

Influence Leadership Head School to Performance High School Teacher in Minahasa Regency

Tinneke M Sumual¹, Herry Sumual¹, Robby Dondokambey¹, Reza A W Dotulong^{1*}, Keith F
Ratumbuisang¹

¹Educational Management Study Program, Postgraduate Manado State University, Indonesia

*Corresponding author: rezadotulong@gmail.com

ARTICLE INFO

Article history:

Received: April 24, 2024; Received in revised form: May 29, 2024; Accepted: June 07, 2024;
Available online: June 08, 2024;

ABSTRACT

This research was conducted to determine the influence of leadership School Principals on the Performance of Middle School Teachers in Minahasa Regency. There are 38 state junior high schools and private with a total of 581 teachers. These junior high schools are spread across 14 sub-districts. A study done including study quantitative causality with technique collection data use method libraries research ie assessment And analysis return to research previous Which related with influence Principal leadership on teacher performance. The research results show that the leadership Head School proved their connection positive And influential in a way significant to the Performance of the Teacher.

Keywords: Head School, Leadership, Performance Teacher

INTRODUCTION

School is an institution of formal education that holds an role important in increasing the quality of Education. Suhardan, et al (2013) stated that a school is one of the educational institutions that function as an "agent of change", namely an institution tasked with developing participant education so that capable of solving national and international competition, so school administration must be oriented on formation man Which competent And civilized. In the environment of a school, several

components play a role in improving The quality of education in schools including principals, teachers, and staff supporters. School as an organization place happen process Study teach need leadership Which strong And management Which strong For effectiveness Which optimal. Leadership is something ability to influence something group to reach A vision or series of objectives set.

Source This nature is formal, like Which given holder position managerial in an organization. An organization gives rights formally certain to para the manager, However is not guaranteed that they are capable of leading effectively. A leader must be capable create a vision period front, And inspiring members of organizations to reach their vision (Robbins & Judge, 2015). Likewise with a statement in on, Widiastuti, (2017) in the title of his research "Influence Leadership To Performance Employee in Service Minahasa Regency Education" shows the results that: Simultaneously, leadership is influential in a way significant to performance employees, with an influence of 53%, and the remaining 47% is the influence of variables others not researched. Likewise, partially, leadership directs as well as supports leaders influential to the performance of employees. Rao AS and Abdul WK (2015) researched the "Impact of Transformational Leadership on Team Performance: An Empirical Study in UAE". The objective study is to determine the impact of transformational leadership on team performance and the effects of support for innovation and psychological empowerment in associations This in a way empirical. Findings show that leadership transformational impact is positive And significant on team performance.

Leadership highest in A school is head school. The head school is somebody who gives trust For responsible answers on everything that happens at school. The position of a leader is so important in school that can influence on performance of Teachers in the process of Study teaching. Through the vision and mission as well as existing work programs, a goal will be realized in the school with Good quality. Success school Wrong is the only one influenced by leadership in a matter This is led by the principal. School principals must understand the keys to successful leadership. The caring factor is lacking from the leadership that exists within motivating as well as giving inspiration And instruction to subordinates are problems that hinder the development of the organization. Besides that competency factor or the employee's ability to complete the task and responsibilities also greatly influences performance, while competence includes determining factors for successful performance. Therefore one needs a leader who can motivate and provide chances to employees or Teachers to develop themselves And increase performance. Hasibuan (2005) states that performance Teacher or performance Work is a work result achieved by someone in carrying out the tasks charged to her based on skill, experience, And sincerity as well as time. Performance Teacher Which Goodwill Can We know that is if a teacher has carried out the elements consisting of loyalty and High commitment to teaching tasks, mastering and developing materials teach, discipline in teaching And tasking others, creativity in implementation teaching, collaborating with the school community, can be a role model for students, as well as responsibility for his duties, has a good personality, is honest and objective in guide student. Head School as a leader in school can do assessment performance Teacher. Suryosubroto (2002) explains that the performance Teacher is the ability or proficiency para Teacher to create an atmosphere of communication Which educative between the Teacher And student This covers atmosphere cognitive, effective, And psychomotor as an effort to learn something based on planning up to the evaluation stage and follow-up to achieve teaching objectives. Learning effectively And innovation will achieve objectives from Education can be achieved.

