

The Relationship between Learning Leadership and Teacher Performance: A Correlation Analysis

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ABSTRACT

This study aims to determine the relationship between learning leadership and teacher performance. The research was conducted at Batu City State Senior High School (SMA Negeri Kota Batu), Indonesia. This study uses a quantitative approach. Data analysis using descriptive correlation. The sample in this study consisted of 112 teachers. The instrument used to measure the research variables was a questionnaire. The results of this study concluded that there was a positive relationship between learning leadership and teacher performance.

Keywords: learning leadership, teacher performance

1. INTRODUCTION

The teacher is an important element in the learning process which is expected to improve the quality of the learning process and the expected outputs. Teacher performance greatly determines the quality of students, if the teacher's performance is good, the quality of students will also be good. Teacher performance concerns all activities carried out by a teacher in developing their mandate and responsibilities in educating, teaching, guiding, directing, and guiding students to reach maturity and maturity levels (Kompri, 2017).

The success of learning does not only come from the important role of the teacher as a teacher, but the principal as an education leader also has an important role in the achievement of student learning achievement even though it is not directly related to learning. In improving student learning achievement, the principal must improve learning leadership so that teacher performance is getting better. This is in accordance with previous research conducted by Andang (2015) which states that there is a relationship between the principal's learning leadership and student achievement. Nurdiansyah (2013) shows that teacher performance has a positive effect on student achievement. Kusumaningrum., Et al., (2020) stated that there is an influence of learning leadership, change leadership, spiritual leadership,

Principals with learning leadership are able to provide encouragement and direction to school members to improve student learning achievement, are able to focus the activities of school members to achieve the vision, mission and goals of the school. As a leader, learning leadership does not get a balanced portion because the principal is still preoccupied with routine administrative work, non-academic meetings so that the time spent studying curriculum renewal, teaching and learning processes, and

assessing student learning outcomes is lacking. attention (Tanama, et al., 2017). This opinion is also in accordance with the results of the Principal Competency Test in 2015 conducted by the Directorate of Primary School Development.

2. METHOD

This research was conducted at SMA Negeri Kota Batu, Indonesia. This study uses a quantitative approach with descriptive analysis and Pearson's product moment correlation technique. The research instrument used a closed questionnaire, the respondents chose the answers provided by the researcher. The variables used in this study consisted of independent variables (learning leadership) and dependent variables (teacher performance).

The analysis was carried out by researchers using the SPSS 21 for windows program. Then the data analysis in the form of percentages was processed using the Microsoft Office Excel 2013 program. The sample in this study was 112 teacher respondents from a population of 155 teachers who were calculated using the Slovin formula. The data analysis technique in this study used descriptive analysis and correlation. Testing the hypothesis in this study using the Pearson Product Moment Correlation analysis.

3. RESULTS

a. Description of Learning Leadership Variables

The learning leadership variable (X) is translated into 9 indicators consisting of 48 statement items. The results of data analysis on the Learning Leadership variable (X) show: the average value is 162.71; standard deviation of

14.89; minimum value 134; and a maximum value of 192. There are 4 categories in determining the level of learning leadership, namely: very high, high, low, and very low. To be able to determine the level of learning leadership it is necessary to know the length of the interval class. The length of the interval class can be calculated by means of the highest score (192) minus the lowest score (134) then divided by the number of interval classes (4) the result is 15. It will be more clearly described in Table 1.

Table 1 Results of Learning Leadership Analysis

No.	Interval	Category	Frequency	Percentage
1	179-193	Very high	24	21
2	164-178	High	23	21
3	149-163	Low	42	38
4	134-148	Very low	23	21
Total			112	100

Based on Table 1 shows that of the 112 respondents who are in the value interval 134 - 148, there are 23 respondents (21%); grades 149 - 163, namely 42 respondents (38%); grades 164 - 178, namely 23 respondents (21%); and the interval value 179 - 193 as many as 24 respondents (21%). The largest percentage value, namely 38%, is in the medium category. So that the level of the principal's learning leadership is included in the low category.

b. Description of Teacher Performance Variables

Teacher performance variables in this study are translated into 13 indicators and 38 statement items. The results of data analysis on teacher performance variables (Y) showed an average value of 127.97; standard deviation 12.97; minimum value 102; and a maximum value of 152. There are 4 categories in determining the level of teacher performance, namely very high, high, low, and very low. In determining the level of teacher performance, it is necessary to know the length of the interval class first. The length of the interval class can be calculated using the formula for the highest score (152) minus the lowest score (102) then divided into 4 to obtain the length of the interval class, namely 13. Furthermore, this will be presented in Table 2.

