

# The Relationship between Principal's Leadership and Teachers' Professional Ethics to Teachers' Performance of Public Elementary School

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**Abstract**—The purpose of this study is to determine the relationship between principal's leadership and teachers' professional ethics to teachers' performance of public Elementary School in East Banjarmasin District. The employed method was descriptive-quantitative approach. The researcher used validity test and reliability test for the instrument and normality test, linearity test and homogeneity test for analysis requirements. The researcher used Pearson Product Moment correlation and double correlation. These two correlations were operated by using SPSS 18.0 program with the 0.05 level of significance for knowing the relationship of each variable. The results showed that (1) there is a positive and significant correlation between school leadership and teachers performance, (2) there is a positive and significant correlation between teachers' professional ethics and teachers performance, (3) there is positive and significant relationship between variables simultaneously.

**Keywords**—Principals' Leadership; Professional Ethics; Teachers' Performance

## I. INTRODUCTION

Education according to the Law No. 20 of 2003 is essentially a conscious and deliberate effort to create an atmosphere of learning and the learning process so that students are actively developing the potential for them to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed, society, nation and state (Education Law Decree No. 20 of 2003 on National Education System).

The quality of education in Indonesia must be improved as the effort to prepare qualified human resources. Improving the quality of education must also be supported by an increase in the educational quality. The educational staff is an important component in the provision of education because they are in charge of organizing activities of teaching, training, conducting research, developing, managing and providing technical services in the field of education [7].

Teacher is a figure who occupies the position and plays an important role in education. Teachers are educators whose

main role is to educate, teach, train, and guide students. Educational success is determined by the readiness of teachers in preparing their students through teaching and learning. Therefore, teachers are required to master the basic skills needed as educators, counselors and teachers so that the necessary ability to form a set of knowledge and teaching skills.

The role of teachers in an effort to neutralize the existing demands is inseparable from teachers' performance. Teachers' performance reflects their ability as seen from the appearance of the work of teachers in performing their duties. Murphy stated that the performance is the quality of task-oriented behavior or work [16]. This is because the performance of teachers largely determines the success of education in the learning process effective and efficient so that educational goals can be achieved and realized. Reference [17] states that the development of teachers performance is closely related to the efforts of the leadership in order to increase loyalty, responsibility, obedience, cooperation and initiative. The success of school education is determined by the success principals in managing the academic staff at school. The school principal is one component that affects education [13] in improving teacher performance. The school principal is responsible for the implementation of educational activities, school administration, coaching other education personnel, and efficient utilization as well as maintenance of facilities and infrastructure.

Reference [6] describes the performance of the individual performances theoretical model that consists of a variable capacity and skills, personal backgrounds and demographics. According to [6], variable capacity and skills are factors that influence the behavior and performance of individual work directly. Meanwhile, the demographic variables have an indirect influence. Groups of variables in the psychological aspect consist of variable perceptions, attitudes, personality, learning and motivation. It is heavily influenced by family, social, work experience and demographic variables. Therefore, there is one aspect that is influenced by the environment.

The school principal as a leader in the school is responsible for the attainment of the objectives of the school. Leadership

by Terry R. Georger [10] is the activity of influencing others to achieve group goals. Furthermore, the principal is required to have the elements of leadership, namely: (1) have a strong personality, (2) understand the conditions of teachers, staff and students, (3) have the vision and understand the mission of the school, (4) have the ability to take decisions and (5) have the ability to communicate. It is supported by Path-goal theory proposed [9] that emphasized the effort of determining the relationship between the behavior of the leader with the performance of subordinates and work activities. The basis of this theory is that the leader's job is to assist his/her members in achieving their goals and giving direction, supporting or both are needed to ensure their goal which according to the organization's overall objectives.

Thus, the required behavior of a positive school leadership can encourage, guide, and motivate the whole school community to work together to realize the vision, mission and objectives of the school. Principals should be able to work scientifically and lead a professional, attentive, and democratic with the emphasis on improvement of the teaching and learning, for it was necessary to devote creativity in educational improvements