



# Principal's Leadership and Managerial Analysis of Vocational Teachers' Work Achievement

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**Abstract.** The leadership of the principal as the person in charge, as a leader in the organization is needed to bring the goals of the organization that have been set. Teacher achievement becomes an important thing in determining the success of an educational institution, because it can be an indicator of the quality of a teacher. The leadership of the principal greatly determines the achievement of the teacher. Teacher achievement will be achieved if the principal supports the activities carried out by the teachers. The purpose of this study was to determine the effect of the principal's leadership on the teacher's work performance at SMKN 3 Lubuklinggau, and to determine the principal's managerial performance on the teacher's performance at SMKN 3 Lubuklinggau. This research method uses post facto with 90 teachers as respondents. Data collection was carried out by distributing online questionnaire sheets to all teachers of SMKN 3 Lubuklinggau. The data collection technique in this study was using a questionnaire. The instrument is made using a Likert scale, which is arranged in the form of a statement and is followed by a choice of responses that indicate the level. The instrument questionnaire to be used must be valid so that it can be used to detect exactly what should be measured. Instruments were analyzed using descriptive analysis with quantitative data analysis, using simple linear regression data processing. The results showed that the leadership of the principal of SMKN 3 Lubuklinggau was in the low category and had a negative value or had no effect on teacher work performance. The managerial principal of SMKN 3 Lubuklinggau in the High category and positive value states that there is an influence on teacher work performance. Principal leadership and managerial principals have a very weak effect on teacher work performance.

**Keywords:** Managerial · Principal's Leadership · Teacher's Work Performance

## 1 Introduction

The success of a nation is closely related to the superiority of renewable human resources (HR). HR development strategies that are carried out consistently and continuously have been proven to have a strategic role for improvement efforts. Welfare of the wider community The management of education cannot be separated from the role of the

principal in carrying out his role as a leader. [1] leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes. According to [2] Leader is a person who sets goals for his/her people or teammates, and then leads or rallies them to achieve those goals. [3] states the core role of leadership in organizations is to motivate the pursuit of the organization's purpose (ie, the reason the organization exists and does what it does). Leadership is a process that contains elements of influence, cooperation and leads to a thing and a common goal in an organization. Leadership has a central role in the dynamics of organizational life.

Headmaster has been given a very strategic role in the school that is he leads the school, [4]. The principal is an educational leader who is very dependent on how skill and wisdom he has in leading a school or institution that is shaded. A school principal must be able to provide a charismatic leadership effect that can set an example, can work on and direct all school stakeholders to be able to achieve the goals to be achieved. The principal is required that his leadership is not only as a leader but he must be able to appear as an entrepreneur, role model, intelligent intellectual and democratic. The principal is the person most responsible for the achievements and progress of the school. [5] stated the scope of the principal's duties can be classified into two central aspects: work in school administration and work related to educational professional development. The 2022 exam states that the role of the teacher, and the success of the work of teachers is strongly influenced by the principal through management. In addition to the above, according to [6] in Vocational High Schools or commonly abbreviated as SMK, the manager is the principal. His duties are as supervisors, educators, administrators, and monitors in coordinating and directing all available resources to improve the quality of learning in the school.

One type of school achievement is teacher achievement. Work performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him [7] The teacher's achievement is seen from the teacher's success in his career. This achievement in the career of a civil servant teacher is stated in the regulation of the Minister of Administrative and Bureaucratic Empowerment No. 16 of 2009, is a teacher promotion. The rank for PNS teachers is an award from the government to teachers for their work performance (Sekjenkempupr 2021). The government regulation also states that teachers will be able to move up in rank and/or position if their performance is good.

Improving the quality of the education system is strongly influenced by the quality of teachers as agents of learning in schools. As the quality of a teacher increases, it is expected that students who become students in the learning process will improve in quality. [8] states Teachers also play a role in improving the quality of education in schools. The role of teacher creativity is not only to help the learning process by covering one aspect of humans but includes other aspects, knowledge, attitudes, and skills to help complete their work quickly and efficiently the achievement of the goals of vocational education is the teacher. [9] states that teachers are one of the main components in education. The existence and role of the teacher will determine the success of the learning process. This is stated in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, in Chapter 1 Article 1 paragraph 1, it is educational educators with the main task of educating, teaching, guiding, directing,

training, assessing and evaluating students in formal education, basic education, and secondary education.

