



Does Principal Leadership Affect Teacher's Performance? A Case of Junior High School Teachers in Tangerang

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ABSTRACT

Objective: This research investigates the principal leadership that might affect teachers' performance at the Junior High School level. **Methods:** This research used a quantitative method with the type of correlational study. The sample of this research was 145 Junior High School teachers from Tangerang City. The samples were selected based on the simple random sampling technique. The instruments of this research are teacher performance questionnaires and principal leadership. The data was analyzed quantitatively using a simple regression formula with the help of SPSS IBM version 25. **Result:** The result indicated that the principal's leadership positively affected Indonesian language teachers' performance at Junior High School in Tangerang City. The abilities of a qualified school principal develop teacher professionalism because the principal conducts his duties appropriately, the principal understands the needs of the teachers and teaching staff, and leads his teachers well so that the four teacher competencies will not only develop but will increase so that teacher's professionalism will be realized. The quality of education will be improved. **Novelty:** This research studies further topics that show that the principal leadership might have different styles applied to teachers that will influence their performance at work.

INTRODUCTION

Education is one of the benchmarks for determining a country's progress. National education aims, according to the Law of Indonesia Number 20 of 20023, to develop abilities and shape the character and civilization of a dignified nation in order to make the life of the nation intelligent, aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Meanwhile, in the Law of the Republic of Indonesia Number 19 of 2005 Chapter II Article 4, it is stated that the National Education Standards aim to guarantee the quality of national education to educate the nation's life and form a dignified national character and civilization. These two things can be a basis for saying that the primary key to achieving national education goals is improving the quality of education in schools.

Education in the current era of globalization is critical. In the current competitive atmosphere, the quality of human resources is needed; those who can face competition and are skilled in various life activities. Quality human resources can be created through school educational institutions. Schools can deliver generations of the nation's children so they can compete in increasingly advanced global competition in this modern era. Teaching is a job that must be pursued to realize maximum expertise. Teachers are responsible for carrying out the learning process at school (Yestiani & Zahwa, 2020). A

teacher's instruction will undoubtedly guarantee a student's success (Kosgei & Edabu, 2023). A teacher knows the subject's background (Liu & Phelps, 2020).

The success and progress of a school is determined by each teacher working together to achieve goals. The existence of problems in the school environment is the reason why cooperation is essential in achieving goals. Teachers' primary responsibilities in learning development are implementers, adapters, developers, and researchers. However, as reciprocal interactions are necessary for the learning process, the teacher's job in education involves more than just imparting knowledge – it also emphasizes the transfer of values (Ma'ruf & Syaifin, 2021). As a result, the teacher's contribution to the learning process will define how well students learn and meet the curriculum's stated learning objectives. The results of this form of collaboration also influence teacher performance. So that the work results achieved by each teacher are of the expected quality and within the specified time, teacher performance assessment is necessary for every school.

Teachers are strategically responsible for realizing national development goals, especially in education. With this basis, it is necessary to develop them as dignified and skillful professional workers (Karim et al., 2021). This is the opinion of (Van Waeyenberg et al., 2022), who states that teacher performance is the behavior of an educator in his work and the effectiveness of educators in carrying out their duties and responsibilities, which can influence students toward their desired goals. School teacher performance is vital in achieving school goals (Zainuddin et al., 2020). The teacher's performance will be felt by students or their parents (Yap & Awen, 2022). For this reason, teachers must be genuinely competent in their field and be able to serve optimally. Supporting components, including professional teacher performance, are needed to make this happen. A professional teacher is a teacher who has unique abilities and expertise in the field of teaching so that he can carry out his duties and functions as a teacher with maximum ability (Sims & Fletcher-Wood, 2021)

Republic of Indonesia Government Regulation Number 19 of 2017 concerning Amendments to Government Regulation Number 74 of 2008 concerning Teachers in Article 2 states that teachers are required to have academic qualifications, competencies, and educational certificates, be physically and spiritually healthy, and have the ability to realize national education. It is explained that a good teacher's competencies include pedagogical competence, personality competence, social competence, and professional competence. All these competencies are a set of knowledge, skills, and behaviors that teachers must possess, internalize, master, and actualize in their duties (Saihu, 2020). Suppose the teacher can master these competencies. In that case, the teacher can be said to have good performance so that he can meet and realize the expectations of society and all parties who have trusted schools and teachers to educate students. Teachers' performance has an influence on the success of learning objectives (Murkatik et al., 2020), which consist of three aspects, namely: clarity of the task or work that is their responsibility, clarity of the expected results of a job or function, and clarity of the time needed to complete a job so that the expected results can be realized.

