

The Effect of Principal's Management and Teacher's Performance on Student's Learning Interests

Herman Seri¹, Samsilayurni¹, Mediarita Agustina¹

¹Universitas Muhammadiyah Palembang

Corresponding Author E-mail: hermanseri34@gmail.com

Received 5 August 2022; Revised 20 October 2022;

Accepted 17 November 2022

Abstract: This study aimed at determining the effect of principal management, teacher performance on students' interest in learning. This research uses quantitative methods. The population of this study were students of State Elementary School 79, State Elementary School 88 and State Elementary School 83 in the Jakabaring area of Palembang City specifically for class VI, totaling 468. The sample was taken 216 from 468 respondents. The data collection technique used a questionnaire. Based on the results of the study, there was a significant influence between the management of the school's principal and the performance of the teachers together on student's learning interest. It can be seen from the ANOVA test or F-test, that principal's management and teacher's performance have a significant effect on interest in learning. So, the interest in learning can be improved significantly by principal's management and teacher's performance. This means that the higher of the quality school principal's management and the higher of the teacher's performance level, will grow the student's interest in learning.

Keyword: Interest in Learning, Principal Management, Teacher Performance

1. Introduction

School is an educational institution where the process of educational activities takes place such as teaching, educating, guiding, and directing where there are managerial elements that function such as managing, organizing, planning and supervising everything in the institution (Jamali 2013). In line with Law Number 20 of 2003 concerning the National Education System (Meynita and et al. 2020). So that educational activities can run well and can achieve the goals that have been set, all components in the managerial system in a formal educational institution which of course are carried out by the principal as the leader in the educational institution can be carried out optimally in accordance with the standards of Education and National Education goals (Engkay 2010). In other words, to realize good management in an organization, a manager is needed who has professional skills in his field, and that also applies in the field of education, especially in schools. The quality of school management will depend on a leader, namely the principal who acts as manager at school.

The managerial roles carried out by the school principal as the highest leader, determine the success or failure of an educational institution, the school leader or principal is a motivator for his subordinates such as the teacher council in the school and its staff (Russamsi 2020). The principal is a functional teacher who is given the task of leading a school, where the teaching and learning process is held, or a place where there is interaction between the teacher giving the lesson and the students receiving the lesson (Juliantoro 2017). According to (Kadarsih 2020) there are several components in the principal's main role including the principal as an educator, manager, administrator, supervisor, creator of work climate, entrepreneur and leader. It is explained in more detail (Werang 2014) that the role of the coconut school is (1) Having a deep vision of integrated quality for the institution as well as for the education staff and students in the school, (2) having a clear commitment to the quality improvement process education staff, (3) being able to communicate messages related to the quality of education, (4) being able to guarantee the needs of students as a form of concern for school activities and policies, (5) supporting the development of educational staff, (6) innovating schools, (7) able to build a more effective work team.

The role of the principal in determining educational goals, the principal should not be indifferent to what is happening in the educational institution, because the principal is a motivator for his subordinates (teachers and staff) in determining their performance to achieve educational goals (Manora 2019). The principal has such a complex role. Apart from being able to manage schools to be effective and efficient, specifically the principal must also be able to improve teacher performance (Faqihudin 2020). Performance is the level of success of a person or group in carrying out their duties and responsibilities as well as the ability to achieve the goals and standards that have been set. According to (Sholeh 2003) teacher performance is the ability possessed by the teacher in carrying out his duties or work, performance can be said to be good and satisfying if the goals achieved are in accordance with predetermined standards (Anggraeni 2017).

Teachers as educators in schools and as ordinary people who will never be separated from boredom which will have an impact on laziness in carrying out their duties as teaching staff, but at least because the role of the principal as a manager can minimize all the boredom experienced by teachers. According to (Anggraeni 2017) teacher performance can be seen from several indicators including: (1) ability to plan and prepare for teaching activities; (2) mastery of the material to be taught to students; (3) mastery of methods and strategies in teaching; (4) the ability to give assignments to students; (5) the ability to manage classes; and (6) the ability to carry out assessments and evaluations. To realize these criteria the role of the principal itself is needed, especially in terms of creating a good working climate between teachers and principals, boredom that occurs in a teacher may be due to factors from the leadership of the principal who is unable to create a good working climate. According to (Sulfemi 2020) that school principals are required to be able to provide opportunities for teachers to grow and develop in increasing knowledge, increasing teaching skills, and acquiring new skills, and what is no less important is to mobilize teachers, employees, students and community members to the success of educational programs in schools, and this is the ability of the principal's management in terms of planning, organizing, directing, and supervising. Principals who have good management skills are principals who can be a motivator and enforcer of discipline for teachers so that they are able to show good performance improvement which in turn can foster interest in reasoning for students or learners.

