

The Effect of Principal Working Group Activities and Principal Professionalism on Teacher's Performance in Keluang District

S. Mubadi^{1*}), Bukman Lian², Syaiful Eddy²

¹SD Negeri Balin

²Universitas PGRI Palembang

*Corresponding author: Email: smubadi8gmail.com

ABSTRACT

The purpose of this study is to determine the effect of principal work group activities and principal professionalism on teacher's performance. This research applies quantitative methods. The research sample consisted of 167 public elementary school teachers in Keluang District. Data collection was using a questionnaire. The method of data analysis applied descriptive quantitative analysis technique and multiple regression. The results of the study proved that (1) there is a significant effect between principal working group activities on teacher's performance, (2) there is a significant effect between the professionalism of the principal on teacher's performance, and (3) there is a significant effect between the principal working group activities and principal professionalism on teacher's performance

Keywords: Principal Working Group Activities, Principal Professionalism, Teacher's Performance

1. INTRODUCTION

The success of an educational institution cannot be separated from the roles of principals, teachers, staff, and administrators. "The function of the principal as a top manager must be able to carry out duties and functions as EMASLIM (Educators, Managers, Administrators, Supervisors, Leaders, Innovators and Motivators)" [1]. As the top leader, the principal must be able to manage his subordinates and create a family atmosphere and with a stakeholder. For that, a forum for developing the performance of the principal is very needed to make the principal as a professional person in his/her organization. Therefore, an effective forum that can provide in developing professionalism opportunities for school principals to implement, develop their potential, and share experiences with other school principals is empowering school principals working groups (KKKS).

Muslim states that "the four functions of the principal's working group are: (1) To solve the problems that have not been resolved by the teacher at the KKG meeting; 2) To solve school management problems based on the findings of school supervision; (3) To coordinate school principals in a cluster and produce school leadership; and (4) To generating new ideas to

improve the quality of education [2].

Handayani shows that the working group for mentoring-based Madrasah (Islamic school) principals can improve the ability of school principals to compile education supervision programs at the Assisted MTS (Islamic Junior High School) and the Assisted High Schools [3] [4]. This is evidenced by an increase in the ability of madrasah and high school principals in preparing educational supervision programs that can be seen from the cycle I to cycle II. The average ability of madrasah and high school principals in preparing educational supervision programs in the first cycle was 73.17 in the sufficient category and the second cycle was 84.29 in the good category.

The activities carried out in the Principal Working Group (KKKS) are not much different from the activities in the Teacher Working Group (KKG). Rasyid showed that the function of the KKG from the perspective of the teacher is needed to increase educational insight and knowledge of elementary school so that teachers will become more professional [5]. KKG is very effective as a forum for sustainable professional development (PKB). These functions include (1) KKG as a forum for discussion and problem solving for teachers who experience difficulties in

learning activities, (2) KKG as a forum for activities for teachers who are members of a cluster who want to improve their professionalism together, (3) KKG as a forum for disseminating information about educational reforms, especially those related to efforts to improve learning outcomes, and (4) KKG as a center for practical activities in making teaching aids, using libraries and acquiring various teaching skills and developing classroom administration. While the difference between both is in the field of the development and activities undertaken. The KKG program focuses on how teachers carry out improving the management of PAKEM (Active, Creative, and Fun learning process) properly and is supported by support activities to assist school principals in developing school management and increasing community participation.

While the results of research conducted by Ahyadi and Bisri concluded that (1) Principal managerial competence is developed by compiling work plans, program calendars, and program materials. activities. In organizing all activities, it is led by the principal who is the head of the KKKS, and assisted by other school principals as coordinator of technical activities. In the implementation of management, the principal's managerial competence is divided into two periods, namely one year and two years. Meanwhile, under supervision, the program implementation is regularly evaluated; (2) Some principals were not discipline in participating the activities. Also, there is No. enough experts as resource persons. Besides, the scope of implementation is still constrained by funding; and (3) To motivate the principal about the importance of discipline for a leader was involving experts as resource persons and related agencies as backers of funds [6].

However, in the reality, KKKS activities as a meeting place for school principals in Keluang District have not been implemented optimally. The reality in the field proved that the benefits of the principal working group (KKKS) can facilitate school principals to work together to solve problems that occurred Then, the principles can increase more knowledge, collect portfolios to increase academic qualifications or promotion. Its impact is the performance of school principals increased and become professional at work. By giving the importance of the KKKS program, the Principal of Primary Schools improves the competence and performance of the principal with the Quality Program that is called Better Education Through Management and Universal Teacher Upgrading with the hope of overcoming educational problems.

