



## The role of the Principal as Innovation on Teacher Performance

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**Abstract** This study aims to determine the effect of the principal's role as an innovator on teacher performance at SD Cluster 03 Ende. This type of research is ex-post facto. This study uses a quantitative approach, because the data obtained are presented in the form of numbers and analyzed using statistical analysis. The sample in this study were teachers of SD Cluster 03 Ende, totaling 34 people. Data collection methods used are questionnaires and documentation. The results showed that there was a positive and significant influence on the role of the principal as an innovator on teacher performance, this can be seen from the value of tcount (6.919) > ttable 1.69092 with a significance value of 0.000 < 0.05, then Ho is rejected and Ha is accepted which means there is a significant influence on the role of the principal as an innovator on the teacher performance variable. And the magnitude of the influence value is 0.599 or 59.9%. So it can be said that 59.9% of teacher performance is influenced by the role of the principal as an innovator.

**Keywords:** The Principal's Role, an Innovator, Teacher Performance

### Introduction

The success of the school lies in a group of people who move together in carrying out their duties and responsibilities in order to achieve the expected goals. These include school principals and teachers. The principal is a teacher who is given an additional task as a leader who plays the most role in efforts to improve the quality of education or as a key driver for the development of school progress. While the teacher is a professional educator with the main task of educating, teaching, and guiding students so that students are able to develop their abilities. Given this, the principal and teachers must be able to create a high level of cooperation. Where the principal as a school leader, must really carry out his roles, duties and responsibilities as a leader, namely by establishing good relationships in giving examples and examples to teachers, so that teachers can carry out their performance according to their duties and responsibilities properly.

Based on the results of interviews and observations of researchers, at SD Cluster 03 Ende, it was found that the implementation of the principal's role in the school had gone well. However, when viewed from the role of the principal as an innovator in this school, it is still relatively simple, because there have not been many reforms or changes that have been able to be carried out by the principal as an educational innovator. This revealed several problems that occurred related to the lack of the principal's role as an innovator such as: First, the principal did not create good relations in the school environment, this was seen from the presence of teachers who were not happy with the behavior of the principal and other teachers, as well as differences in the treatment of the principal of one teacher with another teacher. Second, the principal does not develop new ideas for school development, this is judged by the lack of breakthroughs and ideas in the form of school programs that can improve the quality

of education and the programs being run are still running the previous program.

Third, the principal has not implemented the ideas/new programs designed by the school or the government properly. This can be seen from the many weaknesses and shortcomings of the implementation of the new programs implemented by the school. Fourth, the principal has not integrated the program planned by the school with the activities carried out by the school properly. Such as the implementation of learning and student activities that are not in accordance with the school's vision and mission and national education goals. Fifth, the principal does not provide an example to all school personnel. Sixth, school principals are lacking in developing innovative learning models with teachers.

This is judged by the rarity of the principal in providing guidance and direct teaching assistance to teachers in schools. This phenomenon occurs because school principals still ignore interpersonal relationship problems, principals still carry out existing old programs, limited human resources and available facilities and infrastructure for implementing new ideas in schools, integrating programs in schools. not considered important because the school's goals are still focused on general matters, the leadership spirit of the principal is still lacking so that it cannot be an example for every citizen in the school.

## Method

This type of research is an explanatory research. Explanatory research is research that intends to explain the position of the variables studied and the relationship between one variable and another (Sugiyono, 2011:10). This research was carried out for two weeks starting from August 12 to August 26, 2020 and was carried out at SD Cluster 03 Ende. The population in this study were all teachers at SD Cluster 03, Ende Regency, amounting to 34 people. The sample is part or representative of the population studied (Arikunto, 2014: 174). The sample in this study used a sampling technique. Sampling technique is a sampling technique, to determine the sample to be used in research, there are various sampling techniques used. According to Novalia and Syazali (2014: 5) sampling technique is the data used in

research, some are taken from the population and samples (part of the population). The samples taken in this study were teachers at SD Cluster 03, Ende Regency, amounting to 34 people.

