

The Effect of Principal's Leadership and Teacher's Professionalism on Teacher's Performance

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Received on 5 September 2022, Revised on 19 November 2022,

Published on 6 December 2022

Abstract: Improving teacher's performance can be done by maximizing teacher professional competence because teacher professional competence is the basis for a teacher in carrying out learning activities and especially in enhancing the role as an educator. The method used in this research is to use quantitative methods with a survey approach. The population is 407 teachers who are in East Baturaja sub-district. Because the population is 100, the sample is taken as a whole and is called the population sample, but if the population is more than 100 then 35% is taken, namely 147 teachers who are sampled by using purposive sampling and to analyze the data researchers use SPSS For Windows Version 21. The results of the study are each point of the problem formulation states that there is a positive and significant influence both partially and simultaneously on principal's leadership and teacher's professionalism on teacher's performance.

Keywords: Principal's Leadership, Teacher's Performance, Teacher's Professionalism.

A. Introduction

The National Education Standards aim to guarantee the quality of national

education related to the formation of national life and the formation of valuable national character and civilization. To achieve this goal, Presidential Decree No. 32 of 2013 concerning National Education Standards concerning Content Standards, Process Standards, Higher Education Graduates, Educator and Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards, Funding Standards, educational evaluation standards.

Teachers are an important component of the entire education system and are the first and foremost teachers. Teachers constantly receive strategic attention when it comes to educational matters. Teachers play an important role, especially in the development of formal education in schools. The teacher also determines student success, especially in the teaching and learning process. Therefore, teacher's performance is very important in the learning process. The teacher is a human factor that is closely related to students in daily educational activities at school (Fathurrohman, 2012).

Improving teacher quality must be carried out continuously and sustainably. Of course, this cannot separate the elements of classroom management. Teacher quality will affect student academic success, which leads to an increase in the quality of education, because teachers must be more professional in carrying out their duties (Fathurrohman, 2012). The teacher's professional ability is the ability to carry out tasks, which is equipped with competence. Therefore, teacher training programs must be structured based on the skills required by each teacher. Objectives, educational programs, delivery systems, assessments, must be planned to align with the general competency requirements of teachers. Therefore, teachers are expected to be able to bring out all their potential and fulfill their duties and responsibilities (Hamalik, 2010).

Principals as leaders in Islamic educational institutions are expected to carry out their duties properly and be able to develop themselves with their partners to achieve progress in educational institutions and also achieve the goals of Islamic education (Mulyasa, 2007). Schools as educational communities need leaders who can take advantage of all the possibilities that exist in schools for their vision and mission. The role of the principal as a supervisor really helps the progress and success of the school, both in improving teacher's performance and improving school quality (Mulyasa, 2007).

As educational leaders, school leaders are not only managers, but supervisors who essentially provide professional services to directly and indirectly improve

the professional abilities of teachers and school leaders. This task has been carried out by those in charge of education, but not by everyone as a whole. The client is responsible for the tasks assigned to him. The principal is considered successful if the group is successful, and vice versa. In other words, the most important thing for school leaders is to help their group succeed.

The principal as a leader in his school is able to manage, pay attention to, supervise and guide teachers in the teaching and learning process, one way is by supervising teachers who are carrying out their duties at school, this can affect the increase in teacher discipline in carrying out the teaching and learning process (Mulyasa, 2007). The principal is one of the components of education that has the most role in improving the quality of education. As Mulyasa (2007) states there is a close relationship between the quality of the school principal and various aspects of school life such as school discipline, school cultural climate, and the reduction of students' naughty behavior.

To improve the teaching and learning process, teachers need to contact and receive information from the principal to carry out all assignments. We also need some form of equal relationship and cooperation that school boards and all school members need. Education maintains cooperative relations to achieve its goals. That is, the principal and the school board do not control each other in carrying out tasks, do not hurt each other, and work together based on predetermined rules (Mulyasa, 2007). The role of the principal is one of the key factors in expanding the teaching profession through school supervision. Principal coordination allows teachers to develop and improve work performance according to their areas of expertise. In addition, as a school education leader, the principal must always supervise and control all the activities of teachers and other subordinates' schools to achieve the desired goals (Mulyasa, 2007).

Educational experience in school alone is not enough to become a good principal, but you need to prepare yourself for your work as an academic adviser through principal training and gaining experience as a principal. Successful school leaders need teachers to have the expertise to enhance their learning management skills and leverage resources. In connection with the teaching and learning process in the classroom, classic problems still haunt our schools. Such as dropping out of school, leaving class, teaching and learning processes that are of less quality and less relevant, teacher and student discipline that is still lacking, schools have not been able to become effective learning organizations (Hamijoyo,

2002).

Teacher's performance is the ability of a teacher to be responsible for a student by carrying out a learning task and improving student learning outcomes. Achievement can be interpreted as the teacher's ability to carry out his duties and explain the behavior shown by the teacher during or during learning activities (Fathurrohman, 2012).

