

The Effect of Principal Leadership on the Teaching Performance of Elementary School Teachers and Their Impact on School Quality in Lebak-Banten District

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Abstract. An elementary school quality success is strongly influenced by the teaching performance of teachers. To achieve this success requires a strong foundation from the teachers, including the leadership of the principal. For elementary schools in Lebak Regency, this is a challenge for teachers in Lebak Regency to produce good school quality standards. This study aims to analyze the effect of discipline, motivation, school facilities and principal leadership on teacher teaching performance which has an impact on the quality of elementary schools in Lebak Regency, so as to determine the success rate of discipline, motivation, school facilities, and leadership given by the principal. The population in this study were all elementary school teachers in Lebak Regency, a total of 775 people. Due to the limitations of distance and time, the sampling in this study was using the purposive random sampling method, thus obtaining a total of 100 respondents. The data was collected using a questionnaire to the respondents. To answer the problems in research and testing research hypotheses, the Partial Least Square (PLS) analysis technique is used using the SmartPLS software. The results of this study indicate that 1) principal leadership has an effect of 86% on teacher teaching performance, 2) teacher teaching performance has an effect of 76% on school quality. The data was taken from a descriptive analysis of the answers agree and strongly agree on the questionnaire given. The data was collected using a questionnaire to the respondents. To answer the problems in research and testing research hypotheses, the Partial Least Square (PLS) analysis technique is used using the SmartPLS software. The results of this study indicate that 1) the principal's leadership has an effect of 86% on the teaching performance of teachers, 2) the teacher's teaching performance has an effect of 76% on the quality of the school. The data was taken from a descriptive analysis of the answers agree and strongly agree on the questionnaire given. The data was collected using a questionnaire to the respondents. To answer the problems in research and testing research hypotheses, the Partial Least Square (PLS) analysis technique is used using the SmartPLS software. The results of this study indicate that 1) principal leadership has an effect of 86% on teacher teaching performance, 2) teacher teaching performance has an effect of 76% on school quality. The data was taken from a descriptive analysis of the answers agree and strongly agree on the questionnaire given. The results of this study indicate that 1) principal leadership has an effect of 86% on teacher teaching performance, 2) teacher teaching performance has an effect of 76% on school quality. The data was taken from a descriptive analysis of the answers agree and strongly agree on the questionnaire given.

Keywords: Principal's Leadership, Teacher Teaching Performance, School Quality

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INTRODUCTION~ In Indonesia, the low quality of education is one of the four main problems of education that have been identified since the 1960s. The attention to education is indeed quite large, but despite the many efforts made,

until now the problem of the quality of education seems to have not been overcome. Complaints about the low quality of graduates continue to resonate. Elementary, junior and senior high school graduates have not been able to reason

and think critically, and are still dependent on teachers (D. Nielson, et al, 1996; Nasoetion, 1996). The ability of students to be independent has not been realized, so that student initiatives to start something are not too often found. Mastery of students is more focused on factual knowledge because that is what is required in the final exam. The root causes of all this are certainly many, but the main accusations are mostly directed at the teacher because it is the teacher who is the spearhead in the field who meets students on a programmatic basis (Wardani, 1998). Therefore, the teacher is considered as the party most responsible for the results achieved by the students.

To answer the challenges addressed to these teachers, various efforts have been made to improve the ability of teachers. Various teacher upgrading activities, whether carried out regularly or on an ongoing basis, have been carried out. In addition, teacher welfare, which is recognized as a pillar of the quality of services provided by teachers, has also begun to be considered, although on a very small scale. The provision of incentives for teachers who teach in remote areas and the provision of functional allowances for teachers have been carried out. In addition to the efforts specifically made to improve the professional abilities and welfare of teachers, a very important effort is the effort to improve the qualifications of teachers that have been carried out throughout the ages.

Teachers are an important aspect in schools, therefore, they need to be explored and built in order to obtain quality teachers. Therefore, good teacher teaching performance is needed. A success to be achieved by the school is

strongly influenced by the teaching performance of teachers. According to Suwatno and Priansa (2011: 196) performance is the result of a work process carried out by humans.

Through the achievement of the teaching and learning performance of each individual teacher, the school can produce a complete teaching and learning performance and achieve success in accordance with what the school expects. To achieve success requires a strong foundation, one of which is discipline. The implementation of discipline, punishment or sanctions affect the teaching performance of a teacher. Therefore, one of the benchmarks to determine the teaching performance of teachers is to look at discipline in addition to the level of achievement, initiative, compliance, self-development awareness, loyalty and group cooperation.

