

C5. The Effect of Principal Leadership Style to Teacher Job Performance

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The Effect of Principal Leadership Style to Teacher Job Performance

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Abstract

The purpose of this study was to determine the effect of principal leadership style on the performance of primary school teachers in Narmada District, West Lombok Regency. This quantitative study was conducted at the Narmada District Public Elementary School in West Lombok Regency using an ex-post facto approach. The population in this study included all primary school teachers in Narmada District, West Lombok Regency, a total of 340 Government Employees teachers and 50 Regional Permanent Teachers. The survey sample of 79 teachers obtained by proportional random sampling. The research tool used as a measure of research variables was a Likert scale model questionnaire. The data analysis technique used in this study is regression analysis. Before performing the data analysis, the data analysis test is performed, which includes multicollinearity, autocorrelation, homogeneity, and normality data tests and continues with hypothesis tests. The results showed that there was a positive influence on the principal leadership style on the performance of primary school teachers in Narmada District, West Lombok Regency.

Keywords: *Principal; Leadership Style; Teacher Performance*

Introduction

Improving teacher performance is a very important thing to do (Hamidi, et al (2019). Given the importance of teacher performance in schools, teachers must fulfill their responsibilities and duties as teachers, teacher performance build professionally by increasing competences that is indeed addressed when completing work (Shabir, 2015), the competency is used as an encouragement from a teacher to fully improve his performance as an educator.

Teacher performance is important to schools, because good teacher performance can achieve school success in achieving goals (Dewi, et al 2018). Teacher performance is one of the critical success factors in any educational endeavor (Srinalia, 2015). Therefore, improving the performance of teachers in the context of increasing human resources becomes very important. Several attempts have been made, such as curriculum, methods, coaching and counseling, but they have not been able to fully improve teacher performance.

Teachers are one of the important elements in schools in the education system (Nurfirdaus and Hodijah, 2018). Other components, starting with the curriculum, facilities, costs, etc. will not make much sense if the essence of learning is that the interaction between the teacher and the students is not good. All other parts, especially the curriculum, 'live' when implemented by the teacher. The success of the national education system is demonstrated by teacher performance.

Whether or not teacher performance depends on factors that influence teacher performance (Dayanti, 2017). Motivation and discipline when performing tasks are important aspects of a person's performance or productivity (Nasution, 2014). In general, the work of teachers is divided in two, namely work related to teaching tasks, educational and social tasks (social) (Hairun, 2013). At school, teachers take on the task of teaching and training. As instructors, teachers provide knowledge (cognitive), attitudes and values (affective) and skills (psychomotor) (Munte, 2016). The teacher has a great moral duty and responsibility for student success, but the teacher is not the only supporting factor for student success. Other factors that are no less important include curriculum-determined factors, students' own factors, community support factors, and parent factors, while teachers in their duties and obligations are also influenced by environmental factors, both physical and non- physically (Hasanah, 2015).

Student learning performance reflects teacher performance. Currently, the quality of education in the province of West Nusa Tenggara (NTB) is still low. The quality of education in NTB is ranked 33 out of the 34 provinces in Indonesia. Based on the most recent data from the Ministry of Education and Culture (Kemendikbud), the number of educational units in Indonesia is more than 215 thousand. Of the total, only 40,000 or 18.8 percent of the schools have good quality standards. This certainly happened in the public primary school of the Narmada district.

Based on data from the West Lombok Regency Ministry of Education and Culture, the average acquisition of elements in schools' test numbers in West Lombok Regency has increased over the past 4 years. The average value of test for the past 4 years in a row, namely in the academic year 2016/2017, the average value of elements in school's test was 63.91, academic year 2017/2018 was 66.74, academic year 2018/2019 was 65.88, and in the 2018/2019 academic year, the average value of elements in school's test in West Lombok was 69.05. Based on this data, there has been an increase in the mean value of elements in school's test results in West Lombok regency, although it has declined in the 2018/2019 academic year. Despite the increase, the increase is not too great. The average value over the past 4 years is still below 70.

Based on the explanations and data from the Ministry of Education and Culture, it appears that the learning performance in the primary school of the Narmada district is still low. One reason is the performance of public primary school teachers in the sub-district of Narmada, which is still not optimal. Maximum performance is expected by all parties, but the reality on site shows that there are still a number of teachers whose performance is not yet optimal.

The results of preliminary observations at the public primary school in Narmada district indicate that there are still many teachers who have been unable to create maximum learning resources and only imitate learning materials from previous years. The learning method used is conventional, the teacher is also not optimal in the use of learning media. There are still teachers who come alone while teaching. Lack of insufficient infrastructure also makes teachers less optimal in carrying out teaching and learning activities.

Many factors become obstacles to achieving the maximum performance of the teacher. The main source of the problem addressed in this discussion is the still inadequate achievement of teachers from state primary schools in Narmada District, West Lombok Regency. This can be seen in the behavior and attitude of the teacher while learning at school. Some issues that indicate less than optimal teacher

performance are affected, including the director's leadership style. Leadership is any action taken by an individual or group to coordinate and direct other individuals or groups to achieve predetermined goals (Sudarwan, 2008). School leaders are functional teachers who are given additional tasks to manage school institutions. The director's job is to become educators, managers, administrators, supervisors, leaders, innovators and motivators (Suhardi, et al., 2019).

