

Principal Leadership Performance Against Teachers in SMA 1 Manado

by Dr. Meike Mamentu, M.si

Submission date: 08-Sep-2019 05:22AM (UTC-0700)

Submission ID: 1168864189

File name: ARTIEK_JURNAL_JICPN_MEIKE_2.pdf (195.4K)

Word count: 3482

Character count: 17990

ABSTRACT

Principal Leadership Performance Against Teachers in SMA 1 Manado

Dr.Meike D. Mamentu, M.Si
Faculty of Economics, State University of Manado
Email : meikemamentu@gmail.com

This study aims to determine how much influence principal leadership style on the performance of teachers at SMAN 1 Manado . Where is the leadership style of a principal is critical because it can affect the performance of teachers as well as to contribute to the achievement of the goals of the school .The method used in this study is a quantitative method , yaitu method of linking variables in the study of principal leadership style as the independent variable (X) and teacher performance as the dependent variable (Y) . From the result of the data analysis obtained by using simple regression $y = 1.86 + 0.91 x$ it indicates that there is a positive relationship of leadership style of the Principal Teacher Performance wherein if the styles of leadership do principals of 1.86 would affect on teacher performance of 0.91. The influence of leadership style on teacher performance obtained $r = 0.71$ suggesting a positive relationship between the two variables . Thus the principal's leadership style affects the performance of existing teachers in SMA 1 Manado . By using the t test , t obtained 6.25 and 2.02 t obtained this table shows that the influence or relationship between variables X and Y is significant or meaningful (significant) because $t_{6.25} > t_{2.02}$ table with thus leadership style has a positive effect on the performance of teachers at SMAN 1 Manado .

Keywords: Leadership Style, Teacher Performance

PRELIMINARY

The success of education in schools is largely determined by the success of the principal in managing the education staff available at the school. The principal is one of the components of education that influences teacher performance. The principal is responsible for carrying out educational activities, school administration, coaching other education personnel, and utilizing and maintaining facilities and infrastructure. This has become more important in line with the increasingly complex task demands of principals, who want more effective and efficient performance support. The leadership of a principal can influence education in the school environment.

Schools also need a figure of a leader who is ready to work hard to be able to advance the school to improve the quality of education in the school environment he leads. Leaders are indispensable because they have influence and can direct their working relatives in this case the teacher's colleagues. Another factor that plays a role in influencing education is the performance of qualified teachers. A teacher is required to be able to contribute greatly to education in the school environment, especially in terms of teaching and learning. We certainly want to have quality teachers with good and responsible performance.

Based on the way the principal in carrying out and developing his leadership activities in the workspace he leads, it can be classified education leadership there are three main styles of leadership, namely (1) authoritarian leadership style that is leadership style based on power and coercion that absolutely must be obeyed to make every order felt brotherly strict. (2) Laissez Faire leadership style, that is, a leadership style that acts as a symbol, a weak character, lack of establishment and no principles, resulting in loss of authority and release of control from the leadership. (3) Democratic leadership style, which is a leadership style that is more human-oriented and provides efficient guidance to subordinates. In this leadership every individual as a human being is recognized and appreciated for its existence and its role in advancing and developing institutions.

The quality of education is a direct consequence of a change and the development of various aspects of life. Therefore, the demand for education quality is the most important requirement to be able to answer the challenges, changes and development of the world of education. For this reason, the improvement and improvement of education performance is the main thing, which needs to be immediately resolved, namely the performance of teachers in school institutions. Schools are complex and unique organizations that require a high level of coordination. Therefore, as a leader in a school organization (Principal), it can be said to be successful if the achievement of school objectives, as well as the goals of individuals within the school environment, must understand and master the role of people and cooperative relationships between individuals, in this case The Principal must work with the teachers to realize the achievement of school goals.

In carrying out the task of educating, teachers have different traits and behaviors, some are enthusiastic and full of responsibility, there are also teachers who in doing the work without a sense of responsibility, besides that there are also teachers who often skip school, come and go home from school is not right on time and not obeying orders or being indifferent to superiors in this case the Principal. The condition of such teachers is the problem in every formal education institution. With teachers who have low performance, schools will find it difficult to achieve results as expected and teachers. In addition to the problem of teacher indiscipline, other things that affect it are also due to the lack of supporting work facilities for teachers, which causes teachers to become unmotivated in completing their tasks. Supervision of the work of teachers that is not optimal, so that teachers do what they want without following the rules. All of the above allows the teacher to experience freedom and lead to a decrease in teacher performance and affect the effectiveness and efficiency of the teacher's work.

