

**THE INFLUENCE OF THE PRINCIPAL'S LEADERSHIP ON TEACHER  
TEACHING PERFORMANCE IN IMPROVING THE QUALITY OF  
GRADUATES**

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**Abstract.** The study of principals' leadership and teacher performance in improving the quality of graduates are aims to analyze the level of contribution of principals' leadership in encouraging teacher's teaching performance which has impact on improving the quality of learning outcomes, and to analyze the level of teaching performance of teachers in improving the quality of learning outcomes. The contribution of the principals' capability to motivating teacher teaching performance shown good results towards student graduate outcomes. According to the result of research, there is a positive relationship between teacher teaching performance and graduates' quality by 3,35%. It means, Education must be able to answer the demands of today education, especially those that equip students with life skills and vocational competencies. Armed with the principle of developing school autonomy, the school must be able to develop management to be able to prepare qualified graduates who are competitively competent and have the same ability. The role and ability of the principal in creating and developing management is an important factor. He must be able to plan, organize, monitor and supervise the process of quality education.

**Keywords:** leadership, principal, teacher, performance

## A. Introduction

The development of education in Indonesia since the reformation in 1998, with the birth of Law No. 22 of 1999, which has now been revised by Law No. 32 of 2004, and revised again with Law No. 23 of 2014, one of the reform agenda is a delegation of authority to manage education in the regional government. However, the authority of regional governments is limited to the aspects of financing, human resources and facilities, and infrastructure. As for the aspects of the curriculum, learning, evaluation and measurement, learning tools, learning methods and time, textbooks, as well as the allocation of expenditure and the use of the budget, are under the authority of the school.

This is a very monumental era of educational reform in the history of education in Indonesia, with the granting of enormous authority to the principal. The principals can develop their innovations for the development of treatment of students in learning, even the principal is given the authority to determine whether to full-day school or part-day school in the use of

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competency standards that set by the government on community proposals.

Anggraeni, et al (2016), confirm that the failure and success of school activities are largely determined by the principal because the principal is the controller, policymaker, and decision-maker in achieving the school's vision, mission, and goals. Then, Muhammad Nurdin and Husaini Usman (2013) argued that school principals must be able to coordinate harmoniously with the education office starting from the Technical Implementation Unit at the Sub-District Level and reaching the above service levels. Meanwhile, Muhani, Imron, and Kusmintardjo (2016) suggest the need for external support to education in remote areas, that is, by giving special allowances to teachers who work in special areas; the relationship between the school and the harmonious committee; teacher subordinate conditions where communication between teachers is harmonious; and the presence of young teachers. On the other hand, Satriadi (2016) acknowledged that there was a very strong correlation between the principal's leadership variables and the teacher's performance in

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Tanjungpinang 7 Junior High School by 0.826 or had a direct influence of 68.2%. This means that if the principal's leadership is good so that the teacher's performance looks good.

Furthermore, the results of Raharjo's research (2012) concluded that the highest number of accredited schools is B, with the level of fulfillment of eight national standards for Elementary School 73.55%, Junior School 85.97%, High School 77.07%, and Vocational School 76, 15%. Then Muzakar's research (2014) concluded that the principal was able to identify various strengths, weaknesses, opportunities, and threats faced by schools, so it can be used as a reference in making various decisions regarding improving the quality of graduates. Wijaya (2018) admits that all students essentially have multiple intelligences, it's just different which one is more prominent. The development of multiple intelligences can be done in science learning. Tien (2015), reminded about the management of improving the quality of graduates is adjusted to the abilities and limitations of the school, especially from the implementation, annual program

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governance, and control of learning support and supervision. Nurasiah, et al (2015) suggested that the principal's strategy in planning the quality of education is to involve all parties in the school including committees, teachers, and other school personnel.

Edward Sallis, as quoted by Rosyada (2005), stated that there are two qualities, there are absolute quality and relative quality. Absolute quality is the attainment of the highest standards in work performance, delivering products, or providing services, which cannot possibly be exceeded and there are even no opportunities for improvement. However, this absolute quality is very difficult and very costly to actualize. Therefore, in the management of education, the quality measures are often used to mean relative quality, which is the quality that still has the opportunity to be improved, and continues to be dynamically revised.

