

The Leadership of Principal and Teacher Performance Influence on Student Learning Outcomes

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ABSTRACT

The goal of this paper was to evaluate the significant impact of Principal Leadership and Teacher Performance Influence on Student Learning Outcomes in kindergarten, Lempuing Jaya district. This study has a population of 122 teachers with a sample of 93 teachers. The results show that there is a significant influence of the Principal's Leadership on Teacher Performance with a value (t count 5,552 > t table 1.99547). Teacher performance on student learning outcomes was significant with t count 2180 > t table 1.99547. The principal leadership and teacher performance on student learning outcomes were significantly influenced with a value of f count 15.553 > f table 3.29 and a significant level of $0.000 < 0.05$ then H_0 was rejected and H_1 was accepted. Variable Leadership can be concluded that the principal and performance of teacher are simultaneously having important impact on Learning Outcomes of Student in kindergarten Lempuing Jaya sub district Ogan Komering Ilir.

Keywords: Leadership Principal, Teacher Performance, Learning Outcomes.

1. INTRODUCTION

Education is one of the aspects that influence the quality of human resources. Therefore, a teacher must have a good performance. The principal of a school has a very critical impact so that the principal is required to have the ability and readiness to encourage, influence, mobilize, guide, direct and then do something that can help achieve a predetermined goal. As an education leader, the principal has an important responsibility [1]. The results of Hersey's research as quoted by the Directorate of Manpower, Directorate General of PMPTK [2] show that there are 10 factors that influence a person's morale in carrying out tasks, namely: work readiness, working conditions, work organization, leadership, salary, opportunities, suggesting ideas, opportunity to learn assignments, working hours Ease of work.

Mulyasa [3] states that the reform of school is determined largely by the teacher, due to the teacher is the leader of education, facilitator, and at the same time the center of learning initiatives. High teacher performance is a manifestation of teacher quality. This is quite important in order to achieve school goals. High performance means that teachers can function as effective and effective educators in accordance with

the goals they want to achieve [1]. However, the problem that occurs in schools, including kindergartens, is the fact that school students have almost the same human resource abilities, namely low discipline and even low academic ability [2]. In addition, teachers explain only based on their past experiences, so they show no innovation, including learning methods.

2. METHODS

2.1. Research Types

This study used quantitative data, namely research that use numbers, starting from data collection, interpretation of the data, and the discussion of the results. This research includes research *ex post facto*; the research aims to investigate the events that have occurred and then backward to determine the factors that cause these events [3].

2.2. Research Subjects

The population in this study was all Kindergarten teachers in Lempuing Jaya District for the 2019/2020 academic year, totaling 122 people with a total sample of 93 kindergarten teachers and head of the Lempuing Jaya district. Analysis was performed on all data

obtained with the help of the SPSS for Windows software program.

3. RESULTS AND DISCUSSION

The results of the variable description of student learning outcomes in kindergarten Lempuing Jaya sub district is described here. The lowest score was 16 and the highest score was 35. The average scores of respondents regarding the leadership of 22.71 while for the standard error of 0.642 standard deviation of 3.801 with the variance is 14,445. Distribution data frequency variable el results for students at kindergarten Lempuing Jaya sub district obtain the results as follows: 10 students or (28.57 %) has Developing Excellent, 15 students or (42.86%) had Evolving accordance Hope, 8 students or (22.86%) have started to develop and 2 students or (5.71%) have not developed.

Analysis variable description Principal Leadership in kindergarten Lempuing Jaya sub district is the lowest score was 68 and the highest score is 87. The average score of respondents on leadership was 74.00 while for the standard error of 0.912 and standard deviation of 5.912 with a variance of 29.114. Distribution data frequency variable Leadership Principal at TK Lempuing Jaya sub district obtain the results as follows: N use values is highest 8 respondents or 22.86%, higher values are 10 respondents or 28.57%, the value was there were 12 respondents or 34.28 % and low scores there are 5 respondents or 14.28%. The products of the test indicate that the principal's leadership is in good category.

