

International Journal of Educational Review

Publishes original research both theory and practices in Educational Management; Social Studies Education; Educational Technology; Natural Science Education; Guidance and Counseling; Primary Education; Linguistics Education; Early Childhood Education; and Mathematics Education

E-ISSN 2685-709X

P-ISSN 2685-905X

Volume 2, Issue 2, July-December 2020

Analysis of Teachers' Job Satisfaction in Public Primary School
Abdurrohman, Yasir Arafat, Mulyadi

The Effect of Capacity Building and School Principal's Leadership towards Teacher's Performance
Nur Eni S, Yasir Arafat, Mulyadi

Instructional Management of Islamic Education in Primary School
Husnani, Yasir Arafat, Happy Fitria

Mapping Principal's Competency of Secondary School
Mika Nusa Putri, Muhammad Kristiawan, Rohana

School's Strategy For Teacher's Professionalism Through Digital Literacy in the Industrial Revolution 4.0
Desi Agustini, Bukman Lian, Artanti Puspita Sari

English Language Teaching in Post-Genocide Rwanda: A Study of Teachers' Observance of The Grice's Cooperative Principle
Jean de Dieu Karasenga, Innocent Nkundabatware, Olivier Munyansanga

The Influence of School Based Management and Work Motivation towards Teacher's Performance
Mochammad Sultoni, Bukman Lian, Mulyadi

Developing Teacher's Professionalism to Improve the Quality of Education in Remote Areas
Meili Kurniati, Yasir Arafat, Mulyadi

Teacher's Strategies to Protect Misbehavior of Students
Sumani, Bukman Lian, Yessi Fitriani

An Evaluation of School Operational Fund Program
Son Haji, Bukman Lian, Yessi Fitriani

International Journal of Educational Review

E-ISSN 2685-709X

P-ISSN 2685-905X

Volume 2, Issue 2, July-December 2020

Publishes original research both theory and practices in Educational Management; Social Studies Education; Educational Technology; Natural Science Education; Guidance and Counseling; Primary Education; Linguistics Education; Early Childhood Education; and Mathematics Education

International Journal of Educational Review is published by Doctoral Program, Faculty of Teacher Training and Education, Universitas Bengkulu, which disseminates the latest research findings from educational scientists in many fields of education. More detail, it focuses on publishing original research of educational management, social studies education, educational technology, natural science education, guidance and counseling, elementary education, linguistics education, early childhood education and mathematics education. It is a biannual journal issued on January and July. The editors welcome submissions of papers describing recent theoretical and experimental research related to (1) theoretical articles; (2) empirical studies; (3) practice-oriented papers; (4) case studies; (5) review of papers, books, and resources.

Editor In Chief

Badeni, Universitas Bengkulu, Indonesia

Managing Editor

Muhammad Kristiawan, Universitas Bengkulu (ID Scopus: 57205367909), Indonesia

Section Editor

Nana Sepriyanti, Universitas Islam Negeri Imam Bonjol, Padang (ID Scopus: 57205363460), Indonesia, Indonesia

Wachidi, Universitas Bengkulu, Indonesia

Sudarwan Danim, Universitas Bengkulu, Indonesia

Copy Editor

Happy Fitria, Universitas PGRI Palembang (ID Scopus: 57205389920), Indonesia

Riyanto, Universitas Bengkulu, Indonesia

Layout Editor

Andino Maselena, Institute of Informatics and Computing Energy, Universiti Tenaga Nasional, Malaysia (ID Scopus: 55354910900), Malaysia

Wisdi Risanto, Universitas Bengkulu, Indonesia

Administrative Staff

Elsa Viona, Universitas Bengkulu, Indonesia

Peer Reviewers

Adrian Rodgers, Ohio State University at Newark (ID Scopus: 15056728900), United State of America

Inaad Mutlib Sayer, University of Human Development, Iraq

Ahmad Zabidi Abdul Razak, University of Malaya, Kuala Lumpur (ID Scopus: 54381342100), Malaysia

Mohd Hilmy Baihaqy Yussof, Kolej Universiti Perguruan Ugama Seri Begawan, Brunei Darussalam

Rommel Valencia Tabula, Continuing Proficiency Development Institute, Bangkok, Thailand

Mulyasa, Universitas Islam Nusantara, Bandung, Indonesia

Sugiyono, Universitas Negeri Yogyakarta, Indonesia

Aan Komariah, Universitas Pendidikan Indonesia, Bandung (ID Scopus: 57190879046), Indonesia

Asfa Widiyanto, IAIN Salatiga (ID Scopus: 56451676900), Indonesia

Dessy Wardiah, Universitas PGRI Palembang (ID Scopus: 57205058823), Indonesia

Risnita, UIN Jambi (ID Scopus: 57191853652), Indonesia

Nova Asvio, UIN Jambi (ID Scopus: 57205462417), Indonesia

Address

Study Program Doctor of Education, Faculty of Teacher Training and Education, Universitas Bengkulu
Jl. WR. Supratman, Kandang Limun, Bengkulu 38371A, Telp. +63 736 21186. Fax. 073621186
e-mail: ijer@unib.ac.id