Based on several studies previous there are several results Which positively related to the influence of leadership on teacher performance. Purwoko (2018), study-related influence Study This aims to know the influence of Leadership Head School, Commitment Teacher, Discipline Work Teachers, and School Culture on Teacher Performance in State Vocational Schools in Sleman Regency Yogyakarta. The research results show that: there is a positive influence and the significance of the principal's leadership on teacher performance. Russamsi Y, Hadian H, And Nurlaeli A (2020), in their research about Leadership head schools and teacher professionals, are two factors among other factors that can affect teacher performance during the Covid-19 pandemic. Research result shows that the influence of the leadership of school principals and professional teachers is very dominant in the performance of junior high school teachers in Minahasa Regency at a level the influence is 52.1%, and the remaining 47.9% is determined by other factors. So you can conclude the more Good leadership in head school And enhanced professional Teachers the more good the performance of too Teachers. Similarity results study This becomes important For analyzed remember object The research used is different. Therefore, this literature study was carried out to know the influence of the principal's leadership on teacher performance.

Based on observations and results of interviews conducted with Several junior high school teachers in Minahasa Regency found that there were still many obstacles teachers face in teaching. In general, the function of the school principal as a leader is a lack of motivation Which is given, which can become a factor lack of desire for Teachers to increase the quality of their performance. Lack of coaching For develop method – method teaching as well as supervision Which No done make Still There is Teacher who less successful in teaching and has not shown the expected performance. This can be seen from the teaching and learning process not having teaching materials and media The resulting learning is a teacher's creative idea. Besides that Teachers are less innovative in doing innovation – innovation-model learning. And Also Teachers' lack of discipline in carrying out their duties has an impact on teacher performance. For this reason, a leader is needed, in this case, the school principal can run wrong One is its function as motivator.

Based on data reference Ministry And Culture (2022), There are 38 public and private junior high schools in the Minahasa Regency The number of teachers is 581 teachers spread across 14 sub-districts in the Regency Minahasa. The location of the school and facilities that do not support it sometimes make it difficult for teachers to feel apathetic about being able to innovate in learning at school This shows that a leader is needed who can encourage the enthusiasm of teachers to continue to develop despite all limitations There is. Leadership head school very important For can be discussed in the study This so that will impact on performance Teacher-Middle School in Minahasa Regency.

LITERATURE REVIEW

Leadership

Etymologically, leadership comes from the basic word "pimpin" which means guide or guide. A leader is a person whose function is to lead or lead people who guide/guide, Busro (2018). Leadership is very important for an organization, The organization whose own leadership is the good one will easily lay the foundation of trust in its members, Rivai and Pure (2009). Lussier, in Kaswan (2017), opinion that Leadership can encourage someone to have a successful and happy career. Satisfaction work originates from leadership.

The success and failure of an organization, especially a school part size is determined by the leadership, in this case, the school principal, following its territory And should He responsible answer on success or failure. Not everyone can lead well even if supported source Power Which There is. Because in carry out its functions very influenced by various factors, including education, experience, personality, and situational, as well as its ability to control typical issues relevant to decisions, Edison, et al (2016). Sedarmayanti (2017), discloses several opinion experts about leadership:

1. Leadership is the activity of influencing people to strive willingly for mutual objectives. Leadership is a whole activity for influencing one person to another to reach an objective together (George R. Terry).
2. The leader is the exercise of authority and the making of decisions. Leadership is activity holder authority and taker decision (Robert Dubin)
3. Leadership is the core of management because leadership is a motor mover for source Power man and source Power natural other (SP Siagian).
4. Leadership is the process of influencing group activities toward goals settings and goals achievement. Leadership is something process that influences activity groups in effort formulation and achievement objectives (Ralp. M. Stogdill).

