

The Influence of the Role of the School Principal on the Performance of East Lembean District Junior High School Teachers

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ARTICLE INFO

Article history:

Received: July 12, 2023; Received in revised form: August 25, 2023; Accepted: September 08, 2023;

Available online: September 10, 2023;

ABSTRACT

The background to this research is the reality that shows the low performance of junior high school teachers in East Lembean District. The role of the school principal is a factor that influences low teacher performance. This research uses a quantitative research approach and an ex post facto type of research. The research population was all elementary school teachers in East Lembean District, Minahasa Regency, totaling 75 teachers. The number of research samples is the same as the population. The analysis of this research includes normality test analysis, homogeneity test, linearity test, and multicollinearity test. Hypothesis tests include correlation tests, ANOVA tests, summary tests, and regression coefficient tests. The research results show that there is a positive influence of the role of the principal on teacher performance at 34.6%. Coaching is needed to improve the role of school principals so that teacher performance also increases.

Keywords: junior high school, role of school principals, teacher performance

INTRODUCTION

Education is the main pillar of a country's development. In it, the role of the school principal is a key element that influences the dynamics and effectiveness of the learning process. One of the main factors that can shape the quality of learning is the role of the school principal. The role of the principal not only includes administrative management but also has a significant impact on teacher performance.

Various interrelated factors can cause a decline in teacher performance in a school. These include changes in the educational environment, social dynamics, and ineffective school management, which are some of the common causes of declining teacher performance. In addition, principals who are unable to provide clear direction, provide adequate support, or facilitate good communication can cause confusion and uncertainty among staff, which in turn can affect teacher performance. Inconsistent or unclear educational policy changes can make teachers feel unsure about the direction they should take. Teachers may find it difficult to adjust to these changes, which can affect their performance. Physical environments that are not conducive to learning, such as inadequate facilities or lack of maintenance of school buildings, can interfere with teacher comfort and motivation; Excessive workloads, such as disproportionate additional assignments or excessive administrative demands, can make teachers feel overwhelmed. This can result in fatigue and decreased enthusiasm in carrying out teaching tasks; Teachers' dissatisfaction with working conditions, inadequate incentives, or lack of recognition can have a direct impact on their performance. Teachers who do not feel appreciated or motivated tend to show decreased enthusiasm and dedication. A lack of opportunities for professional development and training can leave teachers feeling marginalized from the latest developments in teaching methods and curriculum. Teachers may face difficulties in managing the classroom, dealing with disruptive student behavior, or maintaining effective discipline. This can impact their focus on teaching and learning. Changes in student dynamics, such as increased absenteeism rates, increased behavior problems, or student well-being concerns, can divert teachers' attention from their primary teaching tasks. Limited resources, including textbooks, facilities, or support staff support, can burden teachers and hinder their ability to provide quality education. Crisis events, such as sudden changes in leadership, internal conflict, or changes in organizational structure, can create instability that can affect teacher performance.

Ideally, teachers are expected to be teachers who have the empowerment to be able to realize performance in carrying out their functions and roles professionally. This manifestation is mainly reflected through his excellence in teaching, relationships with students, relationships with fellow teachers, relationships with other parties, attitudes, and professional skills. Mulyasa (2013) states that teacher performance is a person's performance in the teaching and learning process which is shown in all teacher activities both in the form of the teacher's appearance, the teacher's attitude, and the achievements that the teacher carries out his duties as an educator. Concerning teacher performance, it is further explained that teacher performance in learning is related to the teacher's ability to plan, implement, and assess learning, both concerning the process and results. Teacher performance in schools has a significant role in achieving school goals. Students or their parents will feel the teacher's performance. For this reason, teachers must be truly competent in their field and teachers must also be able to serve optimally. To make this happen, supporting components are needed, one of which is professional teacher performance. As professionals, teachers have an important role and responsibility

in implementing learning programs in schools. Apart from that, teachers also have responsibility for achieving learning goals at school.

The performance of teachers in the learning process in East Lembean District, Minahasa Regency is not yet optimal because it is influenced by various factors, including the role of the principal, there is a positive and significant influence on the role of the principal on teacher performance of 0.352 or 35.2% with the equation $Y = 43.719 + 0.384X_1$. Mulyasa (2015) said that in the new educational management paradigm, school principals must at least be able to function as administrators, supervisors, educators, managers, leaders, innovators, and motivators (EMASLIM). According to Rivai and Mulyadi (2012), the role of the school principal is as a force to move and influence people. The principal acts as a tool, means, or process to persuade people to be willing to do something voluntarily.

The principal, in terms of a leader in a school, is someone who is the driving force in every activity of the school community and is required to be able to make decisions or policies to achieve school goals and this will be achieved when managed by a good leader. The principal as a leader in the school organization has several roles as manager, administrator, leader, educator, and supervisor (Rivai, 2012). The principal as a policy maker in the school must also function in his role optimally and be able to lead the school wisely and directedly towards achieving maximum goals to improve the quality and quality of education in his school which of course will have an impact on the quality of the students who graduate so they can be proud and prepared. bright future. Therefore, the Principal must have insight, managerial skills, leadership charisma, and extensive knowledge about the duties and roles of a School Principal. With such abilities, the Principal will of course be able to deliver and guide all components of his school well and effectively towards the school's ideals (Munir, 2013).

METHODS

Research Model

The approach taken in this research is a quantitative approach or statistical data analysis. According to Tanzeh and Suyitno (2016), what is meant by a quantitative approach is research that focuses on presenting data in the form of numbers or quantitative figures which are calculated using statistics. This approach is based on a theoretical framework, expert ideas, or based on experience, then developed into problems and solutions that are proposed to obtain justification or rejection in the form of empirical data support in the field.

