

The Influence of Managerial Skill, Principal Leadership Style and Compensation toward Teacher's Performance

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Abstract: This study determined the effect of managerial skills, principal leadership style, and compensation on teacher's performance. This study used a correlation research method with an ex-post facto research design. The population in this study were all teachers in private high schools in Sekayu District, Musi Banyuasin Regency which consist of 48 people. The data collection technique used a questionnaire. Data were analyzed using multiple regression analysis techniques. The results showed that 1) there was an influence between managerial skills on teacher's performance; 2) there was an influence between the leadership style of the principal on the performance of teachers; 3) there was an influence between compensation on teacher's performance; and 4) there was a joint influence between managerial skills, leadership style of school principals, and compensation for teacher's performance.

Keyword: Managerial Skills, Principal Leadership Style, Compensation, Teacher's Performance.

1. Introduction

The development target in the national education sector is to improve the quality of education which is an integral part of efforts to improve the quality of

Indonesian people as a whole. The quality of education is influenced by several factors and one of them is management. Management is very important in all areas of life. The performance of an organization can run optimally by management. Good management establishes an educational institution develop optimally as expected. According to Siswanto (2005) management is the process of planning, organizing, leadership, and controlling organizational members and the use of all other organizational resources for the achievement of organizational goals.

Danim (2004) states that the capacity of school principals and competent of teachers can determine the success of schools. The principal and teacher are very important in determining the success of the school. In addition, Wahjosumidjo (2005) defines the principal as a teacher who is trusted to carry out a functional task to lead a school. The principal has one role and responsibility as a manager in the school he leads.

The duties and responsibilities of the principal as the school manager are planning, organizing, implementing, and controlling all school activities by utilizing all existing resources in the school (Terry, 2006). The work effectiveness of a school institution is influenced by the skills of the principal in carrying out his duties and responsibilities as a manager. The skills of the principal in managing the school will be responded to by employees and will further shape the feelings and attitudes of how to behave in carrying out their daily duties.

In his position as school manager (education unit), the principal is expected to have adequate professional abilities and skills. According to Wahjosumidjo (2013) that in order to carry out managerial tasks, three kinds of skill areas are needed 1) technical skills; 2) conceptual skills; and 3) human skills. By having these professional abilities and skills, the principal is expected to be able to formulate effective school programs, build school personnel performance, and guide teachers in implementing the learning process.

In addition, principals are also expected to understand and have a leadership style that is displayed in the managerial process consistently or continuously. And the principal can make policies for the welfare of teachers and employees, especially those who are still honorary status. In this case the principal is expected to be able to manage and provide more appropriate compensation for employees. According to Masaong (2011), defining leadership style is a consistent pattern of behavior that is applied in working with others. Leadership style can be interpreted as a way of behaving that is typical of a leader towards his employees.

Based on the opinion of these experts, the researcher can conclude that the principal's leadership style is the way the principal behaves consistently with his employees. According to Handoko (2005), there are three styles used by a leader, namely authoritarian, democratic, and laissez-faire. This leadership style is more inclined to the situation at hand. Mulyasa (2005) states that in an inappropriate situation, the leadership style used becomes less effective, but in the right situation it becomes very effective. The leadership style that may be ideal uses all existing styles as best as possible in situations that support and meet the needs of leadership performance itself. This means that it is the situation that may determine what force is used, therefore it is impossible to apply one force efficiently.

According to Law No. 20 of 2003 Article 40 Paragraph (1) concerning the National Education System states that educators and education personnel are entitled to: 1) adequate and adequate income and social welfare security; 2) awards according to duties and work performance; 3) career development according to quality development demands; 4) legal protection in carrying out duties and rights over the results of intellectual property owned; and 5) opportunities to use educational facilities, infrastructure and facilities to support the smooth implementation of tasks.

This statement is in line with Djalal and Supriyadi (2001) explaining that all parties related to the process of implementing education in improving the quality of education can give appreciation and respect to educators. According to Hasibuan (2007) compensation is all income in the form of money, direct goods, or indirectly received by employees as compensation for services provided by the company.

Furthermore, compensation can be interpreted as a source of income for teachers and their families, and compensation also has an impact on the psychological condition of the teachers themselves in carrying out their duties as educators. Therefore, compensation is very important for teachers. In addition, Suhadak (2010) argues that the compensation received by teachers can be grouped into two, namely financial compensation (salaries, incentives, and allowances) and non-financial compensation (self-development, promotion of career advancement, and work environment).

