

# The Effect of Leadership Style, Work Discipline and Work Motivation on Employee Performance at the Education and Culture Office of Mentawai Islands District

Motisokhi Hura<sup>1</sup>, Desna Aromatika<sup>2</sup>, Fatia Fatimah<sup>3</sup>

<sup>1,2,3</sup> Universitas Terbuka, Sumatera Barat, Indonesia

[motisokhi@gmail.com](mailto:motisokhi@gmail.com), [desnaaromatica@gmail.com](mailto:desnaaromatica@gmail.com), [fatia@ecampus.ut.ac.id](mailto:fatia@ecampus.ut.ac.id)

## Abstract

*This study aims to determine the effect of leadership style, work discipline and work motivation on employee performance at the Education and Culture Office of the Mentawai Islands District. This is motivated by the unstable leadership style in the work environment, employee discipline that is still not high, and work motivation is still low, resulting in the completion of the work not being on target at the Mentawai Islands District of Education and Culture Office. This type of research uses a quantitative approach with multiple linear regression method. Data collection techniques with questionnaires and observations. The respondents of this study were 55 employees of the Department of Education and Culture of the Mentawai Islands District. The sampling method used the total sampling method where the entire population in this study was used as the research sample. Hypothesis testing was calculated using the IBM Statistical Package for Social Science (SPSS) version 24.0 program. From the results of this study, it was found that partially leadership style has a significant effect on employee performance, work discipline has a significant effect on employee performance, work motivation has no significant effect on employee performance and leadership style, work discipline and work motivation simultaneously have a significant effect on employee performance at the Education and Culture Office of the Mentawai Islands District.*

## Keywords

leadership style; work discipline; work motivation; employee performance.



## I. Introduction

The Education and Culture Office of the Mentawai Islands District, as led by the Head of the Service, plays an important role in improving the quality of education in the Mentawai Islands District. The quality of qualified education can be an important provision in improving the development of the nation and state towards a bright future. The government regulation that stipulates a policy of compulsory education for school-age children is a form of implementing state obligations in guiding and educating the next generation of the nation. Therefore, the Department of Education and Culture of the Mentawai Islands District became the object of this research. Education is a very important human need because education has a duty to prepare Human Resources (HR) for the development of the nation and state (Pradana et al, 2020). According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems

(Azhar, 2018). Education and skills are the main keys in gaining social status in community life (Lubis et al, 2019).

The Education and Culture Office of the Mentawai Islands District is regulated based on the regulation of the Mentawai Islands Regent number 2 of 2018 concerning the Organizational Structure and Work Procedures of Regional Apparatus. Of course, the management of regional education is determined by the leadership style of the Education Office which manages education in the Mentawai Islands District. The better the performance of the members of the organization, the better the achievement of organizational goals and functions will be.

The following table is a table of organizational performance achievements which is an illustration of program/activity reports carried out at the Mentawai Islands District Education and Culture Office for the period 2018 to 2020, namely in table 1 below:

**Table 1.** Targets and Realized Performance

| No.                   | Programs/Activities   | Target<br>( % ) | Realization (%) |              |              |
|-----------------------|---|-----------------|-----------------|--------------|--------------|
|                       |   |                 | 2018            | 2019         | 2020         |
| 1.                    | General Administration Service Program  | 100             | 73,80           | 70,50        | 74,35        |
| 2.                    | Facilities and Infrastructure Improvement Program   | 100             | 68,90           | 73,20        | 71,50        |
| 3.                    | Education Quality Improvement Program   | 100             | 72,60           | 72,30        | 70,10        |
| 4.                    | Service Quality Management System Improvement Program                                       | 100             | 71,80           | 73,50        | 69,20        |
| 5.                    | Routine/Regular Maintenance Program for Education Management Facilities and Infrastructure. | 100             | 73,90           | 68,80        | 68,50        |
| 6.                    | Organizational Culture Improvement Program  | 100             | 74,48           | 73,50        | 72,10        |
| <b>Average Amount</b> |   | <b>100</b>      | <b>72,58</b>    | <b>71,97</b> | <b>70,96</b> |