Based on the above explanation, the researcher will investigate the influence of the director's leadership style on the performance of the public primary school teacher in Narmada District, West Lombok Regency. Among the many factors influencing teacher performance, this study examines only the leadership style of school leaders in improving teacher performance in primary school at Narmada District, West Lombok Regency.

Method

This study was conducted at Primary School, Narmada Subdistrict, West Lombok Regency. This research is a quantitative study, in which researchers describe the observed phenomenon in more detail using data in the form of both quantitative and qualitative data (Purwanto, 2007). This study uses an ex-post facto approach, which means that the researcher does not use treatment of research variables, but rather examines the facts that have occurred.

The population in this study consisted of all primary school teachers in Narmada District, West Lombok, with a total of 340 officials and 50 regional permanent teachers. The sample of this study is part of the research object, which is part of the number of primary school teachers in Narmada district, West Lombok Regency, obtained using a proportional random sampling technique. Based on calculations, the number of study samples was 79 or 20% of the study population distributed across each school.

The research tool used as a measure of research variables is a Likert scale model questionnaire with 4 (four) answer choices. The questionnaire contains a number of statements submitted to respondents in the form of statements (description of the situation) with four alternative answers tailored to the purpose of the statement, namely: 1) disagree (TS); 2) disagree (KS); 3) Agree; (S) and 4) Strongly agree (SS).

The data analysis technique used in this study is simple regression analysis. Data analysis requirements, including multicollinearity, autocorrelation, homogeneity and data normality tests, were previously tested and continued with hypothesis tests. The F-test is used to find out whether the leadership style variables and work compensation of the client influence the work performance variable of the teacher. The quantitative influence of the independent variable (X) on the dependent variable (Y) is calculated by analyzing the form of a simple linear regression equation, using the equation model:

$$\hat{Y} = a + b_i X_i + \varepsilon$$

Information:

a = regression constant

b = Regression coefficient

X_i = Dependent variable

ε = Prediction error

Result and Discussion

The hypothesis tested reads that there is an influence of the principal's leadership style (X) on the performance of the primary school teacher (Y) in Narmada District, West Lombok Regency. Based on the results of simple linear regression analysis results are obtained as in Table 1.

Table 1. Results of a Simple Regression Analysis of Principal's Leadership Style on Primary School Teacher Performance in Narmada District, West Lombok Regency

Model	Coefficient		t _{count}	t _{table}	Sig.
	Score	Std. Error			
Constant (<i>a</i>)	51.759	7.958	6.134	1,664	0.000
Principal Leadership Style (<i>b</i>)	1.074	0.102	10.534	1,664	0.000

Based on Table 4.14, the *t* count value of 10,534 is greater than the *t* table value of 1,664, so it can be concluded that there is an influence of the director's leadership style on the performance of elementary school teachers in Narmada District, West Lombok Regency. Significant value obtained by 0.000 is less than 0.05 (Sig. <0.05). It was concluded that there was a significant positive impact on the director's leadership style on the performance of elementary school teachers in Narmada District, West Lombok Regency.

The results of the analysis in Table 4.14 gave a regression coefficient *b* of 1.074 and a constant (interception) *a* of 51.759. The form of the major regression equation (*X*₁) on teacher performance (*Y*) in primary schools in Narmada district, West Lombok Regency is $\hat{Y} = 51,759 + 1,074 X_1$. This means that the change in one perception unit in the director's leadership style variable is followed by changes in the performance of primary school teachers in the Narmada Sub District, West Lombok Regency with 1074 units in the same direction with an interception of 51.759. The graphical form of the regression equation is given in the following figure.

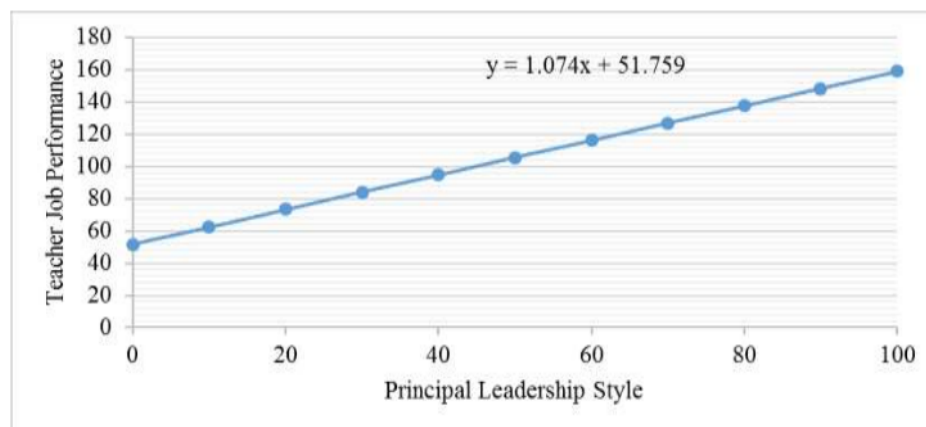


Figure 1. Graphic Effect of Principal Leadership Style on Primary School Teacher Performance in Narmada District, West Lombok Regency.

