The Influence of Principal Leadership on Teacher's Performance of Primary School Teacher

Zuhrotul, Ulya[1*], Santoso[2] & Slamet, Utomo[3]

[1,2,3]Master of Elementary Education, Muria Kudus University, Central Java 59327, INDONESIA

*Corresponding author Email: ulya.azahra@gmail.com

Abstract: Leadership can benefit every aspect of your life, giving you greater confidence, strengthening your communication and negotiation skills and developing character. The purposes of this research is to determine the influence of principal leadership on teacher's performance. This type of research is quantitative research by using ex post facto approach. The population in this research is elementary school teachers in Tayu Subdistrict of Pati Regency with the total number of 295 people, and it is obtained 167 people as sample by using random sampling technique. The method of collecting the data is using questionnaire. The data analyses used in this study are descriptive analysis, prerequisite tests, and hypothesis testing using simple and multiple regression analysis. The results of study showed that principal leadership has an effect on teacher's performance of 23%.

Keywords: Principal leadership, teacher's performance

1. Introduction

Talking about the quality of education, cannot be separated from the participation of teachers (Brook & Shell, 2006). Professionalism requires teachers to be mentally good, authoritative, efficient, effective, of high quality, have high awareness, and be disciplined in carrying out their duties (Oriente & Alvarado, 2020). Teachers are one of the human resources in schools, so teacher performance has an important role in achieving school goals. Performance problems are under the spotlight of various parties because of teacher performance will be felt directly by both students and parents (Harris & Saas, 2014). Therefore, various efforts were made to achieve good performance.

In essence, the success of a school lies in the effective and efficient leadership of the principal (Makruf, Suad, & Jakkrapan, 2021). According to Kartono (2010: 2), leadership is the relationship between humans who influence or leaders and the obedience of followers, because it is influenced by the authority of the leader. As for according to Soegito (2013: 39) states that leadership is the ability to influence another person or group regardless of the form of reason. Leadership is the ability to influence another person or group regardless of the form of reason. In order to carry out his leadership duties, the principal must understand the duties, principles, and functions of the school in order to achieve the vision, mission and goals (Karnan & Marimuthu, 2021).

According to Mulyasa (2013: 98), school principals must be able to function as educators, managers, administrators, supervisors, leaders, innovators, and motivators in the educational management paradigm. A good principal will lead by providing an example that deserves to be emulated, always at the front to make sacrifices for the good of the school, invite teachers to participate in realizing school goals, and provide support by seeking to improve teacher performance. Sanjani (2018) defines that the principal is a functional teacher who is assigned the task of leading a school where the teaching and learning process is held.

School as an organization includes elements that each carry out a cooperative relationship to achieve goals. The elements in question include human resources consisting of principals, teachers, education staff, students, and parents of students (Alazmi & Al-Mahdy, 2020). Without prejudice to the roles of other elements of the school organization, principals and teachers are internal personnel who play an important role in determining the success of education in schools. According to Mitchell in Sedarmayanti & Pd (2001) the indicators used to measure employee performance include quality of work, initiative, be on time, ability, and communication. The quality of work achieved must be based on conformity and readiness requirements. Organization members have the initiative and motivation in carrying out tasks and solving problems without waiting for orders (Begley, 2006). The implementation of work tasks must be on time because it shows effectiveness in using time allocations. Demonstrate the capacity as a member of the

organization in performing its duties and functions properly. There is communication and coordination between members in a school.

The problem is, the real conditions on the ground are not always the same. Currently, the performance of elementary school level teachers in Tayu Subdistrict, Pati Regency has not shown that a teacher has a competent performance. Based on the observations of researchers at elementary schools in Tayu Subdistrict, Pati Regency, several phenomena are still encountered, among others. There are some teachers who receive low salaries so that some teachers have other additional jobs (Xiehui, 2018). In addition, some teachers did not attend training to improve their competence, especially teachers who had entered the age of 50 and had received the professional allowance. The principal's supervision of teachers whose intensity is rare is also one of the factors that makes teacher performance low.