**Source:** Secondary Data, Education and Culture Office of Mentawai Islands District, 2022.

If seen from table 1 above, the Program/Activity Performance Report above, the average realization of programs/activities is experiencing instability and is still below the average of the agency's performance targets. Among other things, this can be seen from several realizations of programs/activities of the Mentawai Islands District Education and Culture Office, namely: (a) The Public Administration Service Program of 100 percent of the target can only be realized in 2018 of 73.80 percent, in 2019 of 70 .50 percent and increase in 2020 by 74.35 percent; (b) Facilities and Infrastructure Improvement Program from the target of 100 percent can only be realized in 2018 by 68.90 percent, in 2019 by 73.20 percent and in 2020 by 71.50 percent; (c) The Education Quality Improvement Program from 100 percent which was targeted could only be realized by 72.60 percent in 2018, 72.30 percent in 2019 and 71.50 percent in 2020; (d) Service Quality Management System Improvement Program from 100% which was targeted to only be realized by 71.80 percent in 2018, increased to 73.50 percent in 2019 and decreased again in 2020 to 69.20 percent; € the Routine/Periodic

According to a survey conducted in July 2021, the decline in employee performance at the Education and Culture Office of the Mentawai Islands District in addition to leadership is also effect by work discipline that is not yet fully stable. This can be seen from table 2 below:

**Table 2.** List of Late Employees  
Mentawai Islands District Education and Culture Office

| Month          | Delay Time (in person) |              |             | Amount Lateness (in person) | Percentage (%) |
|----------------|------------------------|--------------|-------------|-----------------------------|----------------|
|                | < 10 minute            | 10-15 minute | 15 < minute |                             |                |
| January        | 25                     | 15           | 4           | 44                          | 70.96          |
| February       | 23                     | 12           | 5           | 40                          | 64.52          |
| March          | 20                     | 12           | 3           | 35                          | 56.45          |
| April          | 23                     | 15           | 5           | 43                          | 69.35          |
| May            | 27                     | 15           | 5           | 47                          | 75.80          |
| June           | 20                     | 10           | 2           | 32                          | 51.61          |
| <b>Average</b> | <b>23</b>              | <b>13</b>    | <b>4</b>    | <b>29</b>                   | <b>64.78</b>   |

*Source: Secondary Data, Education and Culture Office of Mentawai Islands District, 2022.*

From the table above, it can be said that there are still many employees who are late for work, with delays from January to June 2020 under 10 minutes an average of 23 people, for a delay of 10-15 minutes an average of 13 people and the delay time is more than 15 minutes on average as many as 4 people. This shows the lack of employee work discipline for attendance obligations that must be carried out by employees at the Education and Culture Office of the Mentawai Islands District.

The objectives to be achieved in this research are to identify and describe:

1. The effect of leadership style on employee performance at the Department of Education and Culture of the Mentawai Islands District.
2. The effect of work discipline on employee performance at the Department of Education and Culture of the Mentawai Islands District.
3. The effect of work motivation on employee performance at the Department of Education and Culture of the Mentawai Islands District.
4. The effect of leadership style, work discipline and work motivation on employee performance at the Department of Education and Culture of the Mentawai Islands District.

## II. Review of Literature

### 2.1 Employee Performance

The results of qualitative and quantitative work achieved by employees in carrying out their duties (Mangkunegara, 2012, p.67). The performance indicators according to Robbins (2010, p.260) are: 1. Quality, 2. Quantity, 3. Timeliness, 4. Effectiveness, 5. Independence, and 6. Work commitment.

