



The Influence of Principal's Leadership Style on Teacher Performance

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Abstract :

This study aims to determine the influence of the principal's leadership on teacher performance. The principal's leadership style is a factor that is assumed to affect teacher performance. The application of the principal's leadership style can be assumed to influence teachers' good and bad performance. The location of this research is Madrasah Ibtidaiyah Negeri 2 Mataram. The results of this study stated that 45, 31% of principals displayed a leadership style in the outstanding category, 52,60% of principals were judged to show a good leadership style, 1,56% of principals said a leadership style in the moderate category, and 0,52 displayed a leadership style. Less category. The principal's leadership style plays a vital role in building a harmonious relationship between the principal and the teacher, improving teacher performance. Based on the analysis results, it can be concluded that the principal's leadership style can be used as a predictor variable and can determine and influence the performance of Madrasah Ibtidaiyah Negeri 2 Mataram teachers.

Keywords : *Style, Leadership, Teacher Performance*

Abstrak :

Penelitian ini bertujuan untuk mengetahui pengaruh kepemimpinan Kepala Sekolah terhadap Kinerja Guru. gaya kepemimpinan kepala sekolah merupakan faktor yang diasumsikan dapat mempengaruhi kinerja guru. penerapan gaya kepemimpinan kepala sekolah dapat diasumsikan mempengaruhi baik buruknya kinerja guru. lokasi Penelitian ini di Madrasah Ibtidaiyah Negeri 2 Mataram. Hasil penelitian ini menyatakan bahwa 45, 31 % kepala sekolah menampilkan gaya kepemimpinan dengan kategori amat baik, 52,60 % kepala sekolah dinilai menampilkan gaya kepemimpinan baik, 1,56% kepala sekolah menampilkan gaya kepemimpinan kategori cukup, dan 0,52 menampilkan gaya kepemimpinan kategori kurang. Gaya kepemimpinan kepala sekolah sangat berperan dalam membangun hubungan yang harmonis antara kepala sekolah dan guru yang pada akhirnya mempunyai kontribusi pada peningkatan kinerja guru. Berdasarkan hasil analisis tersebut dapat disimpulkan bahwa gaya kepemimpinan kepala sekolah dapat dijadikan variabel prediktor dan dapat menentukan dan mempengaruhi kinerja guru Madrasah Ibtidaiyah Negeri 2 Mataram.

Kata Kunci: *Gaya, Kepemimpinan, Kinerja Guru*

INTRODUCTION

Principals play a central role in improving teacher performance (Nurul Zahriani & Wahyuni, 2021). One of these efforts is to realize one of the three main tasks of principals who are in direct contact with teachers: carrying out academic supervision (Rafli & Amra, 2021). This critical role begins with program planning, organization, program implementation, management of program implementation, evaluation of school programs, and follow-up plans. In carrying out his duties, the principal must not only carry out the supervisory function but also carry out his function as a manager and administrator (Maryati, Fitria, & Rohana, 2020). Once the task of a school principal is so complex, of course, this position is filled by capable, competent, rugged, and have leadership behaviors that encourage the growth of a conducive and harmonious situation in the educational environment (Wibowo & Bon, 2021).

He achievement of the goals of the education unit cannot be separated from the good or bad performance of teachers. Teacher performance is not an instant thing that is taken for granted (Häggröm, 2008). Many aspects are related to good teacher performance. Academic supervision is one of the many important aspects and plays a role in producing good teacher performance. The main focus of the implementation of this supervision rests on the principal. However, expectations are not always in line with reality (Bloom, 2011). Implementing the ideal academic supervision is an essential job that the principal must do but is not by the ideal. It is not uncommon that the implementation of supervision has not touched the vital aspects related to maximum learning (Baharun, Hefniy, Silviani, Maarif, & Wibowo, 2021). Supervision of infrastructure such as buildings and efforts to add other physical facilities are also an attraction for school principals. Not infrequently, this takes time and energy to acquire, maintain and account for it. Physical development or progress or other infrastructure is an accurate indicator immediately visible as a form of school development (Baharun, Wibowo, & Hasanah, 2021). The community, in general, assumes that it is not uncommon to see the development of schools from the physical development of schools and other infrastructure. Factors like these are often obstacles to the ideal implementation of academic supervision (Spoth et al., 2013).

From this explanation, the mindset is described that optimal teacher performance will improve the quality of education. Like the links related to each other, good teacher performance is born from a conducive educational environment created by the principal's leadership style. One thing that cannot be denied is that practical academic activities also improve teacher performance. The focus of the research is based on the flow of thinking described above, so the novelty of this research is to examine the effect of the principal's leadership style on teacher performance at Madrasah Ibtidaiyah Negeri 2 Mataram.

