

The Influence of the Principal's Leadership on the Performance of State Junior High School Teachers in Kuranji District

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ABSTRACT

This study was designed to describe the influence of school principals' leadership on teacher performance at public junior high schools throughout the Kuranji subdistrict. The study was based on the observation that teacher performance was not optimal as measured by indicators of lesson planning, instruction delivery, and assessment. This research is a quantitative research with a type of correlational associative research. The subject of the study was a teacher of State Junior High School in Kuranji District, with a population of 249 people and the sample was determined using the Cochran formula of 78 people. The data collection tool uses a Likert scale model questionnaire that has been tested to see the validity and reliability, and the results of the test that the questionnaire is valid and reliable. The data analysis technique uses the Simple Linear Regression technique with the help of the SPSS program version 25 For Windows. The results of the study show that 1) The performance of State Junior High School teachers in Kuranji District has been carried out very well 2) The leadership of the principals of State Junior High School in Kuranji District has been carried out very well 3) There is a significant influence between the leadership of the principal and the performance of teachers. Based on the results of this study, it can be concluded that there is a significant influence between the leadership of the principal and the performance of teachers of State Junior High Schools in Kuranji District.

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1. INTRODUCTION

Education is a fundamental aspect of human life because it plays a role in improving the quality of individuals cognitively, affectively, and psychomotorly. Education not only develops academic abilities, but also shapes character, self-control, religious values, and personal capacity Husaini et al., (2023). Law Number 20 of 2003 concerning the National Education System emphasizes that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life. Therefore, the achievement of educational goals is highly determined by the quality of human resources in schools, especially teachers as the main implementers of the learning process.

Teacher performance is the result of work achieved based on responsibilities and standards that have been set. Satriadi (2016) stated that performance is the results achieved by a person according to work standards, time measurements, and applicable ethics, while Sodik et al. (2019) emphasized that teacher performance is related to the implementation of professional duties that reflect their competencies. Teacher performance is reflected in the planning, implementation, and evaluation of quality learning. Teachers who

are able to design learning systematically, carry out learning effectively, and conduct appropriate evaluation and follow-up will contribute to the achievement of educational goals optimally.

However, the reality on the ground shows that teacher performance is not fully optimal. ACDP data (2014) shows that the rate of teacher absenteeism in the classroom nationally reaches 15.5%, even in the Sumatra region it reaches 17%, although some teachers are recorded to be present in schools. This indicates that there are problems in the implementation of teachers' professional duties. In addition, based on observations at State Junior High Schools in Kuranji District, there are still less systematic learning planning, the use of methods that tend to be teacher-centered, and the preparation of evaluation instruments that are not fully in accordance with competency achievement indicators.

One of the external factors that is suspected to affect teacher performance is the leadership of the principal. Educational leadership is the ability to influence, guide, and direct school residents so that educational goals are achieved effectively and efficiently Djunaidi (2017). The principal plays a role in creating a conducive work climate, providing supervision, professional support, and motivation to teachers Sidiq & Khoirussalim, (2021). Based on this phenomenon, the researcher is interested in examining the influence of the principal's leadership on teacher performance in State Junior High Schools in Kuranji District to find out the extent of the role of leadership in improving the quality of learning.

2. METHOD, DATA, ANALYSIS

The method used in this study is correlational research with a quantitative approach that is included in the type of correlational associative research. Correlation research aims to find out whether or not there is a relationship between two variables and how strong the relationship is. According to Ibrahim et al. (2018), correlational research is carried out to reveal the level of relationship between variables at the same time to find out whether the relationship is significant or not. This approach was chosen because it is in accordance with the purpose of the research, which is to test the extent of the influence of the principal's leadership on the performance of teachers in State Junior High Schools in Kuranji District.

The population in this study is all State Junior High School teachers in Kuranji District which totals 249 people. Samples are part of the population taken to represent the characteristics of the overall population (Sugiyono, 2019). The sample was determined using the Cochran formula with an error rate of 10% and the Proportionate Stratified Random Sampling technique based on the work period strata and the teacher's education level. Based on this calculation, a minimum sample of 69 teachers who are considered to have represented the research population was obtained.

3. RESULT AND DISCUSSION

Results

a. Description of Teacher Performance Data

Teacher performance data was obtained through the distribution of questionnaires containing 40 questions to 78 respondents with an ideal maximum score of 200 and a minimum of 151. The results of the processing using SPSS 26 showed a mean value of 182.44, median 185, standard deviation of 14.202, variance of 201.704, and range 49, with a total score of 14.230. Based on the calculation of the respondents' achievement rate ($182.44/200 \times 100\%$), the percentage of 91.22% was obtained which was in the "Very Good" category.