Content

| | |
|--|-----------|
| Analysis of Teachers' Job Satisfaction in Public Primary School Abdurrohman, Yasir Arafat, Mulyadi | 121 - 129 |
| The Effect of Capacity Building and School Principal's Leadership towards Teacher's Performance Nur Eni S, Yasir Arafat, Mulyadi | 130 - 142 |
| Instructional Management of Islamic Education in Primary School Husnani, Yasir Arafat, Happy Fitria | 143 - 150 |
| Mapping Principal's Competency of Secondary School Mika Nusa Putri, Muhammad Kristiawan, Rohana | 151 - 159 |
| School's Strategy For Teacher's Professionalism Through Digital Literacy in the Industrial Revolution 4.0 Desi Agustini, Bukman Lian, Artanti Puspita Sari | 160 - 173 |
| English Language Teaching in Post-Genocide Rwanda: A Study of Teachers' Observance of The Grice's Cooperative Principle Jean de Dieu Karasenga, Innocent Nkundabatware, Olivier Munyansanga | 174 - 182 |
| The Influence of School Based Management and Work Motivation towards Teacher's Performance Mochammad Sultoni, Bukman Lian, Mulyadi | 183 - 191 |
| Developing Teacher's Professionalism to Improve the Quality of Education in Remote Areas Meili Kurniati, Yasir Arafat, Mulyadi | 192 - 202 |
| Teacher's Strategies to Protect Misbehavior of Students Sumani, Bukman Lian, Yessi Fitriani | 203 - 211 |
| An Evaluation of School Operational Fund Program Son Haji, Bukman Lian, Yessi Fitriani | 212 - 221 |

The Effect of Capacity Building and School Principal's Leadership towards Teacher's Performance

Nur Eni S¹, Yasir Arafat², Mulyadi³

¹SD Negeri 6 Pulau Rimau, ^{2,3}Universitas PGRI Palembang

e-mail: nurenipuri@yahoo.com

Received April 7, 2020; Revised April 10, 2020; Accepted May 1, 2020

Abstract: Capacity building is part of improving the quality of performance. This research aimed at determining the effect of capacity building and leadership of school principals on teachers' performance in Primary School of Pulau Rimau. The population and sample in this study were teachers who taught at Primary School of Pulau Rimau, sampling was conducted using purposive sampling techniques. The results obtained there is positive and significant effect of capacity building on the performance of teachers; there is positive and significant influence of school leadership on the performance of teachers; and there is positive and significant influence of capacity building and leadership of school principals on the performance of teachers.

Keywords: Capacity Building, Principal Leadership, Teacher's Performance

1. Introduction

Performance is a word that is commonly heard, partly related to something done based on certain targets. Performance is the result of the work of someone who reaches the goals set by the institution or institution. Work performance of a teacher will have a large participation for students, for participation in national education (Renata et al, 2018; Fitria et al, 2017; Fitria, 2018; Khasanah et al, 2019; Irmayani et al, 2018; Andriani et al, 2018). If a teacher considers achievement means that the achievement of learning objectives will be better, as well as achievement of the learning process in the classroom.

The latest findings obtained from the results of the latest research, is known about the results of teacher research in Indonesia, including in the low category also evidenced from the international ranking obtained in Indonesia. Additional information obtained through international student competencies (OECD, 2013) Obtained by Indonesia from the position of 65 of the 65 countries involved. Therefore, it is important for educational institutions to make

improvements and improvements in administrative, technical and also at the level that requires policies related to education (Upu, 2014).

One form of improvement and improvement carried out by the government is to improve teacher performance through the certification program. The existence of teacher certification supports a positive contribution for teachers to develop themselves. With the additional incentives for teachers also assumed to be able to increase the desire of teachers to continue their studies at the level of Masters and even Doctors. It is also predicted that teachers will be motivated to improve the quality of teachers. However, this agreement has not yet been approved. This is evidenced by research conducted by Fahmi, Maulana and Yusuf in 2014, which stated teacher certification was not related to teacher performance.

The form of appreciation for teachers who have passed certification is given an additional term known as the certification allowance, so that it gives results to teacher job satisfaction. With a sense of satisfaction

with the work done by teachers, it is expected to be directly proportional to educational support. The quality of education is not only limited to learning outcomes, but is more complicated than that all. Education must be done together, starting from education policies to implementation in each education unit.

Moreover, in the education system, teachers have a very important role in determining the success of education. In class room the teacher is the main subject in learning process. Herdayati et al (2020) state that teacher performance influence student achievement (GPA), because the better the visionary leadership style and lecturer performance, the better the student's achievement by measuring how much influence. Teachers play a very important role especially in building the character and develop students' potency (Kristiawan, 2015; Kristiawan et al, 2019).

The Constitution of the Republic of Indonesia concerning education resolution, this is discussed in RI Law No. 20 of 2003 concerning the national education system, education is a process carried out in order to improve, make improvements, transform knowledge, train and improve, and help every person or community group to educate life, while making humans as whole human beings. To achieve these objectives, carried out by following the activities of guidance, education and training. Education is done consciously, has a planned plan, and is provided with a measure of success adequacy. If this can be applied, the quality of education will be better and more optimal. To create quality in the world of education requires renewal in the vision, mission, and strategy of national education as well as implementing it in activities in the field. Strengthening and developing and updating such matters is often known as capacity building or capacity building.

The Canadian International Development Agency (CIDA) and the United Nations Development Program (UNDP) cited

through Milen (2004) describe the capacity building. What is meant by capacity building is a process that is passed by individuals, community groups, organizations, communities, institutions, organizations or institutions to improve their competencies in order to (a) optimize performance in accordance with their main duties and functions (core functions), find solutions to each problem that occurs, make a formula in order to realize the goals set, and (b) meet the needs and improve the quality of meeting those needs as a whole and sustainable.