Therefore, as the bearer of duties and responsibilities for the success of learning objectives, teachers must have excellent and optimal performance to achieve learning objectives optimally. Optimal teacher performance begins with the teacher's mastery of the essential competencies that a teacher, in general, must have, which then, armed with teaching and learning experience, will mature in mastering these competencies (Yulmasita & Sukung, 2020). Thus, optimizing teacher performance in learning can undoubtedly support and greatly influence learning success. Achieving optimal teacher

performance is influenced by several factors. As for the UKG results obtained in 2019 for the Banten Province area (Sutaryo & Hasan, 2024), the results showed that the UKG score for teachers in Tangerang City was in third place for all cities and districts in Banten Province with the top seven including: South Tangerang City 56.27, Cilegon Regency 55.06, Tangerang City 53.78, Serang City 53.37, Serang Regency 50.05, Tangerang Regency 51.36, Lebak Regency 49.34, and Pandeglang Regency 48.55. Paying attention to the average achievement, the competency of teachers in Tangerang City, in general, has been within the minimum value set.

Statistical data presented by the Ministry of Education and Culture of the Republic of Indonesia for the City of Tangerang shows that the UKG results for elementary school teachers are 56.83, junior school teachers are 60.54, senior high school teachers are 65.85, and vocational school teachers are 58.96 with an overall average score for pedagogical competence of 53.78 and professional competence amounting to 61.40. The general circumstances described above demonstrate that the proficiency level of Tangerang Junior High School teachers is still below standard. Given these circumstances, it is inevitable that those who teach Indonesian language studies will perform less than optimally in carrying out their obligations (Nandiasoka & Ika, 2024). The few observations and interviews that have been conducted have led to the discovery that, at this time, there are still teachers who show up late for class and neglect to complete their assigned tasks because of illness, social events, or personal issues. Teachers who cannot create a syllabus and lesson plan are still prevalent in learning planning.

In implementing the curriculum and improving the quality of teachers, the principal has a role in driving the learning process and providing freedom to work for teachers and educational staff (Pamuji, 2023). The principal as a leader in a school can be defined as a functional teacher tasked with leading a school where the teaching and learning process occurs or where interaction occurs between teachers who give lessons and students who receive lessons (Zainuddin et al., 2020). Not all principals of schools have a clear understanding of what it means to be a leader or of the traits and duties that educational leaders must fulfill. Any individual who helps to create and accomplish shared objectives is a leader; however, true leaders can contribute more to creating objectives and inspire a group to work together to achieve them (Karim et al., 2021).

Principal leadership has various meanings according to the background of the person giving the meaning. However, leadership can be understood as influencing other people to do work as directed to achieve organizational goals (Benmira & Agboola, 2021). The principal's guidance inspires teachers to work harder and produce more work. The principal's leadership must be genuinely accountable because the principal bears a great deal of responsibility and can make a big difference in the high and low levels of student learning outcomes and the productivity and morale of teachers since they give feedback as leaders (Bahtilla, 2024). The principal inspires enthusiasm for work and can motivate subordinates to follow established policies and programs, which increases teacher productivity and improves student learning outcomes (Hartawan, 2020). This research was carried out to investigate the principal leadership factor that might affect Indonesian language instructors' performance levels at Tangerang City. Thus, the novelty of the research is that it describes the principal leadership factors that influence teachers' performance at school, especially at the junior high school level.