For educators who are civil servants, the government has arranged for this compensation by issuing Law no. 43 of 1999. Meanwhile, for teaching staff with honorary status, the policy of giving compensation is based on the policies of

institutions or foundations. According to Mangkunegara (2013), performance is the result of work in quality and quantity achieved by a person in carrying out his duties in accordance with the responsibilities attached to him. Sardiman (2005) states that teachers are one of the human components in the teaching and learning process that play a role in the formation of potential human resources in the field of development. This role can be reflected in how teachers carry out their duties and responsibilities.

The quality of educational outcomes is largely determined by teacher performance, because the teacher is the party who has the most direct contact with students in the learning process at school. Therefore, teachers who are one of the elements in the field of education must play an active role and place their position as professionals, in accordance with the demands of an increasingly developing society. In this case the teacher is not merely a teacher who transfers knowledge, but also as an educator who transfers values as well as a mentor who provides direction and guides students in learning. Teachers in carrying out their duties have been regulated in Law No. 20 of 2003 concerning the Indonesian National Education System as stated in Article 39 paragraph (2), namely planning and implementing the learning process, assessing learning outcomes, conducting mentoring and training, and conducting research and community service.

According to Lamatenggo (2001), there are several factors that can affect teacher performance in carrying out their duties, 1) the leadership of the principal; 2) work facilities; 3) expectations; and 4) trust in school personnel. In addition, there are still other factors that influence the level of quality of teacher performance in schools, both internal factors and external factors such as teacher managerial and leadership qualities, compensation, school facilities, applicable regulations and policies, and other environmental conditions.

There are three private senior high schools in Sekayu District, MUBA Regency, SMA Rahmadiyah Sekayu, SMA PGRI Sekayu, and SMA Muhammadiyah Sekayu. The teaching staff at each of these schools are all honorary status. Based on the results of preliminary observations made by researchers in July 2020 at private high schools in Sekayu District, MUBA Regency, several problems were found in the implementation of the principal's duties as a manager which caused the principal's managerial duties not to be carried out optimally. The problems that occur are almost the same, 1) planning, the still low culture of initiative from teachers and employees in giving positive opinions, causing the principal to have difficulty gathering opinions from teachers

and employees to make decisions in planning; 2) direction, difficulties faced by school principals, namely the existence of habits, willingness and skills of teachers not in accordance with the programs run by school principals, as well as the lack of ability of school principals to provide direction to their subordinates; and 3) supervision, the large number of administrative duties which are the responsibility of the school principal because the principal is also teaching and has other activities, so that the principal is not optimal in focusing on monitoring the implementation of school programs.

Based on the results of observations, it is also known that the leadership style of school principals in private high schools throughout Sekayu District is different. There are school principals who have a stylish or flexible personality, are open, closed, gentle, tough, firm, authoritarian, and others. The principal in applying his leadership style is not in accordance with the situation and problems at hand. So that it seems that the principal's leadership style is not right to use. Without realizing it, all the characters or their personalities can affect the performance of their subordinates without realizing it.

In addition, there are problems in providing compensation or teacher salaries. At private high schools in Sekayu sub-district, the school only provides salaries with hourly teaching honoraria. The source of the salary does not come directly from the foundation's budget, but comes from the Free School Program funds provided by the Provincial Education Office every three months and assistance from the school committee which is given once a month. Compensation or salaries given to teachers are still low, even far from being feasible.

Then, based on the results of interviews conducted by researchers with deputy principals of the private high school curriculum in Sekayu District, MUBA Regency in July 2020, it was also found that the performance of teachers at SMA Rahmadiyah Sekayu, SMA PGRI Sekayu, and SMA Muhammadiyah Sekayu was still low. The low performance of the teacher can be seen from the presence of symptoms such as, teachers are often absent from teaching, teachers who come to class are not on time. Teachers who teach do not have teaching preparation or teaching preparation is incomplete. The teacher teaches only a routine without any further development innovation.

The principle of some teachers is that the important thing is teaching and learning activities are in accordance with the work and the hours they have fulfilled are enough for them. In addition, there are still teachers who do not prepare learning materials and do not make lesson plans or other teacher

administration according to what has been outlined and required in the curriculum. In these conditions, the principal plays an important role, because it can provide a climate or atmosphere that allows teachers to work with enthusiasm. With managerial skills, the leadership style of the principal, and a more appropriate compensation given to teachers, it is hoped that they will be able to build and improve the teacher's performance.