Based on the definition of capacity building, all elements involved in the administration of education must participate actively in realizing the quality as determined. Therefore it is necessary to develop or increase capacity on each side of the implementation of life in the community to achieve the goal of good governance and implemented in a sustainable manner (Riyadi, 2010). Capacity building is an important part of efforts to improve the overall quality of education.

Efforts in developing capacity cannot be separated from the active role of a school principal as one of the important elements in the world of education. The role of a school principal is as a leader. Until now the attitude or behavior of someone who is a leader is a reflection of the implementation of the programs contained in the institution. Therefore, leadership is a unique problem because the community will predict the quality of work achievement of an organization or institution in terms of its leaders. In the managerial aspect of leadership is needed in the implementation of functions in an organization, because the leader will play a role in program alignment and communication and interaction between members in an organization.

The problem in leadership is that the leadership style has not yet seen clarity and the achievement of the vision carried out by the office holders, in delegating authority is not accurate, slow in making decisions which

raises problems with student achievement (Herdayati et al, 2020).

As revealed by Sallis (2006) that the existence of the principal is expected to create a good work environment, with the hope that every teacher who teaches at the school is able to optimize its performance. That is why statements about the principal as a determinant of quality are appropriate. Good leadership owned by a school principal will have a positive impact on every element in the school, especially for the performance of teachers and staff. Therefore, a good headmaster's leadership will be a reference for the teacher's initiative and creativity to optimize performance (Yuniarsih, 2008).

Similar research was conducted by Irsyada and Kurniady in 2015, focusing on the implications of the competency of a teacher and integrated with capacity building on the teaching performance of elementary school teachers in Bandung. The results state that there is a significant and positive influence of capacity building variables on teacher teaching performance. Teaching performance affected by capacity building is 40.7%, thus the contribution made by capacity building is quite large on the teaching performance of a teacher. Furthermore, with the same variable examined by Satriadi in 2016, with a focus on looking at the contribution of school leadership variables to teacher performance variables. The results of the research he conducted was the contribution made by the principal to the teacher's performance was very large at 68.2%. Thus the dominant contribution is given by the principal so that teacher performance becomes better.

On Pulau Rimau there are twenty Public Primary Schools (SDN) and Private Primary Schools (SDS). With so many schools there, it is hoped that school principals and teachers can improve their performance optimally so that the quality and objectives of educational institutions are achieved. In addition, the principal is also expected to play a role in optimizing teacher performance which has implications for the good quality of education

in the institution he leads. Researchers also obtained information that capacity building or capacity building has not been carried out comprehensively in the implementation of education in schools as evidenced by the not yet implemented planned development of human resources especially teachers.

Likewise with the leadership patterns carried out by principals in each SDN very varied, it can be seen from the way of communicating each of the different principals, so that the teacher's performance is felt to be not optimal evenly, one of which is evidenced by the varying completeness of learning in each school. Inadequate infrastructure facilities (availability of laboratories) in the context of optimizing learning are part of not yet achieving qualified capacity development. Other findings are that there are still complaints from students regarding learning organized by the teacher, not explaining in detail about the subject matter. From the description above, it is important to conduct research to obtain more in-depth information about developing the capacity and leadership of principals. Therefore, the focus of this research is on "The Effect of Increasing the Capacity and Leadership of School Principals on Teacher Performance in SDN Pulau Rimau".

Quality education will begin with the availability of adequate resources. For this reason, the resource factor becomes an inseparable part in terms of developing or improving the quality or quality of an educational institution. One form of resource intended is the ability to formulate a vision and mission as well as the goals and objectives of an educational institution in this case is the school. The form of capacity building is known as the implementation of capacity building. Capacity development is carried out in order to create a good and professional management of an institution, and is carried out continuously or continuity (Riyadi, 2010).

One aspect that is given the authority to the regions to implement it properly is the

field of education. This is expressly stated in the constitution of the Republic of Indonesia, specifically stated in Law No. 22 of 1999 concerning Regional Autonomy. Article 11 describes the scope of authority granted the right to self-manage or autonomy in the fields of public works, health, transportation, industry and trade, investment, environment, mining, cooperatives, labor and education and culture (Suti, 2011).

Until now, the implementation of capacity building or capacity building continues in every aspect of the world of education. The purpose of developing capacity is to optimize the quality of education that runs in schools. Therefore, it is closely related to developing capacity or capacity building and organizing quality education. As understood, that the reference of capacity building or capacity building is on each individual or individual, group, organization, institution and surrounding community to carry out functions as they should. For this reason, it is emphasized that capacity building must refer to a clear process with measurable objectives. Especially in educational institutions, namely schools through the policies of a leader or principal to improve.

Capacity building is important to involve all the factors that are around it. All available resources are assets in carrying out capacity building, with adequate resources, capacity building can be carried out more effectively and efficiently. Especially in the world of education, all available resources can be the basis for capacity building in each field. Capacity building in education is an effort to improve the quality of education itself, both the quality of inputs, the quality of processes and the quality of outputs or outcomes produced by educational institutions. Leadership is an individual or someone's ability to influence others to be willing to do things as expected. Leadership can see the potential and be able to optimize that potential to achieve the goals set. Leadership can also be defined as the ability possessed

by someone to achieve the expected goals by working together with others who have potential (Kristiawan, 2017).

Leadership is translated from English "Leadership". In general encyclopedia interpreted as a close relationship between a person and a group of humans, because there are common interests. The relationship is characterized by behaviors that are directed from the leader and led. Leadership can be defined as a process carried out by involving leaders and subordinates, with the description that subordinates carry out the tasks or instructions given by the leadership (Albarobis, 2012). Leadership is the process of influencing or the process of facilitating individual or collective efforts to accomplish shared objectives (Schermerhorn, 2011). Leadership is the process of influencing others and the process of facilitating the efforts of a person or group to accomplish their goals. leadership is a quality of work activities and interactions within a group (Aziz, 2011).

