



THE INFLUENCE OF THE PRINCIPAL'S LEADERSHIP IN IMPROVING TEACHER PERFORMANCE

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ABSTRACT

In the learning process teachers are seen as having an important role, especially in helping students to develop their potential in cognitive, affective and psychomotor abilities. Teacher performance can be seen and measured based on the specifications / competency criteria that must be possessed by each teacher. Can be displayed through mastery of pedagogic, professional, personality and social competencies. This study aims to: 1) determine whether or not there is an influence of the principal's leadership on improving teacher performance; 2) Knowing whether or not there is an effect of improvement on teacher performance. The research method used is quantitative method. The results of this study show that: 3) there is a very significant positive influence between the influence of the principal's leadership on improving teacher performance; 4) There is a very significant positive influence between improvements in teacher performance. Teacher performance will increase if the teacher has carried out elements consisting of loyalty and high commitment to the task of teaching, mastering and developing learning materials, discipline in teaching and other tasks

Keyword: *Principal's Leadership, Teacher Performance Improvement*

INTRODUCTION

Teachers are very important in the learning process because they build curiosity, encourage independence and accuracy of intellectual logic, and build a positive attitude towards learning. Sulastrı et al., (2020) explained that teachers have a very large role in education, on their shoulders they are burdened with a responsibility for the quality of education. Therefore, teachers must develop themselves by improving their competence and performance.

One of the main responsibilities of teachers is to guide, help, and direct their students to maturity. This is in line with the opinion of Kartomo & Slameto, (2016) that teacher performance concerns all activities shown by teaching staff in their responsibilities as a person who carries a mandate and responsibility to educate, teach, guide, direct, and guide students in order to lead the development of students towards mental-spiritual maturity

Pedagogic competence, is the ability to manage students including understanding teacher insights on educational foundations and philosophies, understanding the potential and diversity of students (Istiqomah et al., 2022). Personality competence, teachers as role models for their students must have a complete attitude and personality that can be used as idol role models in all aspects of their lives. Professional competence, the main task of educating, teaching, guiding, directing, training, assessing and evaluating learners (Nasution et al., 2021). Social competence, the ability of teachers to communicate and get along effectively with students, fellow educators, education staff, parents/guardians of students and the surrounding community.

Quality teachers will undoubtedly be able to carry out effective and efficient education, teaching and training. They are believed to be able to motivate students to optimize their potential within the framework of achieving established educational standards. The teacher's teaching ability in accordance with the standard demands of the tasks carried out has a positive effect on the results to be achieved, such as changes in student academic results, student attitudes, student skills, and increasing changes in teacher work patterns.

By providing good services to students, schools have a very big role in educating the nation's life. To achieve this goal, teachers involved in the teaching and learning process must also pay attention to their students' performance. A good leader or principal must be able to manage the school well, have high work motivation, and be able to create a pleasant school environment (Kartomo & Slameto, 2016).

As the highest leader who influences school progress, the principal must have administrative skills, high commitment and flexibility. To improve

teacher performance, effective school principal leadership must implement a capacity building program for education staff. Therefore, a school principal must have the characteristics, abilities and skills needed to lead an educational institution. This is because the leader is the person at the front of the line who is expected by the followers to direct them, so it is not surprising that effective leaders or "good leaders" are generally very good at motivating themselves and motivating their followers. As a motivator, the school principal must have the right strategy to motivate teaching staff to carry out their duties. Providing motivation to teachers can consist of providing awards that can foster initiative, creative abilities and a healthy competitive spirit. This award is very important to improve the quality of performance of teaching staff, and to reduce less productive activities.

Motivation is basically a mental condition that encourages leaders to carry out an action or activity and provides strength that leads to achieving the fulfillment of desires, needs, providing satisfaction, or reducing imbalances. In this case, motivation refers to the factors that move and direct behavior which involves encouraging these actions towards certain goals. There are five levels of needs in all humans, namely starting from psychological needs, security, social, esteem, and the highest, self-actualization (Nuriatullah, 2020) So, teacher performance is influenced by the relationship between the principal's leadership and work motivation. The survival and success of schools today depends on the ability of their leaders to predict changes that occur from the outside. In this case, schools must have effective principals. School principals face the challenge of making changes in the schools they lead. This becomes more important in line with the increasingly complex demands of school principals, who require increasingly effective and efficient performance support. Efforts to improve quality in an organization are largely determined by the quality of effective leadership and management. Support from below will only appear on an ongoing basis when the leadership is truly qualified or superior (Jurnal et al., 2023).

Based on facts in the field, the leadership of the school principal is very important and will influence the implementation of teachers' duties in schools which will ultimately also influence the achievement of the expected educational goals. Apart from that, with work motivation the school principal will be able to influence the improvement of the performance of teachers and other educators in schools.

