

# Correlation Between Instructional Leadership of the Headmaster with Teacher Performance of Vocational High School

Elsa Nurul Hanipah <sup>1,\*</sup>, Ibrahim Bafadal <sup>1,2</sup>, Ahmad Nurabadi <sup>1,2</sup>

<sup>1</sup> *Department of Education Administration, Faculty of Education, Universitas Negeri Malang, Malang, Indonesia*

<sup>2</sup> *Rumah Visi Kepala Sekolah, Malang 65124, Indonesia*

\*Corresponding author. Email: [elsa.hanipah97@gmail.com](mailto:elsa.hanipah97@gmail.com)

## ABSTRACT

This study aims to: (1) describe the instructional leadership of the headmaster, (2) describe the teacher performance, (3) describe the correlation between the instructional leadership of the headmaster and teacher performance at Public Vocational High School of Batu City, Indonesia. This study uses a quantitative approach. The research instrument used in this study was a questionnaire. The subjects who became the population in this study were teachers of Vocational High School of Batu City. The results of the study are: (1) the level of the instructional leadership of the headmaster is in the medium category, (2) the level of teacher performance is in the low category, (3) there is a significant positive correlation between the instructional leadership of the headmaster and the teacher performance of Vocational High School of Batu City.

**Keywords:** instructional leadership, teacher performance, vocational high school

## 1. INTRODUCTION

Education is one of the things that is considered important for someone who wants to gain experience and new knowledge. The teacher is the most important factor for the teaching and learning process in schools that will encourage students to develop their potential. In producing good school quality, it is necessary to have good teacher performance. According to Ismail (2010), performance is the achievement of work done by someone who is racing against predetermined standards.

Still there are performance problems that often arise among teachers during working hours out of school. As happened in Tuban, a number of teachers were caught in the raids of Civil Service Police Unit (Satpol PP) officers and the Tuban District Civil Service Agency when they were shopping for household needs during working hours (Jpnn.com, 14 February 2019). This problem can occur because the role of instructional leadership of headmaster is often ignored. According to Mena, et al. (2017) learning leadership is an action taken by the principal with the intention of developing a productive and satisfying work environment for teachers, and ultimately being able to

develop learning conditions and manage a learning environment that allows student learning outcomes to increase. The principal is often busy with his routine administrative duties, so that overseeing the learning process is still not implemented. Therefore, the principal is required to further improve its work as instructional leader because it has a direct influence on the success of teachers and participants learners. Such as the results of research conducted by Sucipno, et al. (2017) which states that teacher performance can be improved by increasing the instructional leadership of headmaster and teacher job satisfaction.

## 2. METHODS

This study uses a quantitative approach with a correlation research model to describe the relationship between instructional leadership of headmaster and teacher performance. The population in this study were all teachers of Vocational High School at Batu City with a total of 164 people. There are three Vocational High School at Batu City. Sampling in this study using *a proportional random sampling technique*. The sample in

this study were 116 teachers. In this study, the research instrument used was a questionnaire. The use of this instrument is intended to obtain accurate data through the use of a *Likert* scale. The *Likert* scale is used to measure attitudes, opinions, and perceptions of a person or a group of people regarding a social phenomenon.

Analysis of the data used in this study are: (1) descriptive analysis, used to describe each research variable consisting of the instructional leadership of the headmaster and teacher performance, (2) the assumption test of data consisting of normality test, linearity test, homogeneity test, and (3) hypothesis testing used to determine the relationship between variables

### 3. RESULT

Description of the research data is in the form of descriptive analysis of the variables used in this study. The variables in this study were the principal instructional leadership variable (X) and the teacher performance variable (Y). After obtaining the data in the field and then processed using *software IBM SPSS statistics 24* and *Microsoft Excel 2010* so that an image of each variable can be described and elaborated research

#### 3.1 Principal Instructional Leadership

Based on the results of the descriptive analysis, it can be seen that instructional leadership of the headmaster level is in the medium category as shown in Table 1.

