



## The Principal's Leadership and its Effect on the Teacher's Teaching Performance

**Lili Suryani, Manap Somantri and Asti Putri Kartiwi\***

Magister of Educational Administration, University of Bengkulu

\*Email: astiputri@unib.ac.id

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### ABSTRACT

The purpose of this study was to analyze the relationship between the principal's leadership and the teaching performance of public high school teachers in Manna City district, Bengkulu. This research includes a quantitative approach with a correlational design. Research data was collected using a questionnaire in the form of Google Form and WhatsApp media. The data analysis technique used to test the hypothesis was a simple linear correlation analysis and multiple correlation. Based on the research results, the better the leadership of the principal, the teaching performance of the teacher will also increase.

**Keywords:** Principal leadership; teacher teaching performance; learning process.

### INTRODUCTION

Today there are many problems faced by our education world including in Indonesia. One of which is the problem of weak learning process. In the learning process, children are less encouraged to develop thinking skills. The learning process is a system. Therefore, the achievement of process standards to improve the quality of education can be started from analyzing each component that can shape and influence the learning process. The teacher component is considered very capable of influencing the educational process. In Law No. 14 of 2005 article 1 paragraph 1 on teachers and lecturers, explains that: "teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, basic education. and secondary education. " The more qualified the teacher the greater the contribution to the self-development of their students and the development of their society. The main task of the teacher is an indicator that will be used to measure teacher performance in carrying out their duties (Agustinus, 2014).

Everything that teachers do in the world of education is usually known as teacher performance which can be assessed from the aspect of basic abilities that a teacher must have known as teacher competence. Teacher performance is a determining tool in achieving school goals, so efforts need to be made to improve performance. Teacher performance is related to planning, managing learning and assessing student learning outcomes. In fact, in the field there are still many teachers whose performance is not good, as evidenced by the existence of low student learning achievement, and lack of discipline, low teacher ability in learning, teachers who always miss information on renewal of learning fields and ineffective learning strategies (Sudarmanto, 2009; Supriadi, 2015). When looking at the current condition of teachers, there are still classic problems related to teacher performance. This can be seen from the existence of some teachers who think that teaching is only fulfilling daily obligations and tasks, without understanding their profession as a teacher, lack of good communication with school members, both with the principal, fellow teachers, or students and even parents of students. . Besides that, the low performance of teachers can be seen with the indication of teachers who teach without complete administration such as syllabus and

lesson plans, there are still many teachers who just sit in front of the class while students are told to take notes until class ends, there are still many teachers who always demand their rights while their obligations are often neglected. lazy to correct student assignments and lack of initiative to innovate in learning so that there is no innovation and creation. This condition is exacerbated by the existence of teachers who are clueless or not technologically illiterate, it seems that most teachers are not up to date (Badeni, 2013; Danim, 2002; Rivai, 2004).

The principal in his role as a leader in the school will always try to raise awareness in all school personnel, that the progress and retreat of an educational institution is not only based on the role of the Principal as leader of the institution, but this change occurs when all school personnel play an active role in implementation of the educational process within the school, so that the purpose of establishing the school can develop perfectly in accordance with the objectives expected by the institution itself. The success of education in schools is largely determined by the success of the Principal in managing the educational staff available at the school. The principal is one of the components of education that has an effect on improving teacher performance. The Principal is responsible for the implementation of educational activities, school administration, fostering other education personnel and utilizing and maintaining infrastructure. This becomes more important in line with the increasingly complex demands of the Principal's duties which require more effective and efficient performance support (Cansoy, 2019).

However, in several cases there were complaints from the Principal that they were often disappointed by the performance of the teachers. It can also be understood, that no matter how high a teacher's competence is, if the commitment and motivation to work is low, then the work discipline will also be low. One of the factors that influence the principal's leadership as a leader can improve the quality and effectiveness of teacher teaching (teacher performance). Based on the explanation above, the authors look further at the relationship between the leadership of the principal and the teaching performance of public high school teachers in Manna City District.

## RESEARCH METHODS

This research includes a quantitative approach with a correlational design, which emphasizes testing through measuring variables with numbers and performs analysis using statistical processes through the help of SPSS 25. The research method used is a survey method as described by Sugiyono (2013). surveys are used to obtain data from certain natural (not artificial) places, but the researcher performs treatment in data collection, for example by distributing questionnaires, tests, structured interviews and so on (treatment is not like in the experiment). Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then draw conclusions. The population in this study were all 176 SMA teachers in Manna City District, South Bengkulu Regency. According to Sugiyono (2013), the sample is part of the number and characteristics of the population. The sample is determined to obtain information about the object of research by taking representative (representing) the predicted population as an inference to the entire population. The sample number was 64 people.