The teacher's ability is very important in the process of education and learning, because the teacher is the most important person in the administration of education. The teaching profession is basically a teacher who is professional, qualified, competitive, educated, has a noble character, and is able to express himself in an adaptive society. We must realize that the professional ability of teachers is very important to achieve educational goals to produce smart students and become trusted next generations.

Teacher competence is the ability and authority of teachers in carrying out their profession, while professionalism means special qualities and behaviors that are characteristic of professional teachers, teachers are also expected to be able to carry out teaching and learning activities which are integral and reciprocal between teachers and students in instructional situations (Zahroh, 2015).

Improving teacher's performance is strongly influenced by leadership factors and internal factors mastery of competencies that must be possessed by a teacher, so that it is expected to improve teacher's performance which will have an impact on educational goals.

Teacher's performance is the teacher's total effort to carry out the learning process to achieve educational goals. teacher's performance includes all activities related to his professional activities as a teacher and his task of self-development. teacher's performance includes planning learning, implementing, assessing, and planning follow-up, teachers must be able to understand pedagogical insights and students' understanding and develop students' potential.

B. Methods

This research was conducted at SMP Negeri in Batu Raja Timur. The research method used in this research is a quantitative method with a survey approach. The population in this study were SMP Negeri 1 OKU, OKU 2 Middle School, OKU 9 Middle School, OKU 13 Middle School, OKU 23 Public Middle School, OKU 32

Public Middle School, and OKU 34 Public Middle School in Batu Raja Timur District with a total of 409 teachers. Two schools were studied as samples, namely SMP Negeri 1 OKU and SMP Negeri 13 OKU, Batu Raja Timur District, OKU Regency, totaling 147 people. The instrument in this study was questionnaire and analyzed using SPSS.

C. Results and Discussion

The Influence of Principal's Leadership (X1) on Teacher's Performance (Y)

The results of the study with SPSS obtained a correlation coefficient of X1 to Y of 0.622, meaning that the magnitude of the influence of the principal's leadership on teacher's performance was 62.2%. The rest is influenced by other factors not examined in this study. According to Kartono (2017) leadership is a set or series of wills and personality traits including the nature of authority to be used as a tool in convincing those who are led so that they are willing and able to carry out their duties willingly and entrusted to them, with enthusiasm and not forced.

Then according to Koontz's definition of leadership the principal must be able to move his subordinates with full will and ability to the maximum succeed in achieving organizational goals. If a leader wants to succeed in mobilizing staff teachers and students, then the leader must avoid attitudes and actions that are coercive or act tough, and instead must be able to generate a willingness to work enthusiastically and confidently in staff, teachers and students.

Susanto (2016) defines performance as a work result that can be achieved by a person or group of people in an organization, each with their respective authorities and responsibilities in an effort to achieve organizational goals. Principal's leadership is the ability of leaders to persuade and convince subordinates so that they are willing to follow their leaders with sincerity and enthusiasm. Principal's leadership is a determinant of the progress or decline of a school. Professional skills are needed for the principal's leadership function to be successful in empowering all school resources to achieve goals according to the situation, such as experience and professional skills, personality, basic expertise, supervision, administrative competence, and professional training and knowledge.

The principal's leadership is a spirit that is the center of the organization's movement to achieve goals. Thus, the performance of teachers will be influenced

by the behavior of the principal. The leadership model in an organization can affect the success or failure of subordinates in carrying out their duties. Therefore, teacher's performance can be influenced by the leadership of the school principal. The implementation of a leadership is very close to the behavior applied by the principal in influencing teachers, so that teachers will work effectively and efficiently. The principal is an example for teachers, if the leadership is good, the teacher will carry out his duties well too. This will improve the performance of teachers in their implementation as educators.

Leadership is an element of the situation that affects performance (Tebeian, 2012). Likewise, the principal's leadership is an element of the situation that affects teacher's performance. Principals who carry out their duties by giving clear instructions to teachers will affect teacher's performance. The principal's leadership style that is effective and can motivate teachers will be the foundation for improving teacher's performance which will have an effect on improving the organization.

Leadership style is the norm of behavior used by a leader when influencing the behavior of others. The principal's leadership quality is reflected in the leadership style. Principal's leadership that is liked by teachers and subordinates will create a conducive situation for improving the performance of teachers. The principal's leadership determines the management processes that exist in schools psychologically and administratively. If the principal is to become a leader, the principal must be able to pay special attention to teacher development programs that can affect teacher's performance improvement.

A good school will not find a bad principal or a bad school will not find a good principal. Many schools that failed turned into success and the good schools fell sharply. The success and decline of the school can be seen from the quality of the principal's leadership.

The Effect of Professionalism (X2) on Teacher's Performance (Y)

The results of the study with SPSS obtained a correlation coefficient of X2 to Y of 0.819, meaning that the magnitude of the influence of the principal's leadership on teacher's performance was 81.9%. The rest is influenced by other factors not examined in this study.

High professionalism will improve performance, professional teachers are teachers who teach sincerely so that teachers can be more enthusiastic about teaching and sharing their knowledge properly. The sincerity of the teacher in teaching occurs because there is a desire from oneself without any coercion and has a commitment to teach, namely an attachment to the duties and obligations of a teacher which can give birth to the responsibility to develop knowledge.

