

The Influence of Instructional Leadership, Change Leadership, and Spiritual Leadership Applied at Schools to Teachers' Performance Quality

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Abstract: This study aimed to determine the effect of instructional leadership (X1), change leadership (X2), and spiritual leadership (X3) on teachers' performance quality (Y). This study used quantitative methods. Data collected through questionnaires. The study sample consisted of 46 teachers. Data was analysed by multiple regression analysis. The results showed a significant influence on the variables of instructional leadership (X1), change leadership (X2), and spiritual leadership (X3) on teacher performance quality (Y), with a regression coefficient of 0.605. The regression equation form is: $\hat{Y} = 43.271 + 0.175X1 + 0.762X2 + 0.439X3$. Effective contribution of instructional leadership variables (X1), change leadership (X2), and spiritual leadership (X3) to the quality of teachers' performance (Y) was 36.6%.

Keywords: instructional leadership, change leadership, spiritual leadership, teachers' performance quality

I. INTRODUCTION

The principal has a strategic role in improving the quality of school education. Education programs will run effectively when supported by effective principals. The principal is effectively influenced by the leadership behavior carried out by the principal. Leadership displayed by principals can affect teacher performance [1]. When schools have good principals, great teachers will attend and work; they work hard, grow, and ultimately have an impact on the growth of students [2], [3]. Therefore, experts are trying to develop an effective principal leadership model to improve the quality of school education, including teacher performance.

The main activity carried out by the school is learning activities. Instructional leadership becomes an important leadership model to be applied by the principal. Instructional leadership is an action that is carried out with the intention of developing a productive and satisfying work environment for the teacher, and ultimately able to create increased student learning conditions [4], [5]. Instructional leadership as an effort to lead teachers to teach better, which in turn can improve student learning achievement [6], [7].

Schools as educational organizations will also face change. Change includes changes in people, structure, or technology [8]. Changes faced by the organization include changes in environmental elements, values, and resources. Change leadership can improve team reflection on the results of its performance and focus on efforts to avoid mistake and efforts to develop the organization [9]. Change leadership is the behavior of the principal as a leader who is more focused on driving education and education personnel in making continuous positive changes to improve the quality of learning.

Spirituality in leadership as a combination of values, attitudes, and behaviors needed to motivate

themselves and others intrinsically, so they have spiritual leadership as a call to duty [10]. Spiritual leadership aims to motivate and inspire employees through the creation of a vision and culture based on altruistic values to produce staffs who have organizational commitment and productivity [11].

The quality of teacher performance is the teachers' quality in carrying out their main tasks, that is education and learning. Programs that can improve teacher performance in teaching are the management of classroom management and continuous learning assessment [12]. A series of teacher performance in learning are: (1) preparing learning plans; (2) carrying out learning; (3) evaluating the learning process and results; and (4) organizing a follow-up learning program.

Teacher performance does not arise automatically, but needs to be identified, facilitated, and developed and maintained in order to achieve school goals. Therefore, the principal as the highest leader in the school institution needs to know the determinants of performance in order to be able to encourage and even improve their performance maximally.

II. METHODS

This study uses quantitative methods. The research variables are instructional leadership (X1), change leadership (X2), spiritual leadership (X3), and teacher performance quality (Y). The study sample consisted of 46 teachers from Malang Raya Primary School, which included Malang, Batu, and Malang Regency. Sampling used area sample techniques. The research instrument uses a closed questionnaire. Data analyses by multiple regression analysis, through using IBM SPSS Statistics 20.

This research hypothesis is tested by partially and simultaneously regression analysis. The

hypothesis tested partially found that there is the influence of instructional leadership (X1) on the quality of teacher performance (Y); there is influence of change leadership (X2) on the quality of teacher performance (Y); and there is the influence of spiritual leadership (X3) on the quality of teacher performance (Y). The formula used to calculate how much influence the predictor variables (X1, X2, and X3) on the variable criterion (Y) partially is the t test formula, using a 0.05 significance level that is H₀ is rejected if the significance value obtained is ≤ 0.05 and H₀ is accepted if the significance value obtained is > 0.05 [13] [15].

While those tested by simultaneous analysis found that the influence of instructional leadership (X1), change leadership (X2), and spiritual leadership (X3) on the quality of teacher performance (Y). The formula used to calculate the influence of predictor variables (X1, X2, and X3) on the criterion variable (Y) simultaneously is the F test formula, using a 0.05 significance level that is H₀ is rejected if the

significance value obtained is ≤ 0.05 and H₀ is accepted if the significance value obtained is > 0.05 [13] [15].

