



Contents lists available at [Journal IICET](#)

JPGI (Jurnal Penelitian Guru Indonesia)

ISSN: 2541-3163(Print) ISSN: 2541-3317 (Electronic)

Journal homepage: <https://jurnal.iicet.org/index.php/jpgi>



The influence of the leadership of the principal and school committee on teacher performance

Rita Fajar Hidayati¹, Yasir Arafat², Alhadi Yan Putra²

¹Sekolah Menengah Pertama Negeri Satu atap Mehanggin, Indonesia

²Universitas PGRI Palembang, Indonesia

Article Info

Article history:

Received Jul 12th, 2021

Revised Aug 19th, 2021

Accepted Aug 30th, 2021

Keyword:

Principal leadership
School committee
Teacher performance

ABSTRACT

This study aims to determine the effect of the leadership of the school principal and school committee on the performance of the teachers of the State Junior High Schools in Muaradua District, by using quantitative methods with this type of correlational research. The research population consisted of 107 teachers at the State Junior High School in Muaradua District. The research sample was 48 people. The sampling technique used purposive sampling technique, namely sampling by determining certain criteria. Data were analyzed using correlation analysis techniques and multiple regression. The results showed that: (1) The leadership of the principal has a positive and significant effect on the performance of the teachers of the State Junior High Schools in Muaradua District; (2) The school committee has a positive and significant effect on the performance of the teachers of State Junior High Schools in Muaradua District; and (3) The leadership of the principal and the school committee jointly have a positive and significant effect on the performance of the teachers of the State Junior High Schools in Muaradua District.



© 2021 The Authors. Published by IICET.

This is an open access article under the CC BY-NC-SA license
(<https://creativecommons.org/licenses/by-nc-sa/4.0>)

Corresponding Author:

Hidayati, R. F.,
Sekolah Menengah Pertama Negeri Satu atap Mehanggin, Indonesia
Email: ritafjhidayati@gmail.com

Introduction

Problems of the quality of education are of course inseparable from teacher performance. Many factors influence teacher performance, both internal and external factors. Internal factors are factors from within the teacher itself, such as work motivation and teacher competence. While external factors are the environment, both family environment and work environment. Work environment, namely the relationship between teacher, *principal leadership*, *school committee* and *all school stakeholders*.

[1] A teacher's performance when carrying out his duties as an educator. The quality of teacher performance greatly determines the quality of educational outcomes, because the parties who have the most direct contact with students in the teaching and learning process in educational units. [2] a real behavior that a person displays as a work achievement in accordance with his role. A form of achievement-oriented behavior, so that it can be seen and measured based on the competency specifications that the teacher must have. Evaluation indicators for teacher performance are carried out through three classroom learning activities: planning, implementing and evaluating learning activities.

[3] The measure of teacher performance can be seen from the sense of responsibility in carrying out the professional mandate they carry, the sense of moral responsibility on their shoulders. [4] factors that influence performance include: (a) mental attitude (work motivation, work discipline, work ethics, and work culture); (b) education; (c) skills; (d) leadership management; (e) income level; (f) salary and health; (g) social security and welfare; (h) working climate; (i) adequate facilities and infrastructure; (j) technology; and (k) opportunities for achievement. In an effort to improve the quality of education, apart from teachers, it also requires the leadership of the Principal who is creative, productive, and innovative. [5] The principal is a functional teacher who is assigned the task of leading a school where teaching and learning are held. [6] States that the principal must have leadership skills or skills, namely being able to influence and direct teachers and other school members to realize school goals, provide motivation and build a spirit of participation in every school activity, create a harmonious work atmosphere, and be able to delegate authority appropriately. Therefore, the principal must also have good personal qualifications, which should be emulated by the school community, in other words, a school principal as a leader who is expected to succeed in carrying out duties as a leader who should be supported by mental, physical, emotional, character, social, good attitude, ethics and personality.

[7] The principal is one of the components of education that is influential in improving teacher performance and is responsible for organizing educational activities, school administration, coaching other educational personnel and utilizing and maintaining facilities and infrastructure. [3] The task of the head is to assess teacher performance. Assessment is important considering its function as a motivational tool for leaders to teachers and will have an impact on teacher performance in teaching quality. Teachers who are satisfied with the motivation of the principal will work voluntarily which will increase teacher performance.