### 2.2 Leadership Style

This is a code of ethics that a person uses when trying to affect the behavior of others or his subordinates (Thoha, 2010, p.49). The indicators of leadership style according to Kartono (2008, p.55) are: 1. Challenging the process, 2. Inspiring, 3. Allowing others to act 4. Creating a model of solution, 5. and 6. Encouraging.

### 2.3 Work Discipline

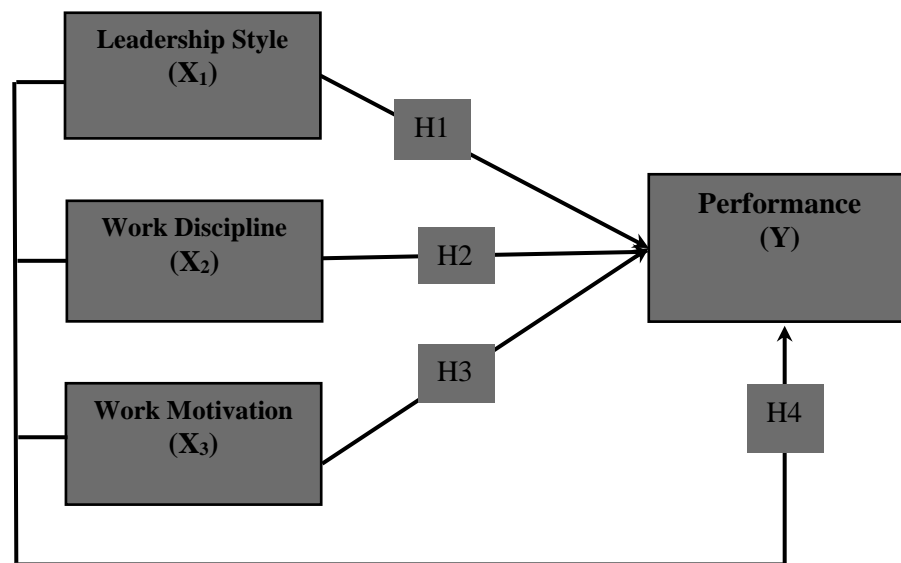
Respect and obey the applicable written and unwritten laws and regulations, and be able to enforce these regulations, and will not refuse sanctions if the duties and powers given to him are violated (Siswanto, 2013, p.291). The indicators of work discipline according to Siswanto (2013, p.291) are: 1. Attendance frequency, 2. Alertness level, 3. Obedience to work standards, 4. Obedience to work rules, and 5. Work ethic.

## 2.4 Work motivation

Willing to try more optimally in achieving organizational goals, which is effect by the company's ability to meet various individual needs (Robbins, 2010). The indicators of work motivation according to Robbins & Mary (2010) are: 1. Physiological needs (Physiological-need), 2. Safety needs (Safety-need), 3. Social needs (Social-need), 4. Appreciation needs (Esteem -need), and 5. Self-actualization need.

## 2.5 Framework

Based on the theoretical basis and the formulation of research problems as described previously, the conceptual framework used in this study can be seen as follows:



*Figure 1. Research Conceptual Framework*

## 2.6 Hypothesis

Based on the conceptual framework above, in this study the following hypotheses can be formulated:

- H1: Leadership Style Affects Employee Performance at the Education and Culture Office of Mentawai Islands District
- H2: Work Discipline Affects Employee Performance at the Education and Culture Office of Mentawai Islands District
- H3: Work Motivation Affects Employee Performance at the Education and Culture Office of Mentawai Islands District
- H4: Leadership Style, Work Discipline and Work Motivation effect on Employee Performance at the Education and Culture Office of Mentawai Islands District.

## III. Research Method

This research uses quantitative research. The analysis technique used is Total Sampling. The context of this study the variables are leadership style, work discipline, work motivation and employee performance. Data is processed using IBM SPSS Version 24.0. The type of data in this study is in the form of quantitative and qualitative data. Qualitative data in the form of interviews with employees and superiors. While quantitative data is data from the results of the questionnaire given to the research sample. Sources of data in this study are primary and secondary data sources.