According to (Ricardo 2017) interest in learning is intentional desire and involvement in cognitive activity that plays an important part in the learning process, determines what part we choose to learn, and how well we learn the information provided or it can also be said that interest in learning is a phenomenon that arise from the interaction of individuals with their environment. In line with the expression (Hardono 2017) that interest is a state in a person's personality that encourages an individual's desire to carry out certain activities in an effort to achieve a goal. Turisia (2001) explained that there were several signs of low student interest in learning, including: (1) lack of enthusiasm of students in following the lesson, (2) students often postpone assignments given by the teacher, in the learning process students do not listen to the teacher's explanation and do not follow properly the teacher's explanation, the absence of student interest in participating in learning, their lack of attention in learning, rarely taking notes on the material presented by the teacher. In discussion activities the students were not active either in asking questions or in answering questions from the teacher. Conditions (Turisia 2021) in another sense, interest in learning is an indication of a tendency to actively try to achieve the expected benefits and interest can be developed through learning (Firmansyah 2015). According to (Budiwibowo 2016) there are several indicators that affect student learning interest, namely: a) interest; b) feelings of pleasure; c) attention; d) participation; and e) will/consciousness. So, it can be understood that students' interest in learning must be increased, increased interest in learning cannot be separated from the role of the teacher and the role of the principal as the highest leader in the school.

This research was conducted in the area across from Ulu I Jakabaring, which is at the center of Palembang city development. The development of this area is very strategic, especially in empowering human resources. Efforts to produce quality education must be accompanied by an increase in educational facilities. The condition of the community is very multicultural which consists of various ethnic groups such as; the Komring tribe, the Ogan Ilir tribe, the Lahat Pagaralam tribe and the Javanese tribe. The daily life of the people is very interacting or cultured with mutual respect, respect, customs and religious communities, but the level of education is still low.

There are several previous studies that discuss principal management, teacher performance, and student interest in learning as follows: Meynita et al. analyzed the managerial abilities of school principals and work climate on teacher performance at Sekamatan Prabumulih Timur Public Middle School, a sample of 117 respondents, data analysis techniques carried out using the alpha cronbach method in the SPSS program (Meynita et al. 2020). Furthermore, Anita T et al analyzed the influence of the principal's management and teacher performance on learning interest with a sample of 225 respondents using the Product Moment data analysis technique and reliability testing using AlphaCronbach. Testing the hypothesis using simple linear regression and multiple linear regression, the results showed that there was an influence between the principal's management and teacher performance on learning interest. Evidenced by the results of multiple regression analysis which shows a significant value of 0.000. Sig. on the ANOVA table of 0.000 is less than 0.05 (Turisia, 2021). A similar study was conducted (Herlina et. al., 2020) concerning the Influence of Principal Leadership and Compensation on Teacher Performance at SMA Negeri I Lais, with 41 respondents. Data analysis techniques with quantitative descriptive methods using the Cronbacha approach. The results of the study show that the principal's leadership and compensation have a significant joint effect on teacher performance at SMA Negeri 1 Lais.

This study is new, and there has never been previous research on the influence of principal's management and teacher's performance on learning interests of Elementary School students in the Jakabaring region, Palembang. The difference in this study lies in the analysis between principal's management and teacher's performance on learning interests of Elementary School students, it is assumed that principal's management and teacher's performance are high so that they can foster interest in learning, and in the end students will excel. This study contributes to the development of science, especially leadership management in managing educational institutions so that all components of education managers have good performance, so as to increase student's interest in learning.

