respondents in this study were between 1 - 5 years, i.e. as much as 38.80%, working period of 6-10 years as much as 30.00%, work period> 21 years as much as 26.30%, the rest with a 15-20 year service period of 5%

In terms of the latest education level, the majority of respondents were tertiary education (S1 or S2) of 91.30%, although on the other hand there were still those with elementary education of 2.50%. In terms of the estimated income per month, income can be explained in the 5-10 million intervals as much as 27.50%, between 3- 5 million as much as 32.50% and the rest with a level of income <3 million as much as 40%.

Inferential Statistics Results
Outlier Model Evaluation
In outlier model testing, it is done through 2 iterations. In the first iteration the performance indicators 2 need to be eliminated because they have a coefficient of 0.37 <0.50. In the second (final) iteration, by omitting the performance indicator 2, it is observed that all coefficients meet the requirements for further analysis.

Convergent Validity
Convergent Validity of the measurement model with reflective indicators can be seen from the correlation between indicator scores and the score of the construct (latent variable). Individual indicators are considered valid if they have the above outer loading value (> 0.50). Because all indicators that reflect each construct have an outer loading value > 0.50 and significant at the 0.05 level, all indicators are valid.

Discriminant Validity
Measuring the validity of indicators that form latent variables can also be done through discriminant validity. The calculation results show that the AVE value of all constructs is > 0.50, and the average value of all AVE roots is greater than the correlation between constructs, so that it meets valid requirements based on discriminant validity criteria.

Composite Reliability and Cronbach Alpha
A measurement can be said to be reliable, if the composite reliability and cronbach alpha has a value greater than 0.70. Composite reliability and Cronbach alpha is a measure of reliability between indicator blocks in the research model. The composite reliability and Cronbach Alpha values of all constructs have values greater than 0.70, so that they meet reliable requirements based on composite reliability criteria.

Inner Model Evaluation
Inner Model Test was used to evaluate the relationship between latent constructs as it has been hypothesized in the study. The results of the Inner Weight in Table 1 provide an estimated output for testing structural models where the expected results are Ho rejected or sig value < 0.05 (or the value of t statistic > 1.96 for the test with a significant level of 0.05).

Table 1: Path Analysis and Hypothesis Testing

<table>
<thead>
<tr>
<th>Path Analysis</th>
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<tbody>
<tr>
<td>Competence</td>
<td>Goal Setting</td>
<td>Innovation</td>
<td>Note</td>
</tr>
<tr>
<td>Leadership Path Goal-Uniting Guru</td>
<td>0.251</td>
<td>0.143</td>
<td>0.151</td>
</tr>
<tr>
<td>Leadership Path Goal-Vision-Motivation Guru</td>
<td>0.928</td>
<td>0.912</td>
<td>0.626</td>
</tr>
<tr>
<td>Metaphors</td>
<td>Guru-Harja-K新赛季</td>
<td>0.085</td>
<td>0.188</td>
</tr>
</tbody>
</table>

Test and Discussion Results
Effect of Leadership Path Model on Teacher Performance
Hypothesis 1 stated that the better path-goal leadership from the principal, it will further improve teacher performance. In testing hypothesis 1, it was found that path-goal leadership had a positive effect on teacher performance, with coefficients of 0.251 and with t-statistics of 0.716 (or t-statistics of 0.716 < 1.96), meaning hypothesis 1 was not accepted. These findings are not in line with some of the findings obtained, (Rachmawati 2013), (Septiana, Ngadiman, and Ivada 2013), (Arifin et al. 2014), (Manik and Bustomi 2011b) (Ngiode 2016), Wahyuni, Huda AY, & Juharyanto 2017), (Purwoko 2018) which found that there was a significant positive influence between the leadership of school principals and teacher performance. It seems that the path-goal leadership model approach in this study has not been able to provide a convincing impact on the work performance of teachers at the Primary Schools in West Denpasar. Considering in the concept of path-goals, there were many factors supporting the achievement of teacher performance which have not been shown in this study. The concept of path-goals more broadly explains that leader behavior can be accepted by subordinates at a level that is reviewed by them as a source of satisfaction at that time or in the future. Leader behavior will provide motivation as long as (1) make subordinate staffs feel they need satisfaction in achieving effective performance, and (2)
provide teachings, direction, support and rewards needed in effective performance (Robbins 2008).

Educational institutions led by a professional are able to regulate the placement of personnel in accordance with their specialties, regulate the salary system with a fair difference according to work period, workload and other considerations, thus motivating to further improve their work performance, especially related to enrichment of knowledge and scientific analysis experience in the field of study taught.