In Government Regulation (PP) No. 19 of 2005, which has been revised to PP No. 13 of 2015, was determined that the quality of education in Indonesia was measured by eight (8) standards, namely, content standards, JPSD Vol. 5 No. 2, September 2019  
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process standards, graduate potential standards, standards for educators and education personnel, facilities and infrastructure standards, management standards, financing standards, and education assessment standards. These eight standards have been explained and determined the standards of achievement, which have been set in the form of a Minister of National Education Regulation.

Schools as the unit of education organizing must be able to respond to the current educational demands, especially those that equip their students with life skills and vocational competencies. Prepared with the principle of developing school autonomy, schools must be able to develop effective management to be able to prepare quality graduates that are competent, competitive, and adaptive. The role and ability of the principal in creating and developing management like this is an important factor. He must be able to plan, organize, control and supervise the quality of the education process.

Another factor that has a big influence on the efforts to provide quality of education is the teachers.

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This is as described in the Ministry of National Education-the Center of Research and Development Data and Information (2002) about indicators of quality education.

Quality of education can be measured by the education quality indicators. The seven indicators that are considered the most important in knowing the quality of education are: (1) the percentage of teachers who are worthy of teaching, (2) the percentage of suitability of teachers teaching with a diploma owned, (3) the percentage of good classrooms, (4) the percentage of the existence of school facilities, (5) the number of graduates, (6) repeat numbers, and (7) dropout rates.

In another section, Ali, et al, (2015) reminded that the principal's leadership style in improving the work motivation of teachers was more likely use a democratic leadership style, which is by giving teachers opportunities to continue their studies, conduct comparative studies to schools and provide opportunities to follow up on complaints and teacher expectations. Suwedana, et al (2013) propose that the principal's leadership must have the ability to mobilize all

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available resources in a school, so, it can be maximally utilized to achieve the goal of improving teachers' performance. Zuryati, et al (2015), suggested that principals should strive to improve teachers' performance by rewarding for the achievement, paying attention both in material and non-material aspects, involving teachers in developing school programs, listening to teachers' ideas and giving a feeling of safe, comfortable and have a willingness to improve schools. Romani (2012) sees that there is a general tendency for principals' leadership to still in the medium category (70%). This tendency will have implications for the principal to be able to improve the quality of his leadership through the principal's leadership style, to improve teachers' achievement motivation.

The results of the Sobirin research (2012) concluded that there was a positive and significant influence of school principal leadership, school climate, job satisfaction and achievement motivation on the performance of elementary school teachers in the East Priangan Region, although subjectively or

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simultaneously. While Junianto's research (2013) concluded that teacher performance was the dominant factor that influencing students' achievement. Therefore, teacher performance must always be improved by supervising teacher teaching performance. Susilawati (2015) found that the quality of teacher services had a strong influence on the quality of elementary schools in Cilegon city with a very strong correlation. The quality of teacher services and the principal's transformational leadership have a significant influence on school quality.

Ramadoni (2014), reminded that supporting factors in the effort to improve teacher performance are teachers developing their performance more through discussions with colleagues to find good results, school committees are more intense in communicating with school principals to help in improving teacher performance. Hartini (2012), discovered the phenomenon that teachers who have not been certified with teachers who have been certified either through Teacher Professional Education and Training or portfolios

have significant differences in improving their learning performance. Tresna and Sobandi (2017), concluded that the teacher's teaching performance has a positive and significant influence on student learning achievement. This shows that if the teacher's teaching performance increases, student learning achievement will increase, and vice versa.

Principals and teachers are human factors in a school organization. This factor has a very important role so this is a potential asset that has to function optimally for the expected educational process. These intended roles and assets implicitly imply performance. In other words, the principal and teachers are the human resources that can affect the pros and cons of education services in schools. Simamore (1995) revealed that human resources are now used and recognized as the most valuable organizational assets. Meanwhile, according to Tilar and Suryadi (1992), the size of the quality of the school depends on the principal, teacher factors, curriculum, and the factors of school management.

## B. Research Methodology

The method of the research that the writer use in this research is a literature study. A literature study is an activity to gather the information that is relevant to the topic or problem that becomes the research object. This information can be obtained from books, scientific papers, theses, dissertations, encyclopedias, the internet, and other sources. Through a literature study, the author conducts a critical study of school principal leadership and teacher performance by taking library resources from several books and scientific journals.

According to M. Nazir (Nazir, 1988), the literature study is a data collection technique by conducting a study of books, literature, notes, and reports that are related to the problem being solved. A literature study intends to conduct research by studying and reading the literature critically which related to the problem as the object of research.

