

THE EFFECT OF LEADERSHIP ON PERFORMANCE: Analysis of School Management Ability and Attitude

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ABSTRACT

School is a place to give birth to intelligent and virtuous human beings, and one of the most important elements are teachers and school principals. The good teaching carried out by teachers cannot be separated from the management system that applies in schools, and this is the authority of the principal. Therefore, this study wants to see the relationship and influence of leadership as an organizational attribute and as an individual on teacher performance. To prove the results of research scientifically, quantitative research methods, regression analysis techniques, and research instruments are used as the basis for data collection. The results of the study suggest that teacher performance does not stand alone, but is influenced by many factors, one of which is the school management system created by the leader. However, teacher performance will be better if the principal can actually carry out the management function wisely, both in terms of planning, regulation, supervision, and control (evaluation and assessment).

Keywords: Teachers, Principals, Management Ability, Personality, Performance

INTRODUCTION

Educational institutions are a place for learning, and the purpose of learning is to build human civilization. A civilized human being is a human being who has the qualities of a good mind, a good attitude, good behavior and a good heart, and all of these are on the shoulders of the teacher. Teachers are people who convey knowledge, namely the main actor behind the development of human civilization. Therefore, teachers must be respected and appreciated, not least by the principal.

The principal is one of the teachers, who is appointed and given higher authority, namely to lead educational institutions. His experience and knowledge became the capital for the selection of a teacher to become a school principal. With these criteria, it is hoped that school principals can advance educational institutions. This means advancing, principals can create quality education by improving teacher performance and student achievement.

According to Berkovich & Bogler (2020) and Steele, Steiner, & Hamilton (2021) principal leadership has a significant effect on teacher performance. This finding confirms that the presence of a leader can affect how teachers work, how well they work and so on. More than that, according to Hartiwi, Kozlova, & Masitoh (2020) principals can improve the quality of education.

According to Stronge & Tucker (2020) the existence of a principal has an influence on the school environment, including teachers. The principal is the person who directly interacts with the teacher, especially in terms of teaching and learning activities. His organizational skills are a plus point, namely from the beginning being able to see who is ready to become a teacher, being able to see the needs of the school, being right in delegating tasks (who teaches what according to his knowledge), understanding the administrative work system and so on. According to Polatcan (2020), to advance educational institutions depends on the principal, whether he is strong and able to carry out reforms (significant changes).

According to Thomas, Tuytens, Devos, Kelchtermans, & Vanderlinde (2020) being a school principal not only has learning experience, but the main reason for being chosen as a school principal is because he is considered capable of advancing the school based on his experience. According to Jung & Sheldon (2020) one of the most crucial abilities of a principal is the ability to manage schools. It is recognized that the principal is not a person born from a business organization, so the ability to run the organization is doubtful, but it is known that the principal is a person who has sufficient experience and knowledge in carrying out education. Thus, his knowledge of school management is sufficient, but he needs a lot to learn how to organize well.

According to Özgenel, Pinar, & Parlar (2020), when a teacher is appointed as principal, the level is different. He is not only good at teaching, but he must also be good at organizing all school members, especially teachers and education staff. With the ability to manage the organization, namely who does what, who has to enter at what time, what is done in what way and so on will be able to affect the quality of education itself, especially on student achievement.

According to Patterson, AlSabatin, Anderson, Klepacka, Lawrence, & Miner (2021) principals have an important role for school progress, due to their abilities. A good principal can be seen from how rich he is in formulating rules wisely. Everything

is made based on educational needs, goals and expectations. Embracing teachers and teaching management to staff is the first step in building a quality school system. Smart principals know that the system is the fairest controller for all school members.

According to Wahyudi (2018) the increase in teacher performance is influenced by the professionalism of the principal. In organizational theory, a good leader is always a role model for his subordinates, and the nature of subordinates is to imitate the leader. Thus the principal who is professional and has integrity will be an inspiration for teachers and educational staff in carrying out their duties. In fact, his speaking ability can cool the environment, arouse students' enthusiasm for learning, and encourage the birth of a vision and mission.

