

## **The Influence of Principal's Leadership and Teacher's Performance on Educational Quality**

**Farizah Ernawati<sup>1</sup>, Syarwani Ahmad<sup>2</sup>, Tahrur<sup>2</sup>**

<sup>1</sup>SMA Negeri 1 Kisam Tinggi, OKU Selatan, Indonesia, <sup>2</sup>Universitas PGRI Palembang, Indonesia

Corresponding author e-mail: [farizaernawati@gmail.com](mailto:farizaernawati@gmail.com)

Article History: Received on 17 December 2022, Revised on 22 January 2023  
Published on 13 February 2023

**Abstract:** This study was conducted to provide a comprehensive description of the principal's leadership and teacher's performance on the quality of education. The method used in this study is a quantitative. The results obtained that partially there is an influence of the principal's leadership on the quality of education; partially there is an influence of teacher's performance on the quality of education; Likewise, simultaneously there is the influence of the principal's leadership and teacher's performance on the quality of education in SMA Negeri in South OKU Rayon 1.

**Keywords:** Educational Quality, Principal's Leadership, Teacher's Performance

### **A. Introduction**

National education serves to develop and shape national character and civilization, with the goal of developing students' potential to become human beings who believe in and fear God Almighty. The goal of national education is to develop human qualities in a directed, integrated, and comprehensive manner as early as possible through various proactive and creative efforts by all components of the nation, so that the younger generation can develop optimally. This formulation is consistent with Article 31 of the 1945 Constitution, which states that the government seeks and organizes a national teaching system governed by law (Government of the Republic of Indonesia, 1945).

Schools, as formal educational institutions, prepare Human Resources (HR), which are an important component in all aspects of development. Schools must be able to meet the community's expectations and desires in order to fulfill their role as an HR printer. Schools, as educational organizations, must strive to examine their strengths and weaknesses by making continuous improvements and identifying challenges and threats to improve student achievement in order to meet the increasing expectations and desires of the community.

Schools with professional leaders who are supported by high-performing teachers are expected to produce the expected results. The key to school success is synergistic collaboration among school principals, teachers, education staff, parental participation, government, and education stakeholders (Permadi, 2018).

In order to raise teacher awareness of the importance of increasing professional competence and quality of work, the principal, as the leader of an educational institution, plays an important role in always motivating, supporting, and providing facilities to teachers so that awareness grows in them to always learn and always try to develop themselves along with rapid changes.

The principal is responsible for full management of the regulation of the running of the education wheel in schools and thus plays an important role in the implementation of education in schools. The principal's primary role is that of a leader who directs the course of education implementation where the principal is assigned. According to Supriyadi (2015), there is a close relationship between the quality of school principals and various aspects of school life such as school discipline, school culture, and student naughty behavior reduction.

Teachers are valuable human resources who have a significant impact on educational quality. The teacher is a figure who wields the most power and influence in formal education in general. Teachers' awareness of improving their professional competence and performance must be founded on a strong commitment to school principals as the organization in which they work and apply their knowledge. Teachers' commitment is critical to the school's survival as an educational organization. How the principal, as a leader, conditions teachers and other education personnel to work and carry out their duties with full responsibility is one of the efforts to achieve a strong commitment to the organization.

Teachers' lack of commitment costs not only them as individuals, but also students as users of educational services. Teachers' high commitment to their work is expected to increase teacher motivation as the primary key to learning, allowing the quality of education in these schools to improve.

Based on some of the opinions expressed above, without ignoring other factors, the teacher is regarded as a determining factor in increasing or decreasing the quality of education; thus, how important is professional development of teachers in a directed and planned manner for the principal as the leader who is directly responsible in the institution for his education? However, this is inextricably linked to the teacher's performance and how well the school principal's leadership is carried out. Many factors influence teacher's performance, including ideals or aspirations, teacher abilities, individual or environmental conditions, and the school principal's coaching efforts.