Maxwel, in Busro (2018) states that leadership is inherent in a leader in the form of traits such as personality, abilities, and abilities (capabilities). Leadership is a series of activities (activities) of leaders who are related to the position (position) and style or behavior of the leader himself. Leadership is a process of connection or interaction between leaders, and subordinates, in certain situations. Meanwhile, according to Obiwuru, (2011), "Leadership US the individual behavior to guide a group to achieve the common target." It means leadership is behavior from somebody individual Which leads to direct the activities of a group towards a desired goal achieved together. According to Mulyasa (2011), the head school at least has a role And functions as an Educator, Manager, Administrator, Supervisor, Leader, Innovator, and Motivator. Capabilities that must be realized by school principals as leaders can be analyzed from personality, knowledge of education, vision and mission school, ability to make decisions, And communication skills.

Performance Teacher

Performance is defined as quality work results And quantity achieved by an internal employee carrying out his task by not quite enough answers given to her (Mangkunegara, 2013). Robbins (2008), Also defines that performance can be the result of an individual or can form results from a Workgroup in One organization. Likewise, as stated in Regulation Minister Education National Republic Indonesia Number 35 Year 2010 about Instruction Technical Implementation Position Functional Teacher and the credit score, teacher performance is the result of an assessment of the process and results Work Which achieved Teacher in implementing his task. The same case stated by Hasibuan, (2007) that performance or potency Work is something that results in Work Which achieves somebody in carrying out tasks given to her based on skill, experience, And sincerity fiber of time.

Wagiran in Education Journal Education Evaluation Year 17 Number 1 (2013), defines teacher performance as the results achieved by a Teacher in carrying out tasks charged to her based on skill, experience, and sincerity as well as time The output produced is reflected in quantity and quality. Byars & Rue (1991), reveal that performance is not only related to completion (degrees of accomplishment)

from tasks achieved individual but also reflects how much a Good individual has fulfilled condition task work so that performance be measured by aspect results. So that can be concluded that teacher performance is the result achieved by the teacher following the load not quite enough he answered.

Teacher performance in learning is related to the teacher's ability to learn plan, carry out, And evaluate learning, Good is related to process and results. Malthis and Jackson in Jasmani (2013), have three factors that influence employee (teacher) performance, namely ability, effort poured out, And support organization. $Performance (P) = Ability (A) \times Business (E) \times Support (S)$. With so performance a teacher will improve if these three components are present in him, And will not be enough If the Wrong One component the not enough even if there is.

METHODS

Research methods are used to reach objective studies with steps relevant to the problem formulated (Nawawi, 2010). Sugiyono (2009), explains that Research methods are scientific ways to obtain data with specific purposes and uses. This research included: a quantitative study. Quantitative Study is something process of finding knowledge that uses data from numbers as a tool to analyze information about what you want to know. The type of relationship between variables in a study is causality Because seen from the objective main variable which will researched This is to see a connection because the consequence from phenomenon or problem-solving is researched to see how far the influence of the variables is leadership to performance Teacher.

The data collection technique in this research is the library research method, namely the review and re-analysis of the previous research study which related to the influence of leadership head school on the performance of Teachers. With method the, they will be done collection of literature related to an objective study that is related to The influence of the principal's leadership on teacher performance. Literature in the form of articles, theses, and scientific research journals will become material and sources of data.

RESULTS AND DISCUSSION

Leadership is core management because leadership is a motorcycle mover for source Power man And source Power natural other (SP.Siagian). Robbins And Judge, (2015) mention that leadership is the ability to influence something group to achieve a defined vision or goal. This means that to achieve a vision or objective set in An organization very needed ability a leader For influence his subordinates to impact the effective performance of employees and the performance organization.

In this research, a data collection technique was used, namely the library method research. Several previous studies related to influence were obtained from Leadership head school to performance Teacher with object study vary: Purwanto, A., Asbari, M., Pramono, R., Senjaya, P., Hadi, A., and Andriyani, Y. (2020). Influence Leadership to Performance Teacher School Base with Work Engagement and Organizational Culture as Mediators. The aim of this study For test the influence of leadership on the performance of Teacher schools based on work culture and work engagement as mediating variables. This research is quantitative research and the respondents for this research as a

sample are teachers 100 teachers from 10 elementary schools in Pati Regency. Method collection data with a distributed questionnaire in a way online to Teacher schools.

