

The Influence of Leadership and the Capabilities of the School Principals on Teacher Performance at State Junior High School

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ABSTRACT

The research aims to find out the influence of leadership and the ability of school principals on teacher performance. The method that can be used is a qualitative method with a questionnaire technique from the results of interviews, observation and documentation carried out to obtain data from school principals, teachers, administration and school committees. Furthermore, data validation was carried out and compared the results of interviews with the results of observations and documentation. The research findings show that the success of education in schools is largely determined by the success of school principals in managing the educational staff available in schools. The principal is one of the components of education that is influential in improving teacher performance. From the findings above it can be concluded as follows: (1) Partial hypothesis testing proves that there is a positive influence of each variable on leadership and ability on teacher performance, (2) simultaneously proves that there is a significant and positive influence between leadership and ability together with teacher performance. The recommendations that are important to consider are: (1) In order to pay attention to improving the leadership of school principals to maintain leadership and ability by providing explanations about what must be done, how well they do it and what can be done to improve performance when teaching. (2) pay attention to the dimensions of ability. For example, professionalism can be increased by providing training for teachers to serve students. (3) making clear individual performance benchmarks/assessments every year, where the performance includes the leadership and abilities possessed by each teacher.

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INTRODUCTION

Teachers who are positioned as the vanguard in implementing the teaching and learning process hold a very strategic position in the effort to create quality graduates so that they can meet the needs of professional human resources (Ridwan, 2021). All school management personnel are simultaneously trying to create a good teaching and learning climate in order to increase self-confidence, creativity, innovation and a strong will towards a more advanced and proud educational process. To be able to achieve all of this, the role of the school principal is inseparable. as a manager who must have

knowledge and skills in working with teachers and employees in learning activities at school (Astuti et al., 2020).

To realize this, it is necessary to have supporting components, one of which is teacher performance. Teacher performance is one of the keys to educational success, because the presence of teachers greatly influences all existing educational resources. Various educational resources such as facilities and infrastructure, costs, technology, information, students and parents, the surrounding community can function properly if the teacher has good and professional skills in using and utilizing all available resources (Hartiwi et al., 2020).

Teachers are required to carry out their duties professionally, where teachers must have several competencies, namely intellectual competence, physical competence, social competence and spiritual competence. Improving the quality of education is the teacher's ability to manage the teaching and learning process in the classroom, where the function of the teacher is not the only source of learning, but also as a coach, counselor, and learning manager (Kadiyono et al., 2020). Ideally teachers are expected to be empowered teachers to be able to realize performance in carrying out their functions and roles in a professional manner. This manifestation is mainly reflected through excellence in teaching, relationships with students, relationships with fellow teachers, relationships with school principals, relationships with other parties, attitudes and social skills, motivation and ability of teachers, the performance will also be high (Pranitasari, 2020).

Recognizing the importance of the teacher's role in improving the quality of education and stimulating teacher performance so that it is better and increased, the government through the Ministry of National Education (MONE) has made various efforts to improve teacher performance in carrying out their duties in teaching, including by developing the ability of teachers to teach through training (Sebastian et al., 2019). training, such as upgrading, seminars, workshops as well as providing facilities for teachers who will continue to a higher level. And last but not least, based on the Teacher and Lecturer Law No. 14 of 2005 the government is providing professional allowances to certified teachers equal to the base salary. All of this is aimed at making teachers become professional teachers who have high performance. high in improving the quality of education (Robinson & Gray, 2019).

But the reality on the ground, even though the government has provided and spent large amounts of funds to support and improve teacher performance, it turns out that according to the author's observations in the field, there are still many teachers who, although they have received professional allowances through the teacher certification program, have not shown a change in performance towards the better ones, even impressed that their performance was the same as the performance before receiving the professional allowance, one might say that their performance seemed to be stuck in place. Why this could happen, this is inseparable from the role of leadership and the ability of the principal in managing his subordinates (Mahaputra & Saputra, 2021).

Sardiman (in Leithwood et al., 2020) argues that teachers are one of the human components in the teaching and learning process, which play a role in efforts to form potential human resources in the field of development. Therefore, teachers who are one of the elements in the field of education must play an active role and place their position as professionals, in accordance with the demands of a growing society. In this case the teacher is not merely a teacher who transfers knowledge, but also as an

educator who transfers values as well as a mentor who gives direction and guides students in Study (Setiyadi & Rosalina, 2021).

This becomes more important in line with the increasingly complex demands of the school principal's duties, which require more effective and efficient performance support. The principal as the highest leader who is very influential and determines the progress of the school must have administrative skills, have high commitment, and be flexible in carrying out his duties. Good school principal leadership must be able to seek to improve teacher performance through capacity building programs for educational staff. Therefore the principal must have the personality or characteristics and abilities and skills to lead an educational institution. In his role as a leader, the principal must be able to pay attention to the needs and feelings of the people who work so that the teacher's performance is always maintained (Baptiste, 2019).