**Table 1 Description of Principal Instructional Leadership**

No	Category	Interval	F	%
1	Very high	138 <	19	16
2	High	131 - 136	22	19
3	Moderate	123 - 131	41	35
4	Low	115 - 123	27	23
5	Very low	< 115	7	6
<b>Total</b>			<b>116</b>	<b>100</b>

Based on the Table 1 above can be seen that the number of respondents was 116 teachers, the result as much as 19 teachers with a percentage of 16% stated that instructional leadership of the headmaster in very high category. 22 teachers with a percentage of 19% said that the instructional leadership of headmaster was in the high category. Then 41 teachers with a total percentage of 35% stated that the instructional leadership of headmaster was in the medium category.

In addition, 27 teachers with a percentage of 23% said that instructional leadership of headmaster was in the low category. And 7 teachers with the percentage amount of 6% explained that the instructional leadership of the headmaster occupies a very low category. Values *mean*

for the variable X is 126,68 and when seen in table 1 is in the interval 123-131. From this statement, it can be concluded that the instructional leadership of headmaster level of Vocational High School at Batu City is in the middle category, with a percentage of 35%.

#### 3.2 Teacher Performance

Based on the results of descriptive analysis, it can be seen that the level of teacher performance is in the low category as shown in Table 2.

**Table 2 Teacher Performance Description**

No.	Category	Interval	f	%
1	Very high	243 <	15	13
2	High	232 - 243	19	16
3	Moderate	221 - 232	38	33
4	Low	209 - 221	41	35
5	Very low	< 209	3	3
<b>Total</b>			<b>116</b>	<b>100</b>

Based on table 2 above, it can be seen that with the number of respondents as many as 116 teachers, the results obtained were 15 teachers with a percentage of 13% stating that the teacher's performance was in a very high classification. 19 teachers with a percentage of 16% stated that the teacher's performance was in the high category. There are 38 teachers with a percentage of 33% explaining that the teacher's performance is in the moderate category. In addition, 41 teachers with a percentage of 35% explained that teacher performance was in the low category. And the rest, three teachers with the percentage amount of 3% explained that the performance of the teacher occupies a very low category. From this statement, it can be concluded that teacher's performance level of Vocational High School at Batu City is in the low category, with a percentage of 35%.

#### 3.3 Hypothesis Testing

Testing in this study aims to determine whether there is a relationship between the principal instructional leadership variable (X) and teacher performance (Y) Vocational High School at Batu City. The results of the correlation test in this study are described in the following Table 3.

Based on the table above, it can be seen that the significance value is 0,000 and the Pearson Correlation value is 0,640. The significance value of 0.000 is smaller than 0,05 so that  $H_0$  is rejected and  $H_1$  is not rejected. Therefore, it can be concluded that there is a correlation between the instructional leadership of headmaster variable (X) and teacher performance (Y). In addition, the two variables have a positive correlation because the Pearson Correlation value is positive. In this study, a positive correlation value has the sense that the higher

level of thought instructional leadership of headmaster then will the higher performance of the teacher.

**Table 3 Bivariate Correlation Matrix**

Correlations			
		Instructional Leadership	Teacher Performance
Instructional Leadership	Pearson Correlation	1	.640 **
	Sig. (2-tailed)		.000
	N	116	116
Teacher Performance	Pearson Correlation	.640 **	1
	Sig. (2-tailed)	.000	
	N	116	116

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

**4. DISCUSSION**

Based on the results of the research that has been stated above, it will be discussed into three sub-discussions, namely the level of instructional leadership of headmaster at Vocational High School of Batu City, the level of teacher performance of Vocational High School at Batu City, and the relationship between the instructional leadership of headmaster and the teacher performance of Vocational High School at Batu City.

**4.1 The Level of Instructional Leadership of Headmaster at Vocational High School of Batu City**

As previously described regarding the results of descriptive analysis, in this study the level of instructional leadership of the headmaster of Vocational High School can be said to be quite good. This is evidenced by the results of the scores obtained for 116 respondents or teachers, as many as 41 teachers with a percentage of 35 % stating that the instructional leadership of headmaster is in the moderate classification. With a mean value of 126 ,68 is included in the interval 123-131. The instructional leadership of headmaster of Vocational High School at Batu has been carried out quite well, such as in determining the school’s mission, managing learning programs, and developing a positive school learning climate (Hallinger & Wang, 2015).