In addition, in achieving optimal teaching performance, a teacher must also have motivation to work. Motivation is a condition that encourages or causes someone to do an act or activity. If we want to improve teacher performance in teaching, we need to understand and pay attention to the factors that can affect teacher work motivation. After knowing how the teacher's work motivation is, schools need to take actions to improve the quality of work and work performance of their teachers.

A teacher certainly has the goal of working is to meet the needs of his life. Furthermore, teachers also work to get a sense of security, satisfaction and self-actualization. The results achieved (salary) are often not something that can bind someone to continue to survive in their work environment. Often it is found

that there are people who persist in their work even though the salary they get is not commensurate with their sacrifice. There are a number of assumptions that cause a person to stay with his job, among others, in a situation that is completely uncertain, a sense of helplessness arises when someone has to leave his place of work and good principal leadership.

Principals as leaders of educational institutions must be able to carry out their leadership management well. The success of the principal's leadership in its activities is influenced by factors that can support the success of a leadership, therefore a goal will be achieved if there is harmony in the relationship or good interaction between superiors and subordinates, in addition to being influenced by the background of the leader, such as self-motivation for achievement, maturity and flexibility in social relationships with human relations attitudes. To improve the quality of education, a principal must be able to improve the performance of his teachers or subordinates. Many factors can affect a person's performance,

To improve the quality of education, a principal must be able to improve the performance of his teachers or subordinates. Many factors can affect a person's performance, as school leaders must be able to provide influences that can cause teachers to be moved to carry out their duties effectively so that their performance will be better.

The principal has a very big influence in determining the direction of the polity in the school in order to achieve maximum quality of education. As a top manager (principal) it is not necessary to look for errors or shortcomings in the school in

carrying out its supervisory function. The principal is expected to be able to give a good influence in determining the functions of planning, organizing, actuating and controlling for the achievement of maximum quality of education.

This research is not a new study, but the researchers applied this research in different places, the population was larger, and the variables varied. This research is about the teaching performance of elementary school teachers in Lebak Regency by providing solutions to the self-development program for elementary school teachers to be able to improve the teaching performance of elementary school teachers in Lebak Regency.

Thus, this research will produce a product such as a book about elementary school teacher self development through motivation, discipline, and school facilities. Empirically, this research has adequate data support, both from books, relevant research results in the form of indexed national and international journals, as well as articles that can be accounted for. It can be seen in the reference list of this proposal related to expertise, research activities are a collaborative effort between researchers engaged in education and practitioners in the field who have concern in learning practices in elementary schools. So that it is expected to produce research that is more conference, mutualistic, and prospective for the professional development of educators or teachers. Besides that, the full roadmap of this research is described in the following chart:

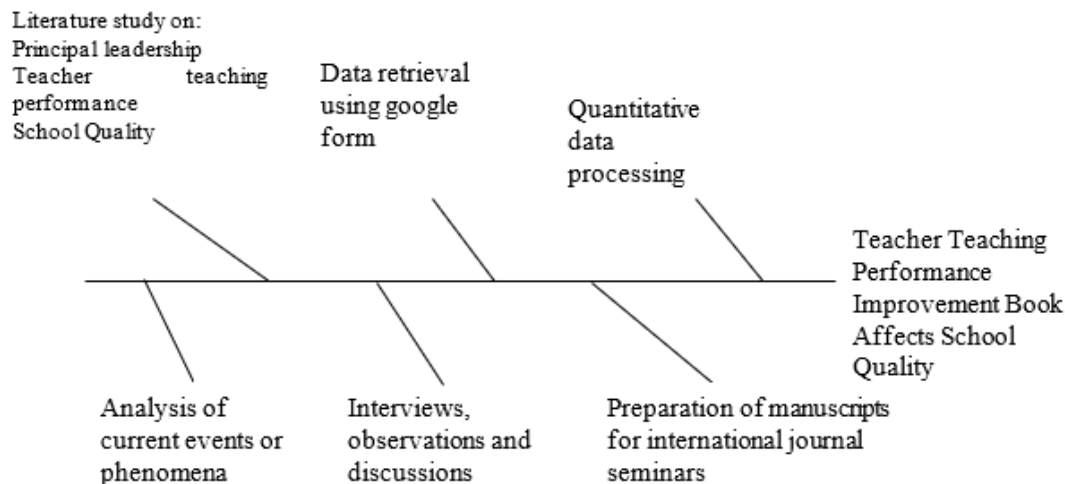


Figure 1. Research Road Map Image

METHOD

Quantitative research is an in-depth study of a problem based on an existing theory-testing effort, which includes variables, can be assessed with numbers and can be analyzed statistically to determine whether a generalization of the theory is true or false. This is the opinion of Creswell (1944). In this study, the population was all elementary school teachers in Lebak Regency, a number of 775 people and taking the number of samples from this study were 100 respondents with certain criteria. The data collection method used in this research is to provide a list of a number of questions to the respondents in the hope that the respondents will respond to the questions contained in the questionnaires, literature studies and interviews. To test the hypothesis and produce a fit model, this study uses Structural Equation Modeling (SEM) with a variance based or component based approach with Partial Least Square (PLS). If the structural model to be analyzed meets the recursive model and the latent variable has formative, reflexive or mixed indicators, then the most appropriate