THEORETICAL BASIS

School is an educational institution, a place where teachers teach and students learn. Schools are formal learning institutions, places of study that are officially licensed (*formally legal*), where the procedures or implementation of learning must be in accordance with the provisions of the Ministry of National Education, starting from learning infrastructure, learning uniforms, curriculum, learning facilities, study time, implementation of exams, to additional learning activities (extracurricular). In another broader sense, schools are institutions where knowledge is taught, where the main goal is to educate the nation's life, from which civilization is then built (Anggranei, 2020). According to Wahyudi (2018) the facts prove that school is one of the places from which great people are born.

Generally schools consist of teachers, students, principals and educational staff. Teachers are people who teach knowledge, students are people who study, principals are people who are responsible for all school members, and educational staff are people who take care of school administration. These four components are usually called school residents. All four must be present, so that educational goals run smoothly, effectively and efficiently. If one of them does not exist, it will become a burden for other school members, so that teaching and learning activities are hampered, and the impact is that the quality of education is low. Or another case, if one of the four components does not meet the qualifications or standards in education, it will also have an impact on the teaching and learning process of Tran (2020). For example, the teacher

is less competent, or the students are not motivated to learn, and or the principal does not understand leadership. Therefore it is important to maintain a balance in order to create quality education (Wahyudi, (2018).

One of the characteristics of quality education is the high performance of teachers. The teacher's performance in question includes knowledge, competence, professionalism and personality. The four components are owned by a teacher and are used in carrying out their task, namely teaching. The results of this can be seen in changes in student behavior and academic achievement. According to Harras, et al. (2020) teacher performance is one of the motivational factors that can improve student learning achievement. According to Rusilowati & Wahyudi (2020) the impact of teacher performance is achievement. Students have strong intellectual intelligence, mature in attitude, and are able to control themselves in various situations and conditions. According to Berkovich & Bogler (2020) teacher performance affects student learning motivation, the main point of learning is to score individuals who are strong in spirit.

Teacher performance, one of which is in influence the leadership of the principal. The leadership in question is the entirety of the principal's ability to lead. The ability to direct, the ability to regulate, the ability to supervise, the ability to assess, the ability to evaluate and be a role model are leadership factors that affect teacher performance. By being directed the teacher to know what to do, by setting the teacher to be disciplined, by being supervised by the teacher to be careful, by being judged the teacher to know mistakes and improvements, by being evaluated the teacher knows the next right action, and by being given an example the teacher becomes character. According to Wahyudi (2020), the principal's leadership has a significant effect on teacher performance. According to Polatcan (2020) the principal's expertise in leading affects teacher performance. According to Jung & Sheldon (2020) the complexity of a principal's competence can improve educational performance in general, especially teacher performance and student achievement

METHOD

This research departs from empirical facts, namely the results of observations and the research method used is quantitative. The research object is Pustek Serpong Vocational School, the research sample is teachers totaling 57 people, the sample

technique uses the census or saturation, the data collection technique uses a questionnaire and the analysis method uses multiple linear regression. The analysis stages consist of descriptive analysis, validity test, reliability test, classical assumption test, partial test, simultaneous test and coefficient of determination test.

RESULTS

Testing Data

The results of the validity test show that all instruments of managerial competence, leadership exemplary and teacher performance have a value greater than 0.3. This explains that all instruments (questions) can explain the variables that have been studied. While the results of the reliability test, the three variables have a value Crombach alpha greater than 0.6. This explains that all statements have been answered correctly by the respondent, and the answers can be confirmed (consistent).

Preliminary Analysis

The results of the descriptive analysis show that the managerial competence variable has an average score of 3.74, in the good category. This means that in general the managerial ability of the principal of SMK Pustek Serpong is good, especially in terms of direction. However, school principals need to improve their ability to regulate, especially in giving teaching assignments.

The results of the descriptive analysis show that the leadership exemplary variable has an average score of 4.17, which is in the good category. This means that in general the attitude and behavior of the principal of SMK Pustek Serpong is perceived as good, especially in terms of embracing. However, principals need to improve consistency, especially in enforcing disciplinary rules.

The results of the descriptive analysis showed that the teacher's performance variable had an average score of 4.09, in the good category. This means that overall the teachers at Pustek Serpong Vocational School have a good teaching performance, especially in terms of planning lessons. However, teachers need to improve their ability to evaluate teaching and learning activities, thereby measuring the level of success.

