

The Influence of the Principal's Leadership Style on Increasing Teacher Performance at SMK Negeri 1 Tulung Selapan

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Abstract

This study aims to investigate how the influence of the principal's leadership style on teacher performance at SMK NEGERI 1 Tulung Selapan. The sample used in this study was 55 respondents. Data collection techniques using questionnaires, interviews, documentation. The analysis used was by testing the reliability data, t-test, correlation, hypotension test, simple linear test, correlation coefficient test (r), coefficient of determination (r²). The results of the study prove that the Leadership Style affects teacher performance by 29.54%. R Square of 0.141 or 14.1% indicates that the variable of teacher performance that can be explained by leadership style is 14.1% while 0.859 or 85.9% is explained by other factors not explained by this study. Based on the results of a simple linear analysis of Leadership Style on Teacher Performance, the constant value (a) is 21.082 and the Leadership Style (X) has a regression coefficient of 0.268 so $Y = 21.082 + 0.268X$, thus $Y = 21.35$.

Keywords: leadership style, teacher performance

1. Introduction

Leadership has a close relationship with the results of one's performance because the success of a person who leads an educational institution, namely the Principal as a leader in mobilizing and influencing subordinates to achieve goals is very dependent on, among other things, the authority of the leader himself and how / creates a good cooperation within each subordinate and leader itself.

Therefore the leadership style used must be appropriate. The basis that must be possessed in an organization is performance. If an organization reaches the peak of success, it is because it cannot be separated from the intervention of a leader in influencing subordinates. Carry out organizational goals and mobilize subordinates to work according to predetermined rules. If there is a failure in running an organization then a leader must be responsible for the failures caused and find solutions to these problems. For this reason, good communication and coordination between a leader and subordinates will facilitate the implementation of activities.

The principal as a leader will always know which activities are going well and which activities are felt to be not going well. If education is one of the most important things in the development of human resources, educators and education staff certainly have a very big responsibility in carrying out this task so that the quality standards of educators and education staff need to be improved. The teacher is one of the elements of the resource that really determines the success of education in schools because the teacher is a human element that is very close to students in everyday education at school.

As educators or homeroom teachers become a determining factor in improving the quality of education in schools. Therefore, teacher educators must be able to improve performance in carrying out their duties because educators in the future demand quality professional teaching skills. So that professional teacher performance can be a breath of fresh air for success in the world of education in the future. To improve the performance of teachers in schools, the

provision of various types of training and professional educators to teachers is of course very much needed. According to Taufik (Abdul Hadis and Nuhayati B, 2010: 9)

Therefore, based on the description above, the Principal's Leadership Style is carried out in improving teacher performance at SMK NEGERI 1 Tulung Selapan. and From the results of the researchers' observations that the leadership style of the Principal of SMK NEGERI 1 Tulung Selapan is very interesting to be an object of research so that the School Organizational Management can be done, the Principal can display a style in leading and influencing the behavior of others, therefore the principal can use a Leadership Style which is in accordance with the conditions of the school itself. Besides that, the performance of teachers is still in the spotlight, especially in terms of preparing lesson plans up to the interpersonal relations stage and the number of teaching hours.

This is also an important factor in how a school principal can ensure smooth teacher performance. The leadership style of a school principal in improving teacher performance is shown at SMK NEGERI 1 Tulung Selapan. For this reason, the author will conduct research with the theme "The Influence of the Principal's Leadership Style on Improving Teacher Performance at SMK NEGERI 1 Tulung Selapan"

2. Literature Review

2.1 Leadership Style

According to Amalo, Fitriningsih, et al. (2022) leaders in the "Real Digital World" need to formulate the right leadership strategy. Style The leader is someone who can influence others and who has managerial authority. Meanwhile, leadership is what leaders do, namely the process of leading groups and influencing groups to achieve a goal (Robbins and Coulter, 2012). Leader Style is someone who can influence others and who has managerial authority. Meanwhile, leadership is what leaders do, namely the process of leading groups and influencing groups to achieve a goal (Robbins and Coulter, 2012)

Referring to some of the opinions of the experts above, it can be concluded that leadership style is a pattern of behavior of a leader who consistently influences his subordinates so that they want to do their job happily to achieve a predetermined goal together. Based on these conclusions, the principal's leadership style can be interpreted as the perception of teachers and all employees of a school towards the pattern of behavior or the form of procedures for a school principal in influencing his subordinates to want to do their job with pleasure to achieve the goals of the school.

