

Analysis of Principal Leadership with Teacher Performance (Correlation Study at Elementary School in Taniwel District, West Seram District)

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Received: 10 April 2023
 Revised: 16 April 2023
 Accepted: 28 April 2023

Abstract

Identification of the dominant factors that influence student learning outcomes, aimed to find out (diagnose) the problems faced in learning so that improvements can be made to improve student learning outcomes. The selection of the most influential factors can be done using the analysis of the main components. The purpose of this study was to find out the main factors that influence junior high school students' science learning outcomes in the Masohi city, Central Maluku Regency. The population in this study were 180 8th grade students at four junior high schools in Masohi city. The research instrument was in the form of a questionnaire to measure 8 variables compiled based on a Likert scale. Determination of the main factors that affect student learning outcomes was carried out using principal component analysis, with the assistance of SPSS software version 18.0. The results showed that in Public Islamic Junior High School 2 Masohi, the main factors influencing students' science learning outcomes were interest, motivation, infrastructure, and parents, while the second factor was teachers and peers, while in public junior high school 1, 2 and 3 Masohi, it appeared that the main factors influencing students' science learning outcomes were teachers, infrastructure, peers and parents, while the second factor was interest and motivation. Thus, it can be concluded that the main factors affecting learning outcomes in junior high schools in Masohi City are different.

Keywords: principal components, student learning outcomes

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How to Cite: Makaruku, V. (2023). Analysis of Principal Leadership with Teacher Performance. *International Journal of Education, Information Technology, and Others*, 6(2), 261-265. <https://doi.org/10.5281/zenodo.7901719>

INTRODUCTION

The principal is a person who is given the task and responsibility of managing the school and mobilizing the school's entire potential optimally to achieve goals. Educational research by creating a conducive learning environment on an ongoing basis is a commitment to fulfilling promises as an educational leader (Sagala, 2011). Thus the leadership of the principal can be interpreted as a person who is an example who gives influence, authority who is given the task and responsibility to properly manage all the potential of the school.

Principal leadership is the core of various school conditions, meaning that the good and bad conditions in schools are determined more by the behavior of the principal, including the formation of teacher performance in schools. Principal leadership is the ability of a leader to influence the behavior of a person or group to achieve certain goals in certain situations.

According to Gibson, Invancevich and Donnelly (Rahabav, 2012) the path-goal model was developed by Robert House to predict leadership effectiveness in different situations. Robert House argues that the effectiveness of leadership depends on how well the leader can provide guidance, motivation, support, to achieve goals and job satisfaction of subordinates. To achieve goals and job satisfaction, leaders must consider two types of situations, namely the personal characteristics of subordinates and environmental demands by involving four types of leadership, namely directive, supportive, participative, achievement oriented.

In terms of leadership, the principal who wants to move his teacher to do his job must be able to motivate the teacher so that he focuses all his energy and attention on achieving the set results.

Based on the explanation above, the principal's leadership is very important in supporting teacher performance. This shows that the teacher must have responsibility for the success of the teaching and learning process. Teachers are a very important resource in educating and teaching. The success of teaching and learning activities is highly dependent on the teacher's ability to compile/design teaching and learning programs (Kempa, 2013). Professional teachers are teachers who have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating student learning outcomes. Thus teacher performance must be optimized, because teacher performance is very important in realizing national education goals and determining the level of quality of education.

Teacher performance according to Tutju and Suswanto (Bernawi & Arifin, 2015) is a real achievement displayed by someone after the person concerned has carried out his duties and role in the organization, then it is emphasized that teacher performance is an achievement shown by someone in carrying out their duties and their role in the organization.

The quality of education is also strongly influenced by teacher performance. Based on UKG results in 2018, Maluku province was in last position. According to the chairman of commission D DPRD Maluku province Out of 34 provinces in Indonesia, Maluku is in the last ranking of UKG national level in 2018," as released by <https://ambon.antaranews.com> on August 25 2018. This indicates that the quality of education in Maluku province has fallen in Indonesia.

Has a low level of competence throughout Indonesia. Thus it can be stated that in general most of the teachers in Maluku province have not yet had optimal performance. Therefore it is hoped that there will be changes in teacher performance so that the quality of education can be achieved.

In elementary schools in the Taniwel sub-district, West Seram Regency, each school leader is faced with leadership problems in carrying out duties and responsibilities, including the less optimal leadership of the principal in improving teacher performance, lack of supervision from the principal on teacher performance, lack of teacher motivation in achieve standardized quality targets, the quality of work results is not maximized, the timeliness of completing work, the ability to complete work, and the ability to foster cooperation with other parties.