The profession of the headmaster as a leader can be interpreted as a key component that must ensure that it can create success for the institution or school it leads into an institution or school that has high quality (Sumarsono, 2016). According to this opinion, it means that the headmaster is an indispensable resource in establishing a better-quality school. The role of the headmaster in improving the quality of education is very important because it can affect the success or failure of the quality of education (Fitrah, 2017). In line with this opinion, Sumarsono (2016) states that the role of the headmaster as

a learning agent is very strategic as an effort to improve the quality of education to produce human resources who have competitive and comparative advantages.

Another opinion from the research results states that the role of the headmaster as a learning leader is a leader who focuses on learning whose components include overseeing learning models, supervising and evaluating learning, supervising curriculum implementation, setting academic standards, and supervising the use of learning media (Setia & Suyanto, 2015). From these three opinions, it can be concluded that the instructional leadership has an important role, especially as a learning leader. Instructional leadership principals can increase the ability and skills of students so that students can get achievements through how to increase the performance of teachers who are the primary interface to interact together learners in teaching and learning.

Nurlaela (2019) in her research explained that there was a significant influence between the instructional leadership of headmaster and the teaching performance of teachers in a fairly strong condition. Similar to the research that the author has conducted by providing a questionnaire or questionnaire to teachers to assess the instructional leadership of headmaster, instructional leadership of headmaster will affect teacher performance. With an assessment of the principal’s leadership, especially as a learning leader, they can find out the weaknesses or strengths in achieving student learning achievement. This is in accordance with the statement of Bafadal (2016) which states that the headmaster performance assessment is the process of collecting, processing, analyzing and interpreting data about the quality of implementation and the work of the principal as the leader of learning in achieving certain predetermined goals, namely learning achievement and student growth.

Based on previous research that has been conducted by Nurlaela (2019), it has differences with the research that the author carried out, which is different at education level and research location. Another difference in this study lies in the level of the principal’s learning leadership which is in the moderate or good enough classification. Therefore, it is necessary to increase the instructional leadership of headmaster of Vocational High School at Batu City make it even better.

**4.2 Teacher Performance Level of Vocational High School at Batu City**

From the explanation that has been in the descriptive analysis in this study, it can be said that the teacher’s performance level of the Vocational High School at Batu City is in the low category. This is in accordance with the

results of the calculation of the percentage value of 35% or as many as 41 teachers from 116 respondents who have performance in the low category. This result means that the teacher's performance is still not maximal, so it is still necessary to increase the performance of the teacher so that it can be in the high category or reach the maximum.

Things that need to be improved again such as in formulating learning objectives, developing and organizing materials, media and learning resources, planning learning activity scenarios, designing classroom management, designing procedures, types, and preparing assessment tools, managing learning spaces and facilities, carrying out activities learning, managing class interactions, being open and flexible and helping to develop positive attitudes towards learning, demonstrating special abilities in learning certain subjects, evaluating learning processes and outcomes, general impressions of teacher performance, helping to develop positive attitudes towards students, being open towards students or others, displays enthusiasm and sincerity in managing learning, managing behavioral interactions in the classroom (Hidayat, 2017)

Based on the opinion of Iskandar (2013), he explains that teachers are one of the main elements in the education system, especially in schools. Teachers are professional professions who are always required to continue to strive to carry out their profession as much as possible. As a professional, the teacher has a duty as an educator, teacher, and trainer who should influence students. So that teachers should be able to continue to improve their performance which will be the main capital for the success of education. This explanation is in line with the explanation from Juhji (2016), namely that the teacher is one of the most important components in the learning process. Not only as a conveyor of material, but more than that the teacher is considered the center of learning. Teachers are the strategic spearhead in education to achieve better educational goals. From these two opinions it can be concluded that the role of the teacher is very important in education, especially in the learning process of students so that teachers need to continue to improve their performance so that educational goals are better.