## IV. Result and Discussion

### 4.1 Classic assumption test

#### a. Normality test

The normality test aims to test whether in the regression model, the confounding or residual variables have a normal distribution. It is known that the t test and F test assume that the residual value follows a normal distribution (Hair, 2006).

To detect the normality test in this study using the Kolmogorov-Smirnov test. The basis for making decisions from this normality test is to look at the Asymp probability. Sig (2-tailed). If the probability Asymp. Sig (2-tailed)  $\geq 0.05$ , then the residual data is normally distributed. In the following, the results of the normality test using the One Sample Kolmogorov Smirnov Test are presented. Based on computer calculations using the IBM SPSS for Windows Version 24.0, the following results were obtained:

**Table 3.** Normality Test Results

| No. | Variable              | Asymp. Sig | Limit Value | Information |
|-----|-----------------------|------------|-------------|-------------|
| 1   | Standardized Residual | 0.200      | 0.05        | Normal      |

*Source: Primary Data, IBM SPSS Ver. 24.0, Year 2022.*

In table 3 above, it can be seen where the standardized residual variable has a significant value of  $0.200 > 0.05$ . Thus it can be concluded that the confounding variable (residual) in each variable is normally distributed.

#### b. Heteroscedasticity Test

Heteroscedasticity test aims to test whether in the regression model there is an inequality of variance from the residuals of one observation to another observation. A good regression model is one with homoscedasticity or no heteroscedasticity. To detect the presence or absence of heteroscedasticity, the Glejser test can be used. The Glejser test is carried out by regressing the independent variable to the unstandardized residual value. If the significant value is greater than 0.05, it means that there are no symptoms of heteroscedasticity. Based on computer calculations using the IBM SPSS for Windows Version 24.0, the following results were obtained:

**Table 4.** Heteroscedasticity Test

| No. | Variable         | Residual Absolute (RES_ABS) |                            |
|-----|------------------|-----------------------------|----------------------------|
|     |                  | Significant                 | Conclusion                 |
| 1.  | Leadership Style | 0.884                       | Free of Heteroscedasticity |
| 2.  | Work Discipline  | 0.272                       | Free of Heteroscedasticity |
| 3.  | Work motivation  | 0.683                       | Free of Heteroscedasticity |

*Source: Primary Data, IBM SPSS Ver. 24.0, Year 2022.*

From table 4 above, it can be seen that the significant value of the variables has a significant value greater than 0.05, so it can be concluded that the regression model is good or there is no heteroscedasticity (heteroscedasticity-free).

#### c. Multicollinearity Test

The multicollinearity test aims to test whether the independent variables effect each other in the regression model. How to determine the presence or absence of multicollinearity in the regression model can be done by looking at the tolerance and variance inflation factor (VIF) values. If the tolerance value is  $< 0.10$  or the VIF value is  $> 10$  then there is multicollinearity, if the tolerance value is  $> 0.10$  or the VIF value is  $< 10$  then there is no



multicollinearity. The results of this multicollinearity test are based on calculations via a computer using the IBM SPSS for Windows Version 24.0 program, the results are as follows:

**Table 5.** Multicollinearity Test

| No. | Independent variable | Tolerance | VIF   | Conclusion                |
|-----|----------------------|-----------|-------|---------------------------|
| 1.  | Leadership Style     | 0.894     | 1.118 | Free of Multicollinearity |
| 2.  | Work Discipline      | 0.615     | 1.625 | Free of Multicollinearity |
| 3.  | Work motivation      | 0.606     | 1.651 | Free of Multicollinearity |

*Source: Primary Data, IBM SPSS Ver. 24.0, Year 2022.*

From table 5 above, it can be concluded that the independent variables, namely leadership style, work discipline and work motivation are declared free from multicollinearity because the two independent variables have a tolerance value greater than 0.10 and a VIF smaller than 10.