Meanwhile, the principal's professional ability as an educational leader is responsible for creating a conducive teaching and learning situation, so that the teachers can carry out learning well and the students can learn calmly. The results of research from Kartini,

Ahmad, S., & Eddy, S. showed: (1) the t_{count} of the principal's leadership style variable was 46.456 with a significance level of 0.000, which means that the principal's leadership style had a significant effect on teacher performance; 2) the t_{count} value of the interpersonal communication variable is 35.738 with a significance level of 0.000, meaning that interpersonal communication has a significant effect on teacher performance, and 3) the F_{count} value of the principal's leadership style variable and interpersonal communication on teacher teaching performance is 4.978 with a significance level of 0.000. The test criteria are if $F_{count} > F_{table}$ and a significance level < 0.05 , so it can be concluded that the principal's leadership style and interpersonal communication have a significant effect on teacher performance. Besides, the principal is required to be able to cooperate with his subordinates, in this case, the teacher [7].

Triwidiyanti and Absy argued that a bad performance of teachers is caused by the lack of teacher ability to make a good planning for teaching, lack of skill in using media for teaching, unable to make the students active in learning, unable to determine the correct teaching method and not master the material to be taught [8]. These results of the study obtained a correlation coefficient for the teacher's competency variable (X_1) with teacher's performance (Y) of 0.687 with a significance level of 5%. The correlation coefficient for the variable leadership style (X_2) with teacher performance (Y) of 0.739 with a significance level of 5%. While the coefficient of determination (R^2) is 0.623. These values can be interpreted as the percentage of the relationship between the competency variable and leadership style together with teacher's performance is 62.30%. In other words, the effective contribution of competence and leadership style to the performance of teachers at SMP Negeri 8 Palembang is 62.30%, while the remaining 37.70% is influenced by other variables that are not included in this study. Based on the results of data processing, the regression coefficient for the competency variable (X_1) is 0.505 with a significance level of 5%. The regression coefficient for the leadership style variable (X_2) is 0.447 with a significance level of 5%. So, the multiple regression equation for this study is: $\hat{Y} = 19.992 + 0.505X_1 + 0.447X_2 + e$.

In such a way, to realize a good teacher's performance, strong leadership is needed and according to the professional demands of a leader. Leaders have a great opportunity to encourage or hinder innovation efforts, both from outside and from within the institution. This is in line with Pidarti's opinion which states that the teacher's performance is influenced by several factors i.e. the principal's leadership style, work facilities, expectations, personal beliefs, and motivation [9].

Besides, Guterres and Supartha in their research suggest that the leadership style applied by the principal will affect the teacher's performance in an organization so that it can be interpreted that the more appropriate the leadership style is applied, the better the teacher's performance will be [10]. Based on the results of the calculation of regression analysis, it can be concluded that the magnitude of the influence of leadership style (X_1) on teacher's performance (Y) is 0.571. The magnitude of the influence of motivation directly on employee performance (Y) is 0.313. The magnitude of the influence of leadership style (X_1) and motivation (X_2) has a joint effect of 73.5% while the remaining 26.5 % is explained by other variables not included in this study.

Meanwhile, Burhanuddin, et.al, stated that the implementation of the principal's program in improving the quality of education leads to the formation of an effective model school, namely placing professionalism and empowering all school personnel for the quality improvement programs [11]. He shows that: 1) The efforts made by the principal in compiling school programs are following the vision and mission of the school which is outlined in the objectives and can be stated that they have gone in a good direction; 2) The implementation of the program leads to the formation of an effective model school, namely placing professionalism and empowering all school personnel for programs to improve the quality of education. The principal's effort is to improve teacher performance for the effectiveness of the learning process carried out by the teacher; and 3) Obstacles in improving the quality of education, among others, in making plans for guiding the teacher, the targets have not been achieved as expected. This is also due to the time, facilities, and personnel available, especially with the regard to mastering the educational foundation of teachers. Another obstacle is in improving the teacher's performance, lack of training for teachers, the inactivity of some teachers in MGMP activities, seminars, and teacher professional improvement activities that can increase the teacher professional competence.

To realize this process, one of the efforts of the principal is to improve the teacher's performance for the effectiveness of the learning process carried out. The efforts to increase the professionalism of school principals will not be realized without motivation and awareness from within the school principal and a spirit of service that will give birth to institutional visions and conceptual abilities. clear.