Based on these conditions The Influence of Managerial Skills, Principal Leadership Style, and Compensation on Teacher Performance in Private High Schools in Sekayu District, Musi Banyuasin Regency is important to do. This research is supported by research conducted by Surana (2010) which shows that the principal managerial ability, teacher motivation, work environment, and teacher commitment jointly affect teacher performance. Then the research conducted by Wardani (2018) shows that the principal managerial skills, organizational culture and achievement motivation have a positive and significant effect on the performance of the Inclusion Elementary School Special Assistance Teachers in Metro City both partially and simultaneously. Research conducted by Tifyani (2016) states that leadership style and supervisory abilities have a significant effect on teacher performance.

2. Methods

Based on the problems studied, the design of this study is an ex-post facto study or measurement after the incident. This means that this research reveals existing data without providing treatment or manipulation of research variables, but reveals facts based on existing measurements on the respondent. To find out whether there is an effect of managerial skills, principal leadership style, and compensation on teacher's performance in private high schools in Sekayu District, Musi Banyuasin Regency, we used the correlation research method.

The variables used in this study, 1) managerial skills (X1) as independent or influencing variables; 2) the principal's leadership style (X2) as the independent or influencing variable; 3) compensation (X3) as the independent variable or variables that affect; and 4) teacher's performance (Y) as the dependent variable or the affected variable. The population in this study were all teachers in private high schools in Sekayu District, MUBA Regency, totaling 48 teachers.

To obtain empirical data regarding the observed variables, this study uses an instrument with a questionnaire form statement. To measure the principal's managerial skills there was 25 statement items, to measure the leadership style of

the principal there was 25 statements, to measure teacher compensation there was 24 statements, and to measure teacher performance there was 25 statements. The questionnaire used to collect data will refer to a Likert scale.

The calculation of prerequisite testing in this study used the SPSS version 25.0 program. There are 4 conditions that must be met before conducting regression analysis in this study, a) normality test; b) linearity test; c) heteroscedasticity test; and d) multicollinearity test. In this research, hypothesis testing uses multiple regression analysis techniques partially and simultaneously, because there are three independent variables and one dependent variable. As for the research data analysis calculation technique, we used SPSS 25.0 Analyze Linear Regression to determine the t-count and F-count as a measuring tool for data analysis. T-test is used to test how the influence of each independent variable individually on the dependent variable. The F-test is used to see how all the independent variables influence the dependent variable together.

3. Results and Discussion

a. The Significance Effect of Principal Managerial Skills on Teacher’s Performance in Private High Schools in Sekayu District, Musi Banyuasin Regency

Table 1. The Influence of Principal Managerial Skills on Teacher’s Performance

		Coefficients^a				
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	52,934	17,551		3,016	0,004
	Managerial Skill (X ₁)	0,490	0,162	0,407	3,018	0,004

a. Dependent Variable: Teacher’s Performance (Y).

Based on the significant test of managerial skills variables on the performance of teachers in private high schools in Sekayu District, Musi Banyuasin Regency, the value of t-count is $3.018 > t\text{-table}$ is 2.015 where the price of t is greater than t-table, then H_{a1} is accepted so that there is significant effect of managerial skills on teacher's performance in private high schools in Sekayu District, Musi Banyuasin Regency.

Based on the table above, the regression coefficient for managerial skills variable is 0.490 and a constant is 52.934. Then the model of the relationship between managerial skills and teacher's performance can be expressed in the form of the regression equation $Y = 52.934 + 0.490X_1$, this means that if managerial skills increase by 1 point, teacher's performance will increase by 0.490 points. The correlation coefficient is 0.490, this coefficient is positive, in other words that the better the managerial skills variable, the teacher performance variable will increase.

Table 2. The Coefficient of Determination of the Effect of Managerial Skills (X_1) on Teacher's Performance (Y).

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.407 ^a	0,165	0,147	8,832

a. Predictors: (Constant), Managerial Skill (X_1).

Based on the table, it can be obtained that the R Square value is 0.165. Thus, the coefficient of determination is 16.5%, so it can be concluded that the influence of managerial skills on teacher's performance in private high schools in Sekayu District, Musi Banyuasin Regency is 16.5%.

b. The Significance Effect of Principal Leadership Style on Teacher's Performance in Private High Schools in Sekayu District, Musi Banyuasin Regency

Table 3. The Influence of Principal's Leadership Style on Teacher's Performance

		Coefficients^a				
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	68,706	17,315		3,968	0,000
	Principal Leadership Style (X ₂)	0,345	0,161	0,302	2,147	0,037

a. Dependent Variable: Teacher's Performance (Y).