Table 1. The Significance of the Effect of Principal Leadership (X1) on Student Learning Outcomes (Y)

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	.110	8.642		.013	.990
Principal leadership	.517	.093	.733	5.552	.000
Teacher Performance	.185	.085	.288	2.180	.000

a. Dependent Variable: Student learning outcomes

Analysis variable description Principal Leadership in kindergarten Lempuing Jaya sub district is the lowest score was 73 and the highest score is 97. The average score of respondents regarding teacher performance of 90.00 while for the standard error was 1.001 and standard deviation was 5.922 with a variance of 35.067. The frequency distribution of variable data on teacher performance in kindergarten, Lempuing Jaya district, obtained the following results: the highest score results were 6 respondents or 17, 14 %, high scores were 12 respondents or 34, 29 %, moderate scores were 15 respondents or 42, 86 % and low scores there are 2

respondents or 5.71 %. The results of the analysis indicate that the teacher's performance is in good category. The regression equation significance test can be presented in the table 1.

The value is smaller than 0.05 or $0.000 < 0.05$ and the value or $5.552 > 1.99547$ so that H₁ is accepted and H₀ is rejected. That is a significant difference between Principal leadership against Students learning results in kindergarten Lempuing Jaya sub district Ogan Komering Ilir. The significance test can be presented in the table 2 below:

Table 2. The Effect of Teacher Performance (X2) on Student Learning Outcomes (Y)

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.110	8.642		.013	.990
Principal leadership	.517	.093	.733	5.552	.000
Teacher Performance	.185	.085	.288	2.180	.000

a. Dependent Variable: Student learning outcomes

Values of significance smaller than 0.05 or $0.000 < 0.05$ and value is $2.180 > 1.99547$ so that H₁ Ho accepted and rejected. That is a significant difference between teacher performances against Students learning outcomes. The results of the multiple regression analysis of X₁ and X₂ on Y can be seen in the table below:

Table 3. Multiple regression analysis X1 and X2 on Y

Model	ANOVA ^a				
	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	242.091	2	121.045	15.553	.000 ^b
Residual	249.052	32	7.783		
Total	491.143	34			

a. Dependent Variable: Student Learning Outcomes

b. Predictors: (Constant), Teacher Performance, Principal Leadership

Based on the table above, the significance value is 0.000. Testing is done using the criteria of significance or sig with the following conditions: if the significance value < 0.05 then H_a is accepted and H₀ is rejected. If the significance value > 0.05 H_a is rejected and H₀ is accepted. Based on the table, the value obtained or 15.553 and 3.29 means that H_a is accepted by H₀ is rejected.

After calculating, it can be concluded that the significant value is less than 0,000 or $0.000 < 0.05$ and F count $> F$ table so that H_a is accepted and H₀ is rejected. This means that there is a significant influence between the Principal Leadership and Teacher Performance on student learning outcomes. In order to find out how much the impact of the independent

variable has on the dependent variable, it can be studied simultaneously in the table below:

Table 4. The results of the coefficient test are determined by the influence of the principal's leadership (X1) on teacher performance (X 2) on student learning outcomes (Y)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.702 ^a	.493	.461	2.790

a. Predicts: (Constant), Teacher Performance , Principal Leadership

R = 0.702, which means that the variable Principal Leadership (X1) and Teacher Performance (X2) on Student Learning Outcomes (Y) has a STRONG relationship.

R² = 0.493, which means 49.3% Principal Leadership variable (X1) and the Teacher Performance (X2) affect Student Learning Outcomes (Y) (100 - 49.3%) 50.7% influenced by alternative variables that are not included in this research.

Standard Error of Estimated (standard deviation) which means to measure the variation of the predicted value is used in this study. The standard deviation in this variable is 2.790, which means the smaller the standard deviation the better the model. From the results of the summary model output table above, the R number is 0.702. With the results of the R value of 0.702, it can be concluded that there is a STRONG influence between the Leadership of Headmaster and Teacher Performance on Student Learning Outcomes.