In addition, the principal must also establish a good relationship with the school committee in order to achieve successful education in schools. Thus, the leadership of the principal and the role of the school committee, which is good will be able to improve teacher performance. So that the principal is required to be able to synergize all components and the potential of the school and the surrounding environment in order to create cooperation to advance the school.

[8] The School Committee is an independent body that accommodates community participation in order to improve the quality, equity, and efficiency of education management in educational units both from the preschool education pathway, the education pathway school and out of school education. And as an official forum in accommodating and discussing matters relating to school institutions including: discussing the preparation of school strategy planning, thinking about efforts in advancing schools to meet minimum service standards, encouraging schools to carry out internal monitoring and report the results for discussion in the Committee forum School, supervises school performance which includes school management, principal leadership, quality of teaching and learning including teacher performance, student learning outcomes, school rules, school performance both in academic and non-academic fields.

The role and function of the School Committee, [9] (1) giving consideration in determining and implementing educational policies in educational units, (2) supporting both financial, thought and energy in the implementation of education in educational units, (3) controlling , in the framework of transparency and the School Committee plays a role and functions as (1) giver of consideration in determining and implementing educational policies in educational units, (2) supporting both financial, thought and energy in the delivery of education in educational units, (3) controlling in the framework of transparency and accountability of education delivery and educational output in educational units, (4) mediator between the government and the community in education units.

With the existence of the school committee, it is hoped that at least it can help overcome all the problems that are obstacles to students. So that with sufficient infrastructure an education is able to do as much as possible in increasing learning achievement. Based on the theoretical study above, the frame work can be explained as follows.

The hypothesis can be formulated as follows: 1) The leadership of the principal has a significant effect on the performance of SMP Negeri teachers in Muaradua District. 2) The school committee has a significant effect on the performance *of the teachers of the State Junior High Schools in Muaradua District*. 3) Leadership of the principal and the school committee jointly on the performance of the teachers of SMP Negeri in Muaradua District

Method

This research uses a descriptive correlational method with the type of research that uses a quantitative approach, namely examining the facts that have occurred and all data and information embodied in the form

of numbers. [10] Taking into account the objectives of this study, this study was designed to test hypotheses and facts. In this study, what is sought is the amount of correlation contribution to the relationship between the two independent variables, namely the principal's leadership (X_1), community participation (X_2) on the dependent variable, namely the quality of graduates (Y). This research uses quantitative methods with correlational research type. The research population consisted of 107 teachers at the State Junior High School in Muaradua District, while the sample was 48 teachers. The sampling technique used purposive sampling technique, namely sampling with criteria by collecting data using a questionnaire (Sugiyono, 2014: 85).

Results and Discussions

Hypothesis test

Hypothesis testing uses correlation techniques, namely by statistical analysis of correlation, regression coefficient (t test) and multiple regression coefficient (test F).

Hypothesis testing 1

Correlation Analysis Test

The calculation of correlation statistical analysis is to determine whether there is a significant influence between the principal's leadership variable (X_1) on teacher performance (Y).

Table 1 <Results of Correlation Statistical Analysis>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.381 ^a	.145	.127	9.999

$R = 0.381$ which means that the principal leadership variable (X_1) on teacher performance (Y) is 14.5% and the remaining 85.5% is determined by other causes outside the regression model.

Regression Coefficient Test (Partial Test)

The regression coefficient test (test-t) aims to test whether each variable is independent, namely the school leadership variable (X_1) has a significant effect on performance (Y).

Table 2 <Principal Leadership Test-t Statistics>

Model	Unstandardized Coefficients		Std. Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	64.169	11.531		5.565	.000
performance	.352	.126	.381	2.795	.008

So with a significant level $\alpha = 0.05$. Based on the results of the output above, the resulting value of $t = 2.795$, t is greater than 0.05, so H_0 is rejected and H_a is accepted, which means that the principal's leadership has a significant effect on the performance of the teachers of the State Junior High Schools in Muaradua District.

Hypothesis Testing 2

Correlation Analysis Test

The calculation of correlation statistical analysis is to determine whether there is a significant influence between the principal's participation variable (X_2) on performance (Y).