The influence of the principal's leadership style on the performance of elementary school teachers in Narmada Sub-district, West Lombok Regency can be seen from the *R*² values listed in Table 2.

Table 2. Contribution of Principal's Leadership Style to Performance of Primary School Teachers in Narmada District, West Lombok Regency

R	R ²	R ² Corrected	Standard Error	Test results of Durbin-Watson
0.768	0.590	0.585	5.411	1.976

Based on Table 4.15, the R² value is 0.590. This means that the director's leadership style influences 59% of the performance of primary school teachers in Narmada District, West Lombok Regency, while the rest is influenced by other factors.

The purpose of this study is to determine the extent of the influence of the director's leadership style on the performance of primary school teachers in Narmada District, West Lombok Regency. The results of the study have previously explained results obtained that answer the problems in the study. The results of the study explained that the director's leadership style had a significant impact on the performance of primary school teachers in Narmada district, West Lombok Regency. This is consistent with the results of research conducted by Elpisah & Hartini, (2019), Nuraini and Sarino, (2017); Gumilar and Munzir, (2018); Rukmana, (2018); and Lisianti, (2008) who demonstrated that the director's leadership style could improve teacher performance.

The research variable X1 has a significant effect on Y and has a positive value. Clear from the results of a simple linear regression equation showing a constant value of 51,759, which means that if the director's leadership style (X1) is considered not working, the teacher's performance (Y) is positive by an amount of 51,759. Then the regression coefficient of the leadership style of the client (X1) is 1.074. Positive coefficient means that there is a positive relationship between the director's leadership style and the performance of primary school teachers in Narmada District, West Lombok Regency.

The director's leadership style factor influences the performance of primary school teachers in Narmada District, West Lombok Regency. The director as a leader should be able to improve the teacher's performance by using his leadership to move the teacher so that the teacher continues to try to improve their performance. Principles in improving the performance of teachers in schools have different styles between leaders. In line with the opinion of Prasetyo (2006) in Rusdiana (2015), which defines leadership style, the way is used in the leadership process implemented in one's leadership behavior to influence others to act in accordance with what they want. The better the director's leadership style is applied, the better the performance of primary school teachers in Narmada District, West Lombok Regency.

The results showed that the index value on the leadership style variables of the client was included in the high category. Based on the results of the study, respondents had a high perception of the director's leadership style questionnaire statement. Primary school teachers in Narmada District, West Lombok Regency can respond as observers of a principal's behavior in influencing the activities of his subordinates who will demonstrate the person's leadership traits. According to Priansa (2014), leadership style is attitude, gestures, about the appearance the leader has chosen when performing his leadership duties.

Based on the results of descriptive data analysis, respondents' responses to the leadership style of primary school leaders in Narmada District, West Lombok Regency were fairly good. 32% of the respondents indicated that the director's leadership style was in the high category, 44% indicated that the client's leadership style was in the middle category and the rest in the low category. This shows that the Director of Primary Schools in Narmada District, West Lombok Regency has done a good job as Headmaster and that is one of the reasons for the improved performance of primary school teachers in Narmada District, West Lombok Regency.

According to respondents' responses, one of the most common assignments of primary school leaders in Narmada District, West Lombok Regency listens to the input of their subordinates. A good leader is a leader who wants to listen to ideas or ideas from his subordinates (Faturrehman, 2018: 1). The willingness of school leaders to listen to the ideas of their subordinates will certainly motivate teachers to give their ideas, so that teachers have the freedom of opinion to improve their performance.

The leadership style of the primary school leader in Narmada district, West Lombok Regency can be demonstrated by being disciplined with the teachers. So. According to Mulyasa (2006: 118) which states that discipline is something important to instill respect for authority, instigate cooperation, and the need to organize and instill respect for others. If a director can properly apply the discipline, chances are that teachers will do the same.

According to respondents, what is often done by primary school teachers in Narmada District, West Lombok, is to give their subordinates a clear direction. Leadership style is a person's behavioral standard used when that person tries to direct or influence others with different strengths and weaknesses (Marzuki, 2002: 54). A leader will use the leadership style according to the potential skills and personality. In other words, the leader has an enthusiastic character to influence others in achieving organizational goals. With the ability of leaders to perform their duties and functions, it is quite possible for an organization to perform effectively to achieve its goals. Effective leaders are therefore leaders who can influence the behavior of their members.

The results showed that the director's leadership style made a significant contribution to improving the performance of primary school teachers in Narmada District, West Lombok Regency. This is indicated by the magnitude of the contribution of the director's leadership style by 59% in improving the performance of primary school teachers in Narmada District, West Lombok Regency. Better implementation of the director's leadership style will also improve the performance of primary school teachers in Narmada District.

Conclusion

Based on the results of this study, it can be concluded that there is a positive influence on the principal's leadership style on the performance of elementary school teachers in Narmada District, West Lombok Regency. This means that the better the leadership style of the principal, the performance of elementary school teachers in Narmada District will also be better.

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