2. Methods

In this study, the authors used quantitative research methods, the population in this study were students of State Elementary School 79, State Elementary School 88 and State Elementary School 83 specifically for class VI, totaling 468, while determining the sample in the study using the slovin formula

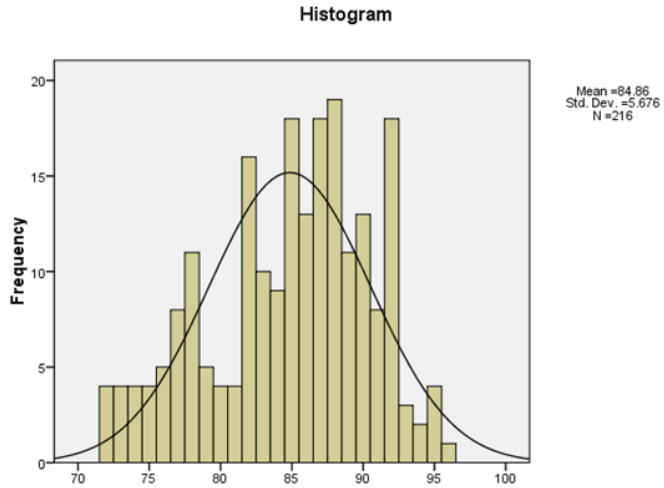
$$n = \frac{N}{1 + (Ne^2)}$$

$$n = \frac{468}{1+468(0,05)^2} = \frac{468}{1+(468 \times 0,0025)} = \frac{468}{1+1,17} = \frac{468}{2,17} = 215,66 = 216 \text{ responden}$$

3. Results and Discussion

Principal's Management (X1)

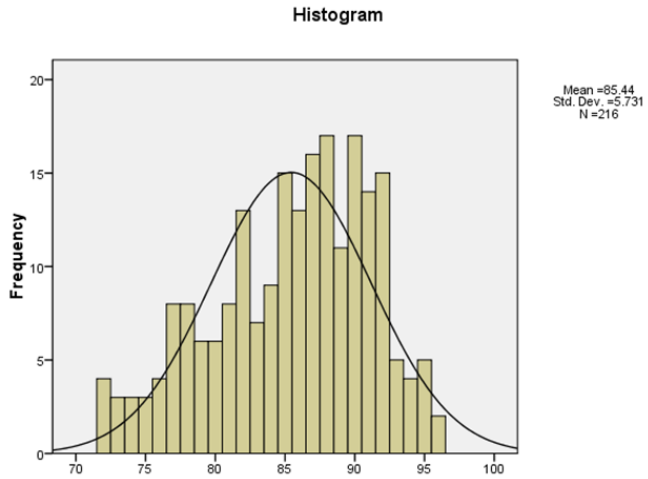
N	Valid	216
	Missing	0
Mean		84.86
Std. Error of Mean		.386
Median		86.00
Mode		88
Std. Deviation		5.676
Variance		32.217
Range		24
Minimum		72
Maximum		96
Sum		18329



Teacher's Performance (X2)

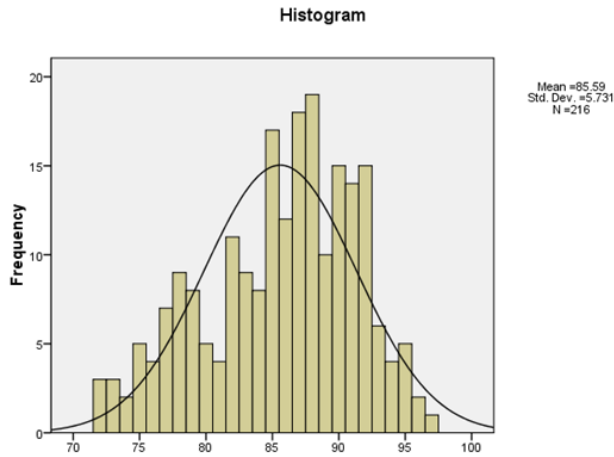
N	Valid	216
	Missing	0
Mean		85.44
Std. Error of Mean		.390
Median		86.00
Mode		88 ^a
Std. Deviation		5.731
Variance		32.843
Range		24
Minimum		72
Maximum		96
Sum		18455

a. Multiple modes exist. The smallest value is shown



Student's Learning Interest

N	Valid	216
	Missing	0
Mean		85.59
Std. Error of Mean		.390
Median		87.00
Mode		88
Std. Deviation		5.731
Variance		32.848
Range		25
Minimum		72
Maximum		97
Sum		18487

