

<http://jurnal.ustjogja.ac.id/index.php/incotes/index>

The Quality of the Principal's Leadership to Performance of Junior High School Teachers in Mangarai Nusa Tenggara Timur

Ag. Sri Purnami¹, Isidorus Yunus Mali², Yuliana Jawa Koten³

^{1,2}Universitas Sarjanawiyata Tamansiswa, Indonesia

³SMP Katolik Immaculata Ruteng, Indonesia

To cite this article:

Purnami, A.S., Mali, I.Y., & Koten, Y.J. (2021). The Quality of the Principal's Leadership to Performance of Junior High School Teachers in Mangarai Nusa Tenggara Timur. In M. Irfan, N. A. Handoyono, K. H. Najib, T. Ardhian (Eds.), *The 3rd International Conference on Technology, Education and Science* (pp. 107–112). Yogyakarta.

The Quality of the Principal's Leadership to Performance of Junior High School Teachers in Manggarai Nusa Tenggara Timur

Ag. Sri Purnami¹, Isidorus Yunus Mali², Yuliana Jawa Koten³

^{1,2}Universitas Sarjanawiyata Tamansiswa, Indonesia

³SMP Katolik Immaculata Ruteng, Indonesia

¹purnami@ustjogja.ac.id

Article Info

Keywords

*Teacher performance
academic supervision
leadership style
managerial competence*

Abstract

This research was conducted in Manggarai, East Nusa Tenggara. This research is interesting to do because there may be differences caused by conditions in the provision of education in East Nusa Tenggara. This study will analyze the factors that affect teacher performance. By analyzing the factors that affect teacher performance, it will be known which factors have the largest and smallest contributions to teacher performance. Furthermore, the steps for teacher professional development will be determined. This study analyzes the performance of teachers in junior high schools (JHS or SMP) in Manggarai, East Nusa Tenggara, especially in Belu and Manggarai districts, which are influenced by academic supervision, managerial competence, and leadership style. Hypothesis testing produces a regression equation with three independent variables. The resulting regression equation was tested for significance with the F test. The significance test result for the regression line equation was significant. This means that the resulting regression equation: $Y = -9.054 + 0.244X_1 + 0.413X_2 + 0.658X_3$ indicate that among the three independent variables that affect teacher performance, namely academic supervision, managerial competence, and leadership style. Academic supervision provides the greatest contribution to teacher performance. This is indicated by the relative contribution and the effective contribution given to the teacher's performance, indicating that the academic supervision variable makes the largest contribution. This research is the basis for recommendations in conducting professional development for teachers. That in order to develop the teacher's profession, namely to improve teacher performance, it must further improve academic supervision.

Keywords: Teacher performance, academic supervision, leadership style, managerial competence

Introduction

The background of the research to be carried out in the Manggarai area of East Nusa Tenggara (NTT) on the performance of teachers still needs attention. This concern about teacher performance is due to the lack of managerial competence of principals, even though this component in Manggarai is an important component in realizing quality teacher performance. In addition to the managerial ability of the principal, the problems faced in Manggarai NTT are the leadership style of the principal which is less varied, the system and amount of compensation for teachers is inadequate, discipline, low teacher motivation, academic supervision, and the lack of State Civil Apparatus (SCA or ASN) personnel) in public schools.

From the problems encountered by the teacher in realizing good performance in the Manggarai region, NTT, this research was carried out. This research uses quantitative research, with a correlational model.

Performance appraisal is a process of evaluating employee performance that is carried out by the organization to its employees in a systematic and formal manner based on the work assigned to him (Sanjaya, 2014: 207).

Teacher performance is an activity in order to carry out the main task of a teacher to develop a career, including for matters of rank and position. Teacher performance is not only the result of the teacher's work, but is a process of how to do work. Teacher performance is an effort to develop the teaching profession. To analyze teacher performance, teacher performance assessment is carried out. Teacher performance assessment (TPA or PKG)

must be able to provide information that can help teachers improve their teaching abilities in order to help students achieve optimal educational development. Teachers as professionals must always improve their performance, therefore teacher performance analysis should always be done.

The better the teacher's performance, the student's learning achievement will increase. Teacher performance has a positive effect on student achievement. Teacher performance had a positive and significant effect on student achievement.

From the description above, this study will analyze teacher performance, seen from the contribution of the variables that are thought to have an effect on teacher performance. The variables that are theoretically believed to affect teacher performance are: academic supervision, managerial competence, and leadership style.

The formulation of the problem of this research is how is the contribution given to teacher performance which is influenced by the principal's leadership, principal's leadership style, work motivation, work discipline, and compensation for junior high school teachers in Manggatai, East Nusa Tenggara? Which in this study are summarized influenced by academic supervision, managerial competence, and leadership style.