The teacher is one of the human components in the teaching and learning process, which plays a role in efforts to form potential human resources in the field of development. Therefore, teachers who are one element in the field of education must play an active role and place their position as professionals in accordance with the demands of a growing society. In this case the teacher is not merely a teacher who transfers knowledge, but also as an educator who transfers values as well as a mentor who provides direction and guides students in learning. [10] Teachers have the opportunity to work together in their daily work, to exchange ideas and experiences. [11] the teacher is also a facilitator of student learning. One of the important roles of the teacher in the teaching and learning process is to be a class manager. [12] states that the role of a teacher as a leader implies the responsibility of a teacher to supervise the learning activities of the students, to design lesson plans for his other classrooms, to perform the learning management in the best way possible, to perform classroom management and to set classroom discipline in a democratic manner.

Teacher performance is demanded for give good result for participant educate. Must capable create outstanding student environment school or outside school [13]. According to [14] in his book mentions performance is output generated by functions or indicator something profession or something profession in time certain. Teacher performance in a Vocational High School is one of the important factors in the progress of a Vocational High School (SMK), so in this case a school leader has a fairly heavy task where he must always try to improve his performance and motivate his subordinates to improve their performance. to achieve organizational goals. [5] states that teachers are required to master these competencies so that students can easily accept the knowledge given. In addition, teacher competence is also related to performance and professionalism.

Realizing teacher work in accordance with expectations requires a professional principal. The principal as part of the school system occupies a strategic position in leading, directing and supporting teacher activities in student learning. Head school also sued for always increase the role as leader in the neighbourhood school. Relation with role, according to ministry education and culture, head school said have effectiveness high leadership if head school capable doing the role as educator, manager, administrator and supervisor (EMAS) [15].

Assessment of performance can act as feedback on various things such as abilities, strengths, weaknesses, and potential. So that it can be useful to determine goals, pathways, plans and development for a teacher's career. So that it is very important to do teacher performance assessments on a regular basis. With an assessment of teacher performance, it will certainly be a picture of the success or failure of a teacher in carrying out his duties as an educator. Performance is important to study because the measure of the success of an organization or school can be seen from the performance and implementation of its work so that the progress of a school can be influenced by the performance of its teachers. Teacher performance appraisal is actually an assessment of the teacher's work performance itself on the level of teacher work potential in an effort to develop themselves for the benefit of the school.

Based on the results of interviews with the Principal of SMKN 3 Lubuklinggau in general it is good. The teacher's obedience at work is also quite good. This is supported by school rules where teachers are required to fill out the attendance list in the morning before work and in the afternoon after the teaching and learning process is complete. Thus the discipline of the teacher at work can be monitored. The leadership of the Principal of SMKN 3 Lubuklinggau is generally good, where the principal has high motivation to advance the school he leads. This is indicated by the addition of facilities and learning facilities so that the learning process runs more effectively. The principal of SMKN 3 Lubuklinggau carries out leadership with high discipline. Based on the description and background above, it is important to conduct research on the analysis of the principal's leadership on teacher performance at SMKN 3 Lubuklinggau.

## 2 Methods

The type of research used is ex post facto because the data obtained is the result of events that have already taken place, so that researchers only reveal facts based on measurements of symptoms that already exist in respondents. [16] states that ex-post facto research is many methods worn and useful for researcher because many give information valuable for taking decisions in the field education. The term ex-post facto indicates that change variable free that has occurred and researcher faced to problem how set because from moderate effect observed. Ex-post facto research examines connection unreasonable causes manipulated or no given treatment by researcher. Study cause and effect conducted to programs, activities or events that have in progress or has happen. Existence connection cause and effect based on study theoretically, that something variable caused or background by variable certain or result in variable certain. The independent variables in this study are: X1 is the Principal's Leadership, X2 is the Principal's Managerial and the of SMKN 3 Lubuklinggau with a total of 90 people. The data collection technique in this study was using a questionnaire. The instrument is made using a Likert scale, which is arranged in the form of a statement and is followed by a choice of responses that indicate the level. The instrument questionnaire to be used must be valid so that it can be used to detect exactly what should be measured. Instruments were analyzed using descriptive analysis with quantitative data analysis, using simple linear regression data processing. According to (Sugiyono 2013) analysis this aims for knowing how much big influence variable independent to variable dependent. Simple linear regression used for measure big influence variable free to variable bound and predict variable bound with use variable free. Analysis regression used in study this is simple linear regression.