**Effects of Leadership Path Path Model on Work Motivation**

Hypothesis 2 stated the better the path-goal leadership (headmaster), the higher the motivation for work. In testing hypothesis 2, it was found that path-goal leadership had a positive effect on work motivation, with a coefficient of 0.928 and with a t-statistic of 36.299 (or t-statistics of 36.299> 1.96), meaning that hypothesis 2 was accepted. So the research conducted at the West Denpasar State Elementary School results of research obtained by (Lin and Chuang 2014) in Taiwan and (Naile and Selesho 2014) in South Africa, also the results of research (Fafalooni and Prasetyo 2016) in Bandung concluded from the results of his research in the field of education that there is a positive influence between teacher leadership style on teacher work motivation. The findings of Afrizal (2017) in Yogyakarta also found a positive and significant influence between path-goal leadership styles on employee motivation. Unlike what was obtained by Gooraki et al. (2013) at a health center in Iran that there is no significant relationship between manager's leadership style and work motivation. Based on the analysis above, the leadership of the principal's path goal model has a positive and significant effect on teacher work motivation at the West Denpasar Public Elementary School in Denpasar City. This finding is in accordance with the opinion of (Ma'Ruf 2014) which states the effectiveness of leadership depends on how well the leader can provide guidance, motivation, support to achieve goals and subordinate job satisfaction, especially the teachers. To achieve goals and job satisfaction, leaders must consider two types of situations, like the staff or faculty personal characteristics in this case the teachers and environmental demands involving four types of leadership, namely: directive, supportive, participative and achievement oriented on the current situation.

**Effect of Work Motivation on Teacher Performance**

Hypothesis 3 stated that the higher the work motivation, the higher the teacher's performance. In testing hypothesis 3, it was found that work motivation had a positive effect on teacher performance with a coefficient value of 0.085 and p-statistic of 0.233 (or p-statistic of 0.233 <1.96), meaning that hypothesis 3 was not accepted. The higher the work motivation, the higher the teacher's performance, but in this finding it cannot be generalized to the population considering the results obtained are not significant. The results of research conducted at the West Denpasar State Elementary School also reinforce the findings obtained by (Sampurno and Wibowo 2017) which state that work motivation does not affect the performance of teachers and education staff. These findings do not support the findings obtained (Shahzadi et al. 2014) (Astakoni 2015) which states that there is a significant positive effect between work motivation on employee performance. This finding is also not in line with the results obtained (Saragih and Yusfarita 2005), (Mustafa and Othman 2010) (Manik and Bustomi 2011b) (Septiana, Ngadiman, and Ivada 2013), (Ngioe 2016) (Zulkifli, Darmawan, and Suitrisno 2014) ., (Sulisstyawati, Fasochah, and Darsono 2016) (Ngioe 2016) (Yunidar 2015) (Djafar and N 2018) (Abast et al. 2018) (Susanto 2012), which explains that there is a significant positive effect between work motivation and teacher performance. As explained by (Khoir 2012) many factors can be appointed as determinants of performance.

Then (Mulyasa 2005; 140), explained many factors that influence the performance of a teacher, among others: Mental attitude in the form of motivation, discipline and work ethics; Level of education; Management or leadership style of principals and industrial riders; Adequate income or salary level; 5). Health; 6) Social security; Quality of learning facilities; Technology. So the teacher's work motivation is only one of the determinants of teacher performance, where it seems that in this study conditions that are not always in line with the concept are always found.

**Testing the Mediation Model**

The role of the mediating variable Work Motivation in the intervening the relationship between path goal leadership and teacher performance, is done through the zobel test approach. The results of
the analysis show that the Z (zobel Test) value is 3.141 (means <1.98) with a significant value of 0.00084 (sig. <0.05). Therefore, it can be explained that the variable work motivation is able to mediate the influence of the principal's path-goal leadership on the performance of the teacher at the Elementary School of West Denpasar city.

V. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In testing hypothesis 1, it was found that path-goal leadership had a positive effect on teacher performance, with coefficients of 0.251 and t-statistics of 0.716 (or t-statistics of 0.716 <1.96), meaning that hypothesis 1 was not accepted. It seems that the path-goal leadership model approach in this study has not been able to provide a convincing impact on the performance of public elementary school teachers in the West Denpasar. In testing hypothesis 2, it was found that path-goal leadership had a positive effect on work motivation, with a coefficient of 0.928 and with a t-statistic of 36.299 (or t-statistics of 36.299>1.96), meaning that hypothesis 2 was accepted. Based on the analysis, it means that the leadership path goal model has a positive and significant effect on teacher work motivation at the West Denpasar Public Elementary School in Denpasar City.

In testing hypothesis 3, it was found that work motivation had a positive effect on teacher performance with a coefficient value of 0.085 and p-statistic of 0.233 (or p-statistic of 0.233 <1.96), meaning that hypothesis 3 was not accepted. the higher the work motivation, the higher the teacher’s performance, but in this finding it cannot be generalized to the population considering the results obtained are not significant. The mediating variable of Work Motivation is able to mediate the effect of the principal's path-goal leadership on the performance of teachers in the Elementary School of West Denpasar City.

Recommendations

Considering the role of leadership has a significant significance on the motivation of teacher work, then the government, especially related agencies, can position themselves in filling and screening elementary school leaders. The next researchers are expected to expand the research population by including institutions or schools outside the West Denpasar District, because by only appointing four institutions it seems that the sample raised is too small. Increasing the number of constructs such as OCB, compensation, satisfaction, organizational commitment and also important to include gender, and other variables that are affecting the performance of teachers.

REFERENCES


Jarkata: PT Gramedia Pustaka Utama.