The purpose of this study was to analyze teacher performance which was influenced by the above factors as independent variables. In accordance with the collaborative research, the performance of teachers in junior high schools in Manggarai, East Nusa Tenggara will be analyzed. Is there anything special about the principal's leadership on the performance of junior high school teachers in Manggarai, East Nusa Tenggara. And each will be analyzed the factors that affect the performance of teachers. This data will then be used as a basis for determining teacher activities to develop their profession. By knowing the strongest and weakest contributions that affect teacher performance, it will determine the model of guidance given to teachers, to improve their professionalism. So that the benefits obtained from this research is to get a model of professional development for teachers based on needs analysis and data in the field.

From the description above, UST's Superior Basic Research which is an collaborative research for students of the Master of Education Management Program will provide enlightenment for students to find a coaching model according to the needs in the field.

In Indonesia, teacher performance assessment (TPA or PKG) is carried out in schools by the principal. If the principal cannot implement it himself because the number of teachers assessed is too large, then the principal can appoint a teacher coach or coordinator of continuous professional development (PKB) as an assessor.

According to Kartowagiran (2011: 464) performance is the result or level of success of a person as a whole during a certain period in carrying out tasks compared to work standards, targets or targets or criteria that have been previously agreed upon. Performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him.

Based on the Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, there are 4 (four) competencies that must be possessed by teachers, namely, pedagogic competence, personality competence, social competence, and professional competence with 14 (fourteen) sub-competencies as specified has been formulated by the National Education Standards Agency (BSNP).

The study "The Effect of Emotional Fatigue on Job Satisfaction of Vocational High School Teachers in Denpasar" was conducted in 2017, relevant to this research. The results of the analysis show that the variable emotional exhaustion has a negative effect on job satisfaction.

Research by Yulistian Arismunandar entitled "The Influence of Certification, Work Climate, and Work Motivation on Teacher Performance in South Lampung District Elementary Schools in 2016" concludes that Work Climate has a direct effect on teacher performance at South Lampung District Elementary Schools.

The Graduate Education Management Study Program (MP Postgraduate Study Program) Universitas Sarjanawiyata Tamansiswa has the following graduate profile. General skills profile of graduates of the Master of Education Management Education as managers, supervisors, educators, and educational researchers are expected to have abilities that refer to the general skills of graduates. The Education Management Study Program has a quality Renop of graduates who are competitive and have the ability to solve educational problems at the regional, national, and even international levels. Thus the MP Study Program is responsible for providing students with the ability to analyze educational problems. For this reason, a sculpture research with the theme Quality of Principal Leadership on Junior High School Teacher Performance in Manggarai, East Nusa Tenggara, with two sub-titles of student theses.

The first subtitle will explain the performance of junior high school teachers with the title The Effect of Principal Leadership, Work Motivation and Work Discipline on Teacher Performance in Junior High Schools in Lamaknen District, Belu Regency. The second subtitle will explain the performance of junior high school teachers in Langke Rembong Manggarai, East Nusa Tenggara, the principal's managerial competence, leadership style, the amount of compensation for the performance of public junior high school teachers in Langke Rembong Manggarai District, East Nusa Tenggara. The two subtitles theoretically have been explained in this theoretical review above. The results of the teacher performance analysis will be analyzed according to the education unit, which will then be used as a basis for determining activities to support teacher performance.

Method

This research is a quantitative research. The population of the study was junior high school teachers in Manggarai, East Nusa Tenggara. This population was selected on the basis of research conducted by students in their final project which is a sub-theme in this collaborative research in the 2021/2022 academic year. The sample randomly selected junior high school teachers in Belu Manggarai district, East Nusa Tenggara and 60 teachers in Langke Rembong.

Data collection techniques using a questionnaire technique. The data collected were analyzed by multiple regression. Data analysis is intended to test the hypothesis proposed in the study. The proposed hypothesis will be tested by multiple regression, followed by a significance test with the F test (Sugiyono, 2013) To determine the contribution of each independent variable to the dependent variable, by looking for the effective contribution and the relative contribution of the independent variable to the dependent variable. (Gall, 2003)

Results and Discussion

In accordance with the theme of this research, namely the Superior Basic Research Universitas Sarjanawiyata Tamansiswa (SBR UST) or PDU UST which is implemented into a collaborative research, one of the objectives is to find and then analyze the problems that affect teacher performance. By identifying and analyzing the factors that influence teacher performance, a proof-of-concept formulation will be offered, namely a teacher coaching model to improve teacher professionalism, so that teacher performance will increase. The results of the analysis prerequisite test and hypothesis testing are as follows.