## 4.2 Multiple Linear Regression Analysis

This analysis is used to determine the magnitude of the effect of the independent variables on the dependent variable. The magnitude of the effect of the independent variables with the dependent variable can be calculated through a multiple regression equation. Based on computer calculations using the IBM SPSS for Windows Version 24.0, the following results were obtained:

**Table 6.** Recap of Multiple Linear Regression Analysis Test Results

| Variable                     | Coef. Regression  | t-count | Sig.  |
|------------------------------|-------------------|---------|-------|
| Constant                     | -10.552           |         |       |
| Leadership Style             | 0.620             | 6.447   | 0.000 |
| Work Discipline              | 0.544             | 5.165   | 0.000 |
| Work motivation              | 0.071             | 0.708   | 0.482 |
| <b>F-count</b> = 42.284      | <b>Sig.</b> 0.000 |         |       |
| <b>R<sup>2</sup></b> = 0.713 |                   |         |       |

*Source: Primary Data, Processed with IBM SPSS 24.0 2022.*

From table 6 above, the form of the regression equation model for the effect of leadership style, work discipline, and work motivation on employee performance is as follows:

$$Y = -10.552 + 0.620X_1 + 0.544X_2 + 0.071X_3 + e$$

Explanation of the above equation:

$\alpha = -10.552$ ; it means that without the effect of leadership style, work discipline and work motivation, the existing performance is -10,552 percent.

$b_1 = 0.620$ ; it means that there is a positive effect between leadership style variables ( $X_1$ ) on performance ( $Y$ ). This shows that the higher the leadership style, the higher the performance. The leadership style regression coefficient value is 0.620, meaning that for every one unit increase in leadership style, the performance increases by 62 percent.

$b_2 = 0.544$ ; it means that there is a positive effect between work discipline variables ( $X_2$ ) on performance ( $Y$ ). This shows that the higher or increase in work discipline, it will improve performance. The value of the work discipline regression coefficient is 0.544, meaning that for every increase in one unit of work discipline, the performance increases by 54.4 percent.

$b_3 = 0.071$ ; it means that there is a positive effect between work motivation variable (X3) on performance (Y). This shows that the increase or increase in work motivation, it will improve performance. The value of the work motivation regression coefficient is 0.071, meaning that for every one unit increase in work motivation, the performance increases by 7.1 percent.

#### 4.3 t test (partial)

Based on table 6, it can be seen that:

1. The Effect of Leadership Style (X1) on Performance (Y)  
The results of the analysis of the effect of the Leadership Style variable (X1) on the Performance variable (Y) obtained the value of  $t_{count} = 6.447$  ( $df = 55 - 4 = 51$ ;  $t_{table} = 2.00758$ ); ( $t_{count} > t_{table}$ ), with a significant level of  $0.000 > 0.05$ , as a result, hypothesis one (H1) is accepted. The results of the analysis show that partially there is a significant effect between the leadership style variables on the performance of the employees of the Education and Culture Office of the Mentawai Islands District.
2. The Effect of Work Discipline (X2) on Performance (Y)  
The results of the analysis of the effect of the work discipline variable (X2) on the performance variable (Y) obtained the value of  $t_{count} = 5,165$  ( $df = 55 - 4 = 51$ ;  $t_{table} = 2,00758$ ); ( $t_{count} > t_{table}$ ), with a significant level of  $0.000 < 0.05$ , as a result, hypothesis two (H2) is accepted. The results of the analysis show that partially there is a significant effect between the work discipline variables on the performance of the Education and Culture Office of the Mentawai Islands District.
3. The Effect of Work Motivation (X3) on Performance (Y)  
The results of the analysis of the effect of the work motivation variable (X3) on the performance variable (Y) obtained the value of  $t_{count} = 0.708$  ( $df = 55 - 4 = 51$ ;  $t_{table} = 2.00758$ ); ( $t_{count} < t_{table}$ ), with a significant level of  $0.482 > 0.05$ , as a result the third hypothesis (H3) is rejected. The results of the analysis show that partially there is no significant effect between the variables of work motivation on the performance of the employees of the Education and Culture Office of the Mentawai Islands District.