## Result and Discussion

### 1. Research Results

The variable of the Principal's Role as an Innovator was measured through a questionnaire consisting of 30 instrument items with a Likert Scale consisting of 4 alternative answers with a total of 34 respondents, obtained a recapitulation of the results of filling out the questionnaire using the SPSS for program. The results of statistical data processing for variables obtained the average and standard deviation as shown in the table below:

Table 1.  
Descriptive Analysis of the Principal's Role as an Innovator  
Descriptive Analysis of the Principal's Role as an Innovator

Table. 1 Statistical Descriptive Analysis		
		The principal's role as an innovator
N	Valid	34
Mean		42,38
Std. Deviation		5.003
Minimum		26
Maximum		53

Furthermore, the data are grouped into several categories, while the results of the calculations are as follows.

Table.2  
Trend Distribution

No	Interval	juml	%	Category
1	$X \geq 43,7$	15	44,12	Very high
2	$39 \leq X < 42,7$	15	38,24	Tall
3	$33,3 \leq X < 39$	5	14,71	Low
4	$X < 33,3$	1	2,94	Sngt Low
TOTAL		34	100%	

Based on table 4.5, the frequency of the school principal's role as an innovator in the interval  $X > 43.7$  is 15 with a percentage of 44.12% in the very high category, the interval  $39 \leq X < 42.7$  is 13 with a percentage of 38.24% is in the high category, the interval of  $33.3 \leq X < 39$  is 5 with a percentage of 14.71% is in the low category, and the interval  $X < 33.3$  is 1 with a percentage of 2.94% is in the very low category.

Description of Research Data Variable teacher performance

Teacher performance data obtained scores of questionnaire data processing results that have been filled out by elementary school teachers in Cluster 03 Ende Regency, as follows:

Table 3.  
Teacher Performance Data

Table. 3 Statistical Descriptive Analysis		Teacher Performance
N	Valid	34
Mean		41.68
Std. Deviation		5.432
Minimum		25
Maximum		54

Furthermore, the data are grouped into several categories, while the results of the calculations are as follows:

Table 4.  
Frequency Tab

No	Interval	Amount	%	Category
1	$X \geq 45,33$	9	24,47	Very high
2	$39,5 \leq X < 44,33$	15	44,12	Tall
3	$33,67 \leq X < 39,5$	8	23,53	Low
4	$X < 33,67$	2	5,88	Very Low
TOTAL		34	100%	

Based on table 4, the frequency of teacher performance variables in the interval  $X > 45.33$  amounted to 9 with a percentage of 24.47% in the very high category, the interval  $39.5 \leq X < 44.33$  amounted to 15 with a percentage of 44.12% included in the high category, the interval of  $33.67 \leq X < 39.5$  is 8 with a percentage of 23.53% in the low category, and the interval  $X < 33.67$  is 2 with a percentage of 5.88% in the very low category.

## 2. Discussion

The results of the simple regression test show that the coefficient of determination ( $R^2$ ) is 0.599 or 59.9%. So it can be said that 59.9% of teacher performance is influenced by the principal's role as an innovator. While the remaining 40.1% were influenced by other roles not examined in this study, for example the role of the principal as an educator, manager, administrator, supervisor, leader, motivator and entrepreneur. The magnitude of the influence of the role of the principal as an innovator on the performance of teachers in Cluster 03, Ende Regency, which is seen from the output of the coefficient of determination ( $R^2$ ) is 0.599 or 59.9%. So it can be said that 59.9% of teacher performance is influenced by the principal's role as an innovator. While the remaining 40.1% were influenced by other roles not examined in this study, for example the role of the principal as an educator, manager,

administrator, supervisor, leader, motivator and entrepreneur.

## CONCLUSION

Based on the results of the study, it can be concluded that there is a positive and significant influence on the role of the principal as an innovator on teacher performance, it can be seen from the value of  $t_{count}$  (6.919) >  $t_{table}$  1.69092 with a significance value of  $0.000 < 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted, which means that there is a significant effect of the principal's role as an innovator on the teacher's performance variable. And the magnitude of the influence value is 0.599 or 59.9%. So it can be said that 59.9% of teacher performance is influenced by the principal's role as an innovator.

## Suggestion

### 1. For Principals

The principal as an innovator in integrating all school activities, in order to involve teachers in decision making and program planning, establish relationships with relevant stakeholders, develop negotiation and lobbying skills, develop innovative learning models, provide flexibility for teachers to develop the learning process in the classroom and learn and understand new learning models that can improve learning activities in schools.

### 2. For Teachers

Teachers should not be quickly satisfied with what has been achieved and teachers should not sit idly by hearing from the leadership alone, but must be aware of themselves to be even better for their performance, because teacher performance must always be accommodated with a sense of sincerity and honesty.

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