Analysis Prerequisite Test

Normality test

In this study to test for normality using the Kolmogorov Smirnov test. To make testing easier, the researcher used the SPSS Version 25 application to analyze the normality of this instrument.

The following are the results of the normality test using the Kolmogorov Smirnov method:

Table 1. Hasil Uji Kolmogorov Smirnov

Variabel	Sig.	Information
Academic Supervision	0,200	Normal
Managerial Competence	0,063	Normal
Leadership Style	0,085	Normal
Teacher Performance	0,200	Normal

Based on the table, it can be seen that the four research variables all come from a normally distributed population, because they have a significance level of more than 0.05.

Linearity Test

The linearity test is intended to determine whether the effect of each independent variable has a linear relationship or not to the dependent variable. In this linearity analysis using the deviation from linearity test which in this test if it has a significance level greater than (0.05) means that the independent variable has a linear relationship with the dependent variable.

The results of the linearity test of the research variables can be seen as follows:

Table 2. Linearity Test Results of Research Variables

Variable	F	Sig.	Information
Academic Supervision	0,868	0,657	Linear
Managerial Competence	1,829	0,053	Linear
Leadership Style	1,806	0,072	Linear

Based on the table, it can be seen that the three independent variables have a linear relationship to the dependent variable, because all of them have a significance level of more than 0.05.

Multicollinearity Test

Multicollinearity test is used to prove or test whether there is a linear relationship between independent variables or whether there is multicollinearity between independent variables. The way to find out whether multicollinearity occurs or not is by looking at the tolerance value and Variance Inflation Factor (VIF).

The following is an analysis of the multicollinearity test using the tolerance and Variance Inflation Factor (VIF) method:

Table 3. Tolerance and Variance Inflation Factor (VIF) test results

Variabel	Tolerance	Variance Inflation Faktor (VIF)	Information
Academic Supervision	0,842	1,188	Non multikolinieritas
Managerial ompetence	0,775	1,290	Non multikolinieritas
Leadership Style	0,764	1,309	Non multikolinieritas

Based on the table, it can be seen that all independent variables have no significant relationship, because all have a variance inflation factor (VIF) smaller than 10.

Heteroscedasticity Test

Heteroscedasticity test aims to test whether in the regression model there is an inequality of variation from the residual of one observation to another observation. If the variation from the residual of one observation to another observation remains, it is called Homoscedasticity and if it is different it is called Heterodastisity. A good regression equation is if there is no heterodastisity.

Spearman's test was carried out by correlating the absolute value of the residual with each independent variable (X1, X2 and X3). A variable is said to have symptoms of heteroscedasticity if the p value or significance < (0.05).

Table 4. Heteroscedasticity test results

Variable	rs	Sig.	Information
Academic Supervision	0,071	0,591	Homokedastisitas
Managerial ompetence	-0,055	0,675	Homokedastisitas
Leadership Style	-0,030	0,818	Homokedastisitas

Based on the table, it can be seen that the three independent variables have no heteroscedasticity symptoms, because all of them have a significance level of more than 0.05.

Hypothesis Test

Multiple Regression Analysis

This analysis is used to test the effect of independent variables on the dependent variable simultaneously (simultaneously). The calculation process is assisted by using a computer program SPSS 25.0 for windows. The results of simple regression analysis can be seen as follows:

Table 5. Multiple Regression Analysis

Variable	Koef.	t count.	Sig.	Information
constant	-9.054		.756	
Academic Supervision	0.244	5.643	.000	Signifikan
Managerial competence	0.413	3.321	.002	Signifikan
Leadership Style	0.658	2.802	.007	Signifikan
Fcount	= 14,682			
Sig. F	= 0,000			
R	= 0,664			
R ²	= 0,440			

Based on this table, multiple linear regression equations can be arranged as follows:

$$Y = -9.054 + 0.244X_1 + 0.413X_2 + 0.658X_3$$

The results of these calculations also show a correlation coefficient (R) of 0.664 which means that the variables of academic supervision, managerial competence, leadership style have a close relationship with teacher performance. While the magnitude of the coefficient of determination (R²) is 0.440, meaning that the influence of the variables of academic supervision, managerial competence, leadership style on teacher performance is 44.0% while the remaining 56.0% is influenced by other variables outside of this study. The effective contribution and relative contribution are as follows.

$$\text{EC Academic Supervision} = \left[\frac{0,244 \times 3910,117 \times 0,440}{1791,924} \right] \times 100\% = 23,43\%$$

$$\text{EC Managerial competence} = \left[\frac{0,413 \times 1172,600 \times 0,440}{1791,924} \right] \times 100\% = 11,89\%$$

$$\text{EC Leadership Style} = \left[\frac{0,658 \times 538,800 \times 0,416}{2234,231} \right] \times 100\% = 8,17\%$$

Variable	EC	R ²	RC
Academic Supervision	23,43	0,440	53,24
Managerial competence	11,89		27,03
Leadership Style	8,17		19,78

Conclusion

From the results and discussion, based on the effective contribution and relative contribution, it can be concluded that the factor that affects teacher performance is academic supervision, because academic supervision provides the largest contribution among the two other independent variables, namely managerial competence and leadership style, on teacher performance. Thus, a school principal must further improve his academic supervision, by not leaving the other two factors behind.