In reality the success of the Principal in the lead has not been fully realized. This happens because the Principal does not have the basic managerial skills that guide the Principal in applying a suitable and efficient leadership style, so that in his duties as Principal or leader in school can run well and can achieve the goals set. Currently there are still principals who lead at will, do not pay attention to the aspirations of colleagues in this case the existing teachers, and there are also principals who feel themselves are determinants of everything. Therefore, the quality of teacher performance was not as expected.

Researchers used the research location in Manado N 1 SMA. By going through several stages to achieve the success of the Principal leadership, starting from the beginning of pioneering to the point of success as it is now proven. All cannot be separated from the intervention of the headmaster's creative leadership which greatly influences both the effort or effort that is applied so that the results obtained can be said to be successful.

From the above information it is interesting for the writer to examine the extent of the principal's leadership style influence with the teacher's performance, so the author's desire arises to choose a title related to the things mentioned above, namely: Principal Leadership Against Teacher Performance in SMA Negeri 1 Manado

According to Handoko, HT (2005: 294) defines leadership as the ability that a person has to influence others to work towards their goals. Meanwhile, according to Stoner in Handoko (2005) Leadership is a process of directing and giving influence to the activities of a group of members who are interconnected with their duties. Leadership is an activity to influence the behavior of others, or art influences the behavior of others, or art influences humans both individuals and groups. (Thoha 2004: 264). According to Andrew J. Dubrin in the book The Complete Ideal's Guides to Leadership 2nd Edition which is translated by Wibowo BS (2011: 4) the meaning of leadership can actually be explained in many ways. The following are some definitions: (1) Leadership is an effort to influence many people through communication to achieve goals. (2) Leadership is a way of influencing people with instructions or governance. (3)

Leadership is an action that causes others to act or respond and cause positive change. (4) Leadership is an important dynamic force that motivates and coordinates the organization in order to achieve goals. (5) Leadership is the ability to create self-confidence and support among subordinates so that organizational goals are achieved. According to Veithzal Rival (2006: 64) style is an attitude of beautiful behavior, good movements. The power of ability to make good. So the leadership style is a set of characteristics used by leaders to influence subordinates so that organizational goals are achieved or can also be said that leadership style is a pattern of behavior and strategies that are often preferred and applied by a leader. According to A.M Mangunhardjana (2009: 7) leadership style is a duty of service, not for himself, but for the sake of others. Leaders are called not to satisfy personal hobbies, but to achieve common goals and ideals and not self-interest but the public interest.

Theoretically the leadership style is distinguished by three main types (principal) in leadership. The three types or styles of leadership are:

Authoritarian Leadership Style

This leadership focuses on the leader as a determinant of everything in an organization. This type of leadership shows power to a small group of people who act as rulers. The leader views himself more in all things, compared to those who are led, especially his abilities which are always seen as inferior. Therefore, leaders other than as rulers always feel themselves as the most capable and righteous, so they cannot be denied. Authoritarian leadership has a negative impact on institutional life or organization.

Laissez Faire Leadership Style (Free)

In this leadership style, the leader does not lead, he only lets his group do what he wants. The leader does not participate in the group's activities at all. All work is done by his subordinates. And the leader in this case is a symbol or symbol of the institution. Its leadership is carried out by giving freedom to all members in determining their decisions and implementing them according to their own will.

Based on the description above, no member of the institution determines the decision and conducts the activity, then the institution becomes dysfunctional. On the contrary, the freedom that is given also results in the function of the institution not going on as it should, even being directed. Conditions like this can occur because authority becomes unclear and responsibility becomes chaotic.

Democratic style of leadership

Style leadership like this is more human oriented and provides efficient guidance to subordinates. In this leadership every individual as a human being is recognized and appreciated for its existence and its role in advancing and developing institutions. In this leadership style,

every will, ability, thoughts, ideas, opinions, smart ideas, interests, and concerns, etc. that discriminate between individuals, are always valued and channeled for the common good. Democratic leadership is active, dynamic, and directed. The intention is to be active in moving and motivating. While dynamic in developing and advancing institutions. And aimed at clear common goals, through the implementation of relevant activities effectively and efficiently.

In carrying out the task, the leader always divides the tasks completely, and in accordance with the ability of its members, and there are no tasks left behind because no one is carrying it out. In other words, each member clearly knows the authority and responsibility that is bestowed upon him. From the description above it is clear that democratic leadership style is always in favor of the interests of members, by adhering to the principle of realizing truth and justice for the common good.