#### 4.4 F test (simultaneous)

Based on table 6, it can be seen that the results of the analysis of the effect of leadership style (X1), work discipline (X2), work motivation (X3) simultaneously (together) on performance (Y), obtained the  $F_{count}$  value of 42.248 with a significance probability of  $0.000 < 0.05$ . With  $df_1 = (k-1) = 3$ ,  $df_2 = 55 - 4 = 51$ ,  $F_{table} 2.78$ , then  $F_{count} > F_{table}$  or  $42,248 > 2.79$ , consequently the hypothesis is accepted. The results of the analysis show that together there is a significant effect between the variables of leadership style, work discipline and work motivation on the performance of the Education and Culture Office of the Mentawai Islands District.

#### 4.5 Coefficient of Determination Test (R<sup>2</sup>)

Based on the results of the regression estimation calculation, the adjusted value of the coefficient of determination or R Square is 0.713, meaning that 71.3 percent of the variation of all independent variables can explain the dependent variable, while the remaining 28.7 percent is explained by other variables not examined in this study. .

Because the value of R<sup>2</sup> is not close to or away from 0 (zero) and close to 1 (one), then the contribution (effect) of the independent variable simultaneously on the dependent is strong.

## 4.6 Discussion

### a. The Effect of Leadership Style on Performance.

The first objective of this research is to analyze the effect of leadership style on the performance of the employees of the Department of Education and Culture of the Mentawai Islands District. The results of statistical analysis using multiple linear regression show that the first hypothesis is accepted. The results of the analysis of the effect of the leadership style variable (X1) on the Performance variable (Y) obtained the value of  $t_{count} = 6.447$  ( $df = 55 - 4 = 51$ ;  $t_{table} = 2.00758$ ) ( $t_{count} > t_{table}$ ), with a significant level of  $0.000 < 0.05$ , consequently the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. The results of the analysis show that partially there is a significant effect between the leadership style variables on the performance of the employees of the Education and Culture Office of the Mentawai Islands District.

The results of this study indicate that work discipline has a significant effect on the performance of the Department of Education and Culture of the Mentawai Islands District. Thus, it can be concluded that the performance of the Department of Education and Culture of the Mentawai Islands District is determined by the leadership style.

Leadership is a very important factor that affects organizational performance, because leadership is the main activity to achieve organizational goals. In general, leadership is defined as a process of influencing individual or group activities to achieve goals in certain circumstances (Sunyoto, 2008, p.24). This means that leaders always serve their subordinates better than their subordinates serve them. The leader combines the needs of subordinates with the needs of the organization and the needs of the whole society. Therefore, leadership is considered as a very important part in organizational management. It is inherent in the leader, in the way of influencing the capacity and/or process of other people or individuals or group subordinates, so that the individual or group subordinates follow the leader's will to act. And enhance their culture, as well as inspire the behavior of subordinates and guide them to engage in positive work-related activities to achieve organizational goals.

Based on the results of research (Hairani, 2010), states that leadership has a very strong and positive relationship with employee performance at STIE Lampung. The results of the study (Wahyudi, 2006), found that leadership had a positive effect on the performance of the Office of Information Communication and Public Relations Boyolali District. And in line with research conducted by (Sudin, 2010), that leadership, motivation and work environment partially and simultaneously have an effect on employee performance in Laweyan District, Surakarta City.

So it can be concluded that the leadership style will improve the performance of the Mentawai Islands District Education and Culture Office.