The type of research used is ex post facto (non-experimental) research. So, in this research, we do not treat the research variables but rather examine the facts that have occurred and been carried out by the research subjects. This means that manipulating the research variables is not carried out. It only explores the facts using a questionnaire containing several questions/statements that reflect their perceptions of the variables being studied. This research was carried out in East Lembean District, Minahasa Regency, which includes 7 Junior High Schools (SMP). The population in this study were all junior high school teachers in East Lembean District, Minahasa Regency, totaling 75 teachers who were

the research objects. The sampling technique is that because the population is below 100, population = sample.

The instrument used to collect data in this research was in the form of a questionnaire, both for the independent variable and for the dependent variable. In this study, a closed questionnaire was used, namely providing statements with alternative answers that had been prepared. Before the questionnaire is created, a grid is first created for each variable. Before being used in research, the instrument was tested for its level of validity and reliability. Valid and reliable instrument items are used as measurement tools in research, while invalid instrument items are discarded or replaced.

The data collection technique used was a questionnaire. Questionnaires are an efficient data collection technique, suitable for use when the number of respondents is large and spread over a wide area (Sugiyono, 2015). In this research, the questionnaire was delivered directly by the researcher because the area was not too large so it was hoped that there would be direct contact between the researcher and the respondents. The hope is that respondents will voluntarily provide objective and fast data. The type of questionnaire used is a closed questionnaire, namely a questionnaire where the answers are provided so that the respondent just has to choose. The questionnaire is equipped with a Likert Scale to obtain alternative answers from respondents.

The data analysis technique in this quantitative research uses statistics. According to Sugiyono (2015), there are two types of statistics, namely descriptive statistics and inferential statistics. This research's descriptive statistics present data in the form of tables, graphs, mode calculations, median, mean, and standard deviation. In descriptive statistics, it is carried out to find the strength of the relationship between variables through correlation and regression analysis. Inferential statistics are used to measure the level of significance of relationships between variables.

RESULTS AND DISCUSSION

From the research data which has been processed with the help of the SPSS 22 program, in the correlation test of the principal's role variable with the teacher performance variable, the Sig value was obtained. (2-tailed) is 0.000 and the correlation coefficient value of the principal's role variable with teacher performance is 0.578. Sig value. (2-tailed) is less than the probability value of 0.05 so it can be concluded that there is a relationship between the principal's role variable and the teacher performance variable. The correlation coefficient value of 0.588 indicates that the level of relationship between the principal's role variable and the teacher performance variable is in the "medium" category.

Next, an ANOVA test was carried out which obtained Sig value data. 0.000 and Fcount value 88.471. Sig value. less than the probability value of 0.05 and the $F_{\text{count}} > F_{\text{table}}$ (2.66) so it can be concluded that there is an influence of the principal's role variable on the teacher performance variable. The magnitude of the influence of the principal's role variable on the teacher performance variable can be seen from the determination value (R^2) in the Summary test, namely 0.345. This value means that the influence of the principal's role variable on the teacher performance variable is 34.6%. The remaining 65.4% is influenced by other variables including work discipline, academic supervision, school

organizational climate, work motivation, school organizational culture, principal supervision, and work culture.

To determine a simple regression equation, a regression coefficient test was carried out for the principal's role variable on the teacher performance variable. From the regression coefficient test carried out, a constant value of 38.093 was obtained and the regression coefficient value for the role of the school principal was 0.396. So we get a simple regression equation $Y = 38.093 + 0.397X_1$. This equation can be explained as follows: (1) 38.093, meaning that if the role of the principal is considered constant then teacher performance has a value of 38.093; (2) 0.396 indicates a positive regression coefficient, meaning that if the role of the school principal improves, teacher performance will also increase.

In the regression coefficient test, the Sig value was also obtained. 0.000 and $t_{\text{count}} = 6.723$. Sig value. less than the probability value of 0.05 and the $t_{\text{count}} > t_{\text{table}} (1.97445)$. So it can be concluded that there is a significant influence of the principal's role variable on teacher performance variables.

The results of this research support the theory of Yamin and Maisah (2017) which states that one of the factors that influence performance is the leadership factor, including aspects of enthusiasm, direction, the quality of managers in encouraging, and work support for teachers. In educational institutions, the leader is the principal. According to Rivai and Mulyadi (2012), other people are greatly influenced by the role of the school principal as a driving force. The principal's role is a means or process for persuading people to do something voluntarily.

The results of this research are in line with research by Puspita Nuraini Putri, Ngurah Ayu Nyoman Murniati (2022) which states that there is a positive and significant influence on the role of the principal on teacher performance of 0.352 or 35.2% with the equation $Y = 43.719 + 0.384X_1$. Furthermore, research by Imam Taufiq, Noor Miyono, and Ghufroon Abdullah (2023) also stated that there was a positive influence of the role of the principal on the performance of state elementary school teachers in Kedungwuni District 12% on teacher performance. The role of the principal is categorized as quite good.

From the analysis of the results of the research and discussions that have been carried out, it is concluded that the hypothesis "there is an influence of the role of the school principal on the performance of Middle School teachers in East Lembean District, Minahasa Regency" is declared accepted.

CONCLUSION

Based on the results of research regarding the influence of the role of the principal on the performance of junior high school teachers in Lembean Timur District, Minahasa Regency, the following conclusion can be made: There is an influence of the role of the principal on the performance of junior high school teachers in Lembean Timur District, Minahasa Regency of 34.6% with the simple regression equation $Y = 38.093 + 0.396X_1$. The influence of the role of school principals on teacher performance is quite large, so it is necessary to increase the role of school principals in Lembean Timur

District, Minahasa Regency. Seeing these results, the education department needs to carry out a program to continuously increase the role of school principals to improve teacher performance. The role of a good school principal will have an impact on improving teacher performance.

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