approach is PLS. In PLS the structural model of the relationship between latent variables is called the inner model, while the measurement model (reflexive or formative) is called the outer model. On the other hand, in SEM there is no clear distinction between the two, however, there is an overall model term for the overall model, namely a combination of the structural model of the relationship between latent variables and the measurement model with CFA (confirmatory factor analysis). In the next stage, testing will be carried out on the suitability of the model through various goodness-of-fit criteria. Partial Least Square (PLS) does not assume a certain distribution for parameter estimation so that parametric techniques to test the significance of parameters are not needed. The structural model or inner model is evaluated by looking at the percentage of variance explained by looking at the R² (R-square) of the exogenous variable for the dependent latent variable using the Stone-Geisser Q Square test and seeing the magnitude of the structural path coefficient. The stability of this estimate was evaluated

using the t-statistic test obtained through the bootstrapping procedure. In the next stage, testing will be carried out on the suitability of the model through various goodness-of-fit criteria. Partial Least Square (PLS) does not assume a certain distribution for parameter estimation so that parametric techniques to test the significance of parameters are not needed. The structural model or inner model is evaluated by looking at the percentage of variance explained by looking at the R² (R-square) of the exogenous variable for the dependent latent variable using the Stone-Geisser Q Square test and seeing the magnitude of the structural path coefficient. The stability of this estimate was evaluated using the t-statistic test obtained through the bootstrapping procedure. In the next stage, testing will be carried out on the suitability of the model through various goodness-of-fit criteria. Partial Least Square (PLS) does not assume a certain distribution for parameter estimation so that parametric techniques to test the significance of parameters are not needed. The structural model or inner model is evaluated by looking at the percentage of variance explained by looking at the R² (R-square) of the exogenous variable for the dependent latent variable using the Stone-Geisser Q Square test and seeing the magnitude of the structural path coefficient. The stability of this estimate was evaluated using the t-statistic test obtained through the bootstrapping procedure. Partial Least Square (PLS) does not assume a certain distribution for parameter estimation so that parametric techniques to test the significance of parameters are not needed. The structural model or inner model is evaluated by looking at the percentage of variance explained by

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RESULT

The measurement model in PLS is also called the outer model. The outer model defines how each indicator relates to its construct (Ghazali, 2006). The results of

descriptive analysis for each variable used in this study were the principal's leadership variable, teacher teaching performance, and school quality.

Table 1. Descriptive analysis of the principal leadership variable

Item	Statement	Alternative Options				
		1	2	3	4	5
KE P. 01	The Principal Becomes the Initiator of Reforms for the Advancement of Learning Activities in Schools	3. 0 %	5. 0 %	10 .0 %	40 .0 %	42 .0 %
KE P. 02	The Principal Informs Teachers' Ideas About Kbm To All Teachers To Improve Learning Services	1. 0 %	9. 0 %	22 .0 %	43 .0 %	25 .0 %
KE P. 03	The Principal Has the Initiative in Renewing the Classroom Teaching Program	0. 0 %	5. 0 %	12 .0 %	44 .0 %	39 .0 %
KE P. 04	Principal Democratically Accepts Innovative Teacher Ideas In Kbm	2. 0 %	2. 0 %	6. 0 %	48 .0 %	42 .0 %
KE P. 05	The Principal Controls the Implementation of Kbm Regularly	1. 0 %	2. 0 %	7. 0 %	58 .0 %	32 .0 %
KE P. 06	The Principal Strives for Guidance of Extra-Curricular Activities in Schools Conducted by Teachers Who Have Competence in Their Fields.	1. 0 %	3. 0 %	6. 0 %	51 .0 %	39 .0 %
KE P. 07	The Principal Supervises the Implementation of Extra-Curricular Activities.	3. 0 %	3. 0 %	7. 0 %	46 .0 %	41 .0 %
KE P. 08	Principals Proactively Explore Resources From School Committees Or 119 Communities To Improve Quality Of Kbm Services	2. 0 %	4. 0 %	7. 0 %	53 .0 %	34 .0 %
KE P. 09	The Principal Pays Special Attention To Teachers Who Have High Creativity	1. 0 %	1. 0 %	6. 0 %	48 .0 %	44 .0 %
KE P. 10	The Principal Viewed Teachers As Working Partners In Carrying Out Every School Activity	1. 0 %	0. 0 %	9. 0 %	59 .0 %	31 .0 %
KE P. 11	Principal Encourages Involvement of All Teachers In Every School Activity	2. 0 %	4. 0 %	7. 0 %	54 .0 %	33 .0 %