Table 3 <Results of the Correlation Statistical Analysis>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.419 ^a	.176	.158	9.817

$R = 0.419$, which means that the school committee variable (X_2) on performance (Y) has a relationship of 17.6% and the remaining 82.4% is determined by other causes outside the regression model.

Regression Coefficient Test (Partial Test)

The regression coefficient test (test-t) aims to test whether each independent variable, namely the school committee variable (X_2), has a significant effect on performance (Y).

Table 4 <School Committee Test-t Statistics>

Model	Unstandardized Coefficients		Std. Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	-7.942	33.244		-.239	.812
Performance	1.083	.346	.419	3.134	.003

So with a significant level $\alpha = 0.05$. Based on the results of the output above, the resulting value of $t = 3.134$, t is greater than 0.05, so H_0 is rejected and H_a is accepted, which means that the principal's leadership has a significant effect on the performance of the teachers of the State Junior High Schools in Muaradua District.

Hypothesis Testing 3**Correlation Analysis Test**

The calculation of multiple correlation statistical analysis is to determine the relationship between the independent variables and the dependent variable.

Table 5 <Results of Multiple Correlation Statistical Analysis>

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.523 ^a	.274	.242	9.318

a. Predictors: (Constant), Principal Leadership (X_1), School Committee Role (X_2)

b. Dependent Variable: Teacher Performance (Y)

$R = 0.523$, which means that the school principal leadership variable (X_1) and school committee participation (X_2) on performance (Y) has a relationship of 27.4% and the remaining 72.6% is determined by other causes outside the regression model.

Multiple Correlation Coefficient Test (Simultaneous Test)

Multiple correlation coefficient test or simultaneous test (test F) aims to determine the effect of the independent variables simultaneously on the independent variable on the dependent variable.

Table 6. <Test F Statistics>

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1473.105	2	736.552	8.484	.001 ^a
Residual	3906.875	45	86.819		
Total	5379.979	47			

a. Predictors: (Constant), Principal Leadership (X_1), School Committee Role (X_2),

b. Dependent Variable: Teacher Performance (Y)

F of 8.484 is greater than the distribution table F alpha 0.05 (df = 2; 45) or Sig 0.00 < 0.05. , F is greater than 0.05, then H_0 is rejected and H_a is accepted, which means that the leadership of the school principal and school committee has a significant effect on the performance of the teachers of the State Junior High Schools in Muaradua District.

Discussion***The Influence of Principal Leadership on Teacher Performance***

Based on the research results, it shows that the principal's leadership has a significant effect on teacher performance. As a leader, the principal is essentially a person who understands and controls effective managerial and leadership. Successful leadership is shown in the role of the principal as an educator, manager, administrator, supervisor, leader, innovator, and motivator. Effective principal leadership is leadership that is able to optimally empower all the potential that exists in the school so that teachers, staff and other employees feel involved in achieving the goals and objectives set by the school. The results of the calculation of the hypothesis show that the principal's leadership has an influence on teacher performance only by 14.5%, while the rest is influenced by other variables. The results of the t hypothesis test also show that the principal's leadership has an effect on the performance of the teachers of the State Junior High Schools in Muaradua District.

This study is in line with [11] which states that there is a significant influence of principal leadership on the performance of public high school teachers in Wonosobo Regency with an R square value of 0.091. The results of previous research and this study show similarities, namely the leadership of the principal at Senior High School Wonosobo and Junior High Schoolin Muaradua District has an influence on teacher performance. However, in principle, the principal is responsible for the management of education and is able to carry out a good learning process so that it can increase the potential for teacher performance.

The Effect of School Committee Participation on Teacher Performance

Based on the results of the study showed that the school committee's participation on teacher performance. The school committee is an independent body that accommodates community participation in the context of improving the quality, equity and efficiency of education management in schools. The implementation of school programs must be accountable to the community, therefore the school committee participates in helping schools to account for the school program to parents of students periodically at the end of the school year. The results of the calculation of the hypothesis show that school committee participation has an effect on teacher performance only by 17.6%, while the rest is influenced by other variables. The results of the t hypothesis test also show that school committee participation has an effect on the performance of Junior High School teachers in Muaradua District.

In line with research conducted [12] which states that the role of the school committee has a significant effect of 49.6% on teacher performance at Junior High School Bojonegoro, the results of his research show that the role of the school committee in improving teacher performance is quite large, namely 49.6%. explained through the factors of consideration, support, controller and mediator.