In this study, the data collection technique used was to distribute questionnaires. The questionnaire is a data collection technique that is carried out by providing a set of questions or written statements to respondents using the google form application and sent via the Whatsapp (WA) media. The questionnaire is used if the number of respondents is large, it can be read well, and can reveal things that are secret in nature. The questionnaire used is a closed questionnaire, because in addition to being easy to fill in by the respondent with the answers provided and the questionnaire form uses a round mark so that the respondent only needs to click on the appropriate round mark.

The instrument used in the study was an instrument that was compiled and developed by itself with several steps. These steps are carried out in order to obtain a good instrument that can represent the research variables. In this study, the instrument used was a closed questionnaire in the form of a Likert scale, in the form of a statement whose answer was in the form of a descriptive scale. The Likert scale is used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena. In this study, social phenomena are specifically defined and subsequently as research variables. Before being used in this study, the instruments were compiled and developed by themselves. The items of the instruments were checked and examined by the supervisor and corrected as necessary. Then the instrument is reviewed first to respondents who are not included in the research sample. Instrument testing is intended to see the validity and reliability. Valid instrument items are used for measurement tools in research, while invalid instrument items are discarded.

In this study, the instrument used was a closed questionnaire to reveal data on the independent variable, namely the leadership of the principal, while the dependent variable was the teaching performance of public high school teachers in Manna City District. This data analysis technique is directed at testing the proposed hypothesis and to answer the problem formulation. The test requirements for the analysis of research data using a tester include: (1) the normality of residual KS which is part of the classical assumption test. The normality test aims to determine whether the residual value is normally distributed / not, (2) the linearity test functions to determine the form of the relationship between the independent (independent) variable and the dependent (dependent) variable, and (3) the multicollinearity test in this study uses the tolerance and VIF (variance inflation factor) methods. This is a prerequisite for using simple linear correlation analysis and multiple correlation. The correlation used is *Product Moment* which is a parametric statistic.

## RESULTS AND DISCUSSION

For the residual KS normality test based on the results of processing using SPSS version 25 as follows: the value of Asymp. Sig (2-tailed) of 0.200. Because  $0.200 > 0.05$ , the residuals are normally distributed. For the linearity test, the following processing results are obtained: the sig deviation from linearity value is  $0.259 > 0.05$ , it can be concluded that there is a linearity relationship between the principal's leadership variable and teacher teaching performance. For the multicollinearity test, the following processing results were obtained: the tolerance value of the leadership variable was  $0.931 > 0.10$ , it was concluded that there was no multicollinearity, while the VIF value of the Principal's leadership variable was  $1.074 < 10.00$ , it was concluded that there was no multicollinearity.

The results of this research are hypothesis testing which shows that the three hypotheses in this study have a positive relationship either individually or collectively. The assumptions underlying the theory study are supported by empirical data obtained from respondents.

From the results of hypothesis testing, it is found that there is a positive relationship between the principal's leadership and the teaching performance of teachers. (2-tailed) 0.046 because  $0.046 < 0.05$ , it is correlated, (2) The value of the Pearson correlation is at 0.250, so it is positive with the criteria for the level of relationship is very weak correlation.

Mulyasa (2009) defines the principal's leadership as the principal's ability to mobilize, influence, motivate, invite, direct, advise, guide, instruct, command, prohibit, and even punish (if necessary), and foster with the intention of humans as management media willing to work in order to achieve administrative goals effectively and efficiently. The higher the headmaster's leadership, the teacher's teaching performance will also increase, and vice versa and empirically tested by the collected and acceptable data. With the existence of the principal's leadership element, it can create or create a happy, calm atmosphere, create a conducive school climate, cooperation among the teacher councils so that good teacher performance also arises (Nadya, 2020).

The teaching performance of teachers is closely related to the leadership of the principal, leadership affects the quality of work life, and furthermore, the quality of work life affects performance. It is the same as *path-goal theory*, which places performance as a result and leadership is one of the variables that can indirectly affect performance through the process of mobilizing individual organizational citizens. Principal leadership has a relationship with teacher teaching performance, while a teacher who has high work discipline will affect how to think, act and manage teacher emotions in completing assignments.

## CONCLUSIONS

Based on the research results, we concluded that there is a positive relationship between the leadership of the principal with teachers' teaching performance. The results of the analysis prove that the principal's leadership variable with the teacher's teaching performance variable uses a simple correlation analysis where the sig. (2-tailed) 0.046 because  $0.046 < 0.05$  then correlated and the value of the Pearson correlation is at 0.250, it is positive, meaning that if the principal leadership is higher, the teaching performance of teachers will also increase.

The suggestions that can be given based on the research results are as follows: (1) the leadership should always pay attention to the needs of subordinates, respect individual differences, and provide training and direction to subordinates, because in this case this behavior is most dominant in shaping the leadership construct of the Principal, and (2) for future research it is suggested that consider other factors that also affect teacher teaching performance such as age, years of service, and intelligence using IT (using applications on smartphone) and the gender of the respondent.

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