The Effect of Principal Management on Teacher Teaching Performance in Schools

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Abstract: This study aims to describe the influence of principal management on the teaching performance of teachers in SMA Negeri 1 Pasirian. The research method uses quantitative research with 30 teachers teaching at SMA Negeri 1 Pasirian, Lumajang, East Java. Data collection techniques were carried out using a questionnaire. Descriptive analysis of the data was carried out by calculating the average, percentage, and calculating the score category criteria for each variable. This research uses linearity test with ANOVA calculation, correlation calculation with product moment formula, and significance calculation using t test. The results of this study indicate an average score of 72% is included in the good category in the management of the principal's management. Meanwhile, for the management of teacher teaching performance, the average score of 76.55% is included in the good category. Furthermore, the contribution of principal management to the teaching performance of teachers is 16.5%. The calculation of significance shows that t count = 2,349 > 2,048 t table at significance level = 0,5 so it can be concluded that there is a significant influence between principal management on teacher teaching performance which means that the better the leadership performance of the principal, the better the teacher's performance at SMA Negeri 1 Pasirian.

Keywords: Principal Management, Teacher Teaching Performance, School

INTRODUCTION

In the 21st century, Indonesian educational institutions, especially Senior High Schools, both Senior High Schools (SHC) and Vocational High Schools (VHS) are the main and strategic part as producers or providers of prospective students and prospective workers who are expected to have potential and superior competence, to face the challenges of Industry in the current 4.0 era. The challenge that gave birth to a new generation called the millennial generation, namely the generation born from the process of the digitalization era of technology, then the realm of education is expected to further improve the quality of human resources to be more competent (Hartono, 2019; Reza & Syahrani, 2021).

School is a place that is expected to be able to support the learning process in the current era (Tontowi et al, 2020; Rahmatullah et al, 2022). School as an organizational unit of formal education is a forum for cooperation between teachers, staff, principals and students or parents of students. The achievement of school goals, both quantity and quality is largely determined by

the role of the teacher, and the success of the work of teachers is strongly influenced by the principal through management that is able to create teacher morale. Teachers are one of the main human resources in schools, especially high schools (Lim & Meer, 2020; Hartono, 2018). Every teacher is required to always improve performance in classroom learning. Every teacher needs to have good teaching performance (Sopandi, 2019).

Teacher teaching performance can be seen and measured based on specifications or competency criteria that must be possessed by every teacher (Hartono, 2015). In relation to teacher performance, the behavior in question is the teacher's activities in the learning process. With regard to teacher performance standards. According to Soedijarto (1993) states there are four tasks of a group of abilities that must be mastered by a teacher. Abilities that must be mastered by a teacher, namely: (1) planning teaching and learning programs; (2) implement and lead the teaching and learning process; (3) assessing the progress of the teaching and learning process; (4) build relationships with students.

Teacher performance is the teacher's perception of teacher work performance related to work quality, responsibility, honesty, cooperation and initiative (Zubair et al, 2017). The teacher's performance can also be seen when he conducts teaching and learning interactions in the classroom, including his preparation in the form of semester programs and teaching preparation. Good performance can be seen from teachers who want to attend school and are diligent in teaching, teachers teach seriously using lesson plans, teachers teach with enthusiasm and pleasure, use methods that vary according to the subject matter, evaluate teaching and follow up evaluation result. This high teacher performance will have a strong influence on the success of students in improving their competence.

Based on an interview with the deputy principal of SMA Negeri 1 Pasirian, he said that recently the teacher's performance has shown results that have not been maximized even though the management at the school is good. SMA Negeri 1 Pasirian is one of the secondary schools in Lumajang district, East Java. This is inseparable from the influence of the principal's leadership in carrying out his leadership. For this reason, an alternative is needed in maximizing teacher performance, namely through the management of the principal. From several studies related to principals' leadership and teacher performance, it is stated that principal's leadership has a relationship, influence and contribution to teacher teaching performance (Zuldesiah et al, 2021; Susanti et al, 2021; Septiana & Ivada, 2013).

The principal is one of the main components of education that has the biggest role in improving the quality of education (Ahyani & Edy, 2021). Rowan (2021) suggests several indicators of effective principals, namely having a strong vision of the future of the school and being able to encourage all school members to make it happen, having high expectations for student achievement and the performance of all school members, conducting continuous evaluations and improvements, and monitor the progress of students both individually and in groups.