Table 2 Results of Teacher Performance Analysis

No.	Interval	Category	Frequency	Percentage
1	141-153	Very high	26	23
2	128-140	High	30	27
3	115-127	Low	31	28
4	102-114	Very low	25	22
Total			112	100

Based on Table 2 shows that of the 112 respondents who are in the interval value 102 to 114 consisting of 25 respondents (22%); interval values 115 to 127 consisted of 31 respondents (28%); the interval values 128 to 140

consist of 30 respondents (27%) and the interval values 141 to 153 consist of 26 respondents (23%). The largest percentage value is 28% which is in the medium category. So it can be concluded that the level of teacher performance is in the low category.

c. The Relationship between Learning Leadership and Teacher Performance

The relationship between Learning Leadership (X) and Teacher Performance (Y) in this study was analyzed using correlation analysis of Pearson Product Moment (2 tailed) SPSS 20 for windows with a significance of 5% (0.05). Table 3 presents the correlation results of the research variables.

Table 3 Correlation test of variables X and Y

		Correlations	
		Leadership Learning	Teacher performance
Leadership Learning	Pearson Correlation	1	.852 **
	Sig. (2-tailed)		.000
	N	112	112
Teacher performance	Pearson Correlation	.852 **	1
	Sig. (2-tailed)	.000	
	N	112	112

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the correlation test between X and Y variables in Table 3, it is known that the significance value of the learning leadership variable (X) is 0.000 and the value of the Pearson correlation is 0.852 with a very strong level. So that H0 is rejected and H1 is accepted, meaning that there is a positive relationship between the learning leadership variable (X) and teacher performance (Y).

4. DISCUSSION

The level of principal learning leadership based on the description analysis obtained a percentage of 38% in the moderate category. This shows that almost all school principals apply 9 school principals' performance standards in learning leadership. The nine standards according to Bafadal (2016) are: (1) formulation of the vision, mission, goals, excellence and learning targets for all students; (2) enhancing an effective learning culture; (3) development and empowerment of education and education; (4) development and empowerment of facilities and infrastructure; (5) extracting resources and financial empowerment; (6) improving the quality of school and community relations; (7) displays a good personality; (8) displays entrepreneurial leadership actions; and (9) displays leadership actions based on the profile and culture of the community, social, cultural, economic, political, local and state laws.

In line with the 9 school principals' performance standards, the principal also implements 4 learning leadership strategies, namely: (1) modeling; (2) learning in

class and outside the classroom; (3) school culture; and strengthening the organizational climate (Usman & Raharjo, 2013). Principals with learning leadership must be able to be good role models for school members. Exemplary examples such as having high commitment and responsibility in the quality of the process and student learning outcomes, can provide good examples when preparing, implementing and assessing learning, being able to dialogue with teachers about problems and solutions in the quality of education, and making schools a miniature business and entrepreneurial learning resources.

The second strategy is learning inside and outside the classroom. Learning both inside and outside the classroom must be able to transform, preserve, and criticize science and technology and culture carried out in exploration, elaboration and confirmation activities. The third is school culture. School culture is the shared beliefs, values, norms and traditions that bind the togetherness of all school members. The fourth is reinforcement. Strengthening is an effort made to improve the quality of the process and the results of learning that is carried out inside and outside the classroom.

The level of teacher performance based on data analysis obtained a percentage of 28% in the moderate category. It can be concluded that the teacher's performance is quite good. The teacher's performance includes the ability to plan learning, the ability to carry out learning and the ability to make interpersonal relationships (Hidayat, 2017). In addition to the several aspects of teacher performance above, a teacher has a big responsibility in developing his mandate and responsibilities in educating, teaching, guiding, directing, and guiding students to reach their level of maturity and maturity (Kompri, 2015). Teachers with a good level of learning will produce quality graduates or outputs through effective learning and can be a determinant of learning success.

This study concludes that there is a positive and significant relationship between the principal's learning leadership and teacher performance. In this study, it produces a moderate learning leadership relationship so that teacher performance is also moderate. The principal as a leader, especially in learning, has a huge influence on teacher performance which will have an impact on the quality of students.

Principals with learning leadership are able to provide encouragement and direction to school members to improve student learning achievement, be able to focus the activities of school members to achieve the vision, mission and goals of the school (Tanama, et al., 2017). This study strengthens previous research by Sucipno, et al., (2017) who concluded that there was a significant influence between learning leadership on teacher performance. Kusumaningrum, et al., (2020) stated that there is an influence of learning leadership, change leadership, spiritual leadership, school culture and professional ethics on teacher teaching performance.

5. CONCLUSION

Based on the results of research data analysis, it can be concluded that: (1) the level of learning leadership is in the medium category; (2) the level of teacher performance is in the medium category; and (3) there is a positive and significant relationship between learning leadership and teacher performance. The leadership of the principal is very influential on the performance of the teacher, learning at school, and also student achievement. The principal is the learning leader in the school who must play his role well, so that the school can achieve predetermined targets.

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