KE P. 12	The Principal Gives An Example Of Discipline In Carrying Out His Duties And Functions	1. 0 %	7. 0 %	9. 0 %	40 .0 %	43 .0 %
KE P. 13	The Principal Becomes an Example in Carrying Out Tasks at School	3. 0 %	4. 0 %	3. 0 %	46 .0 %	44 .0 %
KE P. 14	The Principal Has High Confidence In Solving Any Problems Related To The School Program	4. 0 %	2. 0 %	6. 0 %	43 .0 %	45 .0 %
KE P. 15	The Principal Transparently Informs About School Finances	1. 0 %	5. 0 %	9. 0 %	51 .0 %	34 .0 %
Average Percentage		1. 7 %	3. 7 %	8. 4 %	48 .3 %	37 .9 %

From the overall average, it can be seen that the statement in the principal's leadership variable obtains an agree score (4) of 48.3% and a score of 37.9% strongly agrees so that if in total both, the score is 86.2%. Are in the 75%-100% score interval with the description High. It can be interpreted that the principal's leadership has an effect on the

performance of elementary school teachers in Lebak Regency, this is supported by the score of agree (4) and strongly agree (5) overall by 86.2% of teachers feel the principal's leadership is very influential in improving teacher teaching performance and This will have an impact on improving the quality of schools as well.

Table 2. Descriptive analysis of teacher teaching performance variables

Item	Statement	Alternative Options				
		1	2	3	4	5
K M. 01	During the first meeting, the teacher conveys about what material will be studied later	3. 0 %	8.0 %	9.0 %	43. 0 %	37. 0 %
K M. 02	Explaining When To Students Teachers Are Not Sticky To Books (Text Books)	5. 0 %	8.0 %	7.0 %	38. 0 %	42. 0 %
K M. 03	The teacher always delivers learning materials in order, starting from things that are easy to understand	1. 0 %	5.0 %	8.0 %	59. 0 %	27. 0 %
K M. 04	When the First Lesson Begins The Teacher Always Records Student Attendance	3. 0 %	2.0 %	5.0 %	48. 0 %	42. 0 %

K M. 05	The teacher explains the subject matter, in a way that is easily understood by students.	2. 0 %	1.0 % %	10. 0 %	56. 0 %	31. 0 %
K M. 06	Teachers Always Use A Variety Of Teaching Methods, Adjusted To The Existing Material	4. 0 %	6.0 % %	7.0 % %	59. 0 %	24. 0 %
K M. 07	In Teaching and Learning Activities Teachers Always Use Existing Learning Media, Example: Lcd	4. 0 %	7.0 % %	3.0 % %	49. 0 %	37. 0 %
K M. 08	The teacher gives assignments to students related to the material that will be or is being taught	2. 2. 0 %	1 1.0 % %	10 10. 0 %	42 42. 0 %	45 45. 0 %
K M. 09	Assignments given by the teacher are not too burdensome and in accordance with the abilities of students	3. 0 %	3.0 % %	10. 0 %	35. 0 %	49. 0 %
K M. 10	I feel that the teacher has become a good role model for students	1. 0 %	6.0 % %	8.0 % %	36. 0 %	49. 0 %
K M. 11	The teacher ensures that all students have the same opportunity to actively participate in learning activities	1. 0 %	11. 0 %	10. 0 %	28. 0 %	50. 0 %
K M. 12	Teachers provide attention and assistance according to individual needs, regardless of personal factors	0. 0 %	6.0 % %	7.0 % %	49. 0 %	38. 0 %
K M. 13	Teachers Treat All Students Fairly	0. 0 %	2.0 % %	10. 0 %	44. 0 %	44. 0 %
K M. 14	Teachers Always Grow the Spirit of Learning in Students	1. 0 %	1.0 % %	13. 0 %	47. 0 %	38. 0 %
K M. 15	The teacher always ends the lesson on time, according to the existing schedule	3. 0 %	8.0 % %	5.0 % %	40. 0 %	44. 0 %
Average Percentage		2. 2 %	5.0 % %	8.1 % %	44. 9 %	39. 8 %

From the overall average, it can be seen that the statement in the teacher's teaching performance variable obtains a score of agree (4) of 44.9% and a score of 39.8% strongly agrees so that if in total

both, the score is 84.7%. Are in the 75%-100% score interval with the description High. It can be interpreted that the teaching performance of teachers affects the quality of elementary schools in Lebak

Regency, this is supported by the score of agree (4) and strongly agree (5) as a whole of 84.7%. this states that the teaching performance of teachers is one

of the important items to improve the quality of schools to achieve the best quality standards.