In carrying out the task of educating, teachers have different characteristics and behaviors, some are enthusiastic and full of responsibility, there are also teachers who do their work without a sense of responsibility, besides that there are also teachers who often play truant, come not on time and disobey orders. The condition of teachers like that is a problem in every formal educational institution. With teachers who have low performance, it will be difficult for schools to achieve the expected results As an educator , a school principal must at least have the right strategy to increase the professionalism of the education staff in his school (Van Jaarsveld et al., 2019). A school principal needs to understand and live up to the duties of a teacher so that he does not experience difficulties in carrying out supervision and professional development for the teachers who become his subordinates (Sukayana et al., 2019).

In the history of the implementation of education in Indonesia, the performance of school principals is inseparable from educational development policies that are carried out in a centralized manner (Elly & Soraya, 2020). This condition causes the performance of school principals to lack the ability to formulate internal school decisions independently and professionally. Quality principal managerial skills will contribute to the atmosphere and work culture of the school. The manifestation of the atmosphere and work culture of the school will ultimately encourage the creation of good teacher performance (Normianti et al., 2019).

Based on the background and the reality of the above, it aroused the author's interest in conducting research with the title: "The Effect of Leadership and the Ability of Principals on Teacher Performance in SMP Negeri 3 Village of Martanding South Siantar District".

In accordance with the problem identification above, there are several variables that influence teacher performance. In this case the researcher limited it to three variables, namely: one dependent variable, namely teacher performance (Y) and two independent variables, namely leadership as independent variable 1 (X1) and ability as independent variable 2 (X2). The purpose of this study is to examine the following: Obtain a clear picture of the influence of the school principal's leadership on the performance of SMP 3 teachers in the Martanding Village, South Siantar District. Obtain a clear picture of the influence of the principal's ability on the performance of SMP 3 teachers in the Martanding Village, South Siantar District. Assessing the correlation of the joint influence of leadership and the ability of school principals in improving the performance of SMP 3 teachers in the Martanding Village, South Siantar District

Contributing thoughts and improvements in school principal leadership .The research results can be used as input for leaders in determining policies related to

school principal leadership in relation to improving teacher performance. As material for consideration and contribution of thought to improve teacher performance As a reference for similar research in the future Add insight and knowledge of researchers

Dubrin (in Tanjung et al., 2021) argues that leadership is an effort to influence many people through communication to achieve goals, how to influence people with instructions or orders, actions that cause other people to act or respond and cause positive changes, important dynamic forces that motivate and coordinate organization in order to achieve goals, the ability to create self-confidence and support among subordinates so that organizational goals can be achieved (Kartini et al., 2020).

Leithwood (2020) define ability as a basic person which itself is related to carrying out work effectively or very successfully. Performance is the result of the work of a person or group of organizations from the performance (appearance) of a person in the organization as a whole. Gibson (in Hou et al., 2019) suggests that performance is the desired result of individual and group behavior.

METHOD

The data needed in this research is primary data. What is meant by primary data is data that comes directly from data sources that are collected specifically and are directly related to the problem under study (Nurbaeti, 2022). Primary data in this study is data obtained directly from distributing questionnaires or lists of questions to the selected respondents in this study, namely data relating to the identity of the respondents such as: age, gender, last education, and years of service. The proposed questionnaire is prepared based on predetermined variables by providing several alternative answers.

Are research objects or what is of concern to a research Independent Variable (X) The independent variable in this study is the Principal's Leadership (X1), and the ability of the principal (X 2) is the variable that give effect to the dependent variable. In this study the dependent variable (Y) is the teacher performance variable, namely the teacher's ability and effort to carry out the tasks he carries, both learning and other institutional tasks, namely the variables that are influenced and become a result because of the independent variables.

Population is a group or collection of individuals or research objects that have certain standards of predetermined characteristics. Based on these characteristics, the population can be understood as a group of individuals or objects of observation that have at least one characteristic in common (Naidoo, 2019). The population in this study were all 51 teachers at SMP 3 Kelurahan Martangan, South Siantar District, both civil servants and those still on honorarium.

In this study, the researchers used the saturated sample technique to take samples , this was done because the total number of teachers at SMP Negeri 3, Martanding Village, Siantar Selatan District, was relatively small, namely 51 people.

To measure the validity of each data collection tool or questionnaire, it is done by correlating the item scores of the question items to the total score on each factor from each respondent who was tested. The correlation formed based on the Product Moment correlation technique whose mathematical formulation according to Riduwan (in Indajang et al., 2020) is as follows:

$$r_{hitung} = \frac{n(\sum XY - (\sum X)(\sum Y))}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \{n \cdot \sum Y^2 - (\sum Y)^2\}}}$$

Where:

- r_{count} : correlation coefficient
- $\sum Y$: total score (all items)
- $\sum X$: total item scores
- n : number of respondents

Then it is calculated by t-test with the formula:

$$t_{hitung} = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

- t_{count} : t count value
- r : correlation coefficient of the results of r count
- n : number of respondents

The reliability test is used to determine the correctness of the questionnaire given to the respondents and the index obtained from the calculation shows the extent to which the measuring instrument used can be trusted or reliable.