Besides, the Director-General of Primary and Secondary Education decided on the Guidelines for Implementing the Professional Development System for Principals through the Formation of School Clusters in Elementary Schools, as a concrete manifestation of efforts to empower and improve the competence of the

Principal by the expectations and needs of a dynamically developing community. Then the research results from Kusnandar "Professionalism is the condition, direction, value of goals, and the quality of an expertise and authority related to one's livelihood" [12].

Furthermore, according to Surya, Danim, and Freidson, professional quality is affected by good mental attitude. It means, there is a commitment to always improve and create a performance [13] [14] [15]. So, it can be concluded that professionalism is a form of commitment of the members of a profession to always improve and develop their competence to achieve their professional quality on an ongoing basis. Furthermore, Efa adds that "The low educational achievement or educational competitiveness of Indonesia is the position of the State of Indonesia in 44th place, down to 46th in 2012 from 142 countries [16]. Indonesia's education competitiveness is low compared to other ASEAN countries such as Singapore, Malaysia, and Thailand. The competitiveness of education is one of the important indicators that illustrate the low quality of education in Indonesia, especially the low performance of teachers. Inhibiting factors for the implementation of human resource management, namely: lack of welfare of teachers and honorary staff, lack of career clarity, and quality assurance [17].

World Economic Forum (WEF) noted that Indonesia's competitiveness dropped 5 places to 50th position even though previously it was in position 45 [18]. Indonesia collected a score of 64.6 or 0.3 points lower than in 2018. Therefore, one of the teacher's roles is the resource of learning. In this case, the teachers are the spearhead in efforts to improve the quality of services and educational outcomes [19] Thus, the measure of the success of education is the teacher's performance on the responsibilities at school [20].

In other words, teacher's performance greatly affects the quality of education of each student [21]. The better teacher's performance means that the better quality of education produced will be indeed. For that, the teacher must improve their personal quality in teaching to enrich the students' performance in future.

Based on preliminary observations in Keluang District, it is found that the performance of some teachers is still not optimal in learning, especially the application of science and technology as well as adequate resources and infrastructure that can support the implementation of this research. Other problems that the researchers found were: first, some teachers seldom involving the students to achieve in certain events. Second, the performance of some teachers who have not shown the professional competence of an educator. This can be seen from the discipline of teachers who often leave school hours for certain

reasons e.g. they were doing additional tasks that are not their duties as the teachers, Also, lack of coordination between school principals and teachers.

Pudjiastuti explained that the teacher's performance is still a problem that needs attention [22]. The indicators are the lack of discipline and mastery of subject matter, and the teaching methods are not optimal. Thus, the professional quality and competence of teachers are still not standard. The performance of teachers who are oriented towards mastering theory and rote memorization, causes the students are not able to develop optimally and intact.

This case shows that low teacher performance is predicted. One of the factors is coming from within the individual teacher himself/herself and from outside. Besides, it can be seen that during the Pandemic Covid-19 with the implementation of online learning, the low performance of teachers is influenced by competence, as human resources (IT mastery), work discipline, job satisfaction, the organization where the teacher teaches, the leadership of the principal, as well as there is a government policy on education. This is in line with Siagian's opinion, "performance is influenced by several factors including work environment, organizational culture, leadership and work motivation, work discipline, salary, job satisfaction and other factors" [23] [24]. Good work discipline is needed in achieving the expected goals.

However, contrary to the existing reality, the problem of work discipline is often neglected among teachers. This can be seen from several examples, including arriving at school late, not being at school during working hours, delaying work, leaving prematurely, and so on. For them, the most important thing is to fill in the attendance list. This "indirectly affects the work performance of a teacher" [25]

2. METHODS

This research used a quantitative method with a correlational research type. Because this study aims to find out the relationship between one variable and another. Sukardi argues that correlation research is part of ex-post-facto research, because researchers did not manipulate the state of the existing variables, but directly look for the existence and level of relationship of the variables reflected in the correlation coefficient [26]. According to Musfiqon, quantitative research, namely, research focused on the study of objective phenomena to be studied quantitatively [27]. Meanwhile, according to Tanzeh, quantitative research is a planned and careful method of problem-solving [28]. With a tightly structured design, systematically controlled data collection and focus on the formulation of theories concluded inductively within the framework of empirical proof of the hypothesis.

Specifically, this research is an ex post facto research. According to Sudjana and Ibrahim, ex post facto is research that refers to the treatment or manipulation of independent variables that has occurred before, it remains only to see the effect on the dependent variable [29]. In terms of its objectives, this study is a causal-comparative study. According to Sukardi, comparative causal research involves research activities starting from identifying the influence of one variable on another, then looking for possible causal variables [30].