METHOD

The method in this research is a quantitative method with a survey approach. In line with this research, according to Sugiyono (2015), the survey method is used to obtain data on certain places that are natural, not artificial,

but researchers carry out treatments in collecting data, for example by distributing questionnaires, tests, structured interviews. The population in this research is all 12 teachers at SMP 3 Meulaboh, including the principal and honorary teachers. Data collection techniques through questionnaires and documentation. Before the questionnaire/questionnaire is distributed to respondents, validity and reliability tests are carried out first. The data analysis technique in this research uses simple correlation and multiple regression data analysis techniques with the help of the SPSS For Windows Version 21 program. The analysis implementation stages include: (1) descriptive analysis, (2) analysis requirements test: normality test, homogeneity test and test linearity, and (3) hypothesis testing.

RESULTS AND DISCUSSION

Principal Leadership

The results of testing the first hypothesis show that teacher performance is influenced by the leadership of the school principal. The results show that the level of effectiveness of the principal's leadership is positively correlated with the level of teacher performance. The squared correlation coefficient between the two variables is 0.684, indicating that the level of school leadership style is responsible for 68.40% of the variance in teacher performance if other variables are not controlled. Meanwhile, the form of influence between the principal's leadership style on teacher performance is shown by the simple regression line equation $\hat{Y} = 148.67 + 1.55X_1$. The regression line equation shows its significance at the 5% significance level. The equation of this line can be interpreted to mean that a change in one unit of teacher performance score will be followed by a change in the principal's leadership style score of 1.65 units in the same direction with a constant of 148.67. Leadership style is a leader who coordinates and supervises the work of other people, so that organizational goals can be achieved with the leader's style and behavior. A good leader does not complete his personal tasks, but rather tries to help other people complete their tasks well.

Based on the understanding above, the leadership style applied by the principal as school leader must be in accordance with the style and characteristics of the school climate and the behavior of teachers as subordinates to act and work as best as possible to achieve common goals. To be able to carry out leadership, a school principal must have the knowledge and abilities as a leader. This knowledge and ability can be obtained both theoretically and from direct experience as a leader. Additionally, an evaluation should be conducted for each leadership style used to prevent undesirable outcomes. Goals will be created by balance and appropriate leadership style. The leadership element of a school principal is the influence he has and the

ability to use this influence as a result of that influence on the people he wants to influence, namely teachers, staff and other school residents. Management of the principal's leadership function can have an influence on teacher performance, so that the success of educational goals will be easily achieved. So the evaluation indicator of the principal's leadership style received the highest score.

Whether through product moment correlation or partial correlation, the correlation between the principal's leadership style and teacher performance observed in this research shows how important it is. The results of this research indicate that the principal's leadership style is one of the main components that contributes to teacher performance. These results can also be interpreted as that if the principal's leadership style is more effective, there will be a significant contribution to teacher performance. The conclusions of this research are in accordance with the theory regarding the relationship between school principal leadership styles and teacher performance (Kadarsih et al., 2020). The principal, as a leader, can improve performance by guiding and developing members of the school environment, especially teachers. Teachers are one of the determining factors for the high and low quality of educational outcomes. If teachers pay greater attention to their teaching activities, the results will improve, especially their teaching performance (Juniarti et al., 2020). The results of the research conclude that: 1) there is a positive and significant influence of the principal's leadership with a contribution of 30.1% to the performance of SMP 3 Meulaboh teachers, 2) there is a positive and significant influence of improvement with a contribution of 31.1% to the performance of SMP 3 teachers. Meulaboh, 3) there is a positive and significant influence on increasing work in schools with a contribution of 33.5% to the performance of teachers at SMP 3 Meulaboh, 4) there is an influence of the principal's leadership in increasing teacher performance with a contribution of 45.8% at SMP 3 Meulaboh.

In this case, the principal's success in leading the school will be seen from what he does. This is important to prioritize because what the school principal has done through the policies that have been established will affect the physical and psychological condition of teachers, students and school employees. Teachers will be able to carry out their duties with a full sense of responsibility if they feel satisfied with the principal's leadership. Therefore, in leading a school principal so that the goals that have been set can be achieved well, he must also pay attention to culture, both for teachers, students, school employees, parents and the community environment.

According to Ulfa & Ramadhansyah (2023), a person's leadership is closely related to personality, and the personality of a school principal as a leader will be reflected in the characteristics of honesty, self-confidence, responsibility, courage to take risks and decisions, big heart, stable emotions and role model.

Furthermore, according to the leadership of the school principal, it is the spirit that is the central source of organizational movement to achieve the goal of increasing opportunities to hold effective meetings with teachers in a conducive situation. The principal's behavior must be able to encourage the performance of teachers by showing a feeling of friendship, closeness and full consideration towards teachers, both as individuals and as a group (Yoseptry et al., 2023). Based on the description above, a school principal is essentially a planner, organizer, leader and controller. The existence of a school principal is necessary to achieve a predetermined goal where in the organization he leads various kinds of knowledge develop and the organization becomes a place to foster and develop the careers of human resources.

Teachers need motivation that comes from outside themselves, which of course really needs to be paid attention to by the manager or principal. However, motivation starts from within the teacher himself. Encouragement from within yourself will be more successful than encouragement from outside. The school principal's work motivation is to direct and encourage a teacher to take action and overcome all challenges and obstacles in an effort to achieve educational goals.