The researcher will conduct a literature study, both before and during this research. A literature study

includes a systematic description of the study of literature and the results of previous studies that have to do with research that will be conducted and endeavored to show the current conditions of the field of science (the state of the art). Literature study that conducted before conducting the research aims to: Find an issue to be investigated; Look for information that is relevant to the problem to be investigated; Studying some basic theories that relevant to the problem to be investigated; Find the theoretical basis as the guideline for problem solving and thinking approaches for the formulation of hypotheses to be tested in the research; Deepening the researchers knowledge about the problem and the field to be investigated; Studying the results of previous studies that are related to the research that will be conducted; and Reviewing the results of previous studies and directed at some or all of the research elements, namely: research objectives, methods, analysis, main results and conclusions.

## C. Research Result and Discussion

### 1. The Principal's Ability to Motivate the Teacher's Teaching Performance

Based on the survey results, it has been shown that the ability of principals to motivating the teachers' performance affects the quality of their graduates. This is from the student school exam results with a good category of relationship with an average of 75, although this average is still considered low, though the contribution of the principal's ability to drive the teaching performance of teachers has shown good results on student graduates. Furthermore, it might be an indication of a lack of teacher's role in performing the function of teachers as educators.

The weakness of the Organizing or Organizational management function that occurs in the principal shows that it is time for the principal to be demanded to focus on the organization's human resources, in this case, is the school. Fields of study related to human actions (behavior) in the workplace are called Organizational behavior.

Motivation factors of people in the school are unique and important factors. High motivation in the workplace is a strong capital for the creation of other potentials. The ability of a school principal to inflame the motivation of his people is a challenge of today's leadership.

Thus, it can also be emphasized that the figure of the principal is the agent of change and the first man, who with his abilities are expected to drive changes in each line of school management. This management line has a very wide dimension, including both material and non-material components, and the visible components. The complexity of these management components must be positively provoked by a school principal to become an effective power in achieving the goals of the institution together.

According to Nawawi (2003: 81), a successful school principal is if they are able to understand the existence of the school as a complex and unique organization, and able to implement the role of the principal as someone who is



given the responsibility to lead it. Concerning the principal's leadership, Anwar (2004: 140) directs it as an instructional leader, which requires these criteria: Visionary principal's leadership; Effective principals' leadership in policymaking; The accuracy of the principal as a leader in making decisions; Delegation; and the democratic attitude that developed by the school principal in leading.

## **2. Teacher Teaching Performance**

Based on the meaning of the results of research on the teaching performance of teachers in this study, it can be explained that there is a positive relationship with a fair category of relationships that is equal to 3.35%, between the teaching performance of teachers with the quality of graduates (based on student test results). This implies that changes in the quality of graduates on the indicator scores of the competency exam results are partly influenced by teacher performance. Based on the analysis, it can be seen that any changes or improvements in teacher teaching performance will provide changes or improvements.

The low performance of teachers in terms of this humanitarian approach scores has also been identified by the authors through documentation studies, from the results of academic and clinical supervision.

Broadly speaking, the seven common mistakes made by the teacher, namely: (1) taking shortcuts in learning, (2) waiting for students to behave negatively, (3) using destructive discipline, (4) ignoring differences in students, (5) feeling most clever, (6) unfair or discriminatory, and (7) enforces the rights of students. Some of the seven mistakes are more likely to be the ability and capacity of teacher performance in terms of the humanitarian approach scores on their students.

Furthermore, the low competencies of students that have been required by teachers are on the pedagogical, personal, social and professional abilities. The following are the results of the teacher performance assessment survey:

**Table 1. The Average Survey Results of the Teacher Performance Assessment**

<b>Competencies</b>		<b>Score</b>
A. Pedagogical	1. Mastering the characteristics of students	3
	2. Mastering the theory of learning from the principles of learning that educates	3
	3. Develop curriculum	4
	4. Educating learning activities	4
	5. Understand and develop potential	4
	6. Communication with students	3
	7. Assessment and evaluation	3
B. Personality	8. Act following the norms of religious, social and national cultural of Indonesia	3
	9. Represent a mature and exemplary person	3
	10. Work ethic, high responsibility and proud of being a teacher	3
C. Social	11. Be inclusive, act objectively and not discriminatory	4
	12. Communication with fellow teachers, education personnel, parents of students and the community	4
D. Professional	13. The Mastery of standard material concepts and scientific mind patterns that cover the subjects that were being taught	3
	14. Developing professionalism through reflective actions	3
Total		47
Average Score		3,35
Category		B

Related with the task and its very reality. Thus, to be creative, every strategic position, then the principal school principal must have two main must have creativity, namely, a school variables, there are ideas, and work. principal must have the ability to bring Ideas and concepts without work will ideas and imagination and great desires only produce beautiful dreams without into reality. To be a creative person, a bringing change, just as works without school principal must have an new ideas will only produce stagnation imagination, must have the power of and setbacks.