Principals have a big role in school management (Abdulrasheed, 2016), especially human resource management, in order to improve the quality of teacher performance. The competence of school principals in the field of management, improvement of human resources, is part of the overall effort to improve the quality of education, which until now has not materialized as expected. Principals in managing human resources must carry out management principles to the maximum, namely carrying out the functions of planning, organizing, leading, monitoring, and evaluating. According to Purnama (2016), as a manager in a school, the principal has roles, including: 1) compiling programs, 2) arranging personnel in school organizations, 3) mobilizing staff, teachers, and employees, and 4) optimizing school resources. Effective principal leadership will influence the participation of subordinates to do what is their responsibility with a feeling of satisfaction and can work in accordance with the context.

Management is needed by principals in determining teacher performance in carrying out duties and responsibilities (Yalcinkaya et al, 2021). Principals who run and carry out management well, must provide good performance for teachers, on the contrary, if a principal in carrying out management is not done well, the results of teacher performance will be low (Riyanto & Hartono, 2021). The performance of this teacher can be seen from the work achieved by the teacher in carrying out each of them.

According to several studies, Agustina (2001) that school management can increase teacher resources by facilitating and providing training related to learning. The principal's management strategy can also improve student achievement in SMP Ma'arif Nu Garum Blitar (Arifin, 2022). Then according to Irfan and Rohmadi (2021) said that the management of school principals can improve the professionalism of teachers of moral aqidah at MI Muhammadiyah Kartasura. Principal management can also increase teacher work motivation in high schools (Diana et al, 2021).

From the explanation above, so that researchers are interested in seeing the effect of principal management on teacher performance at SMA Negeri 1 Pasirian.

RESEARCH METHODS

This research is a quantitative research with data analysis using descriptive statistical analysis, and inferential analysis conducted to see the effect of principal management on teacher performance. This research was conducted at SMA Negeri Pasirian, Indonesia. This research was conducted for 2 months.

The population in this study were 45 teachers. However, because there were 5 new teachers from other schools and 10 new P3K teachers, the research only took the sample subject of this study as many as 30 teachers. All teachers are aged between 31 - 59 years and the length of teaching is between 5 - 37 years.

The data collection technique was carried out using a questionnaire which consisted of a principal management questionnaire and a questionnaire about teacher performance. Descriptive statistical analysis is to determine the average, frequency distribution and percentage. Management of data on these two research variables, the researchers used the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where: P = Percentage; F = Frequency and N = Number of Samples

The results of data management and analysis on these two research variables are explained based on the following categories:

Value (81-100)%   = very good

Value (61-80)%   = good

Value (41-60)%   = quite good

Value (0-40)%   = not good

Then, this research is continued with statistics using linearity test with ANOVA calculation, correlation calculation with product moment formula, and significance calculation using t test. The software used is SPSS Version 22.0.

RESULTS AND DISCUSSION

The results of the questionnaire showed an average score of 72% included in the good category in the management of school principals. Meanwhile, for the management of teacher teaching performance, the average

score of 76, 55% is included in the good category. Then proceed with statistical tests to determine whether there is a significant influence between principal management, namely variable X and teacher performance, namely variable Y, then the independent sample t test is carried out.

Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardiz ed Residual
N		30
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.87128998
Most Extreme Differences	Absolute	.120
	Positive	.074
	Negative	-.120
Test Statistic		.120
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Figure 1. Normality Test

Based on the results of the normality test above, it can be seen that the significance value is $0.200 > 0.05$, it can be concluded that the residual value is normally distributed. Next will be a linearity test.

Linearity test results

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Kinerja Guru * Manajemen Kepsek	Between Groups	(Combined)	813.033	14	58.074	1.495	.225
		Linearity	26.643	1	26.643	.686	.421
		Deviation from Linearity	786.391	13	60.492	1.557	.205
	Within Groups		582.833	15	38.856		
	Total		1395.867	29			

Figure 2. Linearity Test

Based on the table above, it can be seen that the F value is 1,557 with a significance value of $0.205 > 0.05$, so that the regression of Y over X is linear.

Because it has met the normality test and linear test, a linear regression test can be carried out to determine how much influence the principal's management has on teacher performance.