- The value of the R Square value is 0,461 or 46.1% while 53.9% is influenced by other factors not included in this research.

Principal leadership has an influence on Student Learning Outcomes of $0.000 < 0.05$. Score known minimum of 68 and a highest score as 87 with a mean score of 74.00 while for the standard error of 0.912, the standard deviation of 5.912 with a variance is 29.114.

Furthermore, it is known that the value of T count is greater than T table ($5.552 > 1.99547$), so H0 is rejected and H1 is accepted, so the hypothesis which says there is an influence of the Principal's Leadership on Student Learning Outcomes is partially accepted. The value of Constant is 11.088, meaning that if there is no change in the variable of the Principal's Leadership and Teacher Performance (X1 and X2 values are 0) then the Student Learning Outcomes in Kindergarten, Lempuing Jaya District, Ogan Komering Ilir Regency are 11.088.

Yuliati [6] argues that the failure and success of subordinates is a direct impression of the failure and success of a leader [7]. The principal is one of the driving forces for the school to realize the vision, mission, goals and objectives of the school through program programs that are implemented in a planned and gradual manner [8].

The result of t was greater than t table ($2.180 > 1.99547$), so H0 is rejected and H2 is accepted, so the hypothesis which says there is an effect of teacher performance on student learning outcomes is partially accepted. Furthermore, it is known that the minimum score is 73 and the highest score is 97. The average score of respondents regarding the leadership of the 90, 00 while for the standard error of 1,001 standard deviation of 5,922 with a variance is 35.067.

The value of the Principal Leadership Regression coefficient is 10.517, meaning that if the Principal Leadership variable (X1) increases by 1%, assuming the Teacher Performance variable (X2) and the coefficient (a) is 0 (zero) then the Student Learning Outcomes in Kindergarten, Lempuing Jaya District, Ogan District Komering Ilir amounted to 10,517. This shows that the Principal Leadership variable provided has a positive contribution to Student Learning Outcomes, so that the Principal Leadership in Kindergarten in Lempuing Jaya District, Ogan Komering Ilir District, has also increased.

Based on the test results at the Fcount value of 15.553 with an Ftable value of 3.29 so that the F count value $> F$ table and a level of significant $0.000 < 0.05$ then H0 is rejected and H1 is accepted. It can be concluded that the variables of Principal Leadership (X1) and Teacher Performance (X2) simultaneously have an effect that is significant on Student Learning Outcomes in Kindergarten, Lempuing Jaya District, Ogan Komering Ilir Regency.

The teacher performance regression coefficient value is 10.185, which means that if the teacher performance variable (X2) increases by 1% with the assumption that the Principal Leadership variable (X1) and the coefficient (a) is 0 (zero), the Student Learning Outcomes in Kindergarten, Lempuing Jaya District, Ogan District Komering Ilir amounted to 10,517. This shows that the teacher performance variables provided contribute positively to student learning outcomes, so that the greater the teacher performance results, the more student learning outcomes in kindergarten, Lempuing Jaya sub-district, Ogan Komering Ilir district, soar student learning outcomes.

Endah [1] states that the influence of principal leadership and teacher performance has a significant and positive effect on student learning outcomes at public high schools throughout the city [9] also argues that some teachers also argue that students in the

teaching and learning process are not enthusiastic about taking lessons, students tend to be passive in accepting explanations from the teacher.

4. CONCLUSION

There is a significant effect between principal leadership against the results of student learning outcomes amounting to 41.8%. Results between teacher performance against student learning outcomes amounting to 44.3%, and a significant influence jointly between school leadership and teacher performance towards student learning Outcomes in TK Lempuing Jaya District amounted to 49.3% and 50.7% affected by other factors not included in this study.

The principal must further motivate each teacher to be more active in developing education and to become professional teachers. For schools, it is expected that they can increase motivation for teacher performance, for example by giving appreciation to teachers who have contributed to improving student learning outcomes.

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