Conditions in the field indicate that there are several schools that have not been able to create a conducive school culture. This can be seen from the lack of good relations between teachers and school principals. Some school principals still like to be authoritarian in making decisions (Murtiningsih, Kriastiawan, & Lian, 2019). The school culture has not provided a situation that unites perspectives and builds togetherness between teachers, education staff, and school principals in achieving goals. For example, the formation of a disciplined work mentality with high loyalty and dedication to work, the formation of a firm vision and mission, and good guidance and coordination. For this reason, school principals who are able to manage all resources are needed to improve the quality of education, create a conducive school culture, and involve community components to be able to improve teacher performance (Bruce et al., 2010).

The teacher's performance is still low. This is evidenced by the fact that some teachers have not prepared complete learning tools in accordance with the situation and conditions of the school. In addition, there are still teachers who are less passionate about paying attention to students and have not developed learning innovations (Suchyadi, 2018). Some teachers also still teach using the conventional lecture method even though the curriculum changes frequently. Research conducted by Salim (2018) entitled "The Role of Principal Leadership in Improving Teacher Performance in public elementary school Samarinda Ilir Subdistrict for the 2017/2018 Academic Year". The results of the study found that there was an influence on the level of strong and significant closeness between the principal's leadership and teacher performance with the principal's leadership contribution to the teacher performance variable amounting to 56.10%.

Therefore, teachers are expected to be truly competent in their fields and able to serve optimally. Optimal teacher performance is influenced by several factors, both internal and external. Efforts to improve the quality of education can only be realized if the teacher element has good performance. Teacher performance plays a very important role for the successful achievement of learning objectives (Amin et al., 2021).

2.   Research Methods

The design in this study was used ex post facto research with a quantitative approach. This study examines the factors that have occurred and has been carried out by the research subjects. For this reason, this study uses an ex post facto approach. According to Suharsimi Arikunto (2010: 4), ex post facto research was carried out to determine the level of the relationship between two or more variables, without implementing changes, manipulations or additions to existing data.

2.1   Data Source

The data subjects in this research were teachers of elementary school in Tayu Subdistrict, Pati Regency. Population data of 295 people. In this study the sampling method used probability sampling techniques: simple random sampling. The research sample data were 167 people.

2.2   Data collection technique

Data collection techniques using a set of questionnaires. The instrument contains statements about the principal's leadership and teacher performance variable.

2.3   Test Analysis Technique

Analysis of the data used in this study is to use regression analysis. The step in analyzing the data is by carrying out the prerequisite test analysis and hypothesis testing and analyzing the data in answering the problem formulation with the help of the SPSS program.

Test data requirements include normality test, linearity test, and multicollinearity test. Correlation analysis include tests as follows.

2.3.1   Simple Regression Test

The simple regression test aims to determine the influence of principal leadership (X1) on teacher performance (Y), using the regression equation, that is:

$$\hat{Y} = a + Bx \qquad (1)$$

2.3.2 Partial test (t-test)

Used to determine whether the independent variable partially has a significant or not significant effect on the dependent variable. The test criteria if t count<t table or if the significance ≥0.05 Ha is accepted, and vice versa if t count> t table or if the significance is ≤0.05 then H0 is rejected so that it can be stated that the independent variable has an effect on the dependent variable.

2.3.3 Coefficient of Determination

This analysis is used to determine how much the contribution of the independent variable to the dependent variable which is shown in the percentage. To find out the coefficient of determination, it can be calculated with the following formula:

$$Kd = r^2xy \; x \; 100\% \qquad (2)$$

The criteria for the coefficient of determination analysis are if Kd is close to zero (0), it means that the influence of the independent variable on the dependent variable is weak and if Kd is close to one (1), it means that the influence of the independent variable on the dependent variable is strong.

3. Results and Discussion

From the results of the exposure, it can be seen that the teacher performance variable has a minimum score of 64.00 and a maximum score of 108.00 and the mean is 44.00 with a standard deviation of 8.82. The principal leadership variable has a minimum score of 38.00 and a maximum score of 111.00 and a mean of 69.39 is obtained with a standard deviation of 15.57. Variable description of principal leadership (X) based on the total score given by the respondent as follows.