DISCUSSION

NO	NPSN	School	Accreditation Year	Rating
1	20601649	SDN 3 JAYAMANIK	2019	C
2	200601651	SDN 1 JAYAMANIK	2019	C
3	20601659	SDN 3 JATAKE	2010	C
4	20601672	SDN 1 KADURAHAYU	2016	C
5	20601585	SDN 3 PAGELARAN	2011	C
6	20601757	SDN 2 KARYAJAYA	2012	C
7	20602031	SDN 1 SEKARWANGI	2011	C
8	20602140	SDN 1 BANJARSARI	2019	C
9	20602153	SDN 5 BANJARSARI	2010	C
10	20602392	SDN 1 WANGUNJAYA	2019	C
11	20601563	SDN 2 MEKARJAYA	2009	C
12	20601649	SDN 3 JAYAMANIK	2019	C
13	200601651	SDN 1 JAYAMANIK	2019	C
14	20601664	SDN 1 PASIREURIH	2015	C
15	20601706	SDN 1 INTENJAYA	2015	C
16	20601710	SDN 1 HAURGAJRUG	2011	C
17	20601719	SDN 2 LEBAKGEDONG	2015	C
18	20601730	SDN 2 LEBAKSITU	2015	C
19	20602423	SDN 1 CITOREK KIDUL	2019	C
20	20601563	SDN 2 MEKARJAYA	2009	C
21	20602426	SDN 3 CITOREK BARAT	2010	C
22	20602438	SDN 2 GIRIHARJA	2011	C
23	20602441	SDN 1 KAROYA	2015	C
24	20602412	SDN 2 CIKARET	2019	C
25	20602490	SDN 3 CIAKAR	2010	C
26	20602494	SDN 1 CEPAKA	2016	C
27	20602574	SDN 1 JAGARAKSA	2011	C
28	20602612	SDN 3 CIGEMBLONG	2019	C
29	20607040	SDN 2 JAGARAKSA	2011	C
30	20616469	SDN 2 SANGIANGJAYA	2015	C
31	20616954	SDN 2 CITOREK CENTRAL	2010	C
32	20614198	SDN 1 MARGALUYU	2012	C
33	20615108	SDN 2 DARMASARI	2012	C
34	20615886	SDN 2 DAROYON	2015	C
35	20616469	SDN 2 SANGIANGJAYA	2015	C

36	20616862	SDN 1 TAMBAK	2009	C
37	20616954	SDN 2 CITOREK CENTRAL	2010	C
38	20622207	SDN 3 CIPINING	2015	C

The table above shows that there are still many C grades in primary school accreditation in Lebak Regency. Therefore, attention is still needed to improve the quality of public elementary schools in Lebak Regency so that they can be on par with other schools. Good leadership will affect the sense of comfort in the teacher, so that the teacher's teaching performance will increase. If the teacher's teaching performance increases, it will have an impact on the assessment of school quality.

CONCLUSION

The principal has a very big influence in determining the direction of the polity in the school in order to achieve maximum quality of education. As a top manager (principal) it is not necessary to look for errors or deficiencies in the school in carrying out its supervisory function. The principal is expected to be able to give a good influence in determining the functions of planning, organizing, actuating and controlling for the achievement of maximum quality of education. So leadership will be effective if in managing a school a leader figure is able to be an example to his subordinates. The principal must have the qualities or characteristics as a leader or as a manager in managing the organization for which he is responsible. Leadership is largely determined by the work situation or circumstances of members or subordinates and organizational support resources. Therefore, the type of organization and work situation becomes the basis for forming a person's

leadership pattern. The implementation of these tasks and functions cannot be separated from each other, because they are interrelated and influence, and are integrated into the personal professional principal. Principals who are able to carry out their functions as stated, will be able to put their vision into action in the new paradigm of education management. In addition, principals must understand leadership styles. Four leadership styles, namely authoritarian leadership style, pseudo-democratic, laissez faire leadership style (free style) and democratic leadership style.

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