According to Sutomo (2011) leadership style is a way that is done by leaders in influencing their subordinates. Leadership style is said to be a typical behavior pattern of a leader when influencing his subordinates, what the leader chooses to do, the way the leader acts in influencing group members to shape his leadership style. The notion of leadership style is also elaborated by Nurkholis (2006) who argues that leadership style is the preferred behavior pattern by leaders in the process of directing and influencing workers. According to Herujito (2006) leadership style is not a talent, so the leadership style learned and practiced in its application must be in accordance with the situation at hand.

In activities that move or motivate others to take actions that are always directed at the achievement of organizational goals, various ways can be done by a leader. The way it reflects the attitude and views of leaders towards the people they lead, which also provides an overview of the form, type,

or style of leadership that is carried out. So, from the understanding of leadership style according to the experts above it is concluded that the leadership style is the interaction of two or more people in a structured group or re-structured to the situation of the perceptions and expectations of members. Where some of them are leaders and subordinates. Both leaders and subordinates both equate perceptions and expectations in order to have the same mindset, attitude patterns, and patterns of action in achieving common goals. Leadership style is also the ability of a leader in directing, influencing, encouraging, and controlling subordinates in order to be able to do a job on awareness or voluntary in achieving a certain goal.

The principal is a teacher with more ability to manage the resources contained in the school environment (Husein, 2017). The principal can be defined as a functional teacher who is given the task to lead a school where teaching and learning processes are held or where interaction occurs between the teacher giving the lesson and the student receiving the lesson (Wahjosumidjo, 2011). The term "principal" is derived from two words "principal" and "school". The head can be interpreted as a chairman or leader. Whereas the school is defined as an institution in which there are teaching and learning activities. School is also a living environment after home, where children live for several hours, where children live during development, and where educational institutions function to prepare children for life (Rivai, 2011).

From some of the definitions above, it can be concluded that the principal is a teacher who is given an assignment because he has the qualifications and competence to lead an educational institution (Apriana et al, 2019; Tobari et al, 2018; Salwa et al, 2019). Teacher performance cannot be measured the same as employee performance in a company, because indicators of teacher performance have specificity as a profession. Teacher performance can be measured

through identifying the skills or competencies they have as stipulated in the regulations regarding teachers. Because, the teacher is not only a teacher but also an educator, which means that the behavior of a teacher will be a guide for students. Therefore, the indicators in measuring teacher performance must be adjusted to the regulations that govern it.

From the description of the teacher's performance, the researcher concludes that the teacher's performance is the result achieved by the teacher in carrying out his duties routinely as the workload is mandated. Teacher performance can be measured according to indicators of the competence of a teacher (Wagiran, 2013). Some of the studies referred to to carry out this research are Irsyada and Kurniady in 2015; Satriadi in 2016; Guritno in 2002; Warsito in 2005 as well as many other researchers. This research was conducted by testing three hypotheses as contained in the picture frame of mind. Basically, the research hypothesis is a basic assumption from the researcher regarding the truth that needs to be tested.

2. Research Method

In accordance with the issues raised in this study, the research locations used as data sources are SDN 3 Pulau Rimau, SDN 4 Pulau Rimau, SDN 7 Pulau Rimau, SDN 9 Pulau Rimau, and SDN 11 Pulau Rimau. Research time starts from the initial observation in writing the background of the problem March 25, 2019 until completion. This research uses quantitative descriptive methods. The sample used in this study was 47 teachers working in five schools as described in the research location. Data collection techniques in this study used a questionnaire and documentation. According to Widoyoko and Putro (2012) questionnaire is a technique used to collect data by giving a set of questions or statements in writing to the research sample, in order to obtain responses in accordance with research needs.

The data scale used is a Likert scale. Documentation is data obtained from reports or information available about the variable under study. Based on the initial testing of the research instrument, the instrument used for the study was declared valid and reliable. The data analysis in this study uses simple and multiple regression analysis, by taking into account the results of the prerequisite tests namely data normality test, data linearity and data heteroscedasticity.

3. Results and Discussion

The research data is described to provide an overview of the data obtained in the conduct of this study. The data presented in the pictures below are data that have been processed beforehand as per the established research procedures.

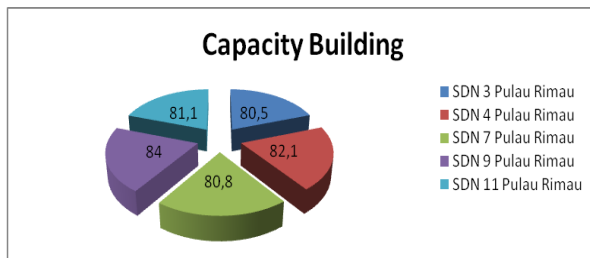


Figure 1. Average capacity building score

Based on the picture above about the average capacity building score, it can be seen that the highest average value for this variable is SDN 9 Pulau Rimau with an average of 84.0 and the lowest in SDN 3 Pulau Rimau is 80.5. The difference between the acquisition of the final value of the sample that gets the highest and lowest values is only 3.5 and is a difference that is not significant for a final value of a variable that is studied. In this study, the focus is also on leadership conducted by school principals. The data obtained are then analyzed so that it can be described in a structured manner in this thesis research report. Regarding the principal's leadership variables, it can also be described through the diagram below.