The data collection was conducted quantitatively. This research method uses a partial correlation method. Partial correlation is used for analysis or hypothesis testing if the researcher intends to determine the effect or relationship between the independent and dependent variables, where one of the independent variables is controlled (made fixed). Sugiyono suggests that this research is appropriate with the design of ex-post-facto research that aims to investigate events that have occurred and then trace back to find out the factors that caused these events [31].

Sugiyono states that quantitative research method can be interpreted as a research method based on the positivist philosophy used to research on a particular population or sample, data collection using a questionnaire or questionnaire, and documentation, and data analysis using data description analysis, test analysis, F-test analysis, and the coefficient of determination which is statistical to test the predetermined hypothesis [32]. The calculation uses the SPSS version 23.0 data application.

The subjects in this study were all public elementary school teachers in Keluang District consisting of 167 teachers. Based on the positivist philosophy used to research on a particular population or sample, data collection using a questionnaire or questionnaire, and documentation, and data analysis using data description analysis, t-test analysis, F-test analysis, and statistical coefficient of determination to test the hypothesis that has been set.

3. RESULTS AND DISCUSSION

Descriptive data in this study is intended to calculate the maximum score, minimum score, average score, standard deviation, standard error, variance, frequency distribution, and histogram. The relationship with the questionnaire of the three variables, namely the activities of the principal working group, the professionalism of the principal, and the performance of the teachers in this study was given to the 167 related respondents. Furthermore, the results of the questionnaire distribution will be described below.

a. The Effect of School Principal Working Group Activity (X₁) on teacher performance (Y)

The table 1 and 2 show the statistic result of the effect of school principal working group activity on teacher performance.

Table 1. The Distribution of the School Principal Working Group Activity Questionnaire

Statistics		
KKKS		
N	Valid	167
	Missing	0
Mean		88.95
Std. Error of Mean		.455
Median		90.00
Mode		92
Std. Deviation		5.878
Variance		34.552
Skewness		-.646
Std. Error of Skewness		.188
Kurtosis		.419
Std. Error of Kurtosis		.374
Range		27
Minimum		73
Maximum		100
Sum		14855
Percentiles	25	86.00
	50	90.00
	75	92.00

Source: SPSS 23.0

Based on Table 1, it is known that the lowest score is 73 and the highest score is 100. The average score of respondents' responses regarding the Principal Working Group Activities is 88.95. Then, the standard error is 0.455, and the standard deviation is 5.878 with a variance of 34.522.

The first hypothesis testing for variables can be seen in table 2:

Table 2. First Analysis Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	13.008	1.064		12.231	0,000
1 Principal Professionalism	1.007	0,012	0,989	84.404	0,000

a. Dependent Variable: Teacher's Performance

Source: SPSS 23.00

Hypothesis testing criteria is if the probability value (Sig.) > α (0.05) then Ho is accepted, or if the probability value (Sig.) < α (0.05) then Ho is rejected. Besides, the probability value (0.000) is smaller than the value of α (0.05), besides that, for the t-value of 84.404 with t (0.05), (164) for the t-

table value is not available in the t distribution table. Then, the t_{table} value is obtained at 1.6528. Thus, the value of t (84.404) is greater than the value of t_{table} (1.6528), so it can be concluded that Ha is accepted. This means that there is an effect of the Principal Working Group Activity (X₁) on teacher performance (Y).

b. The Effect of School Principal Professionalism (X₂) on teacher performance (Y)

The table 3 and 4 show the statistic result of the effect of school principal working group activity on teacher performance.

Table 3. The Distribution of the School Principal Professionalism Questionnaire

Statistics			
N	SPP		Score
	Valid	Missing	
	167	0	167
Mean	1.00	00	144.6198
Std. Error of Mean	.000	00	.62870
Median	1.00	00	145.0000
Mode	1.00	00	151.00
Std. Deviation	.000	00	8.12463
Variance	.000	00	66.010
Std. Error of Skewness	.188	00	.188
Std. Error of Kurtosis	.374	00	.374
Range	.00	00	29.00
Minimum	1.00	00	128.00
Maximum	1.00	00	157.00
Sum	167.00	00	24068.00
Percentiles	25	1.0000	139.0000
	50	1.0000	145.0000
	75	1.0000	151.0000
Skewness			-.516
Kurtosis			-.787

Based on Table 3, it can be seen that the lowest score is 128 and the highest score is 157. The average score of respondents' responses about the professionalism of the principal is 144.61, while for the standard error of 0.851, the standard deviation is 7.316 with the variance being 53.529.