### b. The Effect of Work Discipline on Performance.

The second objective of this study was to analyze the effect of work discipline on the performance of the Department of Education and Culture of the Mentawai Islands District. The results of statistical analysis using multiple linear regression indicate that the second hypothesis is accepted. The results of the analysis of the effect of the work discipline variable (X2) on the employee performance variable (Y) obtained the value of  $t_{count} = 5,165$  ( $df = 55 - 4 = 51$ ;  $t_{table} = 2,00758$ ); ( $t_{count} > t_{table}$ ), with a significant level of  $0.000 < 0.05$ , as a result the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. The results of the analysis show that partially there is a significant effect between the work discipline variables on the performance of the Education and Culture Office of the Mentawai Islands District.



The results of this study prove that work discipline has a significant effect on the performance of the Department of Education and Culture of the Mentawai Islands District. Thus, it can be concluded that the performance of the Department of Education and Culture of the Mentawai Islands District is determined by work discipline.

In (Siswanto, 2013, p.291), emphasize that work discipline is an attitude of mutual respect, obedient and obedient to the rules that have been set, written or not, and being able to enforce these rules, and if they violate their duties and are punished, they will not be punished. dodge; the authorities surrendered. Meanwhile (Suprayitno & Sukir, 2007), he said that good work discipline is work discipline that is based on self-awareness of the responsibilities and responsibilities of others, without any demands from the leadership. If an employee understands the responsibilities and responsibilities assigned to him and acts in accordance with the applicable rules and regulations, this will greatly affect the performance of the employee concerned.

Based on research (Pomalingo et al., 2015), work discipline has a positive and significant effect on employee performance at the Office of the Regional Disaster Management Agency of North Sulawesi Province. In line with research conducted by (Hepiarti, 2016), that there is a positive and significant effect on work discipline, work motivation and job satisfaction on employee performance either partially or simultaneously at catering companies in Ilir Barat District, Palembang. And according to research (Hidayat & Taufiq, 2012), that work discipline is meaningful and has a partial and dominant effect on employee performance at the Lumajang Regional Drinking Water Company (PDAM).

So it can be concluded that work discipline can affect the performance of the Education and Culture Office of the Mentawai Islands District.

### **c. The Effect of Work Motivation on Performance.**

The third objective of this research is to analyze the effect of work motivation on the performance of the employees of the Education and Culture Office of the Mentawai Islands District. The results of statistical analysis using multiple linear regression show that the third hypothesis is rejected. The results of the analysis of the effect of the work motivation variable (X3) on the performance variable (Y) obtained the value of  $t_{count} = 0.708$  ( $df = 55 - 4 = 51$ ;  $t_{table} = 2.00758$ ); ( $t_{count} < t_{table}$ ), with a significant level of  $0.482 > 0.05$ , as a result the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected. The results of the analysis show that partially there is no significant effect between the variables of work motivation on the performance of the employees of the Education and Culture Office of the Mentawai Islands District.

The results of this study prove that work motivation has no significant effect on the employees of the Education and Culture Office of the Mentawai Islands District. Thus, it can be concluded that the performance of the Department of Education and Culture of the Mentawai Islands District is not determined by work motivation.

According to (Mangkunegara, 2012, p.61), emphasize that work motivation is a process in which a person needs to be encouraged to do activities that can lead to certain cultural goals. Motivation is a condition or energy that can motivate employees who are directed or aim to achieve organizational goals. In (Robbins, 2016), explain that motivation is the willingness to try to achieve organizational goals in the best way, which is effect by the company's ability to meet the various needs of each person. In organizational life, including working life in an organization, the motivational aspect is an absolute aspect that must receive special attention from the leadership (Siagian, 2014).

In contrast to research conducted by (Alam, 2014), says that motivation has a positive and significant effect on the performance of the employees of the Central Sulawesi

Province Education Quality Assurance Institute. From the results of research (Wati, 2017), it is stated that there is a positive and significant effect on employee work motivation on employee performance at PT Liebra Permana. According to research (Sajangbati, 2013), that work discipline has a positive effect on employee performance at PT. Pos Indonesia (Persero) Bitung branch.