RESEARCH METHOD

This research is research with a quantitative approach that uses correlational research methods. Correlational research is a non-experimental research method in which a researcher measures two variables and understands and assesses the statistical relationship between the two variables (Prastania & Sanoto, 2021). This research method was chosen by considering the problem and the aim: to investigate the principal's leadership on the performance of Indonesian language teachers at Junior High School in Tangerang City. One hundred forty-five respondents filled out questionnaires from which the data for this study was derived. Samples were taken randomly using a simple random sampling technique (Berndt, 2020). All of them were teachers from Junior High school level. The procedure in this research is that the researchers first determine the research problem, develop a questionnaire instrument, determine the sample, collect data, examine and analyze it, and conclude the research data results. Apart from that, this research data needs to be collected through treatment deliberately carried out by the researcher (Sugiyono, 2011). However, instead, the data collected is already available in the field and owned by the respondent, so it only requires an instrument in the form of a questionnaire to collect this data. The data was analyzed quantitatively using a simple regression formula with the help of SPSS IBM version 25 (Prahani et al., 2020; Saphira & Prahani, 2022). Before being used in the research data collection process, empirical validation was carried out using the Product Moment Correlation formula. This is used because the data obtained from each research questionnaire is a polytomy with five answer choices.

RESULTS AND DISCUSSION

Results

Descriptive statistics are used to study the data, which do not make any judgments and are limited to the gathering, processing, analysis, and presentation of some or all of the data (observations). For each research variable – teacher performance (Y) and principal leadership (X) – the data description comprises the average score, median, mode, standard deviation, variance, and data distribution in the frequency distribution table and histogram. Teacher performance variable data was obtained by filling out a questionnaire of 25 statement items with a theoretical score range of 25 to 100. Based on the results of data analysis, it was found that the minimum score was 67; the maximum score was 100; the score range was 33 (empirical score); the average score was 80.097; the median was 80; the mode was 72; the standard deviation was 7.63; and variance was 58.28. Figure 1 is the result in the form of a histogram.

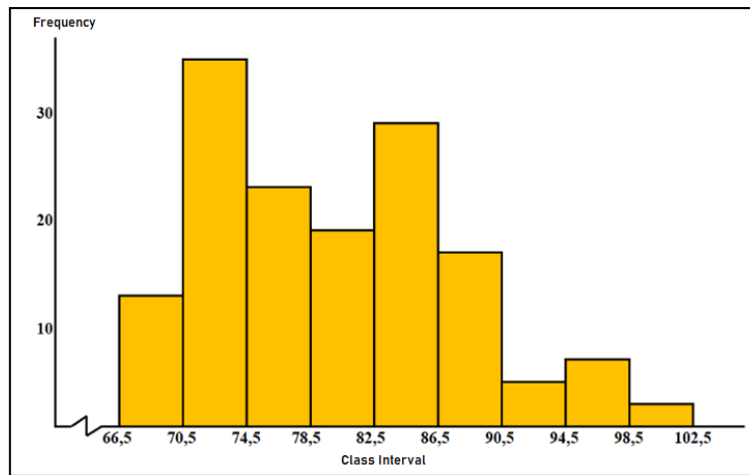


Figure 1. Histogram result for data of teacher's performance (Y).

Data on the principal's leadership variable was obtained by filling out a questionnaire of 36 statement items with a theoretical score ranging from 36 to 144. Based on the results of data analysis, it was found that the minimum score was 79; the maximum score was 144; the score range was 65 (empirical score); the average score was 111.73; the median was 109; the mode was 101; standard deviation was 11.44; and variance was 130.89.