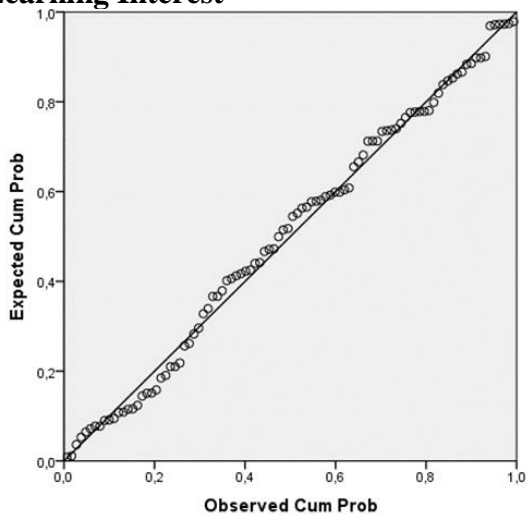


Inferential Statistics

Normality Testing

The normality test was carried out to find out whether the dependent variable and independent variable regression models both have a normal distribution or not. While the regression test itself was carried out to find out whether there was a significant influence between the independent variables and the dependent variable. The results of the normality test above can be seen in the normal P-P Plot test below. This test also uses the normal P-P Plot test, if the data spreads around the diagonal line and follows the direction of the diagonal line, then the regression meets the normal assumption.

Normal P-P Plot Regression Standardized Residuals
Dependent Variable: Learning Interest

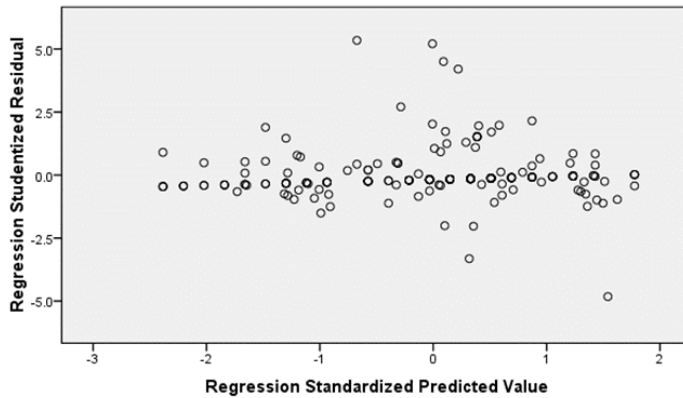


P-P Plot Normality Test

As for the results of the normality test, the P-P plot shows a normally distributed graph where you can see the points spread and follow the direction of the diagonal line, and it can be concluded that the resulting data is normally distributed.

Heteroscedasticity Test

The Heteroscedasticity test aims to test whether in the regression there is an inequality of variance from the residue of one observation to another. If the variance from one observation residue to another observation remains, then it is called Homoscedasticity and if it is different. To detect the existence of heteroscedasticity in this study is to see whether there is a certain pattern on the scatterplot graph between SRESID and ZPRED, where the Y axis is Y which is still predicted and the x axis is the residual (Y Prediction-Y actually) which has been studied.



Heteroscedasticity Test

Based on the figure, it can be seen that the data distribution is around the zero point on the Y axis, and there does not appear to be a particular pattern or trend line in the data distribution. This means that there is no Heteroscedasticity.

Multicollinearity Test

To find out whether there are symptoms of multicollinearity in the regression model data, this research was carried out through the *Collinearity Statistics* test by looking at the *Variance Inflation Factor* (VIF) and the Tolerance value, testing criteria with VIF, that is, if the VIF value is > 10 , there are symptoms of *multicollinearity*. The results of the *multicollinearity* test can be seen in the table below.

Coefficients ^a						
Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
B	Std. Error	Beta			Tolerance	VIF
4.292	2.372		1.810	.072		
.515	.047	.526	10.884	.000	.306	3.267
.439	.049	.435	9.001	.000	.306	3.267

Based on the table it is known that the VIF value of the variable is smaller than 10 (VIF <10), so it can be concluded that the data tested has no signs of multicollinearity.

Test Results for the Coefficient of Determination R2

Analysis of R2 (R-Square) or test of the coefficient of determination is used to find out how much the percentage of the contribution of the independent variables together to the dependent variable. The results of the test for the coefficient of determination in this study can be seen in the table.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.921 ^a	.848	.846	2.248

- a. Predictors: (Constant), Principal Management, Teacher Performance
- b. Dependent Variable: Student learning interest

Linear Correlation Analysis

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.921 ^a	.848	.846	2.248	.848	592.440	2	213	.000

- a. Predictors: (Constant), Principal Management, Teacher Performance
- b. Dependent Variable: Student learning interest

Basis for decision making. If the F change value is <0.05 then it is correlated If the F change value is > 0.05 then it is not correlated. Because, the value of F changes 0.000 <0.05. So, we can conclude that the variables X1 and X2 are related to the variable Y.