The principal's job as a manager is very complex, not just managing curriculum and textbooks, but also of how these ideas were revealed into teachers as the human resources,

administrative staff, and also managing and developing assets and managing financial institutions. So, a principal must have three intelligence, namely professional intelligence, personal intelligence, and managerial intelligence. Professional intelligence is the mastery of various knowledge in the field of their duties, specifically education. A principal must master the techniques of curriculum development, learning planning, learning strategies, evaluation of learning, class managers, and various knowledge about education and learning. A principal's position cannot be held by someone who is not in charge of education or has never experienced a teaching profession because he has to manage all the resources for the education and learning process.

At the same time, the principal must also have personal intelligence, namely, be able to accept others, respect others, and always respect all teachers, all parents of students and even with educational figures around the school. Likewise, the principal must respect their students, including students who are lagging behind the mastering teaching materials, so that,

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there's no one child is left behind by their study groups. There should be no noticeable disparity between one and the other, and there should be no differentiation of services just because of ethnic, language, cultural and religious differences. School principals must have the confidence to deal with local and central officials, and must not be superior to teachers, staff and all staff in their schools.

Finally, a principal must have managerial intelligence, which, have big ideas for the progress of his school, be able to organize all his staff to do the programs that have been set as annual work plans, be able to motivate all academic staffs and non-academic staffs, and always appreciate the entire staffs. A school principal must be able to communicate well to make all his staff understand what they have to do, and be able to encourage them to work to advance their school institutions. Even a school principal must be able to objectively evaluate the work completed by the entire work team, and make it an inspiration for improvement in the future.

The principal must formulate a clear and measurable vision of his

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leadership, and can be understood by all academic and non-academic staff so they can understand what thing that must be done according to the vision of the principal. Then create an atmosphere that can support the implementation of the learning process, lead all staff, and manage all people and processes to accelerate the progress of the school.

A very crucial thing that must be done by the principal to improve the quality of education as his responsibility, which is to improve the quality of the process and learning outcomes. The main key to improving quality is the teacher. A good education must be supported by teachers who have the capability, loyalty and integrity, as well as accountability for the implementation of the task. For these four main bills, the teacher must be professional. The principal must have a strong commitment to develop, improve and maintain the professionalism of the teachers in the school. For this reason, according to Paul V. Bredeson from the University of Wisconsin-Madison, USA, and Olof Johansson from University of Umea,

Sweden, a school principal must take eight (8) steps as follows:

1. Always analyze student learning outcomes, especially the analysis of student test results, by examining the difference between learning outcomes with the goals and standards of student competence.
2. Involving teachers in identifying student learning needs, and enhancing their learning experience to achieve what they need.
3. Analyze whether the school program is in line with the daily activities of the teacher.
4. Analyze whether the programs that have been organized are still efficient to overcome the problem
5. Analyze whether ongoing activities and subsequent learning programs support the need for further study.
6. Conduct joint evaluations using data from various student learning resources and teaching materials taught by the teacher.
7. Provide opportunities for teachers to access the theories that underlie

- the knowledge and skills they learn.
8. Analyze whether the student learning program is in line to make comprehensive changes to students and whether the change program is focused on student learning progress
- In the context of the improvement and development of teacher
- professionalism, the principal must have data as a foothold to make changes towards achieving goals and meeting the needs of students. Then accompanying the teachers to make improvements to the learning process so that it remains consistent towards achieving mutually agreed goals, and also following the needs of students as learners.

#### **D. Conclusion**

Based on the conclusions in this research, it can be stated several implications that are considered relevant to this research:

1. The efforts to improve the ability of principals to mobilize Human Resources is one of the important and crucial aspects of improving human resources in schooling, considering that the principal is the agent of change and the first man.
2. Teachers' teaching performance as a barometer of the quality of the educational process in schools must be an ongoing concern. The challenges of the 21st century as a century of information and telecommunications provide the broadest opportunities for the development of the learning quality as an educational process.
3. Human Resource Factors in schools (teachers and principals) provide great opportunities for the emergence of empowerment of other resources owned by the school, both visible and invisible.

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