The results of the analysis using the Structural Equation Model show that the hypothesis study accepted Because the p -value < 0.05 . Matter This shows that leadership has a direct influence on teacher performance, the higher is leadership, the more tall as well as the performance of Teachers. Juniarti, E., Ahyani, N., and Ardiansyah, A. (2020), in their research, namely The Influence of Principal Leadership and Teacher Discipline on Teacher Performance. Results testing hypothesis First can conclude that there is an influence positive between style leadership head school to performance Teacher. The conclusion shows that the more effective the style of leadership head school, so will the more tall also performance of Teachers. Square coefficient correlation anara second variable as big as 0.684. can interpreted that if no control is carried out on other variables, then 68.40% proportion variance performance Teacher can explained by level style leadership head school. Yunus, A., Hidayat, M., Suron, M, and Akhwani (2021), This research is quantitative research with exploratory methods. The population in this research is teachers in elementary schools Country Nagged I/394 Surabaya Which amounts to 17 Teachers. Technique collection data in study This with a questionnaire, as well as documentation Which analyzed uses analysis statistics descriptive. Test precondition analysis covers Test data normality and regression linearity test. Hypothesis testing includes simple regression testing. The research results show that: (1) Principal leadership with a percentage of 58.8% is classified as moderate (2) Teacher performance results with a percentage of 52.9% classified as current (3) There is an influence significant between Leadership Head School with Performance Teacher with mark correlation as big as $5,806 > 2,145$. The conclusion from the study stated There is an influence which significant Principal Leadership on Teacher Performance at Ngagel State Elementary School 1/394 Surabaya.

Ramadan and Zuleha (2021), in their research title Influence Principal leadership towards teacher performance. This research aims to analyze the influence of Leadership Head Schools on the Performance of Teachers in SDN Sunter Jaya 03 Jakarta North. Population in study There are 30 Teacher in Teacher in SDN Sunter Jaya 03 North Jakarta. The results of the research show that the F test obtained $F_{count} = 10.037$ with a sig value = $0.03 < 0.05$, so it can be concluded that H_0 is rejected. This matter states that there is an influence of the principal's leadership on the performance Teacher. Based on the results study shows that there is an influence of leadership head school on the performance of Teachers as big as 15.1% whereas the rest is influenced by other factors. It was concluded that the principal's leadership influences teacher performance at Teachers at SDN Sunter Jaya 03 Jakarta North. It is recommended that school principals should pay more attention to compensation regarding big honorarium or wages with effort, giving incentives or bonuses Which given in a way fair And giving compensation Which appropriate times. Head school as executor supervision should still operate activity control to order making teaching planning Which customized with curriculum Which currently applies And No reduce the routine of class visits carried out at any time to classes class on during activities Study teach currently taking place. Lapaimalai, AS, and Fanpada, N. (2022), The Influence of Head Leadership School To Performance Teacher in JUNIOR HIGH SCHOOL Country Matap. Journal Scientific Vehicle Education, 8 (3), 194-200. This research aims to determine the effect of The principal's leadership on teacher performance at Matap State Middle School. The population and the sample were 13 teachers. Data analysis techniques use instrument tests, tests validity and reliability tests of the instrument. The results of the research show that there is an

influence The principal's leadership has a significant impact on teacher performance in State Middle Schools Matap that is $F_{count} = 9,981$ $F_{table} = 4.96$ on level significant 0.05 or 5%. Then reject H_0 , accepted H_a .

Based on the literature review and empirical studies from several studies previous can We conclude there is an influence of leadership head schools on teacher performance as well as what happened in junior high schools in Minahasa Regency? According to Sutrisno, E. (2014) leadership plays role dominant, crucial, and critical in overall efforts to improve performance, both at the individual, group, and organizational levels. The school principal is the leader and Must be responsible for teacher performance concerning activities Study teach in school so that can walk with fluent A Leaders, especially school principals, must carry out four management functions head school that is planning (planning), organization (organizing), actuating (mover) And controlling. Pidarta (2011), As for Four function management Head School as following

