

The influence of the principal's leadership to teacher performance

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ARTICLE INFO**Article history:**

Received Mar 2, 2024

Revised Mar 16, 2024

Accepted Jul 30, 2024

Keywords:Employee Influence;
Leadership;
Performance.

ABSTRACT

The principal's leadership is one of the determining factors for improving teacher performance in schools because it is very important to determine the high and low learning outcomes of students, productivity and morale of teachers. This can determine the extent to which the principal is able to create work excitement and encourage his subordinates to work in accordance with the policies and programs that have been outlined, so that discipline, work productivity, high teacher performance and student learning outcomes increase. This study was conducted to determine the influence of the principal's leadership on teacher performance. This study used quantitative research methods with questionnaire data collection techniques. The population in this study is all teachers with a total of 12 people, because the population does not eat much using the saturated sample technique (census) where the entire population is used as a sample. This study shows the results that: The principal's leadership has a significant effect on teacher performance, because the calculation results show the value of $t(1)$ count is 17.338 while t table shows a number of 2.201, thus t calculate the $> t$ table and the specified significance level (α) = 5% with sign. < 0.05 is 0.00, then H_0 is rejected, H_1 is accepted. The hypothesis indicates that Leadership (X) has a significant effect on Performance (Y). Extent the principal is able to create work excitement and to what extent the principal is able to encourage his subordinates to work in accordance with the policies and programs that have been outlined so that discipline, work productivity and teacher performance are high and student learning outcomes are improved.

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1. Introduction

The Principal is a functional teacher who is given the task of leading a school. The principal's leadership must be truly accountable, because the principal's responsibility is very important and determines the high and low learning outcomes of students, (Saddi et al., 2021) also the productivity and morale of teachers depends on the principal in the sense of the extent to which the principal is able to create work excitement and the extent to which the principal is able to encourage his subordinates to work in accordance with the policies and programs that have been outlined so that discipline, Work productivity and teacher performance are high and student learning outcomes are improved. (Herry et al., 2020). The scientific contribution of this research is knowing the Effective Leadership Model. This research can identify the leadership characteristics of school principals that are most effective in improving teacher performance. These findings can be used to develop a leadership model or framework that can be applied in various schools.

Obstacles or problems when in the task of educating, teachers have different behaviors and characteristics, some are very responsible and enthusiastic, some are less based on responsibility, besides that there are also teachers who often go home before daily roll time and arrive late or not on time so that they must be replaced by other teachers during empty hours. (Diana et al., 2021) This condition of teachers is the

problem at SDN 220 Gumuruh Bandung City. With the low performance of these teachers, schools will find it difficult to get maximum results for learning time for students and students. (Muhassanah, 2020)

There are three previous studies that discussed similar topics but there is a gap with this research, namely research by Novtri Mariatie et al, that it is not only leadership that influences performance but there are also other variables, namely motivation and compensation variables. The second research, according to Elvi Juniarti et al., is that leadership variables not only influence performance but also influence employee discipline. And the third research, according to Mahfud, is that what influences performance is not only leadership variables but also motivation variables.

Another obstacle is that the Principal who lacks trust in subordinates in carrying out their duties, shapes the mindset of teachers only as executors. (Wijaya et al., 2022) Teachers are only implementers of programs that have been determined by the Principal. With the lack of responsibility given, of course, this will have an impact on the lack of maximum teachers at work.

From the explanation presented in the background of the problem, the following problems can be identified, including the teacher has not optimized learning time in class because it still often comes not on time, not optimal teacher performance during the teaching and learning process, lack of supervision from the principal in the teaching and learning process, and filling empty classes by other teachers makes time ineffective in 2 other classes. (Sasmita & Prastini, 2023) To find out the degree of significance, the double correlation coefficient was tested as a whole. (Adlini et al., 2022). The hypotheses proposed in this discussion are: H0: Leadership is not simultaneously and significantly related to teacher performance, Ha: Leadership is simultaneously and significantly related to teacher performance.