Table 1: Description of the Score of Principal Leadership (X) Based on the Total Score

Interval	Frequency	Percentage	Category
111-98	6	4%	very high
83-97	32	19%	high
68-82	48	29%	moderate
53-67	55	33%	low
38-52	26	15%	very low
Total	167	100%	

Based on Table 1, it can be explained that the leadership assessment of primary school principals in Tayu Subdistrict is included in the very high category given by 6 respondents (4%), high category by 32 respondents (19%), medium category as many as 48 respondents (29%), low category as many as 55 people (33%) and very low category as many as 26 respondents (15%).

In the previous descriptive analysis, the average score of the principal's leadership was 69.39 which is located in the 68-82 interval with a percentage of 29% in the moderate category. Therefore, based on these data, it can be concluded that the average leadership of the primary school principals in Tayu Subdistrict, Pati Regency, is categorized as moderate.

Table 2: Division of Principal Leadership Categories (X) Based on Average of Each Indicator

Interval	Category
531 – 572	very high
490 – 530	high
449 – 489	moderate
408 – 448	low
367 – 407	very low

Based on the principal leadership category above, the results of the principal leadership category for each indicator can be summarized in the following Table 3.

Table 3: Categories of Work Discipline (X) Average of Each Indicator

Indikator	Average Score	Category
Mobilizing school resources	466	Moderate
Be able to make decisions	465	Moderate
Public relations skills	488	Moderate
Communication skills	479	Moderate
Able to provide work motivation	511	High

Based on Table 3 above, indicators of moving school resources show moderate category, indicators of being able to make decisions show moderate categories, indicators of community relations ability show moderate categories, indicators of communication skills show moderate categories and indicators of being able to provide work motivation show high categories. Overall, indicators with moderate categories need to be improved, while indicators that have shown a high category need to be maintained.

The hypothesis is a temporary answer to the formulation of the problem, because the answer is only based on theory through the researcher's frame of mind, whose truth must be tested through field research.

The results of the regression statistical analysis of the effect of school principal leadership (X1) on teacher performance (Y) can be seen in the following table.

Table 4: Principal Leadership Regression Coefficient (X) on Teacher Performance (Y)

Model	Unstandardized Coefficients	Standardized Coefficients		
	B	Beta	t	Sig.
(Constant)	64.824		23.557	0.000
Principal Leadership	0.272	0.480	7.025	0.000

Based on the results of the regression analysis in Table 4, the regression equation can be drawn up as follows:

$$\hat{Y} = 64.824 + 0.272X1 \qquad (3)$$

This formula can be explained that 64.824 is a constant value, meaning that if the principal's leadership (X1) is considered constant or zero, the teacher performance variable (Y) has a value of 64.824. Then, 0.272 shows a positive regression coefficient, meaning that if there is an addition of one unit of the principal's leadership variable (X1) it will increase the value of the teacher performance variable (Y) by 0.272.

The leadership of the principal that is running quite well actually has an effect on teacher performance. According to the analysis using simple regression known t count 7.025 with a significance value of 0.00<0.05, then Ho is rejected and Ha is accepted.

This means that there is an influence of the principal's leadership on the performance of elementary school teachers in Tayu District, Pati Regency. The amount of influence is 23%.

The results of the regression statistical analysis of the influence of Principal Leadership (X) on Teacher Performance (Y) can be seen in Table 4 below.

Table 5: The influence of principal leadership on the performance of elementary school teachers in Tayu Subdistrict, Pati Regency

t count	Sig Value	Contribution (%)
7,025	0,000	23,0

Based on the data above, it was concluded that the principal's leadership had an effect on teacher performance by 23.0%.

Overall, the results of descriptive analysis show a good respondent's assessment of all variables in this study. From the results of this assessment, it was found that the variables of principal leadership had a positive and significant influence on teacher performance.

Based on the results of research from 167 respondents who had answered the questionnaire distributed by the researcher, it was shown that the leadership of primary school principals in Tayu District, Pati Regency, who stated that the very high category was 6 people (4%), the high category was 32 people (19%), the moderate category as many as 48 people (29%), in the low category as many as 55 people (33%), and in the very low category as many as 26 people (15%). The minimum score is 38.00 and the maximum score is 111.00 with a standard deviation of 15.57. Overall, the

average leadership score for the principal was 69.39, including in the moderate category. Based on these data, it can be concluded that the average leadership of primary school principals in Tayu District, Pati Regency, is categorized as moderate.