1. Planning (Planning) or planning is the process of thinking and setting an activity -an activity or program - program Which will help on period come to reach a objective certain (Sagla, 2011). Function Planning includes determining goals or a framework of actions needed to achieve certain goals. planning in do with studying the strengths And weaknesses institution or organization, determining chance And threat as well as determining strategy, policy, tactics, and program (Rohiat, 2010). planning is a step beginning before doing function-function management others (Usman, 2008: 58).
2. Organizing (Organizing) is is preparation structure organization following the organizational structure, sources power on have it, And environment Which surround it (Usman, 2008: 141). According to (Ula 2013: 18-19) organizing is a division process work into smaller tasks, overloading tasks to a person following ability, allocating resources, and coordinating for the effectiveness of achieving goals organization
3. Actuating (Moving) The actuating function describes how a manager directs and influences subordinates and how a person carries out tasks which are essential in creating a pleasant atmosphere for working together (Rohiat, 2010). Mobilization is Wrong One function most important in management Because business - business planning and organizing nature vital but not aka tone output concrete Which is produced without it implementation activity Which in try And organized in something action actuating or business Which gives rise to action (Marno, 2008).
4. Controlling (Supervision) Controlling is closely related to planning because through monitoring management effectiveness can be measured (Rohiat, 2010). Supervision something an activity that needs to be done by every implementation especially those who hold the position of leader. Without supervision, a leader cannot see deviation - deviation from the outlined plan and also will not be able to compile a plan better work as a result of experience Which Then (Marno, 2008).

These four management functions play a role in the success of a school to realize the vision and mission that have been set together. Apart from that, the principal's leadership will influence the performance of junior high school teachers in the Regency Minahasa. The Principal will provide direction, motivation, monitoring, and evaluation through supervision provided to improve teacher performance. Supardi (2013), that teacher performance is the ability And success Teacher in carrying

out task - task learning in show me by dimensions ability to compile planning learning with indicators of planning learning processing, planning, organizing, materials lesson, planning, processing, class, planning assessment of learning outcomes. Matter This will be seen in the process of Study teaching in school starting from learning planning, learning implementation, evaluation, and reporting results Study to parents and students.

Thus it can be seen that the better the head's leadership school, the better also performance of the Teacher. On the contrary the more not enough Good leadership head school in management school, so the more not enough Good also performance Teacher Middle School in Minahasa Regency. Leadership head school Which effective will created if the head school's characteristics, behavior, and Skills which Good for leading a school organization. in his role as a leader, the principal must be able to affect everyone involved in the educational process, especially teachers, and finally, the teacher's performance will increase so that it can achieve goals and good school quality. There are also ways that a Head can do this school with a guide and direct Teacher as well as do supervision And evaluation.

CONCLUSION

Studying through method libraries research can conclude that there is a positive and significant influence on the principal's leadership to performance Teacher Middle School in Minahasa Regency. The head school must operate its function as a supervisor supervise, and give opportunities for professional development as a teacher and motivator Which will always encourage Teachers to that can innovate as well as use method learning Which is more effective so that objective learning in class can be achieved. Leadership head school that can implement management functions well so that teacher performance will increase and become Good Again in the Middle School in Minahasa Regency.

This literature study has several limitations, namely that it is only based on theories and empirical studies alone so they cannot represent the real conditions of Middle School in Minahasa Regency. The suggestions that can be given are necessary for further research to determine the influence of school principal leadership on the performance of Teachers specifically in the Regency Minahasa.

REFERENCES

- Busro. (2018). Theory Management Source Power Man. Jakarta. Publisher Pradanamedia Group.
- Byars, L., & Rue, LW. (2000). Management (skills and applications). Boston: Irwin McGraw Hill.
- Dadang Suhardan. (2013). Management Education, Bandung: Alfabeta, 89.
- Edy, Sutrisno. (2011). Human Resource Management. Publisher: Jakarta, Kencana.
- Edison, Emron, et al. (2016). Management Source Power Man. Print First April 2016. Bandung: Alfabeta.
- Hasibuan, MSP. (2005). Management Source Power Man. Edition Revision. Jakarta. Publisher PT. Earth Script
- Hasibuan, MSP. (2007). Management Source Power Human. Print to 9. Jakarta. Publisher PT Earth Script.