Recommendations

Based on the results of the study, that the biggest contribution to teacher performance is academic supervision, it is suggested as follows.

1. Principals should improve academic supervision, with varied and innovative models
2. Although leadership style and managerial competence are not the biggest contribution, their contribution must still receive attention. therefore, principals continue to apply a leadership style that is in accordance with field needs add recommendations here.

Acknowledgements or Notes

This research was carried out with a grant from LP3M UST, so we would like to thank the Head of the LP3M Institution who has facilitated research grants for lecturers. Please add acknowledgements or notes here. Place the acknowledgements and notes in the separate section before the references.

References

- Arikunto, S., 2010. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Bernardin, H John dan Russell, Joyce E.A. 1998. *Human Resource Management: An Experiential Approach*. 2th Edition. Singapore: McGraw-Hill Book Co.
- Departemen Pendidikan Nasional. 2007. Peraturan Menteri pndidikan Nasional RI. *Standar Kualifikasi Akademik*.
- Gall, M. D. & Borg 2003. *Educational Research: An Introduction (7th edition)*. New York: White Plains.
- Haris, A. (2016). *Supervisi Akademik dalam Meningkatkan Kompetensi Profesional Guru Pendidikan Agama Islam (Studi Kasus di SMP se-Kecamatan Sakra Kabupaten Lombok Timur Nusa Tenggara Barat)*. Tesis Program Magister Manajemen Pendidikan Islam Sekolah Pascasarjana Universitas Islam Negeri Maulana Malik Ibrahim Malang.
- Harris, L., 2002. *Achieving a Balance in Human Resourcing between Employee Rights and Care for the Individual*. Business and Professional Ethic Journal, 21(2), 45-60.

- Kartowagiran, B. 2011. Kinerja guru profesional (guru pasca sertifikasi). Jurnal *Cakrawala Pendidikan*.
- Peraturan Menteri Pendidikan Nasional Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru
- Robbins, S. P., & Judge, A. T., 2003. *Perilaku Organisasi*. Jakarta: Salemba Empat.
- Sanjaya, I. K. E., Indrawati, A. D. 2014. Pengaruh kompetensi, kompensasi dan lingkungan kerja terhadap kinerja karyawan pada pt. Pande agung segara dewata. *Jurnal: E-Jurnal manajemen UNUD Bali*. Vol 3 No 1 2014
- Sugiyono. 2013. *Metode Penelitian Pendidikan*. Bandung. Alfabeta.
- Sutrisno, E., 2010. *Budaya Organisasi*. Jakarta: Prenada Media Grup.
- Wibowo. (2007). *Manajemen Kinerja*. Jakarta: PT Raja Grafindo Persada.
- Widoyoko, E. P. 2012. *Teknik Penyusunan Instrumen Penelitian*. Yogyakarta: Pustaka Pelajar.

Authors Information

Agustina Sri Purnami

Universitas Sarjanawiyata Tamansiswa
Jl. Kusumanegara 157 Yogyakarta

Contact :

E-mail Address: purnami@ustjogja.ac.id

Short Biography of the first author:

Agustina Sri Purnami was born in Yogyakarta, the Special Region of Yogyakarta (DIY), Indonesia. She is Lecturer, Assoc. Professor, and researcher at the Department of Educational Management, Universitas Sarjanawiyata Tamansiswa, Yogyakarta. Field of expertise is in mathematics education, teaching and learning, and teacher professional development

Yuliana Jawa Koten

SMP Katolik Immaculata Ruteng
Address of Institution or University

Short Biography of the third author:

Yuliana Jawa Koten is a master's student in Educational Management at the Graduate School of Education at the Tamansiswa University. Currently teaching at Ruteng Immaculata Middle School

Isidore Yunus Mali

Universitas Sarjanawiyata Tamansiswa
Jl. Kusumanegara 157 Yogyakarta

Short Biography of the second author:

Isidore Yunus mali is a master's student in Educational Management at the postgraduate education at the University of Sarjanawiyata Tamansiswa