## 3 Results and Discussion

Table 1 shows that the respondent's assessment of the principal of SMKN 3 Lubuklinggau regarding the principal's leadership is Medium. Then it was concluded that there was a moderate relationship between the principal's leadership on the work performance of teachers at SMKN 3 Lubuklinggau. [17] in his research stated that there are 29 indicators, namely: Wise, Honest, to be responsible, Role models, Discipline, Assertive, Charismatic, Mastering IT, Fair, Smart, Visionary, Transparent, Democratic, Responsive,

**Table 1.** Principal's Leadership

Amount	Percent	Criteria
7	7.77%	Very high
38	42.22%	Tall
42	46.66%	Currently
3	3.33%	Low

Open, Friendly, Protect, Humble, Communicative, Motivator, Souled leader, Able to solve problems, Creative, Loyal, Professional, Social soul, Self Confidence, and Trustful. Not all of the above indicators of leadership are owned by the principal of SMKN 3 Lubuklinggau. Only half of it is owned by the principal, so this is a motivation to improve leadership so that it can produce high grades. In addition, the cause of the leadership criteria for the principal of SMKN 3 Lubuklinggau being moderate may be the decrease in teacher morale. This is in line with [18] which states that one of the factors that can affect a person's performance is leadership and also the results of research Sylvia and Hutchiston say that one of the causes of the decline in employee morale is the relationship with the leadership.

According to Sudarwan Danim (2004) leadership is every act that is carried out by everyone either individually or in groups to provide direction and coordinate to individuals or groups who are members of a particular container to achieve predetermined goals. [17] The principal as a leader in the school has responsibility for continuing activities and the entire educational process to achieve the target. A good principal is a thinker in school that creates a school climate and ensures continuity of the educational process in sustainable so as to improve teacher and student productivity. Principals also as instructors and motivators for teachers, staff, and students. Leadership is one of the most important factors in influencing teacher performance and is the main activity for achieving organizational goals. Based on the results of the Elsepart study, it was stated that the dominant leadership style influencing teacher performance is delegation leadership style. Meanwhile, according to [19] teacher's performance is the work achieved by a teacher in carrying out his duties and responsibilities in educational institutions to achieve educational goals.

**Table 2.** Principal Managerial

Amount	Percent	Criteria
10	11.11%	Very high
42	46.66%	Tall
30	33.33%	Currently
7	7.77%	Low

The results of Table 2 show that there is a high relationship between the principal's managerial and teacher performance at SMKN 3 Lubuklinggau. This means that managerial principals are able to master various managerial competencies of principals. [20] stated that the ability to balance managerial and leadership roles significantly affects quality management practices. According to [21] in his research, he stated that the tasks and functions of management are diverse and complex and require the mastery of specific competencies. As a manager, the principal is faced with his role in utilizing and developing resources in schools, including coaching [22]. Management is a process of processing existing resources that have five functions, namely planning, organizing, giving orders, coordinating and supervising. Where, principal skills are needed in communication, creativity and high initiative and are able to encourage the enthusiasm of the teachers/employees. Based on the results of interviews and questionnaires, these criteria are already owned by the principal. According to the perception of many teachers, the success of the principal's leadership is mainly based on his ability to lead Hadith, A., & Nurhayati, B. (2010). School principals must display their ability to foster cooperation with all personnel in an open working climate that is partnership and increases active participation from the parents.

[21] states management tasks (bureaucratic and routine) and then by pedagogical tasks. The tasks carried out show clearly a management model. According to management experts who argue about the main functions of management. Management functions stand from Planning (planning), Organization (organizing), Commanding (giving orders), Cordination (Coordination), and Controlling (Supervision). Management functions are interrelated with each other. Planning affects organizing, and organizing affects control. The functions are intertwined inseparably, and they are not executed in a certain order, but according to the will of each other's needs. [23] states that there are two concepts of quality in management, namely the classical and modern concepts. Classical concepts are absolute, while modern concepts are relative. To launch a new organization, it usually starts with planning and is followed by other functions.

### **Linearity Test**

Linearity test is a test that aims to determine whether the regression is linear or not. The linearity test in this study uses SPSS statistic 22.0. If the Sig. table value  $> 0.05$ , it can be concluded that the distribution is linear between the independent and dependent variables. Linearity test using SPSS 22.0 with test results as shown in Table 3.

Based on the results of the linearity test, the value of Sig. Deviation from linearity is  $0.713 > 0.05$ , which means it is greater than 0.05. Thus it can be concluded that the principal's leadership has an effect on the performance of teachers at SMKN 3 Lubuklinggau. Good data should have a linear relationship between the dependent variable and the independent variable (Table 4).

