

## **The Influence of Principal Leadership on Teachers' Performance in SMA Negeri at Kayuagung District**

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**Abstract:** This study aimed to determine the influence of the principal's leadership on teachers' performance in SMA Negeri at Kayuagung District. This research was conducted for five months, from May 2022 to September 2022. The research method used in this research is a quantitative descriptive method. The number of samples in this study was 120, which were taken through the probability sampling technique. Data collection techniques in this study used questionnaires, documentation, and interviews. Data analysis was performed using regression analysis with the help of SPSS 22.00 for Windows. Based on the regression test results, the t-count value is 8,469 > the t-table price of 1,657, where the t-count price is greater than the t-table, so Ho1 is rejected. Thus, it can be concluded that the principal's leadership significantly influences teacher performance in SMA Negeri at Kayuagung District. This also shows that the principal's leadership has a major role in teacher performance and managing learning in schools. Based on the findings in this study, it is suggested that school principals strive to improve their competence so that the principal's leadership function can be carried out optimally and that it can encourage increased teacher performance in schools.

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

### **A. Introduction**

Education has a very important role in building human resources. For this reason, an education system is needed that is capable of producing whole human beings and views quality as one of its main goals. However, in reality, the quality of learning in Indonesia is still far from what was expected, especially when compared to the quality of learning in other countries. The insufficient national education system and a lack of human resources may be to blame for the reduction in learning quality in Indonesia in general and in schools in particular. Indonesia's current low human resources are the result of the low quality of learning at various types and levels of education (Suwartini, 2017). One reason is the low level of facilities and infrastructure, teacher quality, and student achievement (Fajri & Afriansyah, 2019).

According to Oktriany et al. (2015), school output will be of high quality if student achievement is high, both in academic and non-academic areas. One important

component in efforts to increase student achievement is the school principal. The principal, through his role as a learning leader, has a major role in efforts to improve the quality of learning in schools. Suwartini (2017) suggests that one of the most effective ways to improve student achievement is through the role of school principals and teachers.

According to Beytekin et al. (2016), the learning leadership of school principals has a significant influence on teaching and education quality. Meanwhile, according to Herawan (2017), learning leadership is leadership that is oriented towards improving the quality of learning. In addition to the role of the principal, to improve student learning achievement, the teacher's performance is important. Teacher performance is an important factor in efforts to improve student achievement. Increasing educational output through learning achievement is reflected in the performance of teachers in carrying out their main tasks. High teacher performance can be seen when teachers have high motivation for teaching tasks, master and develop teaching materials, are disciplined, and have high creativity in the teaching and learning process.

Ramadhany et al. (2016) state that there is a positive and significant connection between teacher performance and student achievement. From the results of initial observations conducted by researchers at public high schools in Kayuagung District, data showed that student achievement was still low, especially in exact subjects. Teachers are still not able to manage learning properly; teachers have not been able to condition the class and provide motivation for students to pay attention and be active in teaching and learning activities. In addition, teachers still use conventional teaching techniques in class. Researchers also found that school principals already have a supervision program for teacher performance in schools, but it has not been implemented optimally. Based on this description, it is necessary to carry out more in-depth research to determine the influence of the principal's leadership on teachers' performance in SMA Negeri at Kayuagung District.

Learning is essentially an activity process, namely organizing activities and the environment around students so that they can grow and encourage students to carry out learning activities (Djamarah, et al., 2010). Asserts that learning is a process of learning created by the teacher to foster students' creativity, which can enhance students' ability to think critically and to create new information in an effort to improve their comprehension of course material. Learning is an attempt to make students learn or an activity to teach students (Warsita, 2012). Puspitasari (2018) states that learning is an activity that intentionally modifies various conditions aimed at achieving a goal, namely achieving curriculum goals. In simple terms, learning can be interpreted as an effort to influence someone's emotional, intellectual, and spiritual development so that they want to learn on their own.

Wahyudi, (2014) defines the principal as a functional teacher who is assigned 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. Daryanto (2010) argues that school principals are school personnel who are responsible for all school activities and have the authority and responsibility to organize all educational activities within the school environment they lead. Meanwhile, according to Herawan (2017), school principals are learning leaders who are focused on enhancing the quality of learning through assessing and tracking teacher performance, assisting and supporting teachers, creating a learning-friendly environment, and collaborating with parents, students, and other stakeholders.

As a manager, the principal must be able and have adequate management skills to carry out his duties. This ability is very supportive when managing personnel or human resources owned by the school (Saroni, 2016) argues that the principal is a person who is given the task and responsibility of managing the school, collecting, utilizing, and mobilizing all of the school's potential optimally to achieve goals. The principal is the person most responsible for implementing innovative educational administration principles in schools.

According to Djamarah (2010), principal leadership is the ability and readiness of the principal to influence, guide, direct, and mobilize school staff so that they can work effectively in order to achieve the educational and teaching goals that have been set. Mulyasa (2013) states that in the new paradigm of education management, school principals must at least be able to function as educator, manager, administrator, supervisor, leader, innovator, and motivator (EMASLIM). Wardani & Indriayu (2015) state that school principal leadership will be effective if the principal monitors the teaching and learning process and focuses on teacher performance in schools.

According to Tilaar & Widjaja (2015), a professional teacher has a strong scientific basis, masters' professional tips based on research and educational praxis, has continuous professional development and has a mature and developed personality. A teacher who has high performance, Wahyuni (2017) states that the leadership of the school principal is an important factor in improving teacher performance in schools.

