

The Effect of Principal's Leadership and Work Environment on Teacher's Performance

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Abstract: The purpose of this research is to identify and describe: (1) the influence of the principal's leadership on teacher's performance; (2) the influence of the work environment on teacher's performance; and (3) the combined influence of the principal's leadership and the work environment on teacher's performance. This study was carried out in Kayuagung District Public High School in Ogan Komering Ilir Regency, with 59 teachers as participants. Techniques for collecting data include surveys or questionnaires, recordkeeping, and interviews. Construction and content validity are used in the validity test. Cronbach's Alpha is used in the dependability test. Analysis precondition tests include the normality, linearity, multicollinearity, and heteroscedasticity tests. Simple linear regression and multiple linear regression approaches were used to evaluate the data. The findings revealed that: (1) the principal's leadership has an impact on teacher's performance; (2) the work environment has an impact on teacher's performance; and (3) the school principal's leadership and the work environment have an impact on teacher's performance.

Keywords: Principal's Leadership, Teacher's Performance, Work Environment

A. Introduction

The growth of science and technology in the current period of globalization is so quick, it is critical to prepare quality and moral human resources. The field of education is particularly significant in this regard. Education is critical because success in education has ramifications in other areas such as the economy, development, and so on. Excellent education will develop quality people, allowing the country to prosper.

In order to increase the quality of education, schools, as formal educational institutions, must pay attention to the quality of learning. As a leader in the school, the principle plays an essential role in attempts to govern all activities in the school, particularly those linked to teacher's performance. Principal's leadership is a critical aspect that may promote the creation of successful and efficient schools as well as a conducive atmosphere (Mulyasa, 2013).

Principal's leadership takes the form of motivation rather than commands and instructions, so that teachers and education professionals may be inspired to grow effectively and creatively in order to enhance their performance. This suggests that teacher effectiveness is directly tied to the principal's leadership influence.

Teacher's performance is the consequence of the teacher's work, which can be observed in reflection by the way the teacher prepares, implements, and assesses the teaching and learning process, which is based on a work ethic, discipline for professionals in carrying out their obligations (Uno, 2014).

According to law number 14 of 2005, teachers must have competence in carrying out their obligations, which comprises pedagogic, social, professional, and personality competences. Teachers, being one of the human resources in schools, play a significant role in determining the effectiveness of education in Indonesia. The performance of the instructor is used to assess educational achievement. The teacher's performance is regarded to be good if the learning activities are carried out in a quality manner in order to increase their students' learning results.

Teacher's performance is not felt optimal if the learning outcomes achieved by students are still low. Based on data obtained from the results of public education report cards https://pusmendik.kemdikbud.go.id/profil_pendidikan/profil-wilayah.php (Rapor Pendidikan Publik, 2022.) for the public senior high school level in the province of South Sumatra, the learning outcomes for literacy and numeracy were obtained still below the minimum competency.

There are still numerous educational issues in Indonesia that require attention and solutions, such as a shortage of competent instructors and poor educational quality (Elisa, 2020). The outcome of a procedure is referred to as performance (Mulyasa, 2008). According to (Sedarmayanti, 2008), performance is defined as work achievement, achievement, work outcomes, or employee performance. Another reasonable viewpoint holds that teacher's performance is the product of work done by instructors at educational institutions in line with their duties and obligations in order to achieve educational goals (Susanto, 2021).

According to the experts, teacher's performance is the accomplishment of teachers' work in carrying out their obligations and responsibilities as educators who work professionally based on performance criteria defined on pedagogic, social, personality, and professional competences. According to Article 20 of Law 14 of 2005, the teacher's tasks are as follows: 1) Plan, implement, and evaluate learning; 2) Build long-term competency; and 3) Maintain objectivity and avoid bias; 4) Obey all applicable regulations and laws, as well as the teacher's code of ethics and religious and ethical principles (Republik Indonesia, 2005).

According to (Rusyan, 2000), the following factors impact teacher's performance: 1) Performance motivation; 2) Work Ethics; 3) Work Environment; 4) Obligations and Responsibilities; 5) Improvement of teacher work groups. Meanwhile, according to some, teacher's performance is impacted by: 1) Efficacy and efficiency; 2) Authority or leadership; 3) Discipline and adherence to appropriate legal requirements; 4) Taking the initiative (Prawirosentono, 2013). According to Law No. 14 of 2005, article 10 (paragraph 1), instructors must have four competencies: pedagogy, social, personality, and professional. This is the standard for assessing teacher's performance in this research.