Table 4. Analysis of t-test X₂ on Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	9.178	1.344		6.828	0.000
Principal Working Group Activities	0.795	0.050	0.781	15.795	0.000
Principal Professionalism	0.157	0.036	0.214	4.322	0.000

a. Dependent Variable: Teacher's Performance

The hypothesis testing can be concluded if the probability value (Sig.) > α (0.05) then Ho is accepted, or if the probability value (Sig.) < α (0.05) then Ho is rejected. This means that the teacher's performance is positively influenced by the professionalism of the principal with a coefficient value of 0.157. In other words, the professionalism of the principal will provide an increase in teacher performance. Furthermore, it is also obtained that the probability value (0.000) is smaller than the α value (0.05). Then, the t_{table} value is obtained at 1.6528. Thus, the value of t (4.322) is greater than the value of t_{table} (1.6528), so it can be concluded that Ha is accepted.

c. The Effect of School Principal Working Group Activity (X₁) and School Principal Professionalism (X₂) on teacher performance (Y) Simultaneously

The table 5, 6, and 7 show the statistic result of the effect of School Principal Working Group Activity (X₁) and School Principal Professionalism (X₂) on teacher performance (Y) Simultaneously.

Table 5. The Distribution of the Teacher's Performance Questionnaire

Frequencies		Statistics
Teacher		
N	Valid	167
	Missing	0
Mean		102.58
Std. Error of Mean		.4633
Median		103.000
Mode		103.0
Std. Deviation		5.9873
Variance		35.847
Range		28.0
Minimum		87.0
Maximum		115.0
Sum		17131.0
Percentiles	25	99.000
	50	103.000
	75	107.000

Based on Table 5, it can be seen that the lowest score is 87 and the highest score is 115. The average score of respondents' responses regarding teacher's performance is 102.58 and the standard error is 0.463,

then the standard deviation is 5.987 with a variance of 35.847.

Table 6. Analysis of F-Test

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	5825.211	2	2912.606	3807.714	0.000 ^b
Residual	125.447	164	0.765		
Total	5950.659	166			

a. Dependent Variable: Teacher's (Y)

b. Predictors: (Constant), Principal Working Group Activities (X₁), Principal Professionalism (X₂)

Based on data processing by using the SPSS 23.0 program, the probability value (0.000) is smaller than the α value (0.05). Besides that, the F_{count} value of 3807,714 is greater than F (0.05) (2: 164) of 3, 05 so that Ha accepted. That is, there is a significant influence X₁ and X₂ simultaneously on Y. Then, the influence the independent variable has on the dependent variable simultaneously can be seen from the table summary below.

Table 7. Significant Influence X₁ And X₂ Simultaneously on Y

Model	R	Adjusted R Square		Std. Error of the Estimate
		R Square	Adjusted R Square	
1	.989 ^a	.979	.979	0.875

a. Predictors: (Constant), Principal Working Group Activities (X₁), Principal Professionalism (X₂),

b. Dependent Variable: Teacher's Performance (Y)

The results of calculating the coefficient of termination in Table 7 can be interpreted that the magnitude of the influence of the Principal's Working Group Activities and the professionalism of the principal together on the performance of Public Elementary School teachers in Keluang District, Musi Banyuasin Regency together, is 97.9%, the remaining 2, 1% is influenced by other factors that are not included in the variables in this study.

The Effect of Principal Working Group Activities on Teacher's Performance

The results of hypothesis testing from 167 respondents obtained a probability value (0.000) which is smaller than the value of α (0.05). Besides

that, the value of t_{count} (84.404) is greater than the t_{table} (1.6528) so it can be concluded that H_a is accepted. This means that there is an effect of the principal workgroup activity on the performance of Public Elementary School teachers in Keluang District, Musi Banyuasin Regency. The magnitude of the influence of the principal's workgroup activities on teacher performance is 97.9%, the remaining 2.1% is influenced by other factors that are not variables in this study.

Based on the data described in table 1, it is known that the lowest score is 73 and the highest score is 100. The average score of respondents' responses regarding the Principal Working Group Activities is 88.95. Then, the standard error is 0.455, and the standard deviation is 5.878 with a variance of 34.522. From the frequency distribution, it is known that the responses of respondents who received a score of 73–76 were 9 people (2.4%); responses of respondents who received a score of 77–80 were 6 people (1.8%); responses of respondents who received a score of 81–84 were 16 people (9.6%); responses of respondents who received a score of 85–88 were 38 people (22.8%); responses of respondents who received a score of 89–92 were 60 people (36.0%); the responses of respondents who received a score of 93–96 were 22 people (13.2%); then for the responses of respondents who received a score of 97–100 as many as 16 people (9.6%). With the results of this questionnaire distribution, the dominant respondents obtained a score of 89–92 as many as 60 people (36.0%).