So it can be concluded that work motivation will not affect the performance of the Mentawai Islands District Education and Culture Office.

#### **d. The Effect of Leadership Style, Work Discipline and Work Motivation on Performance.**

The fourth objective of this study is to analyze the effect of leadership style, work discipline and work motivation on the performance of the Mentawai Islands District Education and Culture Office.

Based on the research, the performance of the Education and Culture Office of the Mentawai Islands District is good, judging from the respondent's response (TCR) of 85.48 percent, stating that the performance is good. This means that the employees of the Mentawai Islands District Education and Culture Office are good at doing their jobs and trying to complete them on time.

Hypothesis testing, from the ANOVA test (Simultaneous Test / F Test) obtained the Fcount value of 42.248 with a significance probability of  $0.000 < 0.05$ . With  $df_1 = (k-1) = 3$ ,  $df_2 = 55 - 4 = 51$ ,  $F_{table} 2.79$ , then  $F_{count} > F_{table}$  or  $42,248 > 2.79$ , as a result  $H_0$  is rejected and  $H_a$  is accepted. The results of the analysis show that simultaneously (together) there is a significant effect between the variables of leadership style, work discipline and work motivation on the performance of the Education and Culture Office of the Mentawai Islands District, it can be concluded that the fourth hypothesis ( $H_4$ ) which reads leadership style, work discipline and work motivation jointly have a significant effect on the performance of the Mentawai Islands District Education and Culture Office employees are accepted, therefore the fourth hypothesis ( $H_4$ ) can be accepted.

Performance is the result of a person's work based on expertise, experience, sincerity, and time to complete the tasks assigned to him (Hasibuan, 2013). In performance evaluation, not only physical performance is evaluated, but also general work performance in various fields such as skills, expertise, discipline, work relations or special matters in the field of employment, all of which deserve to be evaluated. The term performance comes from job performance or actual performance, namely a person's work performance or actual performance.

Based on research (Pomalingo et al., 2015), work discipline has a positive and significant effect on employee performance at the Office of the Regional Disaster Management Agency of North Sulawesi Province. In line with research conducted by (Hepiarti, 2016), that there is a positive and significant effect on work discipline, work motivation and job satisfaction on employee performance either partially or simultaneously at catering companies in Ilir Barat District, Palembang.

So it can be concluded that the hypothesis of this study is that leadership style, work discipline, work motivation simultaneously have a significant effect on the performance of the Mentawai Islands District Education and Culture Office.

## V. Conclusion

Based on the results of testing and discussing the hypotheses that have been described in previous chapters, the following conclusions can be drawn, first, leadership style has a significant effect on the performance of the Mentawai Islands v Education and Culture Office. Second, work discipline has a significant effect on the performance of the Department of Education and Culture of the Mentawai Islands District. Third, work motivation has no significant effect on the performance of the Mentawai Islands Regency Education and Culture Office. This could be due to the effect of external variables not examined in this study on large amounts of data, resulting in the role of work motivation not affecting employee performance. Fourth, leadership style, work discipline and work motivation together have a significant effect on the performance of the Mentawai Islands District Education and Culture Office.

Based on the findings and conclusions of the study. For this reason, the authors put forward the following suggestions, first, to improve performance, it is necessary to pay attention to work discipline and work motivation, as well as the results of the work carried out by employees, as well as the expertise of employees in working at the Mentawai Islands District Education and Culture Office. Second, to improve work discipline, it is necessary to pay attention to the time and work schedule of employees, so that employees have sufficient vacation and rest time balanced with satisfactory work results. Third, to increase employee work motivation, it is necessary to pay attention to the cleanliness and health of employees at the Education and Culture Office of the Mentawai Islands District. Fourth, for further research, in order to develop the variables studied, it is not only related to leadership style, work discipline and work motivation on employee performance.

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