Several relevant studies related to the aspects studied will be presented to support the implementation of this research. Some relevant studies are Hardono's research on principal leadership, academic supervision, and work motivation in improving teacher performance. This study aims to explain and

analyze the impact of principals' leadership educational management of work motivation partially or simultaneously to improve teacher performance. The results of the F test (51.172) at the significance level (0.000) <0.05 indicate that the principal's leadership, academic supervision, and work motivation make a positive contribution to improving teacher performance (Hardono, Haryono, & Yusuf, 2017).

Muhammad Ikbai Baihaqi's research related to the influence of principal's leadership style and work motivation on teacher performance at MA Ma'arif Selorejo Blitar. The study results prove that the principal's leadership style has a partial effect on teacher performance. Likewise, the motivation variable also has a significant influence on teacher performance. Similarly, the two variables (leadership style and motivation) simultaneously significantly affect teacher performance (Baihaqi, 2015).

MTitik Handayani's research on the influence of principal's leadership, teacher motivation, and organizational culture on teacher performance at SMA Negeri Wonosobo. It was found that: 1. The principal's participatory leadership style had a significant effect on teacher performance. 2. Teacher work motivation has a significant effect on teacher performance. 3. Organizational culture has a significant effect on teacher performance. 4. The principal's leadership style, teacher motivation, and organizational culture significantly affect teacher performance (Handayani & Rasyid, 2015).

The study conducted by Subawa entitled *The Contribution of Principal Leadership Style, Academic Supervision, and Motivation to Performance in Public Junior High Schools in Gerokgak Regency*. The results (1) there is a significant contribution of the principal's leadership style to teacher performance. The correlation coefficient is 0.130 and the contribution is 6.32%, (2) There is a positive and significant contribution of academic supervision to teacher performance with a correlation coefficient of 0.305 and a contribution of 28.26%, (3) there is a positive contribution of motivation to teacher performance with a correlation coefficient of 0.08 and a contribution of 60% (Subawa, AGUNG, & YUDANA, 2015).

RESEARCH METHOD

This research is quantitative research (Bloomfield & Fisher, 2019). Judging from the aspect of using the method to be applied, it is categorized as a type of survey research that aims to explain a phenomenon (explanatory research) which aims to obtain natural data from a place. However, researchers also process data collection, for example by distributing questionnaires.

The sampling technique used in this study was proportional stratified random sampling (Taherdoost, 2016). According to Sugiyono (2018), this sampling technique is used when the population is unequal and proportionally stratified. The stratified sampling technique can be carried out in two ways, namely proportional and disproportionate. Proportional stratified random sampling ("proportional stratified random sampling") is used to take samples of each strata proportionally based on percentages, this type of research method is classified as population-based research. Judging from the way of non-experimental research, this research is classified as a type of research using a

correlation approach which aims to find a relationship or influence between a variable on other variables. Researchers will prove the influence of the leadership style variable by the principal on teacher performance.

Researchers will test construct validity through item analysis after the data is tabulated. The score analysis test was carried out by correlating the score for each item with the total score. The total acquisition score is the total score for all items, and the items in the statement that are significantly related to the total score indicate valid items. The statement items that are significantly related to the total score indicate valid items.

The score analysis test was conducted by correlating the scores for each project with the total score. The total score obtained is the overall score for all items, and the items in the statement that are significantly related to the overall score indicate valid items.

FINDINGS AND DISCUSSION

Based on the research results, data description, prerequisite test, and hypothesis testing, it can be concluded that all research hypotheses can be accepted. A detailed description of the study results is the second hypothesis tested in this study. Namely, there is an influence of the principal's leadership style on the performance of Madrasah Ibtidaiyah Negeri 2 Mataram teachers. From the t-test results, the t-count value is $8.118 > t$ table $8.1.97253$ with a significance value $0.000 < 0.005$. These data indicate that the proposed research hypothesis is accepted so that it can be concluded that there is a significant influence of the principal's leadership style on teacher performance.

Furthermore, it can be seen that the significance of F is $0.000 < . = 0.05$ and Value $(65.910) > (3.04)$ it can be concluded that the principal's leadership style partially affects the performance of Madrasah Ibtidaiyah Negeri 2 Mataram teachers. Then the coefficient of determination shows that R Square is 0.258 from the correlation coefficient (R) of 0.507. This means that the principal's leadership style influences 25.8 percent of the performance of Madrasah Ibtidaiyah Negeri 2 Mataram teachers.

The data has proven the theories of experts regarding the influence of leadership style on teacher performance. The strengthening of expert theory with facts in the field should be a severe concern for principals in managing schools. Principals are expected to be able to position themselves as managers, leaders, and work partners for teachers to optimize school programs. Suppose it is interpreted from the nature of leadership style, which is a way or tips or behavior of a leader or a leader's work pattern in influencing his members to act by the goals that have been set (Wijaya, 2017). In that case, it is increasingly clear the importance of the role of leadership style for improving teacher performance.