- Juniarti, E., Ahyani, N., & Ardiansyah, A. (2020). The Influence of Head Leadership School And Discipline Teacher to Performance Teacher. *Journal of Education Research*, 1(3), 193–199.
- Kaswan. (2017). *Industrial & Organizational Psychology*. Bandung. Alfabeta Publishers
- Lapaimalai, A. S., & Fanpada, N. (2022). Influence Leadership Head School To Performance Teacher in Junior High School Country Matap. *Journal Scientific Vehicle Education*, 8 (3), 194-200.
- Mangkunegara, AP. (2013). *Management Source Power Man Company*. Bandung. Teenager Rosdakarya.
- Mathis, L.R And JH Jackson. (2010). *Human Resources Management*. 13th Edition. South westerns: USA
- Mulyasa, E., (2004). *Become Head School Professional*. Bandung Teenager Rosdakarya.
- Nawawi, H., (2010). *Method Study Field Social*. Yogyakarta. UGM
- Obiwuru Timothy C., Okwu, Andy T., Akpa, Victoria O., and Nwankwere, Idowu A. (2011). Effects of leadership style on organizational performance on a small scale enterprises. *Australian Journal of Business and Management Research*, 1(7), pp: 100-111.
- Purwanto, A., Asbari, M., Pramono, R., Senjaya, P., Hadi, A., & Andriyani, Y. (2020). Influence Leadership to Performance Teacher School Base with Involvement Work And Culture Organization as Mediator. *Journal of Education, Psychology and Counselling*. Vol 2 No 1.
- Purwoko, S., (2018). Influence leadership head school, commitment Teacher, teacher work discipline, and school culture on vocational school teacher performance. *Journal Accountability Management Education*. Vol. 6 No. 2
- Ramadan, m & Zuleha. (2021). in his research title Influence Leadership Head School To Performance Teacher. *Journal Basicedu*. Volume 5 Number 2, Pages 478-489
- Rao, SP And Abdul, WK. (2015). Impact of Transformational Leadership on Team Performance: An Empirical Study in UAE. *Journal Of Measuring Business Excellence*. Vol 19 Issues: 4 PP 30- 36.
- Rivai, V. and Murni, S. (2009). *Education Management*. Jakarta. Rajawali Press. Robbins, S. P., (2000) *Managing today*. Prentice Hall.
- Robbins, SP, And Judge, TA. (2015). *Organizational behaviour*. Edition 16 P United States America. Pearson.
- Russamsi, Y., Hadian, and H. Nurlaeli, A. (2020). The Influence of Head Leadership Schools and Teacher Professional Improvement on Teacher Performance in the Future COVID-19 Pandemic. *Indonesian Journal of Education Management*. Vol. 2 No. 3 (2020), p. 244-255
- Sedarmayanti. (2017). *Human Resource Management, Bureaucratic Reform and Employee Management Country Civil*. Bandung. Publisher PT. Refika Aditama.
- Sugiono. (2009). *Quantitative, Qualitative, and R&D Research Methods*. Bandung: PT. Alfabet.
- Sugiyono. (2017). *Quantitative, Qualitative, and R&D Research Methods*. Bandung: PT. Alfabet.
- Suryosubroto, B. (2004). *Management Education In School*. Jakarta: Rineka Create.
- Sutrisnao, Eddie. (2014). *Management Source Power Man*. Print to 6. Jakarta. Pranada Group Media.
- Wagiran. (2013). Determinant Performance Teacher Vocational School Field Skill Technique Machine. *Journal Study And Evaluation Education*. (Number 1 year 17).
- Widiastuti, I. (2017). Influence Leadership To Performance Employee in Service Education City Bandung. *Journal Scientific*. Volume 4 (2).

Influence Leadership Head School to Performance High School Teacher in Minahasa Regency
Tinneke M Sumual, Herry Sumual, Robby Dondokambey, Reza A W Dotulong, Keith F Ratumbuisang

Yunus, A., Hidayat, M., Suron, m & Akhwani (2021). Influence Head School And Enhancement Professional Teacher to Performance Teacher in Period Pandemic Covid-19. Indonesian Journaling of Education Management. Vol. 2 No. 3 , p. 244-255.