## **B. Methods**

This research was conducted at SMA Negeri in Kayuagung District for five months, from May 2022 to September 2022. This study used a quantitative descriptive research methodology. The probability sampling strategy was used to get 120 teachers as samples for this investigation. Data collection techniques in this study

used questionnaires, documentation, and interviews. Data analysis was performed using regression analysis with the help of SPSS 22.00 for *Windows* to test the research hypothesis.

The hypotheses in this study are:

Ha<sup>1</sup> : There is a significant influence of the principal's learning leadership on the learning achievement of SMA Negeri students in Kayuagung District.

Ho<sup>1</sup> : There is no significant influence of the principal's learning leadership on the learning achievement of SMA Negeri students in Kayuagung District.

### C. Results and Discussion

The results of the categorization analysis on the variable leadership of SMA Negeri principals in Kayuagung District can be seen in Table 1.

**Table 1. Category Percentage of Principal Leadership of SMA Negeri in Kayuagung District**

	Norm Range	Frequency	%	Category
1	≥ 61	0	0%	Very Good
2	58 s/d < 61	52	47,76%	Good
3	55 s/d > 58	24	20,89%	Moderate
4	51 s/d < 55	28	26,86%	Poor
5	< 51	16	4,47%	Very poor

Based on the results of the category analysis above, it can be stated that the leadership of the principal in the very good category is 0 or 0%, the good category is 52 or 47.76%, the moderate category is 24 or 20, 89%, the poor category is 28 or 26.86%, and the very poor category is 16 or 4.47%. The results of this analysis show that the principal's leadership is included in the good category. Yenni et al. (2020) state that school principals have a strategic role in developing and improving teacher performance, both as educators, managers, administrators, supervisors, leaders, innovators, and motivators. Maximum teacher involvement, a steady or fixed but dynamic curriculum, and a strong network of cooperation that benefited the school. The percentage of the leadership variable category for public high school principals in the Kayuagung District can also be seen in Figure 1.



**Figure 1. The Learning Leadership Category for SMA Negeri Principals in the Kayuagung District**

Table 2 below summarizes the findings of the regression equation's significance test conducted using SPSS 22.00 to ascertain the impact of the principal's direction on teacher performance.

**Table 2. Hypothesis Test of the Principal's Leadership Effect Against the Performance of SMA Negeri Teachers in Kayuagung District**

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	4.968	4.187		1.186	.238
Principal's Leadership	.471	.056	.501	8.469	.000

Based on the simple regression test above, the t-count value is 8,469 > the t-table price is 1,657 where the t-count price is greater than t-table, so Ho1 is rejected, so that there is a significant influence between the leadership of the principal and the performance of teachers in public high schools in the district. Kayuagung. Based on the results of the analysis above, it can be stated that the principal's leadership influences teacher performance in managing learning in public high schools in the Kayuagung District. The results of this study also state that school principals can maximize their leadership functions in an effort to improve teacher performance in schools.

As a leader, there are four internal dimensions of the school that need to be considered by school principals in improving learning performance, namely the socialization of the school's vision and mission, structuring learning, improving learning practices, and creating a healthy learning climate.

Mulyana (2014) states that school principals have a decisive role in efforts to improve the quality and ability of teachers. Mulyana (2014) asserts that school administrators play a critical role in initiatives to raise the caliber and competence of teachers. The principal's role in helping teachers enhance their skills is that of a supervisor, motivator, and facilitator. Principals of schools can encourage teachers to pursue further education, compel them to take part in KKG activities, and assist those who have trouble managing the teaching and learning process by working to include teachers in all training and training opportunities.

Wahyuni (2017) states that the leadership of the school principal is an important factor in improving teacher performance. In order for school principals to play an optimal role in learning leadership, various programs and activities that can be carried out are to provide examples in words, attitudes, actions and behavior for the school community to achieve the school's vision and mission as well as the advancement of highly competitive education, encouraging teachers to improve qualifications academics according to their field of study, strengthening the role of MGMP through education and training programs, comparative studies, research, workshops and increasing the culture of writing among teachers, carrying out periodic reviews of learning tools, carrying out supervision especially in the learning process, carrying out teacher performance assessments and corrective actions to achieving the specified targets, increasing the availability and feasibility of learning facilities and infrastructure, monitoring the learning process in the classroom and planning corrective actions, helping teachers who experience difficulties in carrying out effective learning, and optimizing the function of the school library to create a habit of reading in the school environment, both teachers and students (Wardani & Indriayu, 2015).

#### **D. Conclusion**

According to the data analysis's findings, there is a substantial relationship between the performance of teachers at SMA Negeri in Kayuagung District and the leadership of the principal. Based on the simple regression test, the t-count value is  $8,469 >$  the t-table price of  $1,657$ , where the t-count price is greater than t-table, so  $H_0$  is rejected. The influence of the principal's leadership on teacher performance shows that the principal's leadership has a major role in teacher performance and managing learning in schools. The principal, as a learning leader (instructional leadership), must be able to direct school activities through school programs so that they are effective in efforts to improve the quality of learning in schools. Additionally, in order to enhance both school and learning quality, the principal must be able to manage all school resources and foster a productive learning environment. Based on the study's findings, it is advised that school administrators

work to raise their competency in order to fulfill their leadership duties effectively and support higher student achievement.

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