In the research conducted, there was the highest average score, namely being able to carry out teaching and learning activities. This means that if the teacher is placed in a subject according to the knowledge and abilities he has, the teacher is able to carry out teaching and learning activities well. The teacher is able to manage the teaching and learning process which provides stimulation to students so that they want to learn.

Teaching and learning activities are marked by the cultivation of material that is designed in such a way, so that it is suitable for achieving goals. In its activities, the teacher acts as a guide. In its role as a mentor, the teacher must try to turn on and provide motivation, so that a conducive interaction process occurs. In teaching and learning activities require discipline. Discipline in teaching and learning activities is interpreted as a pattern of behavior that is regulated in such a way according to the provisions that have been obeyed by the teacher and students consciously. Evaluation needs to be done as the last and important part of teaching and learning activities.

This research is supported by Hapizoh et al., (2020), who analyzes professionalism on teacher's performance. In this study the teaching profession requires a high level of professionalism as required in the teacher's code of ethics, the ethics of the teaching profession. Teachers play an important role in students to guide all students. Nonetheless, there are reports indicating that teachers are consistent with their professional calling. Proper understanding of the motivational factors that influence teacher professional behavior so that it can effectively influence the teacher's performance. This research seeks to determine the motivational factors that influence the professionalism and work performance of teachers in Nairobi County. The results of this study indicate that teachers are professional and work performance is strongly influenced by motivational factors so that teacher's performance increases or decreases. In order for teacher's professionalism and motivation to be accepted by teachers, schools need to carry out developments in the aspects of promotions, opportunities for promotion,

bonuses and lunches. In addition, transparent and professional teacher recruitment and selection needs to be carried out.

This research is supported by Azizah (2020), who analyzes the professionalism variable on teacher's performance. In this study it was explained that the variable of teacher's professionalism had a positive and significant effect on teacher's performance. The object of his research was carried out by all economics teachers in the city of Malang. One of the keys to improving the quality of education lies in the professionalism of teachers. This is because teacher's professionalism is at the central point of every reform effort in the world of education that leads to qualitative changes. So, the high or low level of professionalism will affect teacher's performance.

The results of this study are supported by Mulyasa (2013) which states that there are seven indicators that show weak teacher's performance, namely low understanding of learning strategies, lack of proficiency in managing classes, low ability to conduct and utilize classroom action research, low achievement motivation, lack of discipline, low achievement commitment, low time management ability.

The Effect of Principal's leadership (X1) and Teacher's Professionalism (X2) on Teacher's Performance (Y)

This research is in accordance with the theory that the leadership of school principals is the main factor in the formation of teacher's professionalism which aims to develop a conducive and better atmosphere in teaching and learning activities, through coaching and improving the teaching profession, with the aim of increasing teacher's performance.

Teacher's professionalism is a factor that influences teacher's performance, because teacher's professionalism is the basis for teachers to improve their performance in carrying out learning activities in schools and in efforts to improve teacher's performance (Ozga and Lawn, 2017; Bourke et al., 2015).

The results show that the statistical effect of principal's leadership and teacher's professionalism on teacher's performance is based on the null hypothesis (Ho) which states that there is no positive effect of principal's leadership (X1) and teacher's professionalism (X2) on teacher's performance (Y) against the alternative hypothesis (Ha). which states that there is a positive

influence, the test uses simple regression and correlation analysis techniques. The results of the hypothesis test show that at the confidence level $\alpha = 0.05$, the multiple correlation coefficient ($R_{y1.2}$) is 0.819. Thus, H_0 is rejected and H_a is accepted, which means that there is a positive and significant influence of Principal's leadership and teacher's professionalism together on teacher's performance.

The magnitude of the influence is shown by the coefficient of determination R^2 (R square) = 0.671, which means that Principal's leadership and teacher's professionalism together on teacher's performance is 67.1% and the remaining 32.9% is determined by other factors. Taking into account the results of the multiple regression analysis, it shows the regression equation (unstandardized coefficients B) $\hat{Y} = 13.691 + 0.525X_1 + 0.790X_2$, which means that every one unit increase in the score of Principal's leadership and teacher's professionalism together will affect an increase in the teacher's performance score of 0.819. Thus, it turns out that the two variables above have the greatest influence on teacher's performance is the variable teacher's professionalism.

D. Conclusion

There is a positive influence between the principal's leadership on teacher performance at SMP Negeri 1 OKU and SMP Negeri 13 OKU. There is a positive influence between teacher professionalism on teacher performance at SMP Negeri 1 OKU and SMP Negeri 13 OKU. There is a positive influence between the principal's leadership and teacher professionalism on teacher performance at SMP Negeri 1 OKU and SMP Negeri 13 OKU.

E. Acknowledgement

Thanks to all stakeholders of SMP Negeri 1 OKU and SMP Negeri 13 OKU and Rector of Universitas PGRI Palembang and all lecturers who helped us in this project.

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