According to Mangkunegara (2006: 9) ³ performance (work performance) is the quality of work achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. According to Bambang Kusrianto in Mangkunegara (2006; 10) performance is a comparison of results achieved with the participation of labor unity of time.

Teacher performance when referring to Mangkunegara understanding that the task faced by a teacher includes: creating a teaching program, selecting appropriate methods and media for submission, evaluating, and following up with enrichment and remedial.

Teacher performance is the ability and effort of the teacher to carry out the learning tasks as well as possible in the planning of teaching programs, the implementation of learning activities and evaluation of learning outcomes. Teacher performance achieved must be based on professional ability standards while carrying out duties as a teacher in school. Good teacher performance is certainly reflected in their appearance both from the appearance of academic abilities and the ability of the profession to become a teacher, meaning being able to manage teaching in the classroom and educating students outside the classroom as well as possible. The elements that need to be assessed in the teacher performance assessment process are as follows: (1) Loyalty, ¹ loyalty is the determination and ability to obey, ¹ implement and practice something that is obeyed with patience and responsibility. (2) Work performance is the ¹ performance achieved by a workforce in carrying out the tasks and work given to him. (3) Responsibility, responsibility is the ability of a workforce in ¹ completing the tasks and jobs that are delivered to him as well as possible and on time and dare to risk the decisions taken. Responsibility can be mandatory for an employee to do what he is required to do properly. To measure the responsibility can be seen from:

Ability to carry out orders and work abilities, Ability to complete tasks ¹ correctly and correctly and carry out the duties and commands given as well as possible. (4) Obedience, obedience is the ability of a person to obey all ¹ provisions, applicable regulations and obey the orders given by the authorized superiors. (5) Cooperation, cooperation is the ability of the

workforce to work together with others in completing a task and work that has been determined so as to achieve maximum usability and effectiveness.

Teacher performance will be optimal, if integrated with school components, both principals, work facilities, teachers, employees, and students. Pidarta (1995) in Saerozi (2005: 2) suggests that there are several factors that can affect teacher performance in carrying out their duties, namely: Principal leadership, work facilities, expectations, and trust of school personnel. Thus it appears that the leadership of the principal and work facilities will help determine the good and bad performance of the teacher.

16 RESEARCH METHODS

The method used in this research is quantitative descriptive method. Quantitative descriptive method is a method used to describe or analyze a research result that is used to make conclusions as findings (Sugiyono, 2009: 21). This research method is only limited to the research variables measured. The population in this study were all teachers of Manado 1 State High School totaling 81 teachers. While the sample in this study uses a systematic sample, namely sampling based on the order of members of the population that have been numbered and can represent the population. Where the samples taken were 40 teachers. The instrument used in this study is a list of questions or questionnaires and is equipped with documentation. Data analysis techniques used to see the effect of principal leadership on teacher performance are simple linear regression analysis, this analysis is used to solve problems relating to the study of dependency between one independent variables (teacher performance) on one or the independent variable (headmaster's leadership) with the aim of predicting the value of the dependent variable whether the value of the independent variable is known. (Sudjana, S. 2002). And for data analysis using regression analysis with formula: $\hat{Y} = a + bx$

Where to find the values of a and b are:

$$a = \frac{(\sum y)(\sum x^2) - (\sum x)(\sum y)}{n\sum x^2 - (\sum x)^2}$$

$$b = \frac{n\sum xy - (\sum x)(\sum y)}{n\sum x^2 - (\sum x)^2}$$

To find out the relationship between variables using the formula:

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

n = Number of Respondents

r = Correlation Coefficient

$\sum X$ = Total Score of X

$\sum Y$ = Number of Y Scores

$\sum X^2$ = Number of X Scores in Squared

$\sum Y^2$ = Number of Y Scores squared

$\sum XY$ = number of times X and Y

To test the hypothesis used the analysis

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r}}$$

The place of research was carried out at SMA Negeri 1 Manado North Sulawesi.