In terms of its role as a leader, the principal is still not performing optimally in terms of providing maximum guidance, coaching, and supervision to teachers in order to improve problems related to learning implementation. This helps to explain why the principal's control function is still suboptimal. Researchers have obtained some preliminary findings based on observations of why the leadership of the public high school principal in Rayon 1 OKU Selatan is still not optimal, including that the principal's supervisory function in improving teacher's performance is not carried out effectively.

According to the findings of the observations above, the principal's leadership has not been carried out optimally in order to encourage increased teacher's performance and thus improve the quality of public high school education 1 in South OKU. The findings of the preceding observations cannot be used to determine whether the principal's leadership and teacher's performance influence the quality of education in SMA Negeri Rayon 1 in the South OKU. As a result, quantitative research on the findings of the above-mentioned researchers' preliminary observations is required.

Based on the description provided, the title of this study is "The Influence of Principal Leadership and Teacher's performance on Education Quality."

## **B. Methods**

This study was carried out at a public high school that is part of Rayon 1 South OKU. This study employs quantitative research methods, including multiple correlation analysis. Multiple correlation analysis is used to determine the magnitude of the relationship and contribution of two or more independent variables (X) to the dependent variable (Y) simultaneously (Ridwan & Sunarto, 2012). These variables include the independent variables of school principal's leadership (X1), teacher's performance (X2), and the dependent variable of educational quality (Y).

In this study, 178 people were spread across five public high schools in Rayon 1 of South OKU Regency. As many as 64 teachers were sampled. The probability sampling technique is used in the sampling technique. According to Sugiyono (2018), probability sampling is a sampling technique that gives each element of the population an equal chance of being selected as a member of the sample.

$$n = \frac{178}{1 + (178 \times 0.1^2)}$$
$$n = \frac{178}{1 + (178 \times 0,01)}$$
$$n = \frac{178}{2,78} = 64,03 = 64$$

The instrument in this study was questionnaire. The normality test of data distribution was performed using the Kolmogorof Smirnov test from the SPSS program for data analysis (Santoso, 2012). The Variance Inflating Factor (VIF) value was calculated to test the multicollinearity assumption. If VIF is less than 5, multicollinearity does not exist (Santoso, 2012). The heteroscedasticity test is used to determine whether there is an inequality of variance and residuals from one observation to the next in the regression model; if the variance from the residual of one observation to the next remains constant, it is called homoscedasticity; if it differs, it is called heteroscedasticity. The t-test was used to determine the effect of the independent variables on the dependent variable in part (individuals). The f-test was used to determine whether the regression equation model used in this study was adequate. The F test was used to determine the regression coefficients of all dependent variables at the same time (simultaneously) to determine whether the resulting regression model can be used to make predictions.

### **C. Results and Discussion**

Various studies on school principal leadership, teacher's performance, and educational quality have been conducted in various locations. It demonstrates that in every location, a school principal plays an important role in improving teacher's performance and increasing educational quality outcomes. Similarly, researchers are currently investigating the impact of a school principal's leadership on teacher's performance in an effort to improve educational quality.

According to scientific principles, this research was carried out in stages or processes. As a result, it is critical to conduct this research and describe the findings in order to fully discuss the impact of principal leadership and teacher's performance on educational quality.

As is well understood, a school principal bears a great deal of responsibility for the advancement of education, or at the very least for achieving the instructional goals established by the school community. That is why it is hoped that the principal's role will go smoothly, allowing the stated goals to be met optimally. We used data collection techniques that are expected to yield accurate information in order to describe research findings in an integrated manner.

We used questionnaires to collect data directly from research participants, as well as supporting documentation. The results of the data analysis were presented in the previous sub-chapter, resulting in a comprehensive description of the research accomplishments. This section discusses and compares it to several previous studies that are relevant so that it can be seen that this research supports or even refutes previous findings. Among the research findings confirmed by Susanto and Mattalatta (2018), Achmad (2015), Baihaqi (2015), and Banani (2017) that school principal

leadership can have a positive impact not only on teacher's performance but also on learning effectiveness, which has implications for optimizing the quality of education in schools.

Other studies, such as those conducted by Maris, et. al., (2016) and Idris (2017), revealed that teacher's performance plays a critical role in achieving a higher level of educational quality. As a result, these findings were confirmed by this study, which stated that high teacher's performance is one of the factors in achieving quality education.