2. Research Method

This study used a quantitative type of research. (Hardono et al., 2017) The object of this study is the Influence of Principal's Leadership on Teacher Performance at SDN 220 Gumuruh Bandung City. While the subject of this study is a teacher who teaches at SDN 220 Gumuruh Bandung City. This research will be examined regarding teacher performance. (Durrotunnisa & Nur, 2020) Operational variables are used as determinants of the types and indicators of related variables in this study. (Yam & Taufik, 2021) The population in this study amounted to 12 people who worked at SDN 220 Gumuruh Bandung City. Because the population at SDN 220 Gumuruh Bandung City is relatively small, this study will use saturated sampling techniques. In this study will use a questionnaire with a closed statement type. The scale used in this questionnaire is the Likert scale. (Jaliah et al., 2020) Likert scale is a scale used in measuring the behavior, opinions and perceptions of a person or group of people regarding social phenomena. (Sugiyono, 2019)

Mathematical equations are numbered with Arabic numerals inside open-close brackets at the right alignment position of the column. (Putri, 2022) The equation is written indented by 6 mm. For equations that are not sufficiently written in the width of 1 column, the writing can cross 2 columns, written at the bottom of the page and assigned the appropriate sequence number. (Mahfud, 2020)

Table 1. Distribution of questionnaire dissemination

No.	Types of Jobs	Question's Disseber	Back Questionnaire
1	Principal	1	1
2	Class Teacher	8	8
3	Sports Teacher	2	2
4	Religion Teacher	1	1
SUM		12	12

Source: Primary data processed 2023

In the distribution of questionnaires to respondents, it was carried out by distributing as many as 12 questionnaires. Each questionnaire is given to the respondent and it is expected that the respondent can fill in the statements submitted on the questionnaire according to the actual circumstances. Of the 12 questionnaires distributed, all of them can be processed into useful data for the continuation of this study. 12 Questionnaires distributed to respondents, with distribution of dissemination presented in Table 1

Table 2. Respondent data by gender

Gender	Number of Respondents	Percentage (%)
Man	4	33 %
Woman	8	67%
Amount'	12	100%

Source: Primary data processed 2023

Based on Table 2 above, it can be seen that there are 4 male respondents with a percentage of 33% and 8 female respondents with a percentage of 67%. From this information, it can be seen that most of the teachers at SDN 220 Gumuruh Bandung City are female. This shows that women are more needed in terms of accuracy, especially on the part of class teachers while men are more needed in terms of physicality.

Table 3. Identity of respondents by age

Age	Number of Respondents	Percentage of Number of Respondents(%)
31-40 Years	4	33%
41-50 Years	8	67%
Sum	12	100%

Source: Primary data processed 2023

Based on Table 3 above, the results showed that of the 12 teacher respondents at SDN 220 Gumuruh Bandung City were the age group of 41-50 years with a percentage of 67%, this is because teachers aged 41-50 years have more maturity in understanding the world of work and their work duties, then followed by the age group of 31-40 years, this is because the elderly have a little less accuracy at work and lack of speed in working.

Table 4. Identity of respondents based on recent education

Education Level	Number of Respondents	Percentage (%)
S2	5	42%
S1	7	58%
Sum	12	100%

Source: Primary data processed 2023

Based on Table 4 above, the results showed that of the 12 teacher respondents at SDN 220 Gumuruh Kota Bandung, S1 graduates were the highest with a percentage of 58%, this is because there are still many teachers who will continue their education to S2, followed by S2 graduates by 42%.

Table 5. Leadership and performance reliability test

Variable	r calculate	r table	Conclusion
Style	0,765	0,60	Reliable
Leadership (X)			
Performance (Y)	0,766	0,60	Reliable

Source: Primary data processed 2023

Based on Table 5 it can be seen that *Cronbach's Alpha* result for the performance variable is 0.766, the leadership style variable is 0.765. *Cronbach's Alpha* value of all variables is more than 0.60, so it can be interpreted that the research instrument is reliable.

The results of statistical testing to determine the magnitude of the influence of Leadership (X) on teacher performance (Y) are as follows:

H0 : $\rho_{yx1} = 0$: Leadership has no significant effect on teacher performance

H1 : $\rho_{yx1} \neq 0$: Leadership has a significant effect on teacher performance

By test criteria : subtract H0 if the value of Sign. < 0.05. To see the testing of the Hypothesis of the effect of Leadership (X1) on teacher performance (Y) based on SPSS (Diana et al., 2021). Explanation of the table mentioned above to test the hypothesis, a path coefficient value is required.(Ndoen & Manurung, 2021) The calculation results show the value of t (1) count is 17.338 while t table shows a number of 2.201, thus t count > t table and the specified significance level (α) = 5% with sign. < 0.05 which is 0.00, then H0 is rejected, H1 is accepted.

From the hypothesis mentioned above indicates that Leadership (X) has a significant effect on Teacher Performance (Y). The coefficient of determination is used to measure or find out how much the change in the dependent variable is explained or determined by its independent variable.(Russamsi et al., 2020).