III. RESULTS

The first hypothesis tested is that there is an influence of instructional leadership (X1) on the quality of teacher performance (Y). The regression analysis of instructional leadership variables (X1) on the quality of teacher performance (Y) shown in Table 1. Based on Table 1 is known significance value of 0.002 < 0.05 so that H₀ is rejected, it can be concluded that there is a significant influence on instructional leadership variables (X1) on quality teacher performance (Y).

The regression coefficient of instructional leadership variable (X1) on the quality of teacher performance (Y) is 0.445. The relative contribution of instructional leadership variables (X1) to the quality of teacher performance is 19.8% (from the calculation of R_{Square} x 100 = 0.198 x 100 = 19.8%).

Table 1
Regression Analysis of Instructional Leadership Variables (X1) on the Quality of Teacher Performance (Y)

R	R Square	Sum of Squares	df	Mean Squares	t	sig.
0.445	0.198	1128.968	1	103.753	4.762	0.002
			45			

The second hypothesis tested is that there is an effect of change in leadership (X2) on the quality of teacher performance (Y). The regression analysis of changes in leadership variables (X2) on the quality of teacher performance (Y) shown in Table 2. Based on Table 2 is known significance value of 0.000 < 0.05 so that H₀ is rejected, it can be concluded that there is a significant influence of change leadership variables (X2) on quality teacher performance (Y).

The regression coefficient of change leadership variable (X2) on the quality of teacher performance (Y) is 0.580. The relative contribution of instructional leadership variables (X1) to the quality of teacher performance (Y) is 33.6% (from the results of R_{Square} calculations x 100 = 0.336 x 100 = 33.6%).

The third hypothesis tested was the influence of spiritual leadership (X3) on the quality of teacher performance (Y). The regression analysis of spiritual leadership variables (X3) on the quality of teacher performance (Y) shown in Table 3. Based on Table 3 it is known the significance value of 0.017 < 0.05 so that H₀ is rejected, it can be concluded that there is a significant influence on the variables of spiritual leadership (X3) on quality teacher performance (Y).

The regression coefficient of the spiritual leadership variable (X3) on the quality of teacher performance (Y) is 0.498. The relative contribution of instructional leadership variables (X1) to the quality of teacher performance (Y) is 24.8% (from the results of R_{Square} calculations x 100 = 0.248 x 100 = 24.8%).

Table 2
Regression Analysis of Changing Leadership Variables (X2) on the Quality of Teacher Performance (Y)

R	R Square	Sum of Squares	df	Mean Squares	t	sig.
0.580	0.336	1915.435	1	103.753	4.950	0.000
			45			

Table 3
Analysis of Spiritual Leadership Variable Regression (X2) on the Quality of Teacher Performance (Y)

R	R Square	Sum of Squares	df	Mean Squares	t	sig.
0.498	0.248	1410.860	1	1410.860	2.491	0.017
			45			

The fourth hypothesis tested was the influence of instructional leadership (X1), change leadership (X2), and spiritual leadership (X3) on the quality of teacher performance (Y). The results of multiple regression analysis of instructional leadership variables (X1), change leadership (X2), and spiritual

leadership (X3) on the quality of teacher performance (Y) as in Table 4. Based on Table 4 it is known the significance value of 0.000 < 0.05 so that H₀ is rejected, then It can be concluded that there is a significant influence on the variables of instructional leadership (X1), leadership change (X2), and spiritual

leadership (X3) on the quality of teacher performance (Y). Coefficient of instructional leadership variables (X1), change leadership (X2), and spiritual leadership (X3) on the quality of teacher performance (Y) is 0.605. Effective contribution of instructional leadership variables (X1), change leadership (X2), and spiritual leadership (X3) to the quality of teacher performance (Y) is 36.6% (from the results of R_{Square} calculation $\times 100 = 0.366 \times 100 = 36.6$). While the remaining factors 63.4% comes from other variables.

Furthermore, based on the results of simultaneous regression analysis, multiple regression equations are calculated from the table of coefficients(a) as shown in Table 5. Based on Table 5 it can be seen that the constant value (β_0) is 43.271; coefficient of instructional leadership variable (β_1) of

0.175; leadership change variable coefficient value (β_2) is 0.762; and the coefficient variable of spiritual leadership (β_3) is 0.439. So the regression equation is: $\hat{Y} = 43.271 + 0.175X_1 + 0.762X_2 + 0.439X_3$.

