



Principal Leadership Function on Teacher Performance for Secondary Schools

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ABSTRACT

Education is a fundamental factor that determines the quality of the human development index in any country. Leadership plays an essential role in many organizations, including educational organizations. Principals determine how education fosters and how teachers improve and develop students. Several factors could influence how a principal leads and manages subordinates. The principal's leadership function covers many excellent leadership functions within the educational system, including the educational administrator, educational supervisor, and educational leader. This study employed a quantitative research approach. Forty teachers participated as respondents in this research. The results showed that teachers' performance in the teaching and learning process was in the category of "very good", with indicators of preparation of learning implementation plan, implementation of learning, and evaluation/assessment of learning. As predicted by some theories and empirical findings, a good leadership practice would positively impact organizations. Like other organizations, Schools are also influenced by their leaders and how leaders function within the school system. This study shows a significant influence of the principal's leadership function on teacher performance in the teaching and learning process at the secondary school of Makassar, South Sulawesi, Indonesia, with its influence in a stable category. Many studies had documented the link between leaders' performance and their subordinates' performance as the leaders showed an optimal function so their subordinates. This trend also occurred between principals and their teachers. Teachers would show an outstanding performance as a response to the positive principal leadership in the schools.

Keywords: Leadership; Teacher Performance; Secondary Schools; learning implementation.

INTRODUCTION

Nowadays, education is a significant factor determining the quality of human resources (Fägerlind & Saha, 2016). Education in Indonesia is relatively lag by other countries (Jones & Pratomo, 2016), so it still looks in a colonization era. For the advancement of education in Indonesia, human resources must have an honest attitude among peers, mutual respect, cooperation in performing duties, supervisors who supervise subordinates and subordinates who respect the leadership. In education as well, there needs to be a good personality leader to establish cooperation and model for teachers and staff. Education cannot be separated from the interference of educational and non-educational personnel including principals and teachers who are directly involved in the learning process or human resource development process.

Teacher is one of the human components in the teaching and learning process, which plays a role in the effort of the establishment of potential human resources in the field of development (Borko, 2004). Therefore, the teacher who is one element in education should play an active role and put his position as a professional by the growing demands of society (Alexandrou & Swaffield, 2016). In this case, the teacher is not solely a teacher who transfers the values and mentors who provide direction and guide students in learning. Aldahmash, Alshmrani, and Almufti (2017) studied reflective practice that can benefit teacher education design and sustainable development.

Moreover, to develop human resources, teachers play an essential role in creating superior human resources (Day, 1999). Teachers should have good performance and quality to educate and guide learners. Therefore, the quality of education can increase due to the performance of qualified teachers. The creation of professional quality teacher performance in schools requires the principal's intervention as a school leader. The principal's leadership and wisdom determine the subordinates' actions (Mei Kin, Abdull Kareem, Nordin, & Wai Bing, 2017). If the leader is firm, then the subordinates will be assertive and disciplined. Moreover, vice versa, if the leader cannot give examples and good values, subordinates will drift and be lulled in work. The creation of professional quality teacher performance in schools requires competent principals as leaders and managers (Mitchell & Tarter, 2016).

To create teachers with quality performance, the principal is an icon that plays an essential role in creating qualified teachers (Lashway, 2006; Reid & Ibrahim, 2017; Rousmaniere, 2007). The overall affairs of the school are the responsibility of schools starting with the teacher to the problems of school administration. So the principal functions not only as a leader but also manages learning activities, evaluates teachers in learning, and other functions (Glatthorn, Jailall, & Jailall, 2016). Based on observations made at the secondary school of Makassar, South Sulawesi, Indonesia, researchers observed that there are still many classes that do not do the teaching and learning process. In this case, the teacher does not look to manage the class. The principal's supervision for classes that did not undertake the teaching-learning process needed to be improved. Another problem also observed by the researchers is inadequate lighting in the classroom so that the learning process is minimum as teachers cannot pay attention to learners, who are studying.

The principal is the instructional leader in a school (Glatthorn et al., 2016). The principals contribute more in determining the school's progress, and as a leader, they must have a good personality, be wise in making decisions. A principal must have the above given the tasks and functions that are very important and influential. The principal's function in question is the administrator's function in education, in which a principal must provide adequate building use

and adequate facilities to advance the quality of the school. The function of supervisors in the education of the principal perform activities that can improve the quality teachers and staff who become subordinates. The function of leaders in education such as leaders can protect their subordinates so that subordinates feel comfortable and can open and increase creativity in work.

The means to build the leadership success of school lies in how active a principal is as a leader or manager in carrying out his duties and functions well so that it can quickly achieve the primary goal of the school (Wang, Gurr, & Drysdale, 2016). In addition to the principal required to carry out its functions correctly, some teachers interact directly with students; teachers must have a unique ability of quality. These skills can help teachers to educate learners more easily. Teachers as educators also have an essential influence on the development of a school so that teachers are required to have qualified skills in the field. A teacher should be able to arrange a teaching program well. Also, a teacher also should present materials that are easy to understand by students with the ability to use media available so that the learning process goes well as well as the ability to evaluate student learning outcomes (Glatthorn et al., 2016). However, a performance gap regarding Education for Sustainable Development at the school level is continuously existed (Carbach & Fischer, 2017). Thus, the leadership function of the principal affects the quality of teacher performance in teaching and learning process. This study is supposed to have a significant influence on the leadership of school principals on teacher performance in teaching and learning process at the secondary school of Makassar, South Sulawesi, Indonesia.

METHOD

This study examines two variables, namely independent variables and dependent variables. The leadership function of the principal as an independent variable or as a variable that influences and is described with the symbol "X," while the teacher's performance in teaching and learning process as dependent variable or as a variable that is affected and described with symbol "Y." Therefore, this study uses simple linear regression analysis and product moment correlation to examine the effect and the relationship between these two variables (Creswell, 2012; Fraenkel & Wallen, 2009; Kothari, 2004). Forty teachers participated as respondents in this research chosen conveniently. Moreover, the convenience sampling can minimize the disadvantage to clearer generalisability (Jager, Putnick, & Bornstein, 2017).

To measure the variables in this study questionnaire instrument distributed to the respondents by using a Likert scale. Likert scale is used to measure attitudes, opinions, and perceptions of a person or group about social phenomena explicitly specified by the researchers from now on referred to research variables. Strongly Agree shows the highest grade for the condition valued by 5. Agree shows a lower rating, therefore, the condition is rated 4. Doubtful is rated 3 indicates the moderate attitude. Disagree is rated 2 and Strongly Disagree is in the lowest gradation given value 1.

RESULT AND DISCUSSION

Results

To perform the data analysis, then first tested the normality of the data as a requirement to be used in testing the hypothesis (Thode, 2002). Test the normality of data to know the normality

of data about the leadership of the school principal and the performance of teachers in teaching and learning process in the secondary school of Makassar, South Sulawesi, Indonesia. Testing is done by comparing the price of chi-square count and chi-squared table. The conditions for chi-squares are chi-square of counts smaller or equal to chi-square tables ($x^2h \leq x^2t$) then the data distribution is declared normal, and if larger then stated not normal. Normal data results in this study after being processed using SPSS can be seen in the table below:

Table 1. Summary of normality test with 5 % significance

Variable	X ² count	X ² table	df
Leadership Function of Principal	20.000	35.172	23
Performance of Teachers in Teaching and Learning Process	13.550	31.410	20

Based on the results of the above table it is explained that the variables of the leadership function of the principal are considered normal distributed because it has met the requirements of chi-square of the count is smaller by 20.000 than the chi-square table which is worth 35.172 by the df value of 23. Similarly, the teacher performance variable in the learning process which is normally distributed because the chi-square value of the count is smaller at 13.550 than the table square chi which is 31.410 value with df value equal to 20.

This study also applied the simple regression analysis to test the hypothesis in this research on the significant effect the leadership of the principal's performance to teacher performance in teaching and learning process in a secondary school in Makassar, South Sulawesi, Indonesia. For more details can be seen in the following table:

Table 2. Summary of simple linear regression analysis results

Variable	β	F	Sig.	t	Sig.
Constant	44.243	28.539	0.000	5.857	0.000
Leadership Function of Principal	0.500			5.342	0.000

Based on the above table, we get the analysis of linear regression equation for the β constant is 44.243 and Leadership Function of Principal β is 0.500 so that the regression equation produced is as follows:

$$Y = 44.243 + 0.500 X$$

From the calculation of F test obtained F-count of 28.539 and F-table (0.05: 1: 38) is equal to 4.10 which mean value of F count is more significant than F table value. Therefore F count > F table then H0 is rejected Hi which means there is the dependence of variable X on Y or hypothesis showed that there is the influence of Leadership Function of Principal to teacher performance in teaching process at a secondary school in Makassar, South Sulawesi, Indonesia is accepted.

Finally, this study determines whether there is a relationship between the leadership function of the principal on the performance of teachers in teaching and learning in the secondary school of Makassar, South Sulawesi, Indonesia using Product moment correlation. The Product Moment Correlation examines how the significance of the effect of principal's leadership function to teacher performance in teaching study at the secondary school of Makassar, South Sulawesi, Indonesia. The summary of the Product Moment correlation is as follows:

Table 3. Summary of product moment correlation test with sig. 5%

Model Summary				
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.655 ^a	.429	.414	5.51905

Table 3 above indicates that as much as 42.9 percent of teachers' performance in teaching and learning process is influenced by principal leadership function, while the difference of 57.1 percent is determined by factors outside of variable of headmaster leadership function. To find out whether the correlation of the calculation is significant or not, then it needs to be compared with the value of r arithmetic of 0.655 with the value of r table at a significant level of 5 percent and 40 respondents then obtained 0.312. For more details, r-values can be seen in Appendix 9. Because of $r_{count} > r_{table}$, it shows that there is a significant correlation between principal leadership function toward teacher performance in teaching learning in the secondary school of Makassar, South Sulawesi, Indonesia with high level.

Discussion

The results show that the principal leadership function is in good category. The principal of the secondary school in Makassar, South Sulawesi, Indonesia has performed a good leadership function by established procedures. Some of the principal's leadership functions as an educational administrator, supervisor, and leader (Glatthorn et al., 2016; Harris et al., 2017). The function of the educational administrator is to improve the quality of school facilities. The principal of the secondary school of Makassar, South Sulawesi, Indonesia has fulfilled the responsibility as administrator of education. The facilities needed to facilitate the process of education in schools are considered sufficient. For example, a complete sports facilities, and a school building that has a variety of rooms that are complete including the laboratory of each department, practice room of department of culinary, teacher room for each department, and classroom which on average quite extensive although there is some narrow room class.

Educational supervisor function is to improve the quality of teachers and school staff (Ediger, 2016). In this case, the principal of the secondary school of Makassar, South Sulawesi, Indonesia performs the supervisor function by conducting training to improve teacher performance. Also, the principal also provides motivation and assistance to teachers who have difficulty in preparing the lesson plans or difficulty in teaching and learning process. The principal also is an educational leader function to improve the quality that will run well if the

teacher is open, creative and have high morale (Prieto & Nino, 2016). Principals always principled that teachers and staff are not subordinate but partners, where they need each other so with the principal of the principal, is sure will arise open nature and easy to develop the creativity of his subordinates.

The results of this study showed that the performance of teachers in teaching and learning process is in an outstanding category. This study measures the performance of teachers in improving the quality of schools through the achievement of their students. This study indicated that teachers at the secondary school of Makassar, South Sulawesi, Indonesia always prepare a lesson plan that is used as a guide to help facilitate them in the process of teaching in the classroom. Teachers also take advantage of facilities that have been provided by the school as a medium to facilitate the teaching and learning process, such as Laptops, LCDs, Print Books, and so forth. In addition to media, teachers also use a variety of strategies so that learning is not boring and can improve the creativity of students.

After preparing the learning implementation plan, the teacher carries out the learning process. In the process of implementation of learning, teachers of the secondary school of Makassar, South Sulawesi, Indonesia do teaching and learning process by the plans that have been made. Begin by opening the lesson with greetings, by giving quizzes or light questions to sharpen their memory of past material, then doing the learning process by utilizing the facilities provided to facilitate student understanding. The teachers close the lesson with the task and greetings. In the process of implementation of learning, teachers' secondary school of Makassar, South Sulawesi, Indonesia also conducts an evaluation or assessment.

Based on the results of hypothesis testing states that there is the effect of the leadership of principal (variable X) on teacher performance in the learning process (variable Y) in secondary school, Makassar, South Sulawesi, Indonesia. This can be seen from the correlation between principal leadership and teacher performance in teaching and learning process. Thus, the principal's leadership function on teacher performance in teaching and learning process at the secondary school of Makassar, South Sulawesi, Indonesia is in a stable category. This study indicates that there is a definite relationship principal leadership function with the performance of teachers in teaching and learning process at the secondary school of Makassar, South Sulawesi, Indonesia.

The results of this study accurately discuss how much influence the principal's leadership function on teacher performance. A principal has a critical function in improving the performance of teachers and staff of his subordinates. In the principal's role as an administrator, the principal provides the means and infrastructure needed for the teacher's needs in performing his duties. The principal's supervisor can control the performance of teachers and help teachers solve problems experienced during the learning process takes place. The leader of the principal should help teachers in developing their creativity so that their performance will increase.

CONCLUSION

The principal's leadership function is in the excellent category with indicators of the educational administrator, educational supervisor, and educational leader. The performance of teachers in teaching and learning process is in the category of "very good" with indicators of preparation of learning implementation plan, the process of implementation of learning, and evaluation/assessment of learning. There is a definite and significant influence of the principal's

leadership function on teacher performance in teaching and learning process at the secondary school of Makassar, South Sulawesi, Indonesia with its influence is in a stable category.

Principals who perform their leadership function well will assist both directly and indirectly in improving teacher performance, especially in teaching and learning process. A principal who runs his leadership function with sincerity and honesty, then there will be subordinates who work honestly and sincerely also in improving its performance. Through the headmaster's role as a leader, the principal can easily help teachers improve their self-confidence so that their performance will improve in itself. Principal secondary school of Makassar, South Sulawesi, Indonesia would always improve the functions of leadership, especially on the functioning supervisor. It is intended that the principal should pay more attention to teacher performance progress. To the teacher is expected to improve its performance for the quality of the students produced. It is expected that better and more intimate relationships between school principals and teachers can help each other to advance the school and enrich the sustainable development.

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