RESULTS AND DISCUSSION

Calculate the regression coefficients a and b for simple regression with the formula: $\hat{Y} =$

a + bx

$$\begin{aligned} a &= \frac{(\sum Y) \cdot (\sum X^2) - (\sum X) \cdot (\sum XY)}{n\sum X^2 - (\sum X)^2} \\ &= \frac{(1201)(38691) - (1235)(37592)}{40(38691) - 1525225} \\ &= \frac{46467891 - 46426120}{1547640 - 1525225} \\ &= \frac{41771}{22415} \end{aligned}$$

$$\begin{aligned} b &= \frac{n\sum XY - (\sum X)(\sum Y)}{n\sum X^2 - (\sum X)^2} \\ &= \frac{40(37592) - (1235)(1201)}{40(38691) - 1525225} \\ &= \frac{1503680 - 1483235}{1547640 - 1525225} \\ &= \frac{20445}{22415} \\ &= 0,91 \end{aligned}$$

From the formula, the regression equation $\hat{Y} = 1.86 + 0.91x$ is obtained

Number of Squares Regression (JK)

$$JK (T) = \sum Y^2 = 36981$$

$$JK (a) = \frac{(\sum Y)^2}{n} = \frac{(1201)^2}{40} = \frac{1442401}{40} = 36060$$

$$\begin{aligned} JK (b/a) &= b \left\{ \sum XY - \frac{(\sum X) \cdot (\sum Y)}{n} \right\} = 0,91 \left\{ 37592 - \frac{(1235 \cdot 1201)}{40} \right\} \\ &= 0,91 \{ 37592 - 37080,9 \} = 0,91 \cdot 511,1 \\ &= 465,10 \end{aligned}$$

$$JK (s) = JK (t) - JK (a) - JK (b/a)$$

$$= 36981 - 36060 - 465,10$$

$$= 455,9$$

Average Number of Regression Squares (RJK)

$$\text{RJK reg (a)} = 36060$$

$$\text{RJK reg (b/a)} = \text{JK reg (b/a)} = 465,10$$

$$\text{RJK sis} = \frac{\text{JK sis}}{n - 2} = \frac{455,9}{38} = 11,99$$

Test the significance with F count

$$\text{F count} = \frac{\text{RJK reg (b/a)}}{\text{RJK sis}} = \frac{465,10}{11,99} = 38,79$$

Determine decision-making rules or test criteria of significance.

Significance testing criteria are:

If F counts \geq F table, it is significant

If F counts $<$ F table, it is not significant

Next look for the F table value with the real level taken α 0.05

$$\text{F table} = \text{db} = n - 2 = 40 - 2 = 38$$

$$\text{F table} = \text{F (1-0.05) [1] [38]}$$

$$\text{F table} = 4.10$$

It turns out that F arithmetic $>$ F table (38.79 $>$ 4.10), it can be said to be significant,

The conclusion, because F arithmetic $>$ F table, which means significant and thus there is a significant effect between the style of leadership of the principal on the performance of teachers in SMA Negeri 1 Manado.

The correlation coefficient is calculated:

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

$$r = \frac{40 (37592) - (1235) \cdot (1201)}{\sqrt{40 (38691) - (1235)^2 \cdot 40 (36981) - (1201)^2}}$$

$$= \frac{1503680 - 1483235}{\sqrt{(1547640) - (1525225) \cdot (1479240) - (1442401)}}$$

$$\begin{aligned}
&= \frac{20445}{\sqrt{22415.36839}} \\
&= \frac{20445}{\sqrt{825746185}} \\
&= \frac{20445}{28735,79} = 0,71
\end{aligned}$$

Thus the magnitude of the contribution coefficient of determination (determinant coefficient (kp) variable X to variable Y. From the calculation results obtained $r = 0.71$ and r^2 is 0.50 thus $kp = r^2 \cdot 100\% = 0.50 \cdot 100\% = 50\%$. This means that the **influence of the principal's leadership style on teacher performance** in SMA Negeri 1 Manado is 50% and the remaining 50% is determined by other variables not examined by the author.

Test significance with t count:

$$\begin{aligned}
t &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\
&= \frac{0,71\sqrt{40-2}}{\sqrt{1-0,71^2}} \\
&= \frac{0,71\sqrt{38}}{\sqrt{1-0,50}} \\
&= \frac{0,71 \times 6,16}{0,70} \\
&= \frac{4,37}{0,70} = 6,25
\end{aligned}$$

The real level taken is $\alpha = 0.05$

$$\begin{aligned}
Dk &= n-2 \\
&= 40-2 \\
&= 38
\end{aligned}$$

Then the **t table** obtained is 2.02

Testing criteria,

1 If **t counts \geq t table**, it is significant

2 If **t counts \leq t table**, it is not significant.

From the results of calculations, with the provisions of $\alpha = 0.05$, $dk = n-2 = 40-2 = 38$ so that t table = 2.02 is obtained. **3** It turns out that t counts (t table $(6.25 > 2.02)$) so the correlation of variable X with variable Y or **the relationship of leadership style to the performance of teachers** in SMA Negeri 1 Manado is significant or meaningful. Thus the leadership style used by school principals influences teacher performance.