### **The Impact of The Principal's Leadership on Educational Quality**

The highest score obtained by research respondents for school principal leadership was 79.23, with 10 (ten) people participating. Only 4 (four) people stated that the principal's leadership was excellent. The highest score for the principal's leadership variable obtained by research respondents was 87.69, and the lowest score was 73.85. The average value of the principal's leadership varied across the research sample of schools. With a final average score of 81.13, SMA Negeri 1 Muara Dua had the highest score. Simpang State Senior High School had the lowest final average score, which was 79.23. When the final average values were compared, the difference was only 1.9. This difference is insignificant because the highest and lowest scores are still included in the same category, namely the school principal's leadership is said to be good.

The t-count value for the principal's leadership variable is 8.877, which is greater than the t-table value of 1.999, indicating that the alternative hypothesis (Ha) for testing hypothesis 1 is declared accepted. As a result, the principal's leadership is said to have a significant influence on the quality of education in SMA Negeri in the South OKU region 1. It is also clear from the significance value, which is 0.000 < 0.05, that the alternative hypothesis (Ha) for H1 is accepted.

The R value is 0.748, indicating that the correlation coefficient or magnitude of the relationship between school principal leadership and educational quality is 74.8% and falls into the category of a strong relationship. R square is 0.560, indicating that the determinant coefficient or magnitude of the influence of the school principal's leadership variable on educational quality is 56.0%, indicating that it has a moderate influence.

The findings of this study also support the findings of Susanto and Mattalatta (2018), who found that school principal leadership has a positive and significant impact on educational quality. This is also supported by Achmad (2015), Baihaqi (2015), and Banani (2017), which found that school principal leadership can have a positive impact not only on teacher's performance but also on learning effectiveness. Based on the findings of Gumilar and Munzir (2018) and Mutmainah (2016), Rukmana (2018)

concludes that school principal leadership can have a positive and significant impact on teacher's performance outcomes and has the potential to improve the quality of education in schools.

Similarly, the findings of Priyono and Rahayu (2016) and Ningsih, et. al., (2020) studies show that good school principal leadership can positively influence teacher's performance and education quality. As a result, it is appropriate for the principal to serve as a role model for all members of the school community. If the principal's leadership is effective, it is believed that educational quality can be improved.

### **The Impact of Teacher's Performance on Educational Quality**

The most frequent value for teacher's performance is 80.77 for 10 (ten) people. The achievement of this value falls into the category of good. There were only two respondents who said the teacher's performance was excellent. The highest score obtained by research participants in terms of teacher's performance was 86.15, while the lowest score was 75.38. The average score at each school falls into the good category. Although the value varies quantitatively. In addition, SMA Negeri 1 Muara Dua has the highest score of 80.54, while SMA Negeri Simpang has the lowest score of 79.47. The highest and lowest scores are still in the same category, indicating that the teacher's performance is good.

The t-count value for the teacher's performance variable is 9.294. This value is interpreted as having a t-table value of 1.999, implying that  $t\text{-count} > t\text{-table}$   $9.294 > 1.999$ . Based on this, the alternative hypothesis is accepted, implying that teacher's performance has a positive and significant influence on educational quality in SMA Negeri in the South OKU rayon 1. The significance value of 0.000 0.05 also indicates that the alternative hypothesis ( $H_a$ ) is accepted and the statistical hypothesis ( $H_0$ ) is rejected.

The correlation coefficient's magnitude, or the magnitude of the relationship between teacher's performance and educational quality, is 76.3%. The magnitude of the relationship, classified as close. The coefficient of determinant, or the magnitude of the influence of the teacher's performance variable on educational quality in SMA Negeri in South OKU 1 district, is 58.2%, placing it in the moderately high influence category.

This study backs up the findings of Maris, et. al., (2016), who found that teacher's performance can have a positive impact on achieving higher-quality education. The same thing was discovered by Idris (2017), who discovered that teacher's performance plays a critical role in achieving a higher quality of education.