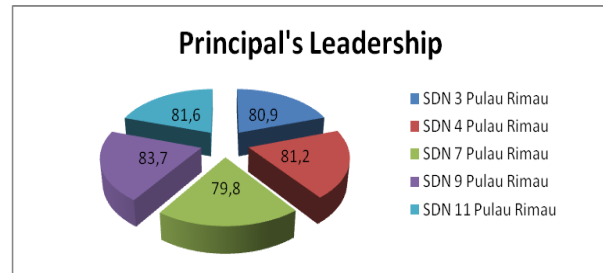


Figure 2. Average Principal Leadership

Based on the picture above regarding the average leadership of the school principal, it is clearly seen that the highest average is SDN 9 Pulau Rimau, which is 83.7 and the lowest score at SDN 7, Pulau Rimau, with a score of 79.8. The difference between the highest and lowest scores for the principal's leadership variable is clearly insignificant, therefore it can be understood that the equal distribution of school principals' leadership is quite good especially in the Pulau Rimau region.

Likewise with the dependent or independent variables, data collection was first carried out through a research questionnaire. Furthermore the questionnaire was analyzed to become data or information that has meaning in the conduct of this study. The results of data processing for teacher performance variables can be seen in the following figure.

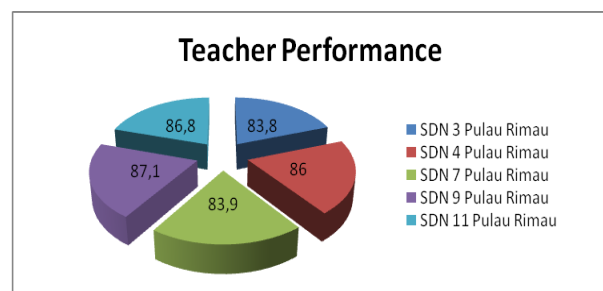


Figure 3. Average teacher performance

Based on the picture above it is clearly seen that the performance of teachers at SDN 9 Pulau Rimau is the performance with the highest average score and SDN 7 Pulau Rimau is the lowest average teacher performance score. The above results confirm that the performance of teachers who teach

at SD Negeri Rimau has carried out their main tasks and functions well as evidenced by the performance of teachers who have received a final grade of more than 80. more optimal by minimizing the potential for errors or errors and shortcomings in the process of organizing learning.

Testing data analysis statements is a pre-requisite test. Intended as a pre-requisite test means that this test is important to determine the appropriate statistical analysis of research data. The pre-requisite tests used in this study are data normality and heteroscedasticity tests.

Normality test

Normality Test is a test conducted to assess the distribution of data in a group of data or variables, whether the data distribution is normally distributed or not. In this study the data normality test was carried out with the help of the SPSS program, the data normality was tested through the Kolmogorov-Smirnov (KS) test. The test results can be seen in the following table.

Table 1. Data Normality Test Results

| | | One-Sample Kolmogorov-Smirnov Test | |
|----------------------------------|----------------|------------------------------------|------------|
| | | Unstandardized Residual | |
| N | | | 37 |
| Normal Parameters ^{a,b} | Mean | | ,0000000 |
| | Std. Deviation | | 1,07313928 |
| Most Extreme Differences | Absolute | | ,110 |
| | Positive | | ,110 |
| | Negative | | -,091 |
| Kolmogorov-Smirnov Z | | | 1,018 |
| Asymp. Sig. (2-tailed) | | | ,203 |
| a. Test distribution is Normal. | | | |
| b. Calculated from data. | | | |

Based on the test results as shown in the table above, it can be concluded that the data distribution in this study is normally distributed. In this research, the significance value is 0.203, which means > 0.05 , and it is clear that the normal criteria for data distribution have been fulfilled.

Heteroscedasticity Test

The Heteroscedasticity Test is a test conducted to find out whether there is a variance in residual variance for all observations in the linear regression model.

This test is part of the classic assumption test that must be performed in linear regression. If the assumptions in heteroscedasticity are not met, then the existing regression model is declared invalid as a forecasting tool. This test has been carried out, and the results can be seen in the following figure.

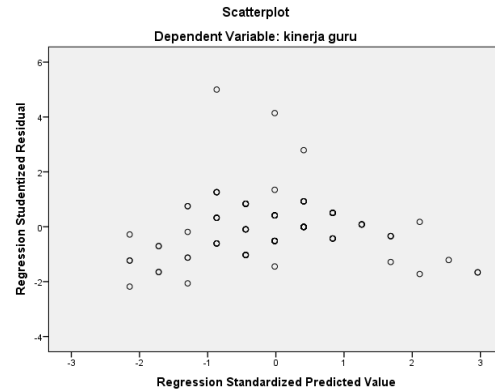


Figure 4. Heteroscedasticity Test Results

Based on the picture above that shows a scatterplot about the results of heteroscedasticity testing of research data. From the picture shown above, it can be concluded that the data of this study stated that there were no heteroscedasticity symptoms. This is stated by paying attention to the following: 1) Spread data points above and below or around 0; 2) The points do not collect only above or below only; 3) Distribution of patternless data points

Thus, the researchers concluded that there was no heteroscedasticity problem in this study.

