

The Effect of Principal and Teachers Performance on the Qualification of Elementary School Level

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ABSTRACT

The aim of this research is to evaluate and analyze the impact of principal performance and teacher performance on the quality of public elementary school education in the Plakat Tinggi district. This is a descriptive quantitative study. The study's sample size was 107 people, and questionnaires were used to collect data. The results showed that: 1) there is a significant effect of the principal's performance on the quality of education; 2) there is a significant effect of teachers' performance on the quality of education; and 3) there is a significant effect of principal and teacher performance on the quality of education.

Keywords: Principal Performance, Teacher Performance and Education Quality

1. INTRODUCTION

As a chief, the Principal has the power and strategies to improve educational standards [1]. A Principal's performance is an achievement that shows and proves a person's ability to lead a school as a teachers' leader.

Suharsaputra [2] explained that the principal's performance could not be separated from the term management, why is that, because it can be said that the principal is a manager in an educational institution called a school.

Asmani [3] in management terminology, a quality educational institution meets effectiveness, efficiency, and productivity. Effective school management is the key to real education quality. Several indicators that are the keywords for effective school management will be reflected in teachers' high commitment, visionary leadership of school principals, trust in students and teachers to achieve high academic achievement, continuous monitoring of student progress, positive school climate, ideal learning opportunities. sufficient, as well as the involvement of parents and the community in school programs.

It provides opportunities for school principals to actualize their ability to manage schools through leadership performance. The performance of managers (principals) is influenced by behavioral factors with a certain complexity and composition level. The decentralized system requires people who are nimble,

agile and have the initiative to develop the organization in the form of a vision and mission [4].

Based on research conducted by Damayani [5], the performance of school principals and teacher in the learning process in the school environment is a factor in achieving educational goals, because the performance of school principals and teachers is the spearhead in the world of education. The high and low standard of the principal's performance, as well as the performance of the teacher, results in the progress and quality of the school.

Furthermore, as a leader of an educational institution, the principal must fully understand how to handle his managerial skills in order to transform the institution he leads into a school that can compete in the age of globalization while remaining culturally relevant. Because educational institutions are product that will produce quality human resources that will become the backbone of the implementation of national development [6].

Generally, the Principal performance can be interpreted as work performance in quality and quantity achieved by a principal in carrying out his function as a leader of teachers following the responsibilities given to him [7]. In line with Mulyasa [8], the principal must be able to increase school productivity. Its productivity describes as the educational output in the form of an academic atmosphere. Equitable input, a large number of graduates, high quality of graduates, increased relevance, and an economic perspective in income

administration are the concrete achievements. Meanwhile, the process or atmosphere could be defined clearly in the enthusiasm of learning, high morale, and trust from various parties. With the improvement of the quality of education, it is hoped that graduates will be better able to become educational staff who can carry out their duties properly.

In addition to the principal's performance factor, it is also affected by the output of the instructor. In accordance with the findings of Dahlan et al. [9], in terms of teacher competence and skills in the learning process, schools need to pay attention to factors that can improve teacher performance in developing all of its potentials. Rusyan states that various supporting factors are necessary to help the success of teacher performance as described above, including First, Teacher Performance Motivation, Encouragement to do an excellent job for teachers should arise from within, still, efforts to motivate from outside It can also provide teacher morale, for example, encouragement from the principal to the teacher [10].

Considering the teacher performance influences the quality of education, teacher performance is the spearhead of school success. A quality school is inseparable from the excellent performance of teachers in carrying out work in schools. The low performance of teachers in schools is influenced by various factors, namely competence, work motivation, discipline in the organization where teachers teach, the leadership of school principals, and the existence of government policies regarding education.

Regarding educational quality, Fattah [11] contends that efforts to improve educational quality and expansion necessitate at least three major factors: 1) adequacy of educational resources in terms of the quality of education personnel, costs, and learning facilities; 2) the quality of the teaching and learning process that encourages students to learn effectively; and 3) quality of education. Thus, if schools can have the requisite financial support and competent educational personnel, the adequacy of services, the quality of the teaching and learning process, and the quality of production can be met.