3. Results And Discussions

Based on Table 6, the value of the coefficient of determination (R Square) is 0.997 which means that changes in teacher performance are influenced by leadership 99.7%. This shows that there are still other factors that can increase employee performance 0.3%. the result of calculating the multiple correlation coefficient (R) is

0.999. This shows the close relationship between the Leadership variable (X) to Employee Performance (Y) including very strong criteria that are in the interval 0.80 – 1,000, while the contribution or contribution simultaneously of the leadership variable is 99.7% while 0.3% is influenced by other variables.

Table 6 Results of simultaneous analysis of coefficient of determination

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.999a	.997	.997	.519	.997	3782.943	1	10	.000

a. Predictors: (Constant) leadership

b. Dependent Variable: Employee Performance

Source : Primary data processed 2023

Based on the results of the study, it is stated that leadership indirectly has a significant effect on teacher performance (Mahfud, 2020). The following is a discussion of this research: Explanation of the table mentioned above to test the hypothesis, a path coefficient value is required.

Table 7. Testing the effect of leadership (X) on teacher performance (Y)

t count	Sign.value	Conclusion
17,338	0,00	Ho was rejected, there was no significant effect

Source : Primary data processed 2023

Explanation of the table mentioned above to test the hypothesis, a path coefficient value is required. The calculation results show the value of t (1) count is 17.338 while t table shows a number of 2.201, thus t count > t table and the specified significance level (α) = 5% with sign. < 0.05 which is 0.00, then H₀ is rejected, H₁ is accepted. (Sasmita & Prastini, 2023) From the hypothesis mentioned above indicates that Leadership (X) has a significant effect on Teacher Performance (Y). It is relevant to the theory that Principal Leadership is "an individual who can influence the behavior of others without resorting to violence, whereas leadership is the ability, nature or behavior of the person that can influence or be followed by others." (Ningsih et al., 2020). In addition, the principal's leadership is related to the ability and competence of the principal, both hard skills and soft skills, to influence all school resources to be able to achieve the goals and objectives that have been set. (Muhassanah, 2020)

Based on this view, it can be concluded that the principal's leadership is a process to influence, mobilize and direct the people in an organization carried out by the principal as a leader to achieve the goals of an organization. (Asmirin dkk., 2023). The value of the coefficient of determination (R Square) is 0.997 which means that changes in teacher performance are influenced by leadership by 99.7%. This shows that there are still other factors that can increase employee performance by 0.3%.

This means that leadership is an effort to influence many people through the communication process to achieve organizational goals which is expected to cause more or less positive or negative changes in the form of dynamic forces that can coordinate the organization in order to achieve company goals. (Hendriana, 2023) Leadership is a process of moving people in an organization because they have power, authority and ability (Herry et al., 2020), so that working in an atmosphere of high morality with enthusiasm can complete their respective work according to the expected results. (Elazhari et al., 2022)

The results of this study are very relevant to the theory that leadership is as "A process of social influence in which the role of a leader is to seek voluntary participation from members to achieve a target or goal to be achieved by their own organization. (Haq et al., 2019) This means that the influence of a wise and carrying leader is needed to foster a sense of responsibility in each member to be able to carry out their duties as well as possible without having to be forced and asked." (Romadhon & MS, 2021).

4. Conclusion

The expected implications of this research are in theory as an additional basis for knowledge related to the influence of school principal leadership on teacher performance and in practice it can be used as a source of information for schools and input and consideration in making decisions regarding teacher performance. Based on the results of research and discussion on the influence of leadership on teacher performance and based on the results of research in the previous chapter, it can be concluded as follows the calculation results show that the value of t (1) count is 17.338 while t table shows a number of 2.201, thus t count > t table and

the specified significance level (α) = 5% with sign. < 0.05 is 0.00, then H₀ is rejected, H₁ is accepted. The hypothesis indicates that Leadership (X) has a significant effect on Teacher Performance (Y). Based on the calculation results, the value of the coefficient of determination (R Square) is 0.997 which means that changes in teacher performance are influenced by leadership by 99.7%. This shows that there are still other factors that can increase employee performance by 0.3%. Researchers who will conduct further research, this study is expected to be used as a reference, support, guideline, comparison, and is expected to add other variables that can be used as indicators in further research on factors that affect teacher performance. By considering these contributions, limitations, and suggestions, future research can be more in-depth and comprehensive, providing better insights into improving teacher performance through effective leadership.

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