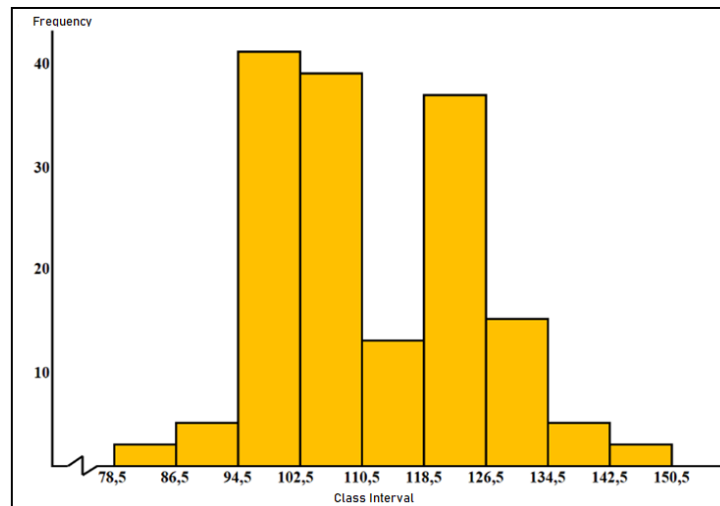


Figure 2. Histogram result for data of principal leadership (X).

The results of the normality test for each pair of variables in the regression equation are as follows: (1) testing the normality of the regression error estimate of teacher performance (Y) on the principal's leadership (X1) produces a significant probability value of 0.28, which is more than $\alpha = 5.00\% = 0.05$, $0.28 > 0.05$ means the regression estimate error is usually distributed. The test criteria used in testing linearity and significance of regression coefficients are if the Fcount value is less than the Ftable value ($F\text{-count} < F\text{-table}$), then the relationship between variables is said to be linear, whereas if the Fcount value is more than the Ftable value ($F\text{-count} > F\text{-table}$) then the relationship between variables is said to be non-linear. The test criteria for testing the significance of the regression coefficient are as follows: if the count value is more than the table value ($t\text{-count} > t\text{-table}$), then the relationship between variables is said to be significant, whereas

if the count value is less than the table value ($t\text{-count} < t\text{-table}$) then the relationship between variables is said to be insignificant.

Another criterion for determining linearity test results is that the relationship between variables is linear if the significance probability value obtained through SPSS analysis is more than $\alpha = 5.00\% = 0.05$. Conversely, the relationship between variables is said to be non-linear if the significance probability value obtained through SPSS analysis is less. of $\alpha = 5.00\% = 0.05$. Meanwhile, the criteria used in determining significance test results are that the relationship between variables is said to be significant if the significance probability value obtained through SPSS analysis is less than $\alpha = 5.00\% = 0.05$. Conversely, the relationship between variables is said to be insignificant if the significance probability value obtained through SPSS analysis is greater. of $\alpha = 5\% = 0.05$. Based on the analysis results, a regression equation is obtained, which shows the relationship between the principal's leadership (X1) and teacher performance (Y), namely $Y = 28.194 + 0.465X1$. The results of the linearity test are presented in Table 4.10, while the results of the regression significance test are presented in Table 1.

Table 1. Linearity test analysis results in regression equation $Y = 28.194 + 0.465X$.

F Value Testing		Testing Probability Significance Values		Test result
F-count	F-table ($df_1 = 39; df_2 = 104$)	Probability of Significance	Criteria (α)	
0.936	1.51	0.93	0.05	Linear

Based on Table 1, the results of the regression linearity test obtained an F-count of 0.93 and an Ftable value ($\alpha = 0.05; df_1 = 39; df_2 = 104$) of 1.51. Thus, it can be seen that the Fcount value is less than the Ftable value, namely $0.93 < 1.51$. Likewise, the significance probability value obtained is 0.93. It can be seen that the significance probability value is more than $\alpha = 0.05$, namely $0.93 > 0.05$, which indicates that the relationship between teacher performance (Y) and principal leadership (X) is linear.

Table 2. Results of significance test analysis regression equation $Y = 28.194 + 0.465X$.

Testing the t-value		Testing Probability Significance Values		Test result
t-count	t-table ($df = 144$)	Probability of Significance	Criteria (α)	
11.59	1.97	0.00	0.05	Significant

Based on Table 2, the results of the regression significance test obtained a t count of 11.59 and a t table value ($\alpha = 0.05; df = 144$) of 1.97. Thus, it can be seen that the count value is more than the table value, namely $11.59 > 1.97$. Likewise, the significance probability value obtained is 0.00. It can be seen that the significance probability value is less than $\alpha = 0.05$, namely $0.00 < 0.05$, which indicates that the regression of teacher performance (Y) on the principal's leadership (X) is significant.