Hypothesis Testing 1

Hypothesis 1 which is intended in this study is testing for the first hypothesis, namely:

H_1 : H_0 : It is suspected that there is no effect of capacity building on the performance of SDN teachers on Pulau Rimau

H_a : It is suspected that there is an influence of capacity building on the performance of SDN teachers on Pulau Rimau

The results obtained from testing the hypothesis 1 above are as follows:

Table 2. Hypothesis 1 Test Results "T-Test"

| Model | | Coefficients ^a | | t | Sig. |
|-------|-------------------|----------------------------------|-----------------------------------|-------|------|
| | | Unstandardized Coefficients B | Standardized Coefficients Beta | | |
| 1 | (Constant) | 37,033 | | 5,042 | ,000 |
| | Capacity Building | ,592 | ,743 | 6,574 | ,000 |

a. Dependent Variable: Kinerja Guru

Based on the results of tests that have been done, it is known that the value of t for the variable capacity building is $6.574 > t_{Table}$ is 2.035 which means that the alternative hypothesis (H_a) for testing hypothesis 1 is declared acceptable, thus capacity building has a positive and significant effect on teacher performance. To find out the magnitude of the correlation coefficient or the magnitude of the relationship and the determinant coefficient or the magnitude of the effect of the application of capacity building to teacher performance, can be seen in the following table.

Table 3. Correlational Coefficient and Determinant Coefficient Hypothesis 1 (H1)

| Model Summary | | | | |
|---------------|-------------------|----------|-------------------|---------------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of Variable Estimate |
| 1 | ,743 ^a | ,553 | ,540 | 2,388 |

a. Predictors: (Constant), Capacity Building

Based on the analysis results contained in the above table, it is known that the R value is 0.743, which means the correlation coefficient or the magnitude of the relationship between capacity building and teacher performance is 74.3%, and is included in the category of strong relationships. The R square value is known as 0.553, which means the coefficient of determinant or the amount of influence of the variable capacity building on teacher performance of 55.3%, which means it has a high influence.

Hypothesis Testing 2

Hypothesis testing is a way to prove the acceptance or rejection of alternative hypotheses. Hypothesis 2 testing in this study is intended to test the following hypotheses:

H_2 : H_0 : It is suspected that there is no influence of the principal's leadership on the performance of SDN teachers on Pulau Rimau

H_a : It is suspected that there was an influence of the principal's leadership on the performance of SDN teachers on Pulau Rimau

The results obtained from testing the above hypothesis, are as follows:

Table 4. Hypothesis 2 Test Results "T-Test"

| Model | | Coefficients ^a | | t | Sig. |
|-------|-----------------------------|----------------------------------|-----------------------------------|-------|------|
| | | Unstandardized Coefficients B | Standardized Coefficients Beta | | |
| 1 | (Constant) | 32,424 | | 5,456 | ,000 |
| | Kepemimpinan Kepala Sekolah | ,650 | ,833 | 8,901 | ,000 |

a. Dependent Variable: Kinerja Guru

Based on the value contained in the column "t" in the above table of 8.901 which is the t-count for the principal's leadership variable. From this value it is interpreted at the value of t_{Table} which is equal to 2.035 which means $t_{count} > t_{Table}$; $8,901 > 2,035$ thus the alternative hypothesis was accepted and it was stated that the leadership of the principal had a positive and significant influence on teacher performance.

It is proven that the principal's leadership has an influence on performance, but the magnitude of its effect is unknown. For this reason, the correlation coefficient and the determinant coefficient from the hypothesis test above can be seen in the following table.

Table 5. Correlational Coefficient and Determinant Coefficient Hypothesis 2 (H2)

| Model Summary | | | | |
|--|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .833 ^a | .694 | .685 | 1,97511 |
| a. Predictors: (Constant), Kepemimpinan Kepala Sekolah | | | | |

From the values in the table above, it is known that R is 0.833 or it is defined that the magnitude of the correlation coefficient or the magnitude of the relationship between the leadership of the principal and teacher performance is 83.3%. The magnitude of the relationship, included in the category that is very close. And in the R square column, seen a value of 0.694 or defined as a determinant coefficient or the magnitude of the influence of the principal's leadership variable on teacher performance is 69.4% which is included in the high category.

Hypothesis Testing 3

Hypothesis 3 testing is a hypothesis testing that is simultaneous or testing together. This third hypothesis reads:

H₃ : H₀ : t is suspected that there was no effect of the capacity building and leadership of school principals on the performance of SDN teachers on Pulau Rimau

H_a : It is suspected that there is an effect of the capacity building and leadership of school principals on the performance of SDN teachers on Pulau Rimau

The results obtained from these tests can be seen in the following table.

Table 6. Hypothesis 3 Test Results "F-Test" ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1 | Regression | 316,593 | 2 | 158,296 | 41,709 | ,000 ^b |
| | Residual | 129,039 | 34 | 3,795 | | |
| | Total | 445,632 | 36 | | | |

Based on the results of the analysis of simultaneous testing, which is seen in Table 4.19 above, it is clearly known that the alternative hypothesis (H_a) for hypothesis 3 (H₃) is accepted. This can be seen from the Fcount value of 41.709 > FTabel of 2.86 which means there is a positive and significant influence on the capacity building and leadership of the school principal on the performance of SDN teachers on Pulau Rimau. The magnitude of the influence of the two independent or independent variables on the dependent or dependent variable can be seen in the following table.