Linear Regression Results

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	147.023	1	147.023	5.517	.026[b]
	Residual	746.177	28	26.649		
	Total	893.200	29			

a. Dependent Variable: Kinerja Guru

b. Predictors: (Constant), Manajemen Kepsek

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	44.223	12.458		3.550	.001
	Manajemen Kepsek	.416	.177	.406	2.349	.026

a. Dependent Variable: Kinerja Guru

Figure 3. Linear Regression Test

In Figure 3, the calculated F value = 5.517 with a significance level of 0.026 <0.05, the regression model can be used to predict the participation variable or in other words there is an influence of the principal management variable (X) on the teacher performance variable (Y). Furthermore, the Constant value is 44,223, while the principal's management value is 0.416 so that the regression equation can be written

Y = a + bX

Y = 44,223 + 0,416X

Which means that the X regression coefficient of 0.416 states that for every 1% addition of the principal's management score, the teacher's performance value increases by 0.416. Then the regression coefficient is positive, so it can be said that the direction of the influence of the variable X on Y is positive.

In addition, based on Figure 3 shows the Coefficients table obtained a significance value of 0.026 <0.05, so it can be concluded that the principal management variable (X) has an effect on the teacher performance variable (Y).

For the t value also shows t arithmetic of 2,349 > t table of 2,048 so it can be concluded that the principal management variable (X) has an effect on the teacher performance variable (Y).

The results showed that the Principal's Management (X) on Teacher Performance (Y) after analyzing the data the value of t count (2.349) > t table (2.048) with a significance value of 0.026 <0.05. Thus, it can be concluded that there is a simultaneous significant effect of Principal Management (X) on Teacher Performance (Y). In addition, it also explains the percentage of the influence of the variable X (Principal Management) on the variable Y (Teacher Performance) which is called the coefficient of determination which is the result of the square of R. From the table above, the coefficient of determination (Adjust R Square) is 0.165 which means that the influence of the variable X (Principal Management) to variable Y (Teacher Performance) is 16.5%. This is in line with the research of Yunus et al (2021) which shows that as much as 17.81% of teacher performance is influenced by the leadership performance of the principal in leading at SD Negeri Ngagel 1/394 Surabaya.

In addition, based on the regression equation that the regression coefficient X is 0.416, it states that for every 1% addition of the principal's management score, the teacher's performance value increases by 0.416. This means that the higher the leadership of a principal who will be followed, the higher the teacher's performance obtained. Conversely, the lower the leadership of a principal, the lower the teacher's performance obtained. Based on the results of research Turisia et al (2021) showed that as much as 77.4% increase in the performance of elementary school teachers from the leadership management of the principal who was followed.

Based on the results of the questionnaire, the principal has a role in regulating and managing all resources in the school, in this case the teacher's performance is supervised by the principal. The principal also plans a school development strategy through the school's vision, mission and goals. In addition, the principal determines the goals and actions that must be taken as school managers so that the school becomes focused and the teacher's performance gets better. In line with this, according to Susanto (2016) the role of the principal as a leader is the key to improving or developing schools, especially teacher performance. Improving teacher performance in learning can be achieved if the principal as a leader is able to spur teachers to improve seriously and with high dedication to the tasks they carry out.

Other results also show that the principal's management has a positive influence on teacher performance, especially in planning and determining the source of lesson materials, planning the syllabus and lesson plans before

teaching, assessing student achievement for teaching purposes, and being able to master the material to be taught to students. This research is supported by Syamsul (2017) that principal management has an influence on teacher performance to be better and orderly both from planning, implementing learning to evaluating or assessing learning.

CONCLUSION

Based on the results of research on the influence of principal management and teacher performance at SMA Negeri 1 Pasirian, it shows that the principal's management is 72% in the good category and the teacher performance is 76.55% in the good category as well. Furthermore, for simple regression analysis, the regression value of tcount is 2,349 > 2,048 t distribution table is sought with a significance level of 0.05 and 16.5% there is a significant influence between principal management and teacher performance, which means that the better the leadership performance of the principal, the better the teacher's performance at SMA Negeri 1 Pasirian.

The suggestions in this study are based on the results of regression analysis and hypothesis testing in this study, the authors suggest especially to school principals to improve teacher performance, through good leadership and management performance of school principals. In addition, the authors suggest to other researchers, who will examine the performance of teachers in other high schools, to include other variables such as motivation, compensation, education level can affect teacher performance.

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