This is also in line with the exposure of the initial data on the background of the research that the performance of the Madrasah Ibtidaiyah Negeri 2 Mataram teachers from the results of the teacher performance assessment carried out every year is generally categorized as good and very good. The good performance of these teachers is of course influenced by various factors, one of which is the principal's leadership style. Several studies

on the influence of leadership style on teacher performance that have been described in the background show the same results as this study. What is even more strengthening in this study is that the number of samples in the study is larger than some of the studies used as references for this study.

The principal as a leader at the education unit level must be able to influence teachers and education personnel to act, act, and carry out activities in line with the vision, mission and goals of the education unit. The more effective the leadership style applied by the principal, the better the teacher's performance. The most effective way to influence someone is to set a good example. Besides that, a school principal must also be able to position himself according to various situations, demands, and other factors that develop according to conditions. A school principal does not have to be rigid to apply only one leadership style.

In order to realize one of the 3 main tasks of the principal as a leader in the education unit is the managerial field. The success of the principal's duties, especially in the managerial field, cannot be separated from the cooperation of all teachers, education staff and all stakeholders. The operation of all elements of the education unit in accordance with the vision, mission and goals of course cannot be separated from the element of the leader or principal himself. The ability of the principal to influence all of these elements is an influential factor. This ability to influence is also known as leadership style. From the coefficient of determination, the research results show that 25.8% of teacher performance is influenced by the principal's leadership style. It is undeniable that teachers are the spearhead of successful learning in schools.

Based on the explanation above, it can be concluded that the leadership style applied by the principal in managing the school is one of the factors that influence the performance of Madrasah Ibtidaiyah Negeri 2 Mataram teachers in addition to other factors as stated by experts.

To find out the magnitude of the influence of each leadership style separately on teacher performance, it can be seen from the value of the coefficient of determination for each leadership style. Details of each can be seen in 1 for the Democratic leadership style, table 2 for the Authoritarian leadership style, and table 3 for the Laizes-faire leadership style:

Tabel 1. Coefficient of Determination of Democratic Leadership Style Model Summary

			Adjusted R Square	Std. Error of the
1	.448a	.201	.197	17.683

a. Predictors: (Constant), Leadership Style

The table shows that R square is 0.201 with a correlation coefficient of 0.448. From these data it can be concluded that the leadership style applied by the principal has an effect of 20.1% on teacher performance at Madrasah Ibtidaiyah Negeri 2 Mataram, while the rest is influenced by other factors.

Tabel 2. Leadership Style Determination Coefficient Results

Model Summary

	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.298a	.089	.084	18.884

a. Predictors: (Constant), Authoritarian Leadership Style

Table 34 shows that R square is 0.089 of the correlation coefficient of 0.298. From these data, it can be concluded that the authoritarian leadership style applied by the principal only contributed 8.9% to teacher performance at Madrasah Ibtidaiyah Negeri 2 Mataram, while the rest was influenced by other factors.

Tabel 3. Laizes Faire Coefficient of Determination of Leadership Style Results

Model Summary

	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.404a	.163	.159	18.096

a. Predictors: (Constant), Gaya Kepemimpinan Laizes Faire

Table 3 shows that R square is 0.089 of the correlation coefficient of 0.298. From these data, it can be concluded that the Laizes-faire leadership style applied by the principal only contributed 16.3% to the teacher's performance at Madrasah Ibtidaiyah Negeri 2 Mataram, while the rest was influenced by other factors.

The results of this study are in line with the theory presented by Siahaan which explains that the leadership factor is one of the factors that affect a person's performance as well as the teacher. As individual and social beings, teachers also need comfort in their work. One of the factors that cause comfort or discomfort is the principal's leadership style. A good leadership style will be seen from the implementation of an orderly, comfortable, conducive school and in accordance with the vision, mission and goals to be achieved (Siahaan 2017).

CONCLUSION

Based on the data from the research and analysis that have been described previously, it can be concluded that there is a positive and significant effect between the principal's leadership style and teacher performance based on a T-count of 8,118. If we compare the t-count value of 8.118 with the t-table value of 1.97253 with a significance value of <0.005, it can be said that H0 is rejected and H1 is accepted. Based on this information, it can be concluded that the principal's leadership style (X2) has an effect on teacher performance (Y) at Madrasah Ibtidaiyah Negeri 2 Mataram. The contribution of leadership style to teacher performance is 25.8%. It is concluded from the R square value of 0.258 while the remaining 74.2% is influenced by other factors.

The need for adjustment between the principal's leadership style and the situation and conditions in the field. This is based on the results of research which states that 45.31% of principals display a leadership style in the very good category, 52.60% of principals are judged to display a good leadership style, 1.56% of principals display a moderate category of leadership style, and 0, 52 displays a leadership style category less. The implication of this fact is that principals are not only fixated on one leadership style. The principal's leadership style plays a very important role in building a harmonious relationship between the principal and the teacher which in the end will lead to an increase in teacher performance. Based on the results of the analysis, it can be concluded that the principal's leadership style can be used as a predictor variable and can determine and influence the performance of Madrasah Ibtidaiyah Negeri 2 Mataram teachers.

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