Table 7. Correlational Coefficient and Determinant Coefficient Hypothesis 3 (H3)

| Model Summary | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .843 ^a | .710 | .693 | 1,94815 |

That the correlation coefficient or the magnitude of the relationship between the two independent variables with the dependent variable is 0.843 or 84.3% which is categorized as a strong relationship level. For analysis of the determinant coefficient or the magnitude of the influence of the independent variables together on the dependent variable is 0.710 or 71.0% and is included in the high influence category. Partial testing uses simple linear regression analysis because it meets the parametric statistical testing requirements. The test is carried out with the "t" test analysis. For simultaneous testing, it is done through an "F" test analysis. Overall testing results state that each variable has a positive and significant effect on teacher performance.

The decision to accept alternative hypotheses for each hypothesis testing is based on test results. It is known that the variable capacity building value of tcount is 6.574 > tTable which is 2.035. Therefore, it is stated that capacity building has a positive and significant impact on teacher performance at SDN Pulau Rimau. The

magnitude of the relationship and influence of the capacity building variable on teacher performance in SDN Rimau is 74.3%, and is included in the category of strong relationships, and at 55.3% with a high level of influence.

Likewise with the second variable tested namely the leadership of the principal stated that the alternative hypothesis was accepted. The conclusion is based on test results that show the value of $t > t_{table}$; $8,901 > 2,035$; which means that the principal's leadership has a positive and significant influence on the performance of teachers in Pulau Rimau SDN. The magnitude of the relationship and influence of these variables is 83.3% which includes very close relations, and the magnitude of influence 69.4% which is included in the high influence category.

Furthermore, testing is carried out together, namely testing all three variables simultaneously. In this simultaneous testing also obtained positive results that the two independent variables simultaneously have a positive and significant effect on teacher performance. This is based on the results of testing the F_{count} value of $41.709 > F_{table}$ of 2.86; which means that the alternative hypothesis is accepted. The magnitude of the influence and relationship simultaneously that is 84.3% categorized the level of strong relationships. The magnitude of influence is 71.0% and is included in the high influence category.

Judging from previous studies, this study again confirms the results of research that has been done. as research conducted by Irsyada and Kurniady (2015), with the title research The effect of teacher competence and capacity building on teaching performance of elementary school teachers in Bandung Regency. The results of the research he conducted was the effect of capacity building on the teaching performance of elementary school teachers in Bandung Regency was strong, positive and significant. This shows that capacity building has a strong level of influence on improving teaching

performance. Teaching performance is influenced by capacity building 40.7%; Likewise with the research conducted also obtained the same results, namely capacity building has a positive and significant effect on teacher performance, although the magnitude of the effect is different but it clearly has in common that the variable has a positive effect.

In another study conducted by Satriadi (2016), that school principal leadership had an influence on the performance of teachers in SMP Negeri 7 Tanjung Pinang of 0.682 or had a direct influence of 68.2%. The same thing happened in the research conducted, namely the principal's leadership has a positive and significant effect on teacher performance. That way, the assumption that can be built is that if the principal's leadership is going well, the teacher's performance will be even better. Therefore, this research provides an affirmation of similar research that has been conducted regarding the effect of the variables studied. Similar research can continue to be carried out by subsequent researchers by paying attention to aspects of weakness in this study so that it can be refined and provide more optimal results.

4. Conclusion

Based on the description of the results of the study as well as the discussions that have been carried out in the previous chapter, then there are some important things to conclude in this study. The conclusion of the research that has been done is that there is a positive and significant influence of capacity building on teacher performance in SDN Pulau Rimau; there is a positive and significant influence of school principal leadership on teacher performance in SDN Pulau Rimau; there is a positive and significant influence of capacity building and leadership of school principals on teacher performance at SDN Pulau Rimau; The magnitude of the relationship simultaneously categorized the level of strong relationships. The magnitude

of influence is included in the high influence category. Implications or direct impacts of the implementation of this research on the object under study and stakeholders are increasing capacity in each school to be better and measurable; the principal's leadership in each study sample has become better in carrying out its duties and responsibilities; teacher performance becomes more optimal through the implementation of quality tasks and functions.

Acknowledgment

We would like to express our special thanks and gratitude to Rector Universitas PGRI Palembang, Director of Graduate Program and the teachers of Primary School in Pulau Rimau who gave us the support to do this wonderful project. This project was funded independent. Secondly, we would also like to thank our friends in Management of Education who helped us a lot in finalizing this project within the limited time frame.

References

- Albarobis, M. (2012). *Mendidik generasi bangsa [Educate the nation's generation]*. Yogyakarta: Pedagogia.
- Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The Influence of the Transformational Leadership and Work Motivation on Teachers Performance. *International Journal of Scientific & Technology Research*, 7(7).
- Apriana, D., Kristiawan, M., & Wardiah, D. (2019). Headmaster's Competency In Preparing Vocational School Students For Entrepreneurship. *International Journal of Scientific & Technology Research*, 8(8).
- Aziz, H. A. (2011). *Karakter guru profesional melahirkan murid unggul menjawab tantangan masa depan [The character of the professional teacher gives birth to superior students answering future challenges]*. Jakarta: Al-Mawardi Prima.
- Fahmi, M., Maulana, A., & Yusuf, A. A. (2011). *Teacher certification in Indonesia; a confusion of means and ends*. Bandung: CEDS Padjajaran University.
- Fitria, H. (2018). The Influence Of Organizational Culture And Trust Through The Teacher Performance In The Private Secondary School In Palembang. *International Journal of Scientific & Technology Research*, 7(7).
- Fitria, H., Mukhtar, M., & Akbar, M. (2017). The Effect of Organizational Structure And Leadership Style on Teacher Performance In Private Secondary School. *IJHCM (International Journal of Human Capital Management)*, 1(02), 101-112.
- Government Regulation Number 20 of 2003 concerning the National Education System.
- Guritno, B. (2012). *Pengaruh semangat, disiplin dan kepuasan kerja terhadap kinerja pegawai dispenda Salatiga [The influence of enthusiasm, discipline and job satisfaction on the performance of Salatiga dispenda employees]*. Salatiga.
- Herdayati., Harapan, E., Tobari., & Samsonova, A. (2020). *The Effect of Visionary Leadership and Lecturers' Performance on Students' Achievements*. *International Journal of Education Review* Vol. 2 No. 1, 89-98.
- Herujito, Y. M. (2006). *Dasar-dasar Manajemen [Fundamentals of management]*. Jakarta: PT. Grasindo.
- Hoppock. (2001). *Job Satisfaction*. New York: Harper and Brother.
- Husein, L. (2017). *Profesi keguruan: menjadi guru profesional [Teaching profession: becoming a professional teacher]*. Yogyakarta: Pustaka Baru Press.
- Irmayani, H., Wardiah, D., & Kristiawan, M. (2018). The Strategy of SD Pusri In Improving Educational Quality.