Statistical Hypothesis Test Results

Partial Test (t test)

The t test is used to test the significance of the relationship between variable X and Y partially or it can be said that the t test basically shows how far one independent variable individually explains the dependent variable. If t-count statistics < t-table statistics, then H0 is accepted, and or if t-count statistics > t-table statistics, then H0 is rejected and or if the significance probability > 0.05 then H0 is accepted and or if the significance probability < 0.05 then H0 rejected.

Partial Test Results (t test) Coefficients^a

Unstandardized Coefficients		Standardized Coefficients	T	Sig.
B	Std. Error	Beta		
4.292	2.372		1.810	.072
.439	.049	.435	9.001	.000
.515	.047	.526	10.884	.000

Dependent Variable: Student learning interest

First Hypothesis:

$H_{a1}: \beta_1 \neq 0$; There is a significant influence of school principal management on student learning interest.

$H_{01}: \beta_1 = 0$; There is no significant effect of school principal management on student learning interest.

The results of the t-test for school principal management (X1) on student learning interest (Y) show a sig.0.000 value. This means that the significance value is less than the probability value of 0.05 ($0.000 < 0.05$) and t-count shows a value of 9.001. This means t-count > t-table ($9.001 > 1.6519$). Then the conclusion is that H0 is rejected and Ha is accepted, so it can be said that there is a significant influence of school principal management on student learning interest. Because

the t-count is positive, then if the school principal's management variable increases, student learning interest will also increase significantly and vice versa if the school principal's management variable decreases, student learning interest will also decrease significantly.

Second hypothesis:

$H_{a2}: \beta_1 \neq 0$; There is a significant effect of teacher performance on students' learning interest.

$H_{02}: \beta_1 = 0$; There is no significant effect of teacher performance on students' learning interest.

The results of the teacher performance t-test (X2) on student learning interest (Y) show a sig. 0.000 means that the significance value is less than the probability value of 0.05 ($0.000 < 0.05$) and t-count shows a value of 10.884 This means t-count $>$ t-table ($10.884 > 1.6519$). Then the conclusion is that H_0 is rejected and H_a is accepted, so that it can be said that there is a significant effect of teacher performance on student learning interest. Because the t-count is positive, then if the teacher's performance increases, the student's learning interest will also increase significantly and vice versa if the teacher's performance variable decreases, the student's learning interest will also decrease significantly.

Simultaneous Test (Test F)

The F test was conducted to find out whether all the independent variables have the same effect on the dependent variable. If the calculated F-statistic $<$ F-table statistic, then H_0 is accepted; and if the calculated F-statistic $>$ F-table statistic, then H_0 is rejected; and if the probability is significant $>$ 0.05 then H_0 is accepted; and if the significance probability $<$ 0.05 then H_0 is rejected; F test results can be seen in the table below.

Simultaneous Test Results (Test F)

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5986.216	2	2993.108	592.440	.000 ^a
	Residual	1076.112	213	5.052		
	Total	7062.329	215			

- a. Predictors: (Constant), Principal Management, Teacher Performance
- b. Dependent Variable: Student learning interest

Third Hypothesis:

$H_{a3}: \beta_1 \neq 0$; There is a significant influence of school principal management and teacher performance together on students' learning interest.

$H_{03}: \beta_1 = 0$; There is no significant influence of school principal management and teacher performance together on students' learning interest.

From the ANOVA or F-test, the Fcount is 592.440 with a significance level of 0.000. Ftable 3.89 is obtained by looking at table F with degrees $df=2-1$ and $df=n-k$ ($df=216-2$) at a significance level of 0.05. Because the probability (0.000) is much smaller than 0.05 and $F\text{-count} > F\text{-table}$, this shows that H_0 is rejected and H_a is accepted or there is a significant influence on school principal management and teacher performance together on student learning interest. This shows that the variables of school principal management and teacher performance have a significant effect on student learning interest so that it can be concluded that student learning interest can be explained significantly by school principal management and teacher performance.