Based on the problems above, this research was conducted with the title "Analysis Of School Principal Leadership With Teacher Performance (Corelation Study In Elementary Schools In Taniwel District, West Seram District)

METHOD

The research design used is correlational quantitative. The population in this study were all elementary school teachers in the Taniwel district, totaling 180 people. The sampling technique used is Random Sampling. The sample in this study were 125 elementary school teachers in the Taniwel sub-district. The research will be carried out at elementary schools in the Taniwel sub-district. The independent variable in this study is the Principal's Leadership. The dependent variable in this study is the performance of elementary school teachers in the Taniwel district. The research uses a measuring tool in the form of a questionnaire. The univariate data analysis used is Descriptive Statistical Analysis. Bivariate data analysis used is Inferential Statistical Analysis.

RESULTS AND DISCUSSION

Results

Data Analysis prerequisite testing

Testing the prerequisite analysis is done before doing a simple correlation analysis. The prerequisites used in this study included the normality test using the SPSS 23.00 for Windows computer program.

The results of the data analysis prerequisite test are presented in table 1 as follows:

Table 1. Results of the One Sample Kolmogrov-Smirnov Test

Variable	Rata-Rata	Standard Deviation	Absolute	Sig (α = 0.05)	Information
Teacher Performance	146,62	18,725	0,131	0,028	Normal Distribution
Principal Leadership	121,38	17,427	0,154	0,005	Normal Distribution

Hypothesis testing

Below will be discussed the results of multiple regression analysis performed using the SPSS 23.00 for windows program. The summary of the results of the correlation analysis can be seen in table 2:

Table 2. Summary of Correlation Analysis Results

Variable	Correlation coefficient	t-count	t-table	Say.	Is
Relationship between Principal Leadership and Teacher Performance	0.584	3,865	1,987	0.000	Significant

When compared with the coefficient interpretation table, the relationship between the leadership of the principal and the elementary school teachers in the

Taniwel sub-district is in the moderate category. For the level of significance X with Y by determining the t test with the If r testing rules $r_{\text{count}} > r_{\text{table}}$ Then the hypothesis is accepted.

Based on the correlation coefficient objection test between the principal's leadership score pair and teacher performance as shown in table 2, t is obtained $t_{\text{count}} = 3,865 > t_{\text{table}} = 1.987$ at the significance level $\alpha = 0.05$, then the hypothesis is accepted. This means that there is a positive and significant relationship between the principal's leadership and the performance of elementary school teachers in the Taniwel sub-district.

DISCUSSION

From the results of the correlation analysis to determine the relationship between the principal's leadership and the performance of elementary school teachers in the Taniwel sub-district, $r_{\text{count}} = 0.584$. When compared with the coefficient interpretation table, the relationship between the leadership of the principal and the elementary school teachers in the Taniwel sub-district is in the moderate category. Furthermore, based on the correlation coefficient objection test between the principal's leadership score pair and teacher performance, t is obtained $t_{\text{count}} = 3,865 > t_{\text{table}} = 1.987$ at the significance level $\alpha = 0.05$, then H_0 is accepted. This means that there is a significant relationship between the principal's leadership variable and teacher performance.

According to Mulyasa (2013), school principals will succeed depending on teachers and education staff, therefore the personal characteristics of school principals play an important role and are part of their success or failure. Principal leadership with the most effective results is principal leadership that has succeeded in mobilizing subordinates to achieve and improve the quality of education through teacher performance. Furthermore, according to Engkoswara and Komariah (2012), the principal's leadership is an agent of change, which means that the principal's leadership is very important to be able to change teacher performance even better.

Thus it can be said that the success of the principal's leadership will affect the performance of elementary school teachers in the Taniwel sub-district. These results are in line with research conducted by Gusman (2014), who concluded that there is a positive relationship between principal leadership and teacher performance at Unaaha Public Middle School. This shows that the teacher's performance value is determined by the leadership of the school principal. Thus the better the principal's leadership is applied, the better the teacher's performance. Based on the description above, there is a relationship between the leadership of the principal and the performance of elementary school teachers in the Taniwel sub-district, which means that the higher the performance of the elementary school teachers in the Taniwel sub-district, if the principal's leadership is very good.

CONCLUSION

Based on the correlation coefficient objection test between the principal's leadership score pair and teacher performance, t is obtained $t_{\text{count}} = 3,865 > t_{\text{table}} = 1.987$ at the significance level $\alpha = 0.05$, then H_0 is accepted. This means that there is a significant relationship between the principal's leadership variable and the performance of elementary school teachers in the Taniwel sub-district.

ACKNOWLEDGMENTS

The author expresses gratitude for the blessings from God Almighty, because of the opportunity so that this writing can be completed. We would also like to thank the head of the District Head of West Seram Regency for the permission given for this research to be carried out and the father and mother of the elementary school teacher in the Taniwel sub-district for helping to carry out this research properly.

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