By increasing the ability of all the potential they have, it is certain that teachers who are also working partners of school principals in various fields of educational activities can strive to display a positive attitude towards their work and increase their professional competence.

School principals are successful if they understand the existence of the school as a complex and unique organization and are able to carry out the role of the principal as someone who is given the responsibility to lead the school.

Furthermore, according to (Jurnal et al., 2023) educational leadership is the ability to drive the implementation of education so that the educational goals that have been set can be achieved effectively and efficiently. Meanwhile, according to Sulastri et al., (2020), the leadership of the school principal in directing and utilizing all available resources greatly determines the success of the learning process in school.

Improving Teacher Performance

The results of testing the second hypothesis can be concluded that there is an increase in teacher performance. This conclusion shows that the higher the increase in teacher performance. The square of the correlation coefficient between the two variables (r^2) of 0.5069 can be interpreted to mean that if other variables are not controlled, then 53.49% of the variance in teacher performance can be explained by work level.

Meanwhile, the form of improvement in teacher performance is shown by the simple regression line equation $\hat{Y} = 74.05 + 1.32X$. The regression line

equation shows significance at the 5% significance level. The regression line equation can be interpreted to mean that a change in one unit of teacher performance score will be followed by a change in work discipline score of 1.54 units in the same direction with a constant of 74.06. Improving teacher performance is a condition that is created and formed through the process of a series of behaviors that demonstrate the values of obedience, conformity, loyalty, regularity and/or order. Because he has become one with himself, the attitudes or actions he performs are no longer or are not felt as a burden at all, on the contrary, they will burden him if he does not act as usual. Teacher performance is a result achieved from what has been carried out and mandated to teachers and the results can be accounted for. Based on the opinion above, it can be concluded that performance is the result of a person or employee's work in a field of work in accordance with the responsibilities given based on standards that have been set in accordance with applicable morals and ethics.

The correlation between work discipline and teacher performance obtained in this research shows its significance, both through product moment correlation and partial correlation. The results of this analysis provide an indication that work discipline is one of the main factors that contributes to teacher performance. From these results it can also be interpreted that increasing work discipline will make a significant contribution to teacher performance. The results of this research are related to improvements in teacher performance.

The results of this research conclude that this research is to determine the leadership status of the principal at SMP 3 Meulaboh, to determine the influence of the principal's leadership in improving teacher performance at SMP 3 Meulaboh, and to determine the significant influence of the principal's leadership in improving teacher performance in Middle School 3 Meulaboh. The research method used is a quantitative method. The research instrument uses current EI and observation. The results of the analysis show that the influence of the principal's leadership in improving teacher performance at SMP 3 Meulaboh is quite good, this is indicated by the influence of the principal's leadership in improving teacher performance at SMP 3 Meulaboh so that learning objectives can be achieved. Based on the research results, it shows that there is an influence of the principal's leadership in improving teacher performance at SMP 3 Meulaboh. This is proven based on calculations that the value obtained is $r_{xy} = 0.50$ in the medium category.

Considering the strategic role of teachers in every effort to improve the quality, relevance and efficiency of education, developing teacher professionalization is a necessity (Kurniawan & Hasanah, 2021). According to (Lisnawati, 2018) performance means the act of displaying or carrying out an activity. Performance is a work ability or work achievement demonstrated by an employee to obtain optimal work results. A person's performance will appear

in daily work situations and conditions. The activities carried out by someone by carrying out their work describe how they try to achieve the goals they have set (Sudira et al., 2022).

Performance is defined as work performance or work implementation or results of work performance. Performance is the result of a process carried out by humans. Performance is a form of behavior of a person or organization with an achievement orientation. The success of a person's teacher can be seen if the existing criteria have been achieved in their entirety. If the criteria have been achieved, it means that a person's work is considered to have good quality work. As has been mentioned in the definition of performance, teacher performance is the result of work that is visible from a series of abilities possessed by someone who works as a teacher.

According to Nasution et al., (2021) stated that the quality of the principal's leadership determines the quality of teaching and learning carried out in the school. If teachers diligently attend school and teach diligently, use lesson plans seriously, teach enthusiastically and happily, use media and teaching methods that are appropriate to the subject matter, and carry out teaching evaluations and follow up on evaluation results, then teacher performance is achieved with Good. Student success in the teaching and learning process will be influenced by the teacher's actions.

CONCLUSION

The results of this study show that: 1) there is a very significant positive influence between the principal's leadership on improving teacher performance as shown by the simple regression line equation that, the influence of the principal's leadership will result in increased teacher performance. There is a very significant positive influence on improving teacher performance. This means, the improvement and influence of the principal's leadership will result in improved teacher performance. This means, if there is an increase in the influence of the principal's leadership will result in an increase in teacher performance, then the increase will be followed by an increase in teacher performance. Teacher performance will increase if the teacher has carried out elements consisting of loyalty and high commitment to the task of teaching, mastering and developing learning materials, discipline in teaching and other tasks, creativity in the implementation of teaching, cooperation with all school residents, leadership that is a role model for students, good personality, honesty and objectivity in guiding students, and responsibility for their duties.

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