Teachers must collaborate and create solid connections with school administrators, including the principle, in order to perform optimally in their roles. Leadership, according to (Sagala, 2009), is a connection between leaders who persuade their subordinates to want to work deliberately to carry out their tasks in order to fulfill the leader's aims. Meanwhile, according to (Robbins, 2003), leadership is an existent capacity to persuade a group of individuals to desire to carry out their obligations in order to attain the goals stated. According to (Lian, 2017), leadership is defined as a leader's capacity to try to influence others and a leader is a role model for his subordinates to achieve the organization's specified goals.

In the current era of decentralization of education, school principals are faced with many problems related to management and leadership issues that are complex, complex so that a school principal is required to have good management and leadership skills in order to be able to manage the school he leads independently, efficiently and effectively, productive (Mulyasa, 2013). As a leader, the principal has a role that must be carried out, namely as EMASLIM (educator, manager, administrator, supervisor, leader, innovator and motivator). The principal is expected to be a leader who has the ability to carry out the functions of the seven dimensions. Position as a leader is a mandate so that a leader must be serious and have a vision and mission in carrying out their duties. The important thing for a leader is that the position is a mandate or responsibility so that being a leader must be able to hold the trust and trust of his subordinates. From the expert opinion above, it can be concluded that the principal's leadership is the ability of the principal as an educator, leader, motivator, manager, supervisor, administrator, innovator to influence and mobilize his subordinates in achieving the school's vision and mission.

Teachers, principals and supervisors are figures as determinants and drivers of various components and other dimensions of the school. This means that success will be achieved with good cooperation between teachers, principals and supervisors.

Several relevant studies related to the influence of school principal's leadership on teacher's performance, namely research from (Yunus et al., 2021); (Haq et al., 2019); (Jaliah et al., 2020); (Purwoko, 2018). The results of the study (Jaliah et al., 2020) are

that the leadership of the school principal can improve teacher's performance, meaning that the better the leadership is carried out by the principal, the better the performance of the teacher. Furthermore, research from (Purwoko, 2018) states that school principal's leadership has a positive and significant influence on teacher's performance.

According to (Tobari, 2015) two factors that influence a person's performance are internal and external. Internal means factors that are influenced from oneself while external, namely factors that come from outside the employee's self, for example the work environment. The teacher's work environment is at school. The work environment is everything that is around employees in carrying out their duties so that the work environment has a close relationship with employees (Nitisemito, 2000). A work environment is said to be good if conditions at school feel comfortable and conducive so as to provide peace for teachers in carrying out their duties. This is in line with the opinion which states that the work environment is all the equipment, tools, materials around the employee's workplace, circumstances around, methods of work and arrangement of work individually or in groups (Sedarmayanti, 2011). From the opinion of experts, it can be concluded that the work environment is the condition around the workplace, physically or non-physically, which can affect employees and their performance in carrying out the work assigned to them.

The work environment consists of two components, namely physical and non-physical. The physical work environment means all the conditions around the workplace that influence the teacher directly or indirectly. There are two categories of physical work environment, namely: 1) Having a direct relationship with employees, such as facilities in the workplace, namely chairs, tables and others. 2) the environment is also called the environment that influences the human condition such as: lighting in the workplace, air circulation, security, noise and so on. Non-physical work environment, namely all situations, conditions that exist and are related to relationships between employees such as: Relations between superiors and subordinates, relationships between co-workers (Sedarmayanti, 2011).

To build a good working relationship, it is necessary to have time management, to be able to place oneself, to be compatible, to maintain harmonious relationships, to have self-control, to understand the effect of the words and actions we take on others, to organize ourselves before we manage others to act wisely (Simbolon, 2021).

Relevant research related to the work environment and teacher's performance is research from (Elfita et al., 2019); (Angrainy et al., 2020); (Marliya et al., 2020); (Damayanti, 2018). The results of this study stated that there was an influence of the work environment on teacher's performance. Several things affect the atmosphere of the work environment, namely: lighting when working, temperature or temperature,

humidity, air circulation, noise, mechanical vibration, odors around the workplace due to air pollution, safety (Sedarmayanti, 2011).

The teacher's work environment at school, especially in the classroom when learning takes place. Classes should be conducive in carrying out learning activities with good lighting, the arrangement of light in the classroom can be adjusted from the arrangement of furniture in the classroom so that the furniture does not block outside light from entering (Uno, 2014).

