

The Role of Primary Leadership and Encouragement on Teacher Quality

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ABSTRACT

The goal of this review is to evaluate and examine the impact of the leadership style of head teachers on the success of selected elementary school teachers in the district of Plakat Tinggi. This sort of investigation is experimentally descriptive. The population of this study consisted of 56 respondents with data collection techniques in the form of a question (questionnaire). The findings showed that: 1) there is a serious influence of primary leadership on the performance of teachers; 2) there is a big impact of primary motivation on the performance of teachers; 3) there is a strong impact on the performance of teachers between leadership and key motivation.

Keywords: Leadership, Encouragement, Teacher Quality

1. INTRODUCTION

Until today, only a part of the Principals had good qualifications in terms of school administration. In addition, there are still several school principals who are not particular to their position as administrators. The number of Principals who have not carried out their duties relates to several factors, such as the human resources of the Principal, the geographical condition of the school and the belief that the Principal is all about the school, and so on. This belief is based on the view of the teacher that the principal is a person who needs to be valued, appreciated and trusted. This creates a void between the two. The leader has the legitimacy and strategies to strengthen the level of education as a leader [1].

Principal with school teachers. Of necessity, this produces a less harmonious working environment. Leadership requires a process of social control, in this case the deliberate influence of an individual on others to organize activities and relationships within a community or organization [2].

In addition, according to Damiati et al [3] the Supervisor, who loses trust in subordinates in the implementation of tasks, only forms the minds of teachers as executors of work. Teachers are only curriculum implementers decided by the Head of the School. Because of the lack of accountability, teachers would work without a strong encouragement from the

Madrasah Leader. The educator will demonstrate an interest in carrying out a task or operation and then do it well if there is a motivating force, namely motivation. This would, of course, have an effect on below ideal teacher jobs. In the framework of the school system, the Leader has an important role to play in motivating teachers to perform well. Headmaster should be a strong management framework with a simple task management system. A good management structure can be developed by implementing the proper management functions of the headmaster.

Utami [4] in her study, should be able to execute the proper leadership functions of the Principal in order to inspire his subordinates to achieve the anticipated objectives. The Principal must be able to practice creativity, be able to lead all stakeholders and the school as an educational institution to change their minds, develop their vision and purpose by using the strengths, expertise and abilities of its members.

Dahlan et al [5] clarified that school principals are a deciding factor in the management of education in their schools in order to achieve educational objectives. The leader is therefore expected to have sufficient expertise, abilities and skills. The headmaster plays a very important role in contrast with the styles and levels of other educational leaders, since the principal is more closely and explicitly linked to the implementation of educational programs in schools. The strong and poor encouragement of the Principal towards teachers and

school staff also determines the size of their success or achievement. It is therefore necessary for the chief, in this case the leader, to pay attention to subordinates, to build the excitement of everyone for work so that they are able to cooperate, to work efficiently and to achieve satisfaction.

According to Fattah [6] efficiency can be done well if workers who work get good encouragement or inspiration, including because their mental state can work peacefully, comfortably and in focus. In relation to these external motivational factors, employee success will be accomplished if it is affected by internal motivational factors, or perhaps the work he does is enjoyable, or because he does the work as a mandate or a call. Employees will also work well on the basis of planned results, since they are likely to obtain rewards that will make them work well, be creative and of high quality.

It has been verified by Mulyasa [7] that, in order to stimulate employee morale, it must be achieved by promoting the achievement of good results. Motivation is the method of giving workers motivation (driving) to work in such a way that they are able to work effectively and efficiently towards the achievement of institutional objectives. This job motivation is found in Maslow's hierarchy of needs theory, which includes physiological needs, protection needs, social needs, incentive needs and self-actualization needs. With either the fulfillment of all needs or desires and aspirations, workers will be fulfilled and employees with a high degree of satisfaction will naturally improve their performance. Motivation also plays a very important role in increasing student achievement [8].

In addition to the findings of the initial observations and the information collected, it was found that there were still concerns from the public about the status of teachers and employees. Teachers have shown that they appear to have diminished passion for teaching, lack of discipline, lack of time-based teaching, are less able to handle learning in such a way that it has an effect on alumni output, including low teaching attitudes and dedication, lack of initiative in teaching. It also affected the behavior of the teacher. Suitable teaching also could make significant graduates [9].

According to Wahjosumijo [10], the head teacher should be able to understand the set of roles that are played in the management of work. This collection of functions is part of the management of jobs, directly or indirectly connected to the execution of tasks. Significant positions that need to be attached to and enforced by the Principal include: (1) the role of managers, (2) the role of motivators, (3) the role of facilitators, (4) the role of administrators, (5) the role of supervisors, (6) the role of evaluators, (7) the role of educators, (8) the role of developing a school environment and (9) the role of entrepreneurship. The

learning environment is an assessment provided [11]. Of the nine roles mentioned above, the author will further define one of the roles of principal that affects the performance of teachers and staff in schools, namely the role of principal as managerial officer. The Principal should be able to inspire and mobilize teachers and staff to carry out their duties/work in a passionate, involved, dynamic and imaginative way. Encouraging encouragement which can open understanding of attitudes and become the path to school change and progress.

Earlier studies by Fransiska, et al [12] has shown that the performance of the teacher would be strong if the leadership style of the leader is successful and if the teacher also has a high work discipline. Teacher success can be optimized with the Headmaster's style of leadership that can motivate teachers to provide high school discipline so that they can always display their best performance in achieving school goals. The results of this study therefore support the view that the relationship between the innovative leadership of SD directors Negeri Rambang Kapak Tengah and the teaching work discipline has a positive direct impact on the output of teachers.