Based on previous research by Gusman (2014), it is explained that the performance of teachers in Junior High School of Palembayan District, Agam Regency is in the quite good category with a score of 79,46%. In addition, previous research by Wahyuni, et al. (2017) states that the level of teacher performance at Junior High School in Trenggalek District is in the high category. The difference in this research lies in the location of the study and at the level of performance of the teachers at Vocational High

School of Batu City which are in the low category. Therefore, it is very necessary to improve teacher performance so that it becomes even better because it will affect the increase in student learning achievement so that learning and educational objectives can be maximally achieved.

### ***4.3 Correlation Between Instructional Leadership of The Headmaster with Teacher Performance of Vocational High School***

Based on the previous discussion, about the hypothesis test which is useful for testing whether there is a relationship between instructional leadership of the headmaster and the teacher's performance of Vocational High School at Batu City that has been carried out by researchers, the result is that  $H_0$  is rejected and  $H_1$  is not rejected or accepted. With a significance value of 0,000 and a Pearson Correlation value of 0.640. Based on this, it can be concluded that there is a significant positive relationship between the instructional leadership of the headmaster and the teacher performance of the Batu City. Like the research conducted by Nurlaela (2019) which found that there was a significant influence between the instructional leadership of the headmaster and the teaching performance of teachers in public elementary schools in Ciawi District, Bogor Regency. The difference between the two studies is only in the study location.

From the explanation above, it can be seen that the instructional leadership of the headmaster has a strong relationship with teacher performance. If there is an increase in the instructional leadership of the headmaster variable and the variable of teacher performance, it will influence the increase of the two variables simultaneously. The same is the case with the results of research conducted by Mena, et al. (2017) stated that instructional leadership of the headmaster has a great influence on the quality of education for a teacher, because the professionalism of the teacher itself is a job that requires special skills to carry it out.

Learning leadership is important to run in schools because it can influence all elements in the school so that they can achieve predetermined educational goals. This statement is in accordance with the opinion of Tanama, et al. (2017) which explains that leadership is very important to be implemented in the school environment because it has a significant contribution to improving student achievement and can provide encouragement to school members to improve learning achievement and can focus all activities of school residents in achieving the vision, mission and goals of the school. According to Wahyudi, et al (2019) instructional leadership has the main objective of providing excellent service to all students so that they can develop their potential, talents, interests, and needs. Then also to facilitate learning so that student achievement increases, learning motivation increases, learning satisfaction is high, creativity and innovation are fulfilled,

has an entrepreneurial spirit, and life-long learning awareness about science and art grows well.

To make this happen, one of the most important elements needed is educators who have the ability and skills that are qualified and have high performance. It can be said, instructional leadership of the headmaster is one of the components that can affect teacher performance to achieve these goals. Similar to the explanation from Tanama, et al. (2017) the role of instructional leadership to improve the professionalism of teachers is the most important factor in school, primarily related to the coordination of work teams; The principal makes an effort so that teachers can carry out learning activities effectively. Therefore, the instructional leadership of the headmaster is needed in improving teacher performance, because this will indirectly affect the increase in student motivation and learning achievement. In addition, referring to the number of studies that have been conducted, it can be concluded that principals who focus on instructional leadership get better student learning achievement than headmaster who are less focused on instructional leadership.

## 5. CONCLUSION

Based on the results of data analysis and discussion presented by the researcher, the conclusions are as follows: (1) The level of instructional leadership of the headmaster of Vocational High School at Batu City belongs to the medium category. This is evidenced by the acquisition of a percentage value of 35%; (2) The level of teacher's performance of Vocational High School at Batu City is in the low category. Evidenced by the results of the analysis conducted by researchers, the percentage was 35%; and (3) There is a significant positive relationship between the instructional leadership of the headmaster variable and the teacher's performance of Vocational High School at Batu City. So, if the higher the application of instructional leadership of the headmaster, it will be able to affect teacher performance so that performance increases too.

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