CONCLUSIONS AND RECOMMENDATIONS

From the results of the study stated that the leadership style has a positive effect on the performance of teachers in SMA Negeri 1 Manado where $\hat{Y} = 1.86 + 0.91x$, which means that the leadership style by the principal of 1.86 will affect the teacher's performance by 0.91. From the correlation coefficient test results prove that the relationship between variables X with variable Y has a meaningful (positive) relationship the correlation coefficient test results obtained t count 6.25 > t table 2.02. From the results of the study with the coefficient of determination that 50% of teacher performance in Manado 1 State Senior High School is determined or influenced by the existing leadership style of the principal, while 50% is determined by other factors not examined by this study. Suggestions in improving teacher performance need the principal's leadership style that is appropriate to the needs, the needs of the workers / teachers so that the teachers feel motivated in working to carry out the work well and produce jobs as expected.

BIBLIOGRAPHY

- A.M Mangunhardjana Sj, 2009. *Effective Leadership*. Gajahmada University Pres, Yogyakarta.
- Handoko, T. Hani. 2005. *Management*. Yogyakarta: BPFE 2nd Edition
- Mangkunegara, Anwar Prabu. 2006. *Work Evaluation of Human Resources*. Bandung: Refika Aditara
- Saerozi, M. 2008. *School Management*. Yogyakarta: Ar Ruzz.
- Sugiyono. 2009. *Educational Research Methods, Quantitative and Qualitative Approaches*, R & D, Bandung: Alfabeta
- Toha, Miftah. 2004. *Organizational Behavior Basic Concepts and Applications*. Jakarta: PT. Raja Grafindo Persada
- Veithzal Rival, 2006. *Leadership and Organizational Behavior*. PT. Raja Grafindo Persada, Jakarta.
- Wibowo, Tri. 2011. *Performance Management*. 3rd Edition, Jakarta: PT Raja Grapindo Persada

Principal Leadership Performance Against Teachers in SMA 1 Manado

ORIGINALITY REPORT

18%

SIMILARITY INDEX

10%

INTERNET SOURCES

4%

PUBLICATIONS

14%

STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to School of Business and Management ITB Student Paper	2%
2	Submitted to iGroup Student Paper	2%
3	www.econjournals.com Internet Source	2%
4	journal.stkipsingkawang.ac.id Internet Source	2%
5	Submitted to University of the West Indies Student Paper	1%
6	Submitted to Universitas Negeri Semarang Student Paper	1%
7	www.ijbmi.org Internet Source	1%
8	www.scribd.com Internet Source	1%

9	D K Nugroho, H D Hermawan. "Development and Quality Analysis of Decision Support Systems as Software for Scholarship Recommendation in Higher Education", Journal of Physics: Conference Series, 2018 Publication	1%
10	Submitted to Colorado Technical University Online Student Paper	1%
11	Submitted to Frankfurt International School Student Paper	<1%
12	bastianitof2f.blogspot.com Internet Source	<1%
13	ijetmr.com Internet Source	<1%
14	ml.scribd.com Internet Source	<1%
15	Submitted to Mount Kenya University Student Paper	<1%
16	A Fitri, A Frinaldi, Erianjoni. " women's leadership style in the development of nagari government in , Matur sub-district, Agam regency ", IOP Conference Series: Earth and Environmental Science, 2019 Publication	<1%

17

Submitted to Universitas Terbuka

Student Paper

<1%

18

Submitted to American Intercontinental University Online

Student Paper

<1%

19

abdullahtoyib72.blogspot.com

Internet Source

<1%

20

Ariswan, Rusdinal, Muri Yusuf, Gusril. "Effect of school head integrity and communication climate on productivity through teacher work discipline in state vocational Padang City", IOP Conference Series: Earth and Environmental Science, 2019

Publication

<1%

21

edoc.pub

Internet Source

<1%

22

mpra.ub.uni-muenchen.de

Internet Source

<1%

23

Submitted to Regent's College

Student Paper

<1%

Exclude quotes Off

Exclude matches Off

Exclude bibliography On