According to Hasibuan (2014), there are several types of leadership styles, namely as follows:

a. Authoritarian Leadership Style

The authoritarian leadership style is if the power or authority, as a matter of fact, remains with the leader or if the leader adheres to a centralized system of authority.

b. Participatory Leadership Style

Participatory leadership style is when the leadership is carried out in a persuasive way, creating harmonious cooperation, fostering loyalty, and participation of subordinates. Leaders motivate subordinates to feel part of the company.

c. Delegation Leadership Style

The delegation leadership style is when a leader delegates authority to subordinates rather completely.

There are several things that must be done by the principal in relation to his duties (Sutomo, 2011: 97), including:

- a) His role as an educator, the principal's duty is to guide teachers, employees, students, develop staff, keep abreast of science and technology developments, and set an example in the learning process.
- b) His role as a manager, the principal is in charge of compiling programs, compiling school organizations, mobilizing staff, optimizing school resources, and controlling activities.
- c) As an administrator, the school principal is tasked with managing the administration of KBM and BK, student affairs, manpower, finance, facilities and infrastructure, as well as those relating to the school household.
- d) As a supervisor, the principal is in charge of compiling educational supervision and utilizing the results of supervision.
- e) As a leader, the principal is in charge of compiling and socializing

The principal's leadership style was obtained from the assessment of peers, namely based on the perceptions of vocational school teachers. The teacher's perception of the principal's leadership style is the process of discriminating, classifying, focusing, and organizing the observations made by the teacher as a teacher on the leadership method used by the principal as a leader in the school.

Based on the theory above, the authors developed an indicator of the principal's leadership style as a research instrument (construct internal validity) as follows.

- a. decision-making,
- b. division of tasks to subordinates,
- c. subordinate initiative
- d. imposition of sanctions/penalties,
- e. award for achievement,
- f. establish communication,
- g. monitoring the implementation of tasks, and work meetings

2.2 Teacher Performance

Performance is something that is achieved by someone in carrying out their work in order to realize goals in the work unit. In relation to teacher performance, the intended form of behavior is teacher activity in the learning process, namely how a teacher plans learning, carries out learning activities. and assess learning outcomes.

There are several factors that influence teacher performance, including external and internal factors.

a. Internal factors

is that which comes from personal/individual which includes elements of knowledge, skills, abilities, self-confidence, motivation, and commitment possessed by each teacher.

b. External factors

is a factor that comes from outside the teacher. According to Barnawi and Arifin (2014: 43)

external factors that can affect teacher performance, namely:

- a. Salary is a form of appreciation for work performance given to a teacher.
- b. Facilities and infrastructure are all tools and equipment that are used directly in the educational process at school.
- c. physical work environment which includes lighting, coloring, air, cleanliness, noise, and safety. And
- d. leadership that can be seen from the principal's leadership style. Leadership style influences teacher performance to increase work productivity in order to achieve goals.

E. Mulyasa in Susanto (2013: 32) suggests that the role and function of the teacher greatly influences the implementation of education in schools, these roles and functions are:

- a. As educators and teachers, teachers are automatically educators and teachers who must have emotional stability, aspirations, and the desire to advance their students.
- b. As a member of society, that is every teacher must be good at getting along with the community.
- c. As a leader, that is every teacher is a leader who must have personality.
- d. As an administrator, the teacher will be faced with administrative tasks that must be done, so that honest, conscientious, and diligent individuals are needed.
- e. As a learning manager, the teacher must be able to master various methods and understand teaching and learning situations.

Teacher performance management in the school organizational system is a systematic effort to manage teacher performance with the aim of improving their performance both individually and in groups and to improve the performance of the school organization as a whole. In addition, teacher performance management in schools prioritizes an open communication system in a partnership relationship between the principal as the leader and the teachers as teaching staff in the school. Where communication is carried out through leadership to set educational goals, work plans, provide feedback, evaluate performance and school development.

With regard to the importance of the assessment of teacher performance. The Geogian Department of Education has developed a teacher performance assessment which was later modified by the Ministry of National Education to become a teacher ability assessment tool (APKG). Teacher ability assessment tools, including:

- a. Learning planning activities.
- b. Implementation of learning.
- c. Implementation of learning assessment.

3. Research Method

This research was conducted on employees and teachers of SMK N 1 Tulung Selapan, while the object to be studied was the effect of the principal's leadership style on improving teacher performance at SMK N 1 Tulung Selapan. This research was conducted from library searches, preparing proposals, to data collection and analysis lasting for 5 months starting from January 2021 until completion. This research was conducted at SMK N 1 Tulung Selapan in Raya Desa Pulu Beruang street.