The Influence of Principal Professionalism

Based on the data described in table 3, it is known that the lowest score is 128 and the highest score is 157. The average score of respondents' responses about the professionalism of the principal is 144.61, while for the standard error of 0.851, the standard deviation is 7.316 with the variance being 53.529. For the frequency distribution, it can be seen that the responses of respondents who received a score of 128–131 were 18 people (10.8%); 14 respondents (8.4%) who received a score of 132–135; 11 respondents (6.6%) who received a score of 136–139; responses of respondents who obtained a score of 140–143 were 24 people (14.4%); responses of respondents who received a score of 144–147 were 26 people (15.6%); responses of respondents who received a score of 148–151 were 43 people (25.8%); while for the responses of respondents who received a score of 152–157 as many as 31 people (18.6%). Furthermore, the results of the distribution of the questionnaire were dominated by respondents who obtained a

score of 148–151 as many as 43 people (25.8%).

Damayani, Arafat & Eddy reported that the leadership of the principal with the very good category amount to 3 or 2.91%, the good category was 48 or 46.60%, the category was quite good at 29 or 28.15%, the leadership category of the principal on the performance of the SMP Negeri teachers in Sungai Lilin subdistrict [33]. A principal who has good managerial abilities must be able to organize his/her school activities based on the current situation towards a better condition. Therefore, it is highly demanded that the principal's ability to design school development plans, distribute activities, motivate and foster teachers and school staff in carrying out their duties every day, as well as measuring and assessing the performance of their staff.

Hapizoh, Harapan, & Destiniar concluded that (1) there was a significant effect of teacher professionalism on teacher's performance; (2) there is a significant effect of principal supervision on teacher's performance; and (3) there is a significant effect of teacher professionalism and supervision of the principal together on teacher's performance [40]. Meanwhile, the research result of Alhusaini, Kristiawan, & Eddy show that: 1) there is a significant effect of work motivation on teacher's performance, 2) there is a significant effect of work discipline on teacher's performance, 3) there is a significant influence between motivation work and work discipline on teacher's performance [34]. Then, Utari, Tobari, & Puspita research results that (1) there is an effect of Full Day School on the performance of junior high school teachers in Sukarami District; (2) there is an effect of teacher certification on teacher's performance; (3) there is an effect of Full Day School and Teacher Certification simultaneously on the performance of junior high school teachers in Sukarami District [35]. Based on the coefficient of determination test results, the variable of teacher's performance is influenced by the variable full-day school and teacher certification. Besides that, it is influenced by other factors outside the research variables. In addition to work discipline, a teacher's performance is also influenced by the leadership of the principal.

Effect of Teacher Performance

Based on the data described in table 5, it is known that the lowest score is 87 and the highest score is 115. The average score of respondents' responses regarding teacher performance is 102.58 and the standard error is 0.463, then the standard deviation is 5.987 with the variance is 35.847. For the frequency distribution, it can be seen that the responses of respondents who received a score of

87–90 were 9 people (5.4%); responses of respondents who received a score of 91–94 were 9 people (5.4%); responses of respondents who received a score of 95–98 were 13 people (7.8%); responses of respondents who obtained a score of 99–102 were 35 people (21.0%); responses of respondents who received a score of 103–106 were 57 people (34.1%); responses of respondents who received a score of 107–110 were 37 people (22.2%); while for the responses of respondents who got a score of 111–115 were 7 people (4.2%).

Multicollinearity Test Results

According to the results of the multicollinearity test, the conclusions can be interpreted into 1) The tolerance value of the Principal Working Group Activity variable (X_1) is 0.535 greater than 0.10 and the VIF value is 1.871 which is less than 10.00. So that the variable does not occur multicollinearity between the Activity variables. Principal Working Group (X_1) in this regression model, 2) The tolerance value for the Principal Professionalism variable (X_2) is 0.535 greater than 0.10 and the VIF value is 1.871 which is less than 10.00 so that the variable does not occur multicollinearity between variables. Principal professionalism (X_2) in this regression model. This can be shown in the following table:

Table 8. Multicollinearity Test Results

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta				Tolerance	VIF
(Constant)	13.210	1.031			12.811	0.000		
Principal Working Group Activities (X_1)	0.969	0.016	0.952		61.378	0.000	0.535	1.871
Principal Professionalism (X_2)	0.033	0.010	0.054		3.478	0.001	0.535	1.871

a. Dependent Variable: Teacher’s Performance (Y)

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that: 1) there is a significant effect of the Principal Working Group Activity on the performance of State Elementary School teachers in Keluang District, Musi Banyuasin Regency as much as 97.9%; 2) there is a significant effect of principal

professionalism on the performance of State Elementary School teachers in Keluang District, Musi Banyuasin Regency as much as 97.7%; 3) there is a significant influence on the activities of the Principal Working Group and the professionalism of the principal together on the performance of Public Elementary School teachers in Keluang District, Musi Banyuasin Regency as much as 97.9%, and the remaining 2.1% is influenced by other factors that are not included in the variables in this study.

REFERENCES

- [1] Mulyasa, E. (2007). *Menjadi Kepala Sekolah Profesional*. Bandung: Remaja Rosdakarya Offset.
- [2] Muslim, Banun S. (2010). *Supervisi Pendidikan Meningkatkan Kualitas Profesional Guru*. Bandung: Alfabeta.
- [3] Handayani, T. (2018). Peningkatan Kemampuan Kepala Madrasah dalam Menyusun Program Supervisi Pendidikan melalui Kelompok Kerja Kepala Madrasah (KKM) Berbasis Pendampingan Di Madrasah Binaan. *Jurnal Kependidikan*, 6(1)
- [4] Yunisra. (2017). Peningkatan Kemampuan Kepala Sekolah dalam Menyusun Program Supervisi Pendidikan Melalui Kelompok Kerja Kepala Sekolah (KKKS) berbasis Pendampingan di Sekolah Binaan. *Jurnal Manajemen Pendidikan*. Volume 02, No 03.
- [5] Rasyid. A.H. (2015). Fungsi Kelompok Kerja Guru (KKG) bagi Pengembangan Keprofesionalan Guru Sekolah Dasar. *Jurnal Sekolah Dasar*, 24(2)
- [6] Ahyadi, E. M.S. & Bisri, M. (2018). *Manajemen Kelompok Kerja Kepala Sekolah (KKKS) Dalam Menumbuhkan Kompetensi Manajerial Kepala Sekolah di Unit Pelaksana Tugas Daerah (Uptd) Pendidikan Kecamatan Klaten Utara Kabupaten Klaten Tahun 2017*. Tesis. Program Studi Manajemen Pendidikan Islam Pascasarjana Institut Agama Islam Negeri Surakarta Tahun 2018
- [7] Kartini, Ahmad, S., & Eddy, S. (2020). Pengaruh Gaya Kepemimpinan Kepala Sekolah dan Komunikasi Interpersonal Terhadap Kinerja Guru. *Journal of Education Research*, 1(3), 2020, Pages 290-294
- [8] Triwidiyanti & Absy, I. (2009). Hubungan Kompetensi Dan Gaya Kepemimpinan Dengan Kinerja Guru Smp Negeri 8 Palembang. *Jurnal Manajemen MM UTP*. (2009:33).
- [9] Cholil, M. (2014). Pengaruh Kepemimpinan Kepala Sekolah dan Motivasi Kerja terhadap Kinerja Kerja Guru di SMP Muhammadiyah Ngawi. *Media Prestasi Jurnal Ilmiah STKIP PGRI Ngawi*. Vol.13 No. 1(2014) p92 – p101 Pendidikan.