The perceived benefits of a conducive work environment are creating passion or enthusiasm for work so that it will increase work productivity. This means that the better the work environment, the better the teacher's performance.

B. Methods

This study used a quantitative approach with descriptive methods to see the partial effect between research variables. The research variables tested were Principal's leadership (X1); work environment (X2) on teacher's performance (Y). Hypothesis testing was also carried out together (simultaneously), the leadership of the school principal (X1) and the work environment (X2) on teacher's performance (Y). The research was conducted in 4 schools which were public high schools in Kayuagung District. The research sample consisted of 59 PNS and PPPK teachers from SMAN 1 Kayuagung, SMAN 2 Kayuagung, SMAN 3 Kayuagung and SMAN 4 Kayuagung. Data collection using questionnaires, documentation and interviews. Techniques for analyzing data are carried out by: 1) Description of data with descriptive statistics; 2) Analysis prerequisite test is carried out by normality, linearity, multicollinearity and heteroscedasticity tests; 3) Hypothesis testing. There are 3 hypotheses to be tested. The first and second hypotheses use simple linear regression and the third hypothesis uses multiple linear regression.

C. Results and Discussion

Principal's leadership (X1)

There are 29 statements to find out the implementation of the principal's leadership in the Kayuagung District Public High School. Statements on the questionnaire include the sub-variables of Educators, Manager, Administrator, Supervisor, Leaders, Innovator, Motivators. The results of the descriptive analysis of the total score of the principal's leadership variable at the Kayuagung District Public High School obtained a mean of 131.17, a median of 132, a mode of 116, a standard deviation of 9,487 and a variance of 90,005. The results of the data analysis show that the principal's leadership category at SMAN Kayuagung District is good.

Work Environment (X2)

There are 28 statements to determine the condition of the work environment in the Kayuagung District Public High School. Statements on the questionnaire include the physical and non-physical environment. The results of the descriptive analysis of the total score of the independent work environment variable at the Kayuagung District Public High School obtained a mean of 122.42, a median of 122, a mode of 112, a standard deviation of 9.997 and a variance of 99.938. The results of data analysis show that the work environment category at SMAN in Kayuagung District is good.

Teacher's Performance (Y)

There are 30 statements to determine the performance of teachers in SMA Negeri Kayuagung District. Statements on the questionnaire include pedagogic, professional, personality and social competence. The results of the descriptive analysis of the total score of the dependent variable on teacher's performance at the Kayuagung District Public High School obtained a mean of 133.20, median of 134, mode of 139, standard deviation of 7.908. The results of the data analysis show that the performance category of teachers in the Kayuagung District SMAN is good.

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

The regression equation of the principal's leadership on teacher's performance, $Y = 77.398 + 0.425X$. The results of testing the significance of the influence of the principal's leadership on teacher's performance can be seen from the following table.

Table 1. The Significance of the Influence of Principal's leadership on Teacher's performance at SMA Negeri Kayuagung District

Model	Coefficients ^a				
	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	77.398	12.487		6.198	.000
Principal's Leadership	.425	.095	.510	4.481	.000

a. Dependent Variable: Teacher's Performance

The regression coefficient is 0.425, meaning that the teacher's performance score increases by 0.425 each time the principal's leadership score is added. The significant value obtained was $0.00 < 0.05$ so that H_a was accepted. In conclusion, there was a significant influence between the principal's leadership on teacher's performance at

SMAN Kayuagung sub-district. From the table it is also obtained that the t-count value is 4,481 > the t-table value is 2,002 so that Ha is accepted and H0 is rejected, so there is a significant influence between the principal's leadership on teacher's performance at SMAN Kayuagung sub-district.

Table 2. Principal's Leadership Summary Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.510 ^a	.260	.248	6.860

a. Predictors: (Constant), Principal's Leadership

From table 2, the summary model shows that the R value is 0.510, meaning that there is a moderate positive relationship between the principal's leadership and teacher's performance. The R square value was 0.260 which means that the influence of the principal's leadership on teacher's performance is 26% and the remaining 74% is the influence of other factors not included in this study.

The Effect of the Work Environment on Teacher's Performance

The regression equation of the work environment on teacher's performance is $Y = 84.712 + 0.396X$. The results of testing the significance of the influence of the work environment on teacher's performance can be seen from the following table.