Other influencing educational quality, according to Soedijarto [12], include the educational process experienced by students, the availability of educational resources including educators, education budgets, and policies that are the result of the political process. It is confirmed by Sukmadinata [13] states that quality schools are influenced by a quality education process with supporting factors, facilities and infrastructure, adequate costs, proper management, and a supportive environment. Given the importance of education quality in each school, researchers researched the Effect of Principal Performance and Teacher Performance on Elementary School quality in Plakat Tinggi District.

2. METHODS

Sukmadinata [13] defines a research method as a collection of processes or activities used to conduct research based on basic assumptions, conceptual and ideological viewpoints, concerns, and issues at hand. The research method has a specific research design. This research is quantitative research aims to describe the research findings.

Quantitative research involves the philosophy of positivism emphasizes objective phenomena and is studied quantitatively. The sample is the SD Negeri in Plakat Tinggi District, with purposive sampling technique, namely teachers who are used as research samples are teachers in each primary school with 107 teachers. In collecting data, techniques are needed to provide data and to classify it. The data collection system, according to Sugiyono [14], is used to collect data. The data collection technique collects the requisite data in the study by using a questionnaire and documentation. Simple correlation and multiple regression data analysis techniques with the SPSS For Windows Version 22 program were used as a data analysis technique. The analysis implementation stage includes (1) descriptive analysis, (2) analysis requirements test, and (3) hypothesis testing.

3. RESULTS AND DISCUSSION

1) The First Hypothesis Test (H₁)

Table 1. T-test analysis of Variable (X₁) on Y Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	37.580	7.621		4.931	.000
Principal Performance	.191	.081	.201	2.350	.021

a. Dependent Variable: Quality of Education

The t test review revealed that the significance value is 0.000. H_0 is refused because the significant value (probability) is less than 0.05. It implies that H_a is accepted, and since the principal's output has an effect of

X_1 on Y of 0.000 0.05 and a t value of 2.350 > t table 1.659, it can be inferred that H_a is accepted, implying that there is a major impact between X_1 and Y .

The First Hypothesis Test (H_2)

Table 2. T-test analysis of Variable (X_2) on Y Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	37.580	7.621		4.931	.000
Kinerja Guru	.423	.073	.496	5.788	.000

a. Dependent Variable: Quality of Education

Source: Processed data of SPSS version 22 Program 2020

The First Hypothesis Test (H_3)

Table 3. F-test analysis ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5470.959	2	2735.479	30.578	.000 ^a
	Residual	9303.696	104	89.459		
	Total	14774.654	106			

a. Predictors: (Constant), Teacher Performance, Principal Performance

b. Dependent Variable: Quality of Education

According to the statistical review, the significance value for the effect of X_1 and X_2 on Y at the same time is 0.000 0.005, and the F count is 30.578 > 2.69 F table, it concludes that H_a 3 is accepted, which means that there is a significant influence X_1 and X_2 simultaneously on Y .

Based on the research data analysis using the SPSS program version 22, the data requirements were tested before conducting statistical analysis, namely the validity test and the reliability test. The data validity test was performed using the validation test carried out with the validators, PGRI Palembang University lecturers. Then proceed to test the validity of the analysis using the calculation of the SPSS program version 22. The results validity testing for the principal performance variables notes that all are valid, the statement items can be tested further. Meanwhile, the validity analysis for the teacher performance variables notes, that all of them are valid, the statement items can be tested. The validity analysis for the education quality variables notes that all of them are valid, the statement items can be tested. Then the prerequisite data test is continued to the

reliability test. After testing by the SPSS version 22 program, it is known that the principal's performance variable value was more significant than the r table, the teacher performance variable was more significant than the r table, and the education quality variable was more significant than the r table, it concluded that all research variables were reliable.

4. CONCLUSION

Published the results of the t-test study, it is possible to assume that the principal's performance has an effect on the standard of education. It suggests that the principal's performance has an effect on the standard of elementary school education in the Plakat Tinggi district. Based on the effects of the t-test study, teacher success affects educational efficiency. It suggests that teacher success has an effect on the standard of education in elementary schools in the Plakat Tinggi sub-district, thus answering the second hypothesis. According to the F test review, principal and teacher performance have a shared impact on educational

quality. The response to the third hypothesis is that Principal Performance and Teacher Performance both affect the Quality of Primary School Education in Plakat Tinggi District.

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