On the basis of preliminary research data conducted by researchers at the State Elementary Schools in the Plakat Tinggi Subdistrict, Musi Banyuasin Regency, it was found that some teachers had demonstrated good performance in carrying out their duties and functions. However, there is still some poor output of teachers, among others: teaching monotonously without any creativity in learning, there are still teachers who are late to class and leave the classroom before the timetable for adjusting class hours. In addition, there are also teachers who are without adequate training and lack of mastery of the teaching content to deliver only the material. So, the authors are of the belief that there are aspects that become influences that affect things like that. In order to increase the performance of teachers, it is very important to take part in teacher education and training so that the learning process is well underway. In addition, the use of school facilities is also required to allow students to learn well and to deliver learning materials using involved, innovative, creative, effective and fun learning techniques. Focused on the context structure set out above, the researcher intends to further explore the effect of the leadership and motivation of school principals on the performance of public elementary school teachers in the Plakat Tinggi District of Musi Banyuasin Regency.

2. METHODS

As per Sukmadinata, the research method is a set of methods or practices for investigating based on basic assumptions, philosophic and ideological beliefs, questions and issues at hand. The data collection has a

particular design for research. This research approach is survey data by explaining the results of the research [13].

Statistical method is based on the theory of positivism, which emphasizes statistical techniques. The sample in this study was made up of public educational institutions in the Plakat Tinggi District, sampling in this study using objective sampling, i.e. teachers who were used as test samples were teachers in each elementary school with a total of 57 teachers. Techniques are required for the collection of data, both techniques for the provision of data and techniques for the classification of data that have been collected. The same argument has also been made by Sugiyono [14] that the data collection method is the method used to collect data, while the data collection technique is the

method used to carry out the method chosen, which uses questionnaire data and documentation. Main data collection method used in this study clear correlation and multiple regression data analysis techniques with the aid of the SPSS For Windows Version 22 software. The application research process included: (1) a descriptive analysis, (2) a test of the analysis criteria and (3) a test of the hypothesis.

3. RESULTS AND DISCUSSION

After testing the data analysis criteria, namely the normality test and the homogeneity test, the hypothesis test was continued. After the data are declared to have met the criteria to be checked, the hypothesis is tested using the t-test and the F-test to assess the effect on the variables to be tested in part and at the same time.

Table 1. Results of Multiple Correlation Statistical Analysis and Coefficient of Determination.

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.696 ^a	.485	.466	10.239
a. Predictors: (Constant), Encouragement (X ₂), Leadership (X ₁)				
b. Dependent Variable: Teacher Quality (Y)				

Table 2. Results of the F Test Analysis

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5420.449	2	2710.224	25.850	.000 ^a
	Residual	5766.448	55	104.845		
	Total	11186.897	57			
a. Predictors: (Constant), Encouragement (X ₂), Leadership (X ₁)						
b. Dependent Variable: Teacher Quality (Y)						

Table 3. Hasil Analisis Uji t

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	26.990	9.484		2.846	.006
	Leadership (X ₁)	.318	.128	.312	2.482	.016
	Encouragement (X ₂)	.415	.115	.454	3.615	.001
a. Dependent Variable: Teacher Quality (Y)						

Source: Processed Results of the SPSS Program version 22 of 2020

Defined on the basis of the review of the research data using the SPSS version 22 program. Before the report came out, the data criteria were first tested, namely the validity test and the reliability test. The data validity study was performed out using the verification 's carrying out with validator, namely the PGRI Palembang University lecturer. Then progress to a testing stage of the report. The outcomes of the

estimation of the practical model for the key leadership variable suggest that all of them are correct so that the items of the argument can be further checked. Defined on the basis of the review of the research data using the SPSS version 22 program. Before the report came out, the data criteria were first tested, namely the validity test and the reliability test. The data validity study was performed out using the verification 's carrying out with validator, namely the PGRI Palembang University

lecturer. Then progress to a testing stage of the report. The outcomes of the estimation of the practical model for the key leadership variable suggest that all of them are correct so that the items of the argument can be further checked. After estimation, it is recognized that the key leadership variable has a value greater than the r table, the motivation variable of the principal is greater than the r table, and the output variable of the instructor has a value greater than the r table, so that it can be concluded that all the research variables are declared accurate.

4. CONCLUSION

Published the results of the studies that have been done, it can be established that the role of the leader has an impact on the success of the instructor based on the results of the t-test review. This indicates that there is an association of the key leadership on the output of school teachers in the Plakat Tinggi District, which was the response to the first hypothesis. The main incentive affects the performance of the instructor on the basis of the results of the t-test study. Which demonstrates that the impact of the main motivation on the output of teachers in schools in the Plakat Tinggi District has been addressed by the second hypothesis. Headmaster Leadership and Principal Encouragement have a shared impact on Teacher Success based on the findings of the F-test study. This shows that the impact of Principal Leadership and Principal Encouragement jointly on the performance of in the Plakat Tinggi District has responded to the third hypothesis. After estimation, it is recognized that the key leadership variable has a value greater than the r table, the motivation variable of the principal is greater than the r table, and the output variable of the instructor has a value greater than the r table, so that it can be concluded that all the research variables are declared accurate.

AUTHORS' CONTRIBUTION

Panata: designed and performed experiments and analysed data.

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