Discussion

Teacher performance is teachers' ability to carry out their professional duties. Özgenel (2019) states that teachers' performance can be reflected in their duties as teachers and administrators of their teaching activities. In other words, teacher performance can be

seen in planning, implementing, and assessing the teaching and learning process, whose intensity is based on the teacher's work ethic and professional discipline (Peng & Xu, 2023). Teacher performance is influenced by various factors, both internal and external factors (Kamijan, 2021), such as the knowledge and skills obtained during their education, the initial motivation that teachers have in determining their profession (Alexander & Byrd, 2020), as well as the motivation that teachers obtain in their work environment and cannot be separated from the leadership of the school principal. As a leader in the school, the principal will significantly influence teacher performance in making and deciding on policies (Mahfud, 2020).

Learning is the main activity of education in schools, so all school organizational activities lead to achieving efficiency and effectiveness of learning. This goal can be achieved if the school principal has adequate competence, including leadership (Banani et al., 2022). One of the principal's duties as an educational leader is leading teachers and employees, establishing harmonious cooperation between employees to raise work enthusiasm, motivating employees, and creating a conducive working atmosphere. Good leadership, harmonious cooperation, and a conducive atmosphere can ensure that teachers and staff carry out their duties as well as possible.

Principal leadership is the principal's way of bringing his members to achieve specific goals. The principal tries to influence his members to achieve these goals. The management of human resources largely determines whether the school principal carries out the success or failure of a school. This is because the school principal controls and determines the school's direction toward its goals. Additionally, the school principal's leadership is the key to empowering educational activities in schools (Izzah et al., 2023). The leadership element of a school principal is his influence and ability to use that influence as well as the consequences of that influence for the people he wants to influence, namely teachers, staff, and other school residents (Rahayuningsih & Iskandar, 2022). The leadership possessed by the school principal can influence teacher performance so that educational goals are easily achieved (Hanim et al., 2020).

The principal's leadership determines the success of education in schools, and the teachers and staff, as implementers, will play a vital role. Teachers will highly accept the leadership of a school principal if the leadership style applied is suitable and liked by the teacher (Putri et al., 2024). Precisely choosing a leadership style is expected to improve teacher performance. Thus, the principal's leadership style positively influences teacher performance (Badrun et al., 2019). The more precisely the principal's leadership style is chosen, the better the school teachers' performance (Saleem et al., 2020). This is in line with the research results proposed by (Kosgei and Edabu, 2023) that there was a significant relationship between leadership styles and teachers' job performance. The researcher also concluded that a supportive leadership style affects teachers' performance. In simple terms, this research shows that the leadership style applied to teachers will influence their performance at work. Thus, it is suspected that the principal's leadership influences the performance of Indonesian language teachers at Tangerang City Junior High School.

CONCLUSION

Fundamental Finding: Based on the previously explained research and discussion, several findings are that the principal's leadership positively affects the performance of Indonesian language teachers at Junior High School in Tangerang City. This explains that better leadership of school principals will positively impact the performance of

Indonesian language teachers at Junior High schools in Tangerang City. **Implications:** These results have implications if school principals at public junior high schools in Tangerang City always strive to improve their leadership and Indonesian language teachers also increase their commitment, then it is possible that in the future, the performance of Indonesian language teachers will also increase, especially in implementing learning tasks which include planning, implementing and evaluating learning so that it has a positive impact on improving the quality of graduates by community expectations and needs. **Limitation:** This research has limitations in that the participants involved in this research do not guarantee that the result will be similar to other research; it depends on the characteristics of the teachers themselves and the area of the research, in this case in Tangerang which is in the smaller scale research. **Further Research:** Further research suggests that the researcher must study in more detail the aspects of the leadership of the school principal and teacher commitment, all relevant stakeholders involved in the same topics, and all factors that might appear. It is also hoped that researchers will conduct objective, comprehensive, and regular supervision regarding learning management, especially in junior high schools.

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