- [10] Guterres, A., L. Supartha, G., W. (2016). Pengaruh Gaya Kepemimpinan dan Motivasi Kerja Terhadap Kinerja Guru. *E-Jurnal Ekonomi dan Bisnis Universitas Udayana*. Volume 5.3, Tahun (2016) ; ISSN : 2337-3067; Hal. 429-454
- [11] Burhanudin, Harun, Z., C. & Usman, N. (2016). Profesionalisme Kepemimpinan Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan Di Sma Negeri 4 Wira Bangsa Meulaboh Kabupaten Aceh Barat. *Jurnal Administrasi Pendidikan Pascasarjana Universitas Syiah Kuala*. Vol. 4, No. 1, Februari 2016; ISSN: 2302-0156 (online); Hal. 72-81.
- [12] Kusnandar. (2007). *Guru Profesional*, Jakarta: Raja Grafindo.
- [13] Surya, M. (2007). *Organisasi Profesi, Kode Etik dan Dewan Kehormatan Guru*. Bandung: Rosdakarya.
- [14] Danim, S., (2002). *Inovasi Pendidikan Dalam Upaya Peningkatan Profesionalisme Tenaga Kependidikan*, Bandung: CV Pustaka Setia.
- [15] Sagala, S. (2005). *Kemampuan Profesional Guru dan Tenaga Kependidikan*. Bandung: Alfabeta.
- [16] Efa. (2016). The Effect of Work Culture Pedagogic Competence and Work Commitment Toward Task Performance Teacher Vocational High School Bandar Lampung. *Jurnal Ilmiah Educational Management*. Volume 7 Nomor 1 Desember 2016.
- [17] Utamy, R., Ahmad, S., & Eddy, S. (2020). Implementasi Manajemen Sumber Daya Manusia. *Journal of Education Research*, 1(3), 2020, Pages 226-236
- [18] WEF. World Economic Forum (2019). *The Global Competitiveness Report, 2019*. Klaus Schwab, World Economic Forum. 91-93 route de la Capite CH-1223 Cologny/Geneva Switzerland. ISBN-13:978-2-940631-02-5. <https://bisnis.tempo.co/read/1258871/daya-saing-indonesia-merosot-5-peringkat-indef-karena-mutu-sdm>
- [19] Murwati, H. (2013). Pengaruh Sertifikasi Profesi Guru terhadap Motivasi Kerja dan Kinerja Guru di SMK Negeri Se- Surakarta. *Jurnal Pendidikan Bisnis dan Ekonomi (BISE)*. Vol.1 No. 1.
- [20] Suharsaputra, U. (2010). *Administrasi Pendidikan*. Bandung: Refika Aditama.
- [21] Supardi. (2013). *Kinerja Guru*. Jakarta: Rajawali Pers.
- [22] Pudjiastuti, E. & Untung, S. (2011). Pengaruh Kompetensi, Disiplin Kerja, dan Kepuasan Kerja terhadap Kinerja Guru SMP Negeri 1 Purwodadi Grobogan. *Jurnal Manajemen Sumberdaya Manusia*. Vol. 5 No. 2, 120 – 131.
- [23] Siagian. (2013) *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara.
- [24] Sonang, PP. (2009). Pengaruh Motivasi Kerja dan Disiplin Kerja terhadap Kinerja Guru SMP Negeri 54 Palembang. *Jurnal Manajemen Universitas Tridiananti Palembang*.
- [25] Enni, Djasmi S., Sowiyah. (2013). Pengaruh Disiplin Kerja dan Kepemimpinan Kepala Sekolah terhadap Kinerja Guru Sekolah Dasar Negeri Kecamatan Abung Tinggi Kabupaten Lampung Utara. *Jurnal Manajemen Mutu Pendidikan (JMMP)*. 1(1).
- [26] Sukardi. (2008). *Metodologi Penelitian Pendidikan, Kompetensi dan Praktiknya*. Jakarta : Bumi Aksara.
- [27] Musfiqon. (2012). *Metodologi Penelitian Pendidikan*. Bandung: Alfabeta.
- [28] Tanzeh, A., (2012). *Metodologi Penelitian Praktis*. Yogyakarta: Teras.
- [29] Sudjana, N & Ibrahim (2012). *Penelitian Dan Penilaian Pendidikan*. Sinar Baru Algensindo.
- [30] Sugiyono, (2012). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- [31] Sugiyono. (2018). *Metode Penelitian Kuantitatif*. Bandung: Alfabeta.
- [32] Damayani, T., Arafat, Y., & Eddy, S. (2020). Pengaruh Kepemimpinan Kepala Sekolah dan Motivasi Kerja terhadap Kinerja Guru. *Journal of Innovation in Teaching and Instructional Media* Vol. 1 No. 1, September 2020; ISSN: 2614-3097(online); SSN: 2614-6754 (print); Hal. 46-57.
- [33] Hapizoh, Harapan, E., & Destiniar. (2020). Pengaruh Profesionalisme Guru Dan Supervisi Kepala Sekolah Terhadap Kinerja Guru.
- [34] Alhusaini. A., Kristiawan, M., & Eddy, S. (2020). Pengaruh Motivasi Kerja dan Disiplin Kerja terhadap Kinerja Guru. *Jurnal Pendidikan Tambusai*. 4(3).
- [35] Utari, S., A., Tobari, & Puspita, Y. (2020). Pengaruh *full day school* dan sertifikasi guru Terhadap kinerja guru. (*Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan*). Program Pascasarjana Universitas PGRI Palembang, 5(2).