Table 1. Average per Variable Indicator Y

No	Indicator	Average	TCR	Categories
1.	Learning Planning	4,61	92,21	Excellent
2.	Learning Implementation	4,00	90,81	Excellent
3.	Learning Assessment	4,54	90,75	Excellent
Total		4,38	91,25	Excellent

Based on the table above, it can be concluded that the learning planning indicator is in the very good category with a score achievement rate of 92.21%, the learning implementation indicator is in the very good category with a score achievement rate of 90.81%, and the learning assessment indicator is in the very

good category with a score achievement rate of 90.75%. Overall, if you add up all the performance indicators of teachers, they are in the very good category with a score achievement rate of 91.25%.

b. Description of School Principal's Leadership Data

Based on the results of data processing, the principal's leadership variable (X) which was measured through 40 questionnaires to 78 respondents showed a maximum score of 200 and a minimum score of 99. The results of the analysis using SPSS 26 obtained a mean value of 181.53, median 184, standard deviation of 18,724, variance 334,175, range 101, and a total total score of 14,159. Based on the calculation of the respondents' achievement rate ($181.53/200 \times 100\%$), a percentage of 90.76% was obtained which was in the "Very Good" category.

Table 2. Average per variable indicator X

No	Indicator	Average	TCR	Categories
1	Motivate	4.43	88.62	Good
2	Directing	4.55	91.10	Excellent
3	Affects	4.55	92.54	Excellent
		4.51	90.75	Excellent

Based on the table above, it can be concluded that the motivating indicator is in the good category with a score achievement rate of 88.62%. The leading indicator is in the excellent category with a score achievement rate of 91.10%. The influencing indicator is in the good category with a score achievement rate of 92.54%. Overall, if you add up all the indicators of the principal's leadership, they are in the very good category with a total score achievement rate of 90.75%.

Discussion

Research in State Junior High Schools in Kuranji District shows that teachers' performance is in the "very good" category with a percentage of 91.25%. This achievement is reflected in the success of teachers in carrying out their duties according to work standards, responsibilities, and professional ethics. The highest indicators were found in learning planning (4.61; 92.21%), followed by learning assessment (4.54; 90.75%) and learning implementation (4.00; 90.81%). This shows that teachers have carried out the learning process optimally, although continuous improvement is still needed to maximize the quality of education.

In the aspect of planning, teachers have systematically prepared teaching tools, objectives, strategies, media, and assessments in accordance with the Independent Curriculum. In implementation, teachers are able to manage classes effectively, apply varied methods, and create a conducive learning atmosphere. Meanwhile, in the assessment, teachers have carried out diagnostic, formative, and summative assessments systematically. Nevertheless, technology optimization, strengthening learning differentiation, and utilization of assessment results still need to be improved.

The leadership of school principals at State Junior High Schools in Kuranji District is also in the "very good" category with a percentage of 90.75%. The influencing indicator obtained the highest score (4.63; 92.54%), followed by directing (4.50), while motivating became the lowest indicator (4.43; 88.62%). School principals are considered to be able to build a positive influence through example, persuasive communication, academic supervision, and collaborative work culture, although strengthening teacher motivation and participation still needs to be improved.

Statistically, there was a positive and significant influence between the principal's leadership and teacher performance with a correlation value (R) of 0.578 and a coefficient of determination (R²) of 0.334. This means that 33.4% of the variation in teacher performance is influenced by the principal's leadership, and every 1% increase in leadership will increase teacher performance by 0.334. These findings confirm that leadership quality has an important role in improving the professionalism and work effectiveness of teachers.

Although the results of the study showed that the category was very good in both variables, this study had limitations, such as the use of questionnaires as the only instrument, the possibility of respondents' insincerity, the limitation of the research location, and variables that did not cover all factors that affected teacher performance. Therefore, further research with a wider method and scope is needed to obtain a more comprehensive picture.

4. CONCLUSION

Based on the results of research and data analysis using simple linear regression techniques that have been carried out in State Junior High Schools in Kuranji District, it can be concluded that Teacher Performance is in the very good category with a respondent achievement rate of 91.25%, and the Principal's Leadership is also in the very good category with a respondent achievement rate of 90.75%. In addition, there was a positive and significant influence between the principal's leadership on teacher performance by 33.4%. This means that the better the principal's leadership, the better it will be followed by an improvement or change in teacher performance for the better.

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