Based on the significant test of the principal's leadership style variable on the performance of teachers in private high schools in Sekayu District, Musi Banyuasin District, the value of t-count is 2.147 > t-table 2.015 where the price of t is greater than t-table, then H_{a2} is accepted so that there is significant influence of the principal's leadership style on teacher's performance in private high schools in Sekayu District, Musi Banyuasin Regency.

Based on the table above, the regression coefficient of the principal's leadership style variable is 0.345 and a constant is 68.706. Then the model of the relationship between the principal's leadership style and teacher's performance can be expressed in the form of the regression equation $Y = 68.706 + 0.345X_2$, this means that if the principal's leadership style increases by 1 point, the teacher's performance will increase by 0.345 points. The correlation coefficient is 0.345, this coefficient is positive, in other words that the better the leadership style variable of the principal, the teacher's performance variable will increase.

Table 4. The Coefficient of Determination of the Effect of Principal Leadership Style (X₂) on Teacher's Performance (Y)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.302 ^a	0,091	0,071	9,216

a. Predictors: (Constant), Principal Leadership Style (X₂).

Based on the table, it can be obtained that the R Square value is 0.091. Thus, the coefficient of determination is 09.1%, so it can be concluded that the influence of the principal's leadership style on the performance of teachers in private high schools in Sekayu District, Musi Banyuasin Regency is 09.1%.

c. The Significance Effect of Compensation on Teacher Performance in Private High Schools in Sekayu District, Musi Banyuasin Regency.

Table 5. Effect of Compensation on Teacher Performance

		Coefficients^a				
Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	T	
1	(Constant)	63,994	18,476		3,464	0,001
	Compensation (X ₃)	0,405	0,179	0,317	2,267	0,028

a. Dependent Variable: Teacher's Performance (Y).

Based on the significant test of the compensation variable on teacher's performance in private high schools in Sekayu District, Musi Banyuasin Regency, the t-count value is 2.267 > the t-table price is 2.015 where the t-count price is greater than t-table, then H_{a3} is accepted so that there is a significant effect of compensation on the performance of teachers in private high schools throughout Secayu District, Musi Banyuasin Regency.

Based on the table above, the regression coefficient for the compensation variable is 0.405 and the constant is 63.994. Then the model of the compensation relationship to teacher's performance can be expressed in the form of the regression equation $Y = 63.994 + 0.405X_3$, this means that if the compensation style increases by 1 point, the teacher's performance will increase by 0.405 points. The correlation coefficient is 0.405, this coefficient is positive, in other words that the better the compensation variable, the teacher's performance variable will increase.

Table 6. The Coefficient of Determination the Effect of Compensation (X3) on Teacher's Performance (Y)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.317 ^a	0,100	0,081	9,168

a. Predictors: (Constant), Compensation (X₃).

Based on the table, it can be obtained that the R Square value is 0.100. Thus, the coefficient of determination is 10.0%, so it can be concluded that the effect of compensation on teacher performance in private high schools in Sekayu District, Musi Banyuasin Regency is 10.0%.

Table 7. Multiple Regression Test F X1, X2, and X3 against Y

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1208,898	3	402,966	5,739	.002 ^b
	Residual	3089,582	44	70,218		
	Total	4298,479	47			

a. Dependent Variable: Teacher's Performance (Y)

b. Predictors: (Constant), Compensation (X₃), Managerial Skill (X₁), Principal Leadership Style (X₂)

From the ANOVA test above, it is found that the F-count is 5.739 with a significant level of 0.002 so that <the probability value is 0.05, while the F-table value corresponds to the 0.05 significance level of 2.81, which means that the Fcount value is greater than F-table (5.739 > 2, 81) so that H_{a4} was accepted. So, it can be concluded that there is a joint influence between managerial skills, leadership style of school principals, and compensation on teacher performance in private high schools in Sekayu District, Musi Banyuasin Regency.

The results of this study were covered by Rukmana (2018) which showed that there was a positive and significant influence between the leadership style of the principal and work motivation together on teacher performance. Research conducted by Saputri and Nugraheni (2017) shows that there is a positive and

significant influence between compensation and leadership on teacher performance. Research conducted by Fitria, et al. (2017) describes that there is a positive influence between organizational structure and leadership style on teacher performance.

4. Conclusion

There is a joint influence between managerial skills, leadership style of school principals and compensation on teacher performance in private high schools in Sekayu District, Musi Banyuasin Regency.

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