- International Journal of Scientific & Technology Research*, 7(7).
- Irsyada, D., & Kurniady, D. A. (2015). *The effect of teacher competency and capacity building on teaching performance of elementary school teachers in Bandung Regency*. *Journal of Educational Administration* Vol. XXII No. 1, 65-74.
- Khasanah, U., Kristiawan, M., & Tobar. (2019). The Implementation of Principals' Academic Supervision In Improving Teachers' Professionalism in the State Primary Schools. *International Journal of Scientific & Technology Research*, 8(8).
- Kristiawan, M., Nizarani., & Syamsidar. (2019). Role of School on Forming Character of Z-Generation Through Entrepreneurial Skills. *International Journal of Scientific & Technology Research*, 8(10).
- Kristiawan, M. (2017). *Manajemen Pendidikan [Education Management]*. Yogyakarta: Deepublish.
- Kristiawan, M. (2015). *A Model of Educational Character in High School Al-Istiqamah Simpang Empat, West Pasaman, West Sumatera*. *Research Journal of Education* Vol. 1 No. 2, 15-20.
- Milen, A. (2004). *Pegangan Dasar Pengembangan Kapasitas (diterjemahkan secara bebas) [Basic Handling of Capacity Building (freely translated)]*. Yogyakarta: Pondok Pustaka Jogja.
- Nurkholis. (2006). *Manajemen berbasis sekolah [School based management]*. Jakarta: Grasindo.
- OECD. (2013). *PISA 2012 Result in focus*. New York: Columbia University
- Renata, R., Wardiah, D., & Kristiawan, M. (2018). The Influence of Headmaster's Supervision and Achievement Motivation on Effective Teachers. *International Journal of Scientific & Technology Research*, 7(4).
- Rivai, V. (2011). *Manajemen sumber daya manusia untuk perusahaan dari teori ke praktik [Human resource management for companies from theory to practice]*. Jakarta: Raja Grafindo.
- Riyadi, S. M. (2010). *The capacity building for local government toward good governance*. World Bank.
- Sallis, E. (2006). *Total quality management in education*. Yogyakarta: IRCISod.
- Salwa., Kristiawan, M., & Lian, B. (2019). The Effect of Academic Qualification, Work Experience and Work Motivation towards Primary School Principal Performance. *International Journal of Scientific & Technology Research*, 8(8).
- Satriadi. (2016). *The influence of the principal's leadership on teacher performance*. *Benefita Journal* Vol. 1 No. 3, 123-133.
- Schermerhorn. (2011). *Organizational behaviour*. Hoboken: Jhon Wiley and Sons.
- Sugiyono. (2017). *Metode Penelitian Kualitatif, Kuantitatif dan R&D [Qualitative, Quantitative and R&D Research Methods]*. Bandung: Alfabeta.
- Suti, M. (2011). *Quality improvement strategies in the era of educational autonomy*. *Journal of Medtek* Vol 3 No. 2.
- Sutomo. (2011). *Manajemen sekolah [School management]*. Semarang: Unnes Press.
- Tobar., Kristiawan, M., & Asvio, N. (2018). The Strategy of Headmaster on Upgrading Educational Quality In Asean Economic Community (AEC) Era. *International Journal of Scientific & Technology Research*, 7(4).
- Upu, H. (2014). *Problem posing dan problem solving dalam pembelajaran matematika [Problem posing and problem solving in learning]*

- mathematics*]. Bandung: Pustaka Ramadhan.
- Wagiran, & Junianto, D. (2013). *Effects of Teacher Teaching Performance, Parental Involvement, Self-Actualization and Achievement Motivation on Achievement*. Journal of Vocational Education, 3 (3), 307-319.
- Wahjosumidjo. (2011). *Kepemimpinan kepala sekolah [Principal's leadership]*. Jakarta: PT. Raja Grafindo Persada.
- Warsito. (2005). *Peranan kepala sekolah sebagai administrator dan supervisor dalam meningkatkan kinerja guru di SD Plus Al Firdaus Surakarta [The role of the principal as an administrator and supervisor in improving teacher performance in SD Plus Al Firdaus Surakarta]*. Surakarta: Universitas Muhammadiyah Surakarta.
- Widoyoko, & Putro. (2012). *Teknik penyusunan instrumen penelitian [Research instrument preparation techniques]*. Yogyakarta: Pustaka Belajar.
- Yuniarsih, T. (2008). *Manajemen sumber daya manusia [Human Resource Management]*. Bandung: Alfabeta.