The Influence of Principal Leadership and School Committee Participation on Teacher Performance

Good school principal leadership, namely including the participation of the school committee in realizing a quality school. The results of this study support the hypothesis that the principal's leadership and the role of the school committee together have a significant effect on teacher performance.

The significant relationship between school principal and school committee leadership is the result of findings that indicate the importance of effective school leadership and school committee participation in implementing educational operational activities in schools. The principal has a big responsibility to carry out his role as an educator, manager, administrator, supervisor, leader, innovator and motivator. This role must be implemented in teaching and learning activities in schools. To support the role of the principal, it is necessary to have the participation of the school committee as a basis for implementing school organizational activities as an intra-school institution as an advisor, supporter, controller and liaison with education users. The school committee as a provider of input in determining school policies by providing directions on the quality of school services to the community. The form of school committee participation is by making program planning, implementing educational programs and then managing educational resources and monitoring education output.

The results of the calculation of the hypothesis show that the principal's leadership and school committee participation have an effect on teacher performance only by 27.4%, while the rest is influenced by other variables. The results of the multiple correlation coefficient test (F) also show that the principal's leadership and school committee participation have an effect on the performance of the teachers of the State Junior High Schools in Muaradua District.

This research is in line with [3] which states that there is a significant influence of 48.2% of school principal leadership and school committee participation on the performance of teachers at Junior High Schools in Tulang Bawang Tengah District which shows that the better the leadership of the school principal and the role of the school committee, the better the performance of a teacher.

Conclusions

Based on the results of the research described above, it can be concluded that the principal's leadership has a significant effect on teacher performance at the State Junior High School in Muaradua District; the school committee has a significant effect on teacher performance in Junior High Schools in Muaradua District; and the leadership of the principal and the school committee together have a significant effect on the performance of the teachers of the State Junior High School in Muaradua District.

References

- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.
- Bariroh, S., & Amrulloh. (2018). Pengaruh Peran Komite Sekolah dan Kepemimpinan Transformasional Kepala Sekolah terhadap Kinerja Guru SMP Negeri 5 Bojonegoro. *Jurnal Jendela Pendidikan*. Vol.17.
- Carudin. (2011). *Pengaruh Kepemimpinan Kepala Sekolah dan Iklim Kerja Sekolah Terhadap Kinerja Guru*. Volume VII. No: 2. Agustus 2011: 131 –144.
- Handayani, T., & Rasyid, A. (2015). Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Guru dan Budaya Organisasi terhadap Kinerja Guru SMA Negeri Wonosobo. *Jurnal Akuntabilitas Manajemen Pendidikan*. Vol. 3.
- Imansyah, M. dkk. (2020). *Pengaruh Kepemimpinan Kepala Sekolah dan Partisipasi Komite Sekolah Terhadap Kinerja Guru*. Volume: 5. No: 2. Juli-Desember 2020. P-ISSN 2548-7094.
- Pandoyo, Rahmat, dkk. (2015). Pengaruh Kepemimpinan Kepala Sekolah, Kinerja Guru, Komite Sekolah Terhadap Keefektifan Sdn Se-Kecamatan Mlati.
- Rachmawati, Yulia. (2013). *Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru*. Vol: 1. Nomor: 01. Juni 2013.
- Rohayati, Tri. dkk. (2014). *Pengaruh Kepemimpinan Kepala Sekolah dan Peran Komite Sekolah Terhadap Kinerja Guru Smp Negeri di Kecamatan Tulang Bawang Tengah Kabupaten Tulang Bawang Barat* *Jurnal Mutu Pendidikan* Volume 2
- Sagala, Syaiful. (2009). *Kemampuan profesional guru dan tenaga kependidikan*. Bandung: Alfabeta.
- Sedarmayanti. (2001). *Sumber Daya Manusia*. Jakarta: Bumi Aksara.
- Sriwahyuni, Eci. dkk. (2019). *Strategi Kepala Sekolah dalam Mengimplementasikan Standar Nasional Pendidikan*. Volume: 4. No: 1. Januari-Juni 2019. P-ISSN 2548-7094.
- Wahyudi. (2009). *Kepemimpinan kepala sekolah dalam organisasi pembelajar*. Bandung: Alfa Beta.