4. Conclusions

Based on the discussion above, it can be concluded that school principal management and teacher performance have a significant effect on student learning interest so that this interest in learning can be explained significantly by school principal management and teacher performance. It can be seen from the proof of the ANOVA or F test, the F-count is 592.440 with a significance level of 0.000. F-table 3.89 is obtained by looking at table F with degrees $df=2-1$ and $df=n-k$

(df=216-2) at a significance level of 0.05. Because the probability (0.000) is much smaller than 0.05 and F-count > F-table, this shows that H₀ is rejected and H_a is accepted or there is a significant influence on school principal management and teacher performance together on the learning interest of class VI students of public elementary schools in the region. Jakabaring City of Palembang.

5. Acknowledgement

Thanks to Rector Universitas Muhammadiyah Palembang and all stakeholders who help us in finishing this project.

6. References

- Anggraeni, A. D. (2017). The Influence of Perceptions of Head Managerial Ability on Teacher Performance. *Educational Scientific Journal* 4(3): 251–64. <https://journal.lppmunindra.ac.id/index.php/Factor/article/view/1922>.
- Budiwibowo, S. (2016). The Relationship between Student Learning Interest and Social Sciences Learning Outcomes at SMP Negeri 14 Madiun City. *Gulawetah: Journal of Social Studies* 1(1): 60.
- Engkay. (2010). The Influence of Managerial Ability of Principals and Factors Affecting Work Motivation on the Performance of SLB Teachers in Subang Regency. *Journal of Educational Research* Vol. 11 No.2 October 2010 11(2): 77–89.
- Faqihuddin, M. (2020). The Role of the Principal in Improving Teacher Performance and School Quality. *Journal of Dirosah Islamiyah* 1(1): 51–63.
- Firmansyah, D. (2015). Learning Strategies and Learning Interest on Mathematics Learning Outcomes. *UNSIKA Journal of Education* 6(2): 34–44.
- Hardono, et al. (2017). Leadership of Principals, Academic Supervision, and Work Motivation in Improving Teacher Performance. *Educational Management Journal* 6(1): 26–33. <http://journal.unnes.ac.id/sju/index.php/eduman>.
- Herlin et al. (2020). The Influence of Principal Leadership and Compensation on Teacher Performance. *Journal of Education Research*: 276–82.
- Jamali, et al. (2013). "The Influence of Principal Managerial Competence, Environment, Teacher Motivation, on Student Achievement Muhammadiyah High School Yogyakarta City." *Journal of Education Management Accountability* 1(1): 8– 21.

- Juliantoro, M. (2017). The Role of the Principal in Improving the Quality of Education. *al-Hikmah* 5(2), 2017?24~38 5(2).
- Manora, H. (2019). The Role of the Principal in Improving the Quality of Hecksa Education.
- Meynita, et al. (2020). The Effect of Principal Managerial Ability and Work Climate on Teacher Work. *Journal of Education Tambusai* 4(3): 132. <https://doi.org/10.31004/jptam.v4i3.866>.
- Ricardo, et al. (2017). The Impact of Learning Interest and Motivation on Student Learning Outcomes. *Journal of Office Management Education* 2(2): 79.
- Russamsi, et al. (2020). The Influence of Principal Leadership and Teacher Professional Improvement on Teacher Performance During the Covid-19 Pandemic. *Managere: Indonesian Journal of Educational Management* 2(3): 244–55.
- Sholeh, M. (2003). Improving the Performance of Teachers Muhamad Sholeh Students of S-3 Education Management Jakarta State University. *Dynamics of Education Management* Vol. 1 No. 1 of 2016 Pg. 41-54 society: 41-54.
- Sulfemi, W. B. (2020). The Influence of School Principal's Confidence and Leadership Style on Teacher Performance. *Nidhomul Haq: Journal of Islamic Education Management* 5(2): 157–79.
- Turisia, et al. (2021). The Influence of Principal Management and Teacher Performance on Student Learning Interests in Elementary Schools. *Edukatif: Journal of Educational Sciences* 3(4): 1985–96. <https://edukatif.org/index.php/edukatif/article/view/1044>.
- Werang, et al. (2014). The Influence of Principal Transformational Leadership, Teacher Work Morale, and Job Satisfaction on Teacher Performance in Merauke City. *Journal of Horizon Education* 1(1): 128–37.