Statistical Analysis of Multiple Linear Regression

That the constant value of 12,287 means that, even though there is no influence from the managerial competence variable and leadership role model, the teachers of

SMK Pustek Serpong still have a performance of 12,287. This finding explains that the Pustek Serpong Vocational School teachers have good readiness as teachers. This means that teachers are ready to become teachers and have competence in teaching according to their field of knowledge.

Managerial competence has a positive and significant effect on teacher performance with a regression coefficient value of 0.329, a t-value count of 2.941 which is greater than t-table of 2005 ($2.941 > 2.005$) and a significance value of 0.005 which is smaller than 0.05 ($0.005 < 0.05$). This finding explains that the ability to manage schools is very important, because the impact is the birth of a quality education system. With this system, a school organization will maximize its education, including clearer disciplinary rules, with these disciplinary rules teachers, students and educational staff will come on time, work or teach on time, thereby creating a culture of respecting time. In addition, it creates awareness of teachers to improve their competence, because welfare and workload are increasingly clear. Unconsciously leadership gives birth to an effective work environment, because the leader is able to turn on the existing motivational factors, both external motivational factors in the form of financial and internal motivational factors in the form of self-motivation. Leaders with managerial abilities are able to synchronize external motivation with internal motivation, thus encouraging teachers to perform more. Furthermore, principals with managerial abilities are able to clarify tasks. Who does what, how much work is done, how is it carried out, what is the purpose and so on, it encourages teachers to carry out tasks conceptually, regularly, and goal-oriented.

The exemplary leadership (principal) has a positive and significant effect on teacher performance with a regression coefficient value of 0.400, a t-value count of 3.973 greater than t-table 2.005 ($3.973 > 2.005$) and a significance value of 0.000 less than 0.05 ($0.000 < 0.05$). This finding confirms that exemplary is the most influential factor in the educational environment, compared to managerial ability. The principal's example is that all his duties are carried out properly in good ways, such as arriving on time but being wise in taking action against disciplined customers. Participate in the teaching and learning process, but with insight, his speech is systematic and rich in empirical examples. Being a protector for teachers in dealing with various problems, such as handling student delinquency, ways to deal with emotional and educating. With

these examples and the many examples given by leaders with professional and moral attitudes, they inspire teachers to carry out their duties in better or at least the same ways.

Simultaneous Testing

Based on the simultaneous analysis, it is known that the calculated F value of 16,608 is greater than $F_{table} 3.17$ ($16,608 > 3.17$) and the significance value of 0.000 is less than 0.05 ($0.000 < 0.05$). So it can be concluded that managerial competence and leadership exemplary simultaneously have a significant effect on teacher performance. This finding confirms that in order to improve the performance of Pustek Vocational School teachers, a principal must have managerial skills and be a good role model. The managerial ability at least includes the ability to regulate, influence, supervise, assess, and evaluate. While exemplary is a real action (work behavior) accompanied by civilized ways (morals).

Determination Test

Based on the determination test, the contribution value (R Square) of the managerial competence variable and the leadership's example to the teacher's performance is 0.381. This means that managerial competence and leadership exemplary together have the ability to explain the teacher performance variable by 38.1% while the remaining 61.9% is explained by other variables outside this study. This finding confirms that both managerial competence and leadership role model must be attached to a school principal. The direct influence of managerial competence is the birth of a school management system, it encourages teachers to improve their quality so that they can follow the existing system. While exemplary has a direct effect on the emotions of teachers, it encourages teachers to also behave and act as exemplified by the leadership.

CONCLUSION

The results of the research and discussion above can be concluded that managerial competence and exemplary principals have a significant effect on teacher performance, both partially and simultaneously. This finding explains, to improve teacher performance the role of the principal is very important. His ability to influence and direct teachers is very important in ensuring the effectiveness of teaching and learning

activities. In addition, another thing that is no less important is the example of the principal, for the teaching profession teachers really need an example or inspiration from the leadership, considering that educating students is not only the role of the influential teacher, but the role of the leader in building a conducive school environment is very effective.

Furthermore, this finding reminds educational institutions that they must have the right principal. The fact is that the professionalism, authority and popularity of school principals can improve the quality of education, especially improving teacher performance. In addition, it is important to have a principal who has a strong example. This shows the complexity of the knowledge, experience, expertise and vision and mission of the leadership, and if an educational institution has such a principal, it is very possible to improve the quality of Education.

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