Based on the results of the linearity test, the value of Sig. deviation from linearity is  $0.246 > 0.05$ , which means it is greater than 0.05. Thus, it can be concluded that managerial principals have an effect on teacher performance at SMKN 3 Lubuklinggau.

**Table 3.** Principal's Leadership

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Principal Leadership * Teacher performance achievements	Between Groups	(Combined)	3769,754	19	198,408	1,598	,081
		linearity	2020,688	1	2020,688	16,279	,000
		Deviation from Linearity	1749,066	18	97.170	,783	,713
	Within Groups		8812,927	71	124.126		
	Total		12582,681	90			

**Table 4.** Principal Managerial

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Managerial Principal * Teacher performance achievement	Between Groups	(Combined)	6447,938	19	339,365	5,240	,000
		linearity	4987,631	1	4987,631	77.007	,000
		Deviation from Linearity	1460,307	18	81.128	1.253	,246
	Within Groups		4598,590	71	64.769		
	Total		11046,527	90			

Good data should have a linear relationship between the dependent variable and the independent variable. This shows that the principal's leadership and managerial principals have a linear pattern on the performance of teachers at SMK N 3 Lubuklinggau.

### Multiple Regression Test

Multiple linear regression test aims to see the joint influence of Principal Leadership (X1) and Principal Managerial (X2) on teacher performance achievement (Y) can be seen using regression analysis presented in Table 5.

Based on the calculation of the SPS S Table 5, it is known that the value of constant (a) is 14.274. While the value of principal leadership (X1) is -0.099 and managerial principal (X2) (b/regression coefficient) is 0.299, so that the multiple linear regression equation is obtained: Teacher Performance Achievement (Y) = 14.274 + -0.099 (X1) + 0.229 (X2). That is, if the teacher performance achievement variable (Y) is not influenced by the two independent variables or the principal's leadership (X1) and the principal's managerial (X2) is zero (0) then the average amount of teacher performance is 14,274.

**Table 5.** Multiple Regression Test

<b>Coefficients<sup>a</sup></b>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.274	2,303		6,199	,000
	Principal Leadership	-0.099	,100	-,103	-,995	,322
	Principal Manager	,229	,093	,254	2,457	0.016

a. Dependent Variable: Teacher Performance Achievement

The value of the regression coefficient on the independent variables illustrates that if the independent variable increases by one (leadership leadership) and the other independent variable (managerial principal) is estimated to be constant or equal to zero, then the value of the dependent variable (teacher performance achievement) is estimated to increase or decrease. Also decreased according to the sign of the regression coefficient of the independent variable. The regression coefficient for the principal’s leadership variable (X1) is negative, indicating that there is no relationship between the principal’s leadership (X1) and teacher achievement (Y). While the regression coefficient for the independent managerial principal variable (X2) is positive 0.229 indicating that there is a managerial relationship between the principal (X2) and teacher work performance (X2).

**Correlation Analysis**

Correlation analysis is used to determine the relationship or influence of independent variables (leadership leadership and managerial principals) with teacher performance achievements. Through this correlation, the effect of the independent variable on the dependent variable will be sought (Table 6).

This analysis was carried out using spss 20.0 and the correlation between the independent and dependent variables was obtained as shown in Table 7.

**Table 6.** Interpretation of correlation coefficient

No	Coefficient Interval	Relationship Level
1	0.000–0.199	Very weak
2	0.200–0.399	Weak
3	0.400–0.599	Strong enough
4	0.600–0.799	Strong
5	0.800–1,000	Very strong

Sugiyono, 2013.



**Table 7.** Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,281 <sup>a</sup>	0.079	0.058	2,577

a. Predictors: (Constant), Principal Managerial, Principal Leadership

Based on the output as shown in Table 7, the correlation coefficient between the independent and dependent variables is 0.079. The correlation coefficient is positive, meaning that the correlation between the independent variables (leadership leadership and managerial principals) and the dependent variable (teacher work performance) is unidirectional or there is a very weak relationship, because it is in the category (0.000–0.199).

## 4 Conclusion

Based on the research that has been done, it can be concluded as follows:

1. The leadership of the principal of SMKN 3 Lubuklinggau is in the low category or has no effect on teacher work performance
2. Managerial principals of SMKN 3 Lubuklinggau, are in the high category or affect teacher work performance
3. Principal leadership and managerial principals have a very weak effect on the work performance of teachers at SMKN 3 Lubuklinggau.

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