The results of the simple regression analysis of principal leadership on teacher performance obtained the equation $\hat{Y} = 64.824 + 0.272 X1$ with a significance of 0.000 ($p \leq 0.5$). This means that if the principal's leadership is zero, it is predicted that the teacher performance score will be 64.824 and if the principal's leadership increases by one unit, the teacher's performance is predicted to increase by 0.272. The magnitude of the influence of the principal's leadership on teacher performance is 23%. The correlation coefficient between principal leadership and teacher performance is 0.480, including in the medium category. This means that the influence of principal leadership on teacher performance shows a positive and significant regression coefficient. If there is a change in the leadership of the principal, it will show a change in teacher performance in the same regression direction.

Based on the results of the discussion, it can be explained that the principal leadership variable partially has a significant effect on teacher performance. This can be explained that teacher performance is influenced by the principal who mobilizes all school resources, is able to make decisions, has community relations skills, expertise in communication, and is able to provide work motivation to subordinates.

The results of this study support research conducted by Wasono (2019) entitled The Influence of the Principal's Role and Professional Competence Towards Career Development of Junior High School Teachers. The results showed that there was a positive and significant influence of principal role leadership on teacher's career development. The strong contribution of X1 and X2 to Y can be seen from the regression coefficient of R = 0.348 and p <0.05 or an effective contribution of 11.3% to the career development of teachers in Semarang District.

The results of this study support research conducted by Nugroho and Marzuki (2019) entitled entitled The Effect of Work Motivation and Principal Leadership on the Performance of Certified Social Studies Teachers. The results showed that there was a positive and significant influence of work principal leadership and leadership on teacher performance. The strong contribution of X1 and X2 to Y can be seen from the regression coefficient of R = 0.884 and p <0.05 or an effective contribution of 88.4% to the performance of certified social studies teachers in Magelang District. The results of this study support research conducted by Aribowo, Su'ad, & Madjdi (2020) entitled The Effect of Academic Supervision and Classroom Action Research Training on Teacher Profesional Competence Performance. The results of study showed that academic supervision had an effect on teacher professional competence of 32,0%. Whereas classroom action research training has an effect on teacher professional competence of 39,1%. Academic supervision and classroom action research training together have an effect on teacher professional competence of 46,6% in Undaan Subdistrict, Kudus Regency.

The results of this study support research conducted by Hartiwi, Kozlova, & Masitoh (2020) entitled The Effect of Certified Teacher and Principal Leadership toward Teachers' Performance. The results of this study also supported by research of concluded that there is significant influence of certified teachers and principal leadership either partially or simultaneously toword teachers' performance of primary school in Palembang.

The results of this study support research conducted by Kartini, Kristiawan, & Fitria (2020) entitled The Influence of Principal's Leadership, Academic Supervision, and Professional Competence toward Teachers' Performance. It founds that there is significant influence between the principal's leadership and the teachers' performance.

4.   Conclusion

Based on the results of research and discussion, it can be concluded that there is an influence of the principal's leadership on the performance of elementary school teachers in Tayu Subdistrict, Pati Regency, by 23%. 5.1.1 The average result of primary school principal leadership in Tayu Subdistrict, Pati Regency is 69.39, including the medium category. The indicators of school principal leadership variables are in the high category so that it needs to be maintained, namely achieving work quality, being able to show capacity, and the existence of communication and coordination. Meanwhile, other indicators that are in the medium and low categories that need to be improved include having problem solving initiatives and carrying out tasks on time.

There is a significant effect of principal leadership (X1) on teacher performance (Y). From the calculation results, the correlation coefficient is R = 0.480 and the determination coefficient is $R^2 = 0.230$. The results of this study indicate the contribution of school culture by 23% towards improving teacher performance. This positive effect means that if the school culture is high, the performance of elementary school teachers in Tayu Subdistrict, Pati Regency will increase.

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