Table 3. The Significance of the Effect of the Work Environment on Teacher's Performance at SMA Negeri Kayuagung District

Model		Coefficients ^a		Standardized Coefficients	t	Sig.
		Unstandardized Coefficients	Std. Error			
	B			Beta		
1	(Constant)	84.712	11.141		7.604	.000
	Work Environment	.396	.091	.501	4.367	.000

a. Dependent Variable: Teacher's Performance

The regression coefficient of 0.396 means that the teacher's performance score increases by 0.396 each time the score is added from the work environment. The significant value obtained is $0.00 < 0.05$ so that Ha is accepted, in conclusion there is a significant influence between the work environment on teacher's performance at SMAN Kayuagung sub-district. From the table it is also obtained that the t-count value is 4,367 > the t-table value is 2,002 so that Ha is accepted and H0 is rejected, so there is

a significant influence between the work environment on teacher's performance at SMA Negeri Kayuagung sub-district.

Table 4. Work Environment Summary Model

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.501 ^a	.251	.238	6.906

a. Predictors: (Constant), Work Environment

From table 4, the work environment Summary model, the R value is 0.501 so that there is a moderate positive relationship between the work environment and teacher's performance. The R square value was 0.251, meaning that the influence of the work environment on teacher's performance was 25.1% and the remaining 74.9% was the influence of other factors not included in this study.

The Simultaneous Influence of the Principal's Leadership and the Work Environment on Teacher's Performance

The regression equation of the principal's leadership and work environment on teacher's performance is $Y = 68.831 + 0.270X_1 + 0.236X_2$. The results of testing the significance of the influence of the principal's leadership and work environment on teacher's performance are seen in the following table.

Table 5. The Significance of the Influence of the Principal's Leadership and the Work Environment on Teacher's performance at SMA Negeri Kayuagung District

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
B	Std. Error	Beta				
1	(Constant)	68.831	12.786		5.383	.000
	Principal's Leadership	.270	.118	.324	2.293	.026
	Work Environment	.236	.112	.299	2.111	.039

a. Dependent Variable: Teacher's Performance

The regression coefficient value of the two independent variables (leadership of the principal and work environment) is positive, meaning that the teacher's performance has increased positively due to the influence of the principal's leadership as well as

the work environment. The significance value of multiple linear regression is shown in the following ANOVA table.

Table 6. ANOVA Table of Principal’s Leadership and Work Environment (Simultaneously) on Teacher’s Performance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1142.636	2	571.318	12.875	.000 ^b
	Residual	2484.923	56	44.374		
	Total	3627.559	58			

a. Dependent Variable: Teacher’s Performance

b. Predictors: (Constant), Work Environment, Principal’s Leadership

From the table it can be seen that the significance value is $0.00 < 0.05$ so reject H_0 and accept H_a , so it can be concluded that there is a significant influence between the principal’s leadership and the work environment together (simultaneously) on teacher’s performance in SMA Negeri Kayuagung sub-district, OKI Regency. Based on the Summary Model table, the value of R is 0.315, meaning that there is a moderate positive relationship between the leadership of the school principal and the work environment on teacher’s performance. The results of the analysis of the coefficient of determination are shown in the following table.

Table 7. Model Summary of Principal’s leadership and Work Environment

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.561 ^a	.315	.291	6.661

a. Predictors: Constant, Work Environment, Principal’s Leadership

The R square value is 0.315, meaning that there is a 31.5% influence on the principal’s leadership and the work environment together on teacher’s performance. 68.5% is another influential factor but not included in this study.

This research is supported (Novitasari et al., 2012) with the results of his research showing a contribution to performance. Leadership contribution of 23.91%, work environment 10.81%. the conclusion of his research is that there is a joint influence of the principal’s leadership and the work environment on teacher’s performance.

D. Conclusion

From the data analysis and hypothesis testing that has been carried out, the following conclusions can be drawn: 1) There is an influence of the leadership of the school principal on teacher's performance at SMA Negeri Kayuagung District, Ogan Komering Ilir district. The better the leadership of the principal, the better the performance of the teacher. The amount of influence from the principal's leadership is determined by the ability of the principal as EMASLIM; 2) There is an influence of the work environment on teacher's performance in SMA Negeri Kayuagung District, Ogan Komering Ilir district. The better the working environment conditions, the better the teacher's performance. The influence of the work environment is determined from the physical and non-physical environment; 3) There is an influence of the leadership of the principal and the work environment together on the performance of teachers at SMAN Kayuagung District, Ogan Komering Ilir district.

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