This reliability test can be carried out *internally with the Split Half Method*, which means that the instrument items are divided into two groups, namely the odd numbered instrument items are grouped into one and the even numbered instrument items are grouped into one. Then each group's score for each item is added up to produce a total score. Then the total score between the odd and even groups was searched for the correlation. Then the correlation coefficient is included in the *Spearm Brown formula* as follows.

2 p.mβ

$$R = \frac{2 p.m\beta}{1 + r\beta}$$

R = internal reliability of all instruments

$r\beta$ = correlation coefficient between odd and even instrument halves.

RESULT AND DISCUSSION

Normality test

The normality test was carried out to see whether the independent variable and dependent variable regression models have normally distributed data or not. The best model is when the data is normally distributed or close to normal (Ritonga et al., 2020). If the data spreads around the diagonal line and follows the direction of the diagonal, then the regression model meets the normality assumption, or vice versa (Chandolia & Anastasiou, 2020).

Multicollinearity Test

Multicollinearity is the designation of a perfect or definite linear relationship between the independent variables. This condition must be avoided so that the test results are not biased. Multicollinearity testing in this study uses *variance values inflation factor* (VIF). If the VIF value of each variable is greater than 10, it indicates that the model has symptoms of multicollinearity (Hesbol, 2019).

Multiple Regression Analysis

The analytical model used in this study is the multiple regression analysis technique. This technique is used to determine the accuracy of predictions from all independent variables to dependent variables, with the following equation model: (Sugiyono, 2002: 347)

$$Y = a + b_1X_1 + b_2X_2 + e$$

Where:

- Y = Performance Variable
- a = Multiple regression constant
- b = Regression coefficient (direction value as a predictor determinant which shows an increase/decrease in variable Y)
- X₁ = independent variable 1
- X₂ = independent variable 2
- e = error (another independent variable outside the regression model).

Overview of Respondents.

Respondents in this study were 51 teachers at SMP 3, District of South Siantar, Simalungun Regency. Of the 51 questionnaires given to employees, only 45 returned, while 7 questionnaires were considered unfit for testing because they were not filled in completely and correctly, so that the number of questionnaires eligible for testing was 45.

Therefore *the response rate* is very good because the questionnaire is taken and it is feasible to test (90%). The general description of the respondents can be seen through the demographics of the respondents which include age, gender, level of education and years of service. These demographic factors are seen as influencing employee performance which is the topic of this study (Juniarti et al., 2020).

Simultaneous Test

This test is used to determine the level of significance of all independent variables on the dependent variable together and can be further analyzed from the ANOVA table from the SPSS results below:

Table 1. Simultaneous Test

Model	Sum of Squares	df	MeanSquare	F	Sig.
Regression	7,282	2	3,641	3,600	,553 ^a
residual	291,346	48	6,070		
Total	298,627	50			

Based on the ANOVA table above, we can see that the calculated F value is 3.6 at $\alpha = 0.05$ while the F table value at the 2nd degree numerator and 48th denominator degree is 3.23 or $F_{Hit} > F_{Table}$ and from the SIG value = 0.553 or $>$ from $\alpha = 0.05$. Thus H_0 is rejected and H_1 is accepted or it can be concluded that simultaneously the independent variables, namely leadership and ability, jointly affect the dependent variable, namely the performance of SMP 3 Teachers in Martanding Village, South Siantar District, Simalungun Regency (DeMatthews et al., 2021).

CONCLUSION

From the hypothesis proposed in this study, it can be concluded as follows: Partial hypothesis testing proved that there was a positive influence of each leadership and ability variable on teacher performance, as seen from the significance value of 0.893 for the leadership variable and 0.305 for the ability variable or greater than $\alpha =$

0.05 (at the error 5%). Simultaneous hypothesis testing proves that there is a significant and positive influence between leadership and ability together with teacher performance, as seen from a significance value of 0.553 (at an error rate of 5%)

Based on the research results of the two variables, namely leadership and ability, it turns out that they have a significant effect on improving teacher performance. In order to pay attention to improving the principal's leadership to maintain leadership and ability by providing an explanation of what to do, how well they do it and what can be done to improve performance when teaching. Teachers who have good abilities will be able to obtain and develop the tasks they carry, so that the level of teacher performance becomes better. If leadership and ability are contributors to high teacher performance, then schools need to try to develop teacher leadership through mentoring and training. This development approach will assist teachers in designing messages that are appropriate and effective in their work environment. It Should pay attention to the dimensions of ability. For example, professionalism can be increased by providing training for teachers to serve students. Trust and intimacy between teachers can be built by holding regular events outside of teaching hours that can eliminate gaps between teachers, such as holding gatherings , outbound training or joint picnics and so on. Regularity in work can be controlled by creating statutory procedures requiring teachers to teach with their professionalism, accompanied by ongoing evaluation. It is necessary to make clear individual performance benchmarks/assessments every year, where this performance includes the leadership and abilities possessed by each teacher. With clear benchmarks, it is hoped that teachers will be motivated to excel by working seriously and paying attention to the quantity and quality of work

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