The population in this study were the vice principals and teachers of SMK Negeri 1 Tulung Selapan, namely 55 people. The sample at this writing includes all teacher employees of SMK N 1 Tulung Selapan. Seeing that the population is less than 100 people, only 55 people, all members of the population are sampled. According to Sugiyono (2012: 96) the number of population equals the number of samples is called a saturated sample.

The data source used in this study is primary data, namely the data source obtained from the first source, such as the results of filling out the questionnaire. and secondary data, namely data obtained indirectly, namely studying literature, magazines and scientific books that have to do with research problems

4. Findings and Discussions

4.1 Validity and Reliability Test

The validity test is used to measure whether or not a questionnaire is valid or valid and the validity test is usually carried out by means of a significant test or by looking at $r_{count} > r_{table}$, while the results of the validity of the questionnaire show that all questions are valid, because r_{count} is greater than $r_{table} = 0.2656$ and each question has a significant correlation ($\alpha < 0.05$) so that it can be concluded that all question items are declared valid. The reliability test is intended to measure a questionnaire which is an indicator of the variable, reliability can be measured using the Cronbach's alpha (α) statistical test, a variable is said to be reliable if it gives a Cronbach's alpha value > 0.06 . The closer the alpha value is to one, the more reliable the data reliability value is for each variable. The results of data reliability testing can be seen in the following table:

Table 1. Reliability test results

Variable	Cronchbach's Alpha	Provision	Results
X	0,726	0,6	reliable
Y	0,718	0,6	reliable

The results of the reliability test show that all variables have a fairly large alpha coefficient, which is above 0.6 so that it can be said that all the measuring concepts for each variable from the questionnaire are reliable so that the items in each of these variable concepts are suitable for use as a measuring tool

4.2 Normality Test

Where is this normality test to find out whether a data population is normally distributed or not. The normality test results can be seen in the following table

Table 2. Results of the kolmogorov one-sample normality test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		55
Normal Parameters ^{a,b}	Mean	,0000000

Std. Deviation		2,40419021
Most Differences	Extreme Absolute	,110
	Positive	,067
	Negative	-,110
Test Statistic		,110
Asymp. Sig. (2-tailed)		,098 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

From the results of the normality test using the One-Sample Kolmogorov-Smirnov method, the significance of the normality test was 0.098 where the result was greater than the significance level of 0.05 so it could be concluded that the normality tests in this study were normally distributed.

4.3 Partial Significance Test (*t* Test)

This test shows the results of whether or not there is a partial relationship between variables on the dependent variable which is useful for proving the hypothesis proposed by the researcher. Following is the partial test output of the Leadership Style variable (X) on the dependent variable Teacher performance (Y).

Table 3. Partial t-test results of leadership styles

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21,082	3,992		5,281	,000
	Leadership style	,268	,091	,376	2,954	,005

a. Dependent Variable: Teacher performance

In the table above, the calculated t value for X is 2.954 with a sig value of 0.005. Criteria for accepting the hypothesis:

Significance level = 5% degrees of freedom (df) = 0.05/2 ; n - k = 55-2 = 2.005

From the results of the calculation above it is known that the value of Leadership Style (X) t-count is 2.954 > t-table 2.005 (2.954 > 2.005) and sig 0.005 < 0.05 (0.005 < 0.05). So that H0 is

rejected H_0 is accepted and it can be concluded that Leadership Style (X) has a contribution or influence on teacher performance (Y).

5. Conclusion

The conclusions drawn from this research are based on the data obtained and reprocessed as follows:

1. The t-test results show that Leadership Style (X) t-count is $2.954 > t\text{-table } 2.005$ ($2.954 > 2.005$) and sig $0.00 < 0.05$ ($0.005 < 0.05$). So that H_0 is rejected H_a is accepted and it can be concluded that Leadership Style (X) has a contribution or influence on teacher performance (Y) of 29.54%.
2. R Square of 0.141 or 14.1% indicates that the teacher performance variable which can be explained by leadership style is 14.1% while 0.859 or 85.9% is explained by other factors not explained by this study.
3. Based on the results of a simple linear analysis of Leadership Style (X) on Teacher Performance (Y) the constant value (a) is 21.082 and Leadership Style (X) has a regression coefficient of 0.268 so $Y = 21.082 + 0.268X$, thus $Y = 21.35$.

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