## **The Impact of the Principal's Leadership and Teacher's Performance on Educational Quality**

The highest frequency achieved by respondents in terms of educational quality was 80.00 and 80.69 for each of 9 (nine) respondents or research samples. The majority of respondents in this study stated that the quality of education was good. Only 3 (three) people stated that the education quality in SMA Negeri in South OKU region 1 was excellent. The highest educational quality attainment score is 86.90, and the lowest is 76.55. Education in research locations is generally of high quality. Because the obtained average value falls within the range of that category. SMA Negeri Buay Rawan received the highest score of 80.86, while SMA Negeri Simpang received the lowest score of 80.04. Value differences are still tolerated because the two values are still classified as having high educational quality.

The F-count value is 57.058 > F-table is 3.148, indicating that the principal's leadership and teacher's performance have a positive and significant influence on the quality of education in SMA Negeri in South OKU 1 district. It is also clear from the obtained significance value, 0.000 < 0.05, that the alternative hypothesis ( $H_a$ ) is accepted and the statistical hypothesis ( $H_0$ ) is rejected. The value is 0.821, indicating that 82.1% of the principal's leadership and teacher's performance together have an influence on the quality of education in SMA Negeri in South OKU rayon 1, placing it in the category of a close or high relationship. The R Square column value is 0.652, indicating that the principal's leadership and teacher's performance together influence the quality of education in SMA Negeri in South OKU rayon 1 by 65.2%, placing it in the category of quite high influence.

The findings of this study support the findings of Agustina, et. al., (2016), as well as Timor (2018), that the leadership role of school principals is critical in achieving higher quality education, as well as support from good teacher's performance. The best possible education will be provided. According to Agustirini, et. al., (2021), the right school principal policy, particularly in allocating the right costs, will be able to optimize educational quality. As a result, each member of the school community must optimize their role in order to achieve the stated goals.

### **D. Conclusion**

The principal's leadership has a fairly high positive and significant influence on the quality of education in SMA Negeri in South OKU 1 district. Teacher's performance has a moderately positive and significant influence on the quality of education in SMA Negeri in South OKU 1 district. Principal leadership and teacher's performance have a relatively high positive and significant influence on the quality of education in SMA Negeri in South OKU 1 district.

## **E. Acknowledgement**

We thank to all respondents in this study, and Rector Universitas PGRI Palembang and all stakeholders who help us in project.

## **References**

- Achmad, A. (2015). *Pengaruh Kepemimpinan Kepala Sekolah dan Kinerja Guru terhadap Efektivitas Pembelajaran Agama Islam [The Effect of Principal Leadership and Teacher Performance on the Effectiveness of Islamic Religion Learning]*. Bandung: UIN Sunan Gunung Djati.
- Agustina, Djasmi, S., & Suntoro, I. (2016). Pengaruh Kepemimpinan Kepala Sekolah Iklim Kinerja Guru terhadap Mutu Pendidikan Lampung Tengah [The Effect of Principal Leadership on Teacher Performance Climate on the Quality of Education in Central Lampung]. *Jurnal Manajemen Mutu Pendidikan*, 4(1).
- Agustirini., Lian, B., & Eddy, S. (2021). The Influence of Principal's Policy and Finance on the Quality of Education. *International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)* (pp. 270-273). Palembang: Atlantis Press.
- Baihaqi, M. I. (2015). Pengaruh gaya kepemimpinan kepala sekolah dan motivasi kerja terhadap kinerja guru di MA Ma'arif Selorejo Blitar [The influence of the principal's leadership style and work motivation on teacher performance at MA Ma'arif Selorejo Blitar]. *KONSTRUKTIVISME*, 7(2), 97-106.
- Banani, M. T. (2017). Pengaruh Kepemimpinan Kepala Sekolah terhadap Kompetensi Guru dalam Mewujudkan Efektivitas Pembelajaran [The Effect of Principal Leadership on Teacher Competence in Realizing Learning Effectiveness]. *Jurnal Pendidikan UNIGA*, 11(1).
- Government of the Republic of Indonesia. (1945). *Undang-Undang Dasar Negara Republik Indonesia Tahun 1945 [The 1945 Constitution of the Republic of Indonesia]*. Jakarta.
- Gumilar, G. G., & Munzir, T. (2018). Pengaruh gaya kepemimpinan kepala sekolah terhadap kinerja guru SMA Global Indo-Asia Batam [The influence of the principal's leadership style on the performance of SMA Global Indo-Asia Batam teachers]. *Jurnal Dimensi*, 7(2), 255-266.
- Idris, A. (2017). Pengaruh Orientasi Kepemimpinan Kepala Sekolah dan Kinerja Guru terhadap Mutu Pendidikan pada SD Negeri Tanjung 2 [The Effect of Principal Leadership Orientation and Teacher Performance on the Quality of Education at SD Negeri Tanjung 2]. *Jurnal Mitra Manajemen*, 1(2), 189-201.
- Maris, I. S., Komariah, A., & Bakar, A. (2016). Kepemimpinan Transformasional Kepala Sekolah, Kinerja Guru dan Mutu Sekolah [Principal Transformational

- Leadership, Teacher Performance and School Quality]. *Jurnal Administrasi Pendidikan; Volume 23 Nomor 2.*
- Mutmainah. (2016). *Pengaruh kepemimpinan kepala sekolah dan profesionalitas guru terhadap kinerja guru SMK Negeri 1 Tepus [The influence of the principal's leadership and teacher professionalism on teacher performance at SMK Negeri 1 Tepus].* Yogyakarta: Universitas Negeri Yogyakarta.
- Ningsih, K. D., Harapan, E., & Destiniar. (2021). Pengaruh Komite Sekolah dan Kepemimpinan Kepala Sekolah Terhadap Peningkatan Mutu Pendidikan [The Influence of School Committees and Principal Leadership on Improving Education Quality]. *JMKSP (Jurnal Manajemen, Kepemimpinan dan Supervisi Pendidikan)*, 6(1), 1-14.
- Permadi. (2018). *Kepemimpinan Transformasional Kepala Sekolah dan Komite Sekolah [Transformational Leadership of Principals and School Committees].* Bandung: Kencana Pankarya.
- Priyono, & Rahayu, A. (2016). Pengaruh gaya kepemimpinan kepala sekolah, motivasi kerja, dan kedisiplinan terhadap pengembangan karier guru SMK di Kabupaten Boyolali [The influence of the principal's leadership style, work motivation, and discipline on the career development of vocational teachers in Boyolali Regency]. *QUALITY*, 4(1), 25-44.
- Ridwan, & Sunarto. (2012). *Skala Pengukuran Variabel Penelitian [Research Variable Measurement Scale].* Bandung: Alfabeta.
- Rukmana, A. (2018). Pengaruh gaya kepemimpinan kepala sekolah dan motivasi kerja guru terhadap kinerja guru [The influence of the principal's leadership style and teacher's work motivation on teacher performance]. *Coopetition*, 9(1), 77-93.
- Santoso, S. (2012). *Panduan Lengkap SPSS [SPSS Complete Guide].* Jakarta: Elek Media Komputindo.
- Sugiyono. (2018). *Metode penelitian kuantitatif, kualitatif dan R&D [Quantitative, qualitative and R&D research methods].* Bandung: Alfabeta.
- Supriyadi. (2015). *Strategi Belajar dan Mengajar [Teaching and Learning Strategy].* Yogyakarta: Cakrawala Ilmu.
- Susanto, B., & Mattalatta. (2018). Pengaruh Kepemimpinan Kepala Sekolah, Iklim Sekolah dan Kompetensi Guru terhadap Mutu Pendidikan di MTS Kabupaten Jeneponto [The Influence of Principal Leadership, School Climate and Teacher Competence on Education Quality in MTS Jeneponto District]. *YUME: Journal of Management; Volume 1 Nomor 2.*

Timor, H. (2018). Mutu Sekolah: Antara Kepemimpinan Kepala Sekolah dan Kinerja Guru [School Quality: Between Principal Leadership and Teacher Performance]. *Jurnal Administrasi Pendidikan*, 25(1).