A constant of 43,271 states that if there is no increase in scores from instructional leadership variables (X1), change leadership (X2), and spiritual leadership (X3), the teacher's performance quality (Y) variable score is 43,271. Regression coefficient is 0.175 for instructional leadership variables (X1); 0.762 for change leadership variables (X2); and 0.439 for spiritual leadership variable (X3) states that each addition to one score of instructional leadership variables (X1), change leadership (X2), and spiritual leadership (X3) will give an increase of 0.175; 0.762; and 0.439 together.

Table 4
Analysis of Regression of Instructional Leadership Variables (X1), Leadership Change (X2), and Spiritual Leadership (X3) on the Quality of Teacher Performance (Y)

R	R Square	Sum of Squares	df	Mean Squares	F	sig.
0.605	0.366	2081.275	1	693.758	8.065	0.000
			45			

Table 5
Coefficients(a)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	43.271	18.149		2.384	.022
1 X1_KepemimpinanPembelajaran	.175	.280	.102	.625	.535
X2_KepemimpinanPerubahan	.762	.321	.411	2.378	.022
X3_KepemimpinanSpiritual	.439	.470	.164	.934	.355

a. Dependent Variable: Y_KinerjaGuru

IV. DISCUSSION

Based on the test of the first hypothesis it was concluded that there was a significant influence on instructional leadership (X1) on the quality of teacher performance (Y). The results of this study support the theory that the instructional leadership applied by the principal can significantly influence the teacher's performance in teaching [16] [18]. The principal provides support for learning, for example the principal supports teaching that focuses on student learning needs must be a priority [19]. The principal monitors the teaching and learning process, so that he understands deeper and realizes what is going on at school.

The success of effective school principals as instructional leaders is: (1) as a resource provider, namely being able to manage time, conditioning the class, and motivate teachers; (2) as an instructional source person, he/she is able to promote effective classroom conditions to support learning outcomes; (3) as a communicator, he/she conveys the vision and the purpose of the school to the teachers; and (4) its presence is meaningful, he/she interacts and influences all school staffs [20]. To improve the quality of teacher performance, it needs to support strong the instructional leadership [21].

The second hypothesis test concluded that there is a significant influence of leadership change (X2) on the quality of teacher performance (Y). The results of this study support the theory of Carl A. Grand &

Agostino Portera (2011) which states that principals who are professional and implement change leadership significantly influence teacher's teaching performance. Change leadership has a direct influence on school performance and teacher teaching performance [23]. Change leadership capacity will determine the level of performance of subordinates [24]. In accordance with Katkat opinion (2014) the leadership capacity of the principal changes also determines the teacher's performance [2], [7].

In order to implement organizational change there are four types of strategies that can be chosen, they are: (1) changes in organizational structure; (2) technological changes; (3) change of duty; and (4) human changes [25]. A series of actions of the principal as the leader of change in the form of: (1) looking at the future and designing changes to anticipate the future (visionary); (2) inspiring teachers to look for the future to make changes; (3) establish strategic steps for change; (4) implementation of changes; and (5) evaluating changes and planning follow-up [2].

The third hypothesis test concluded that there is a significant influence of the influence of spiritual leadership (X3) on the quality of teacher performance (Y). The results of this study support the theory of Polat which states that spiritual leadership has a significant influence on the performance of the person [26]. Spiritual leadership influences subordinates, assessment of leadership style and can improve

subordinates" performance [27]. Spiritual leadership will be more meaningful when accompanied by values and attitudes derived from universal wisdom [28].

Leadership becomes the main foundation for the growth of professional values of school institutions as a whole [29]. Spiritual leadership that is supported by a good work climate, are able to significantly influence individual motivation and performance at work [27]. Leadership based on spirituality values can change the attitude of followers [11]. Spiritual values in leadership can increase self-motivation and individual performance in the organization [26], [27], [30]. A successful leader is one who the wishes of members, is able to enlighten to achieve organizational goals, and can appreciate each individual's achievements so that he or she continues to be motivated.

V. CONCLUSION

Based on the results of the study concluded that there was a significant influence on the variables of instructional leadership (X1), change leadership (X2), and spiritual leadership (X3) on the quality of teacher performance (Y), with a regression coefficient of 0.605. The regression equation that is formed is: $\hat{Y} = 43.271 + 0.175X1 + 0.762X2 + 0.439X3$. Effective contribution of instructional leadership variables (X1), change leadership (X2), and spiritual leadership (X3) to the quality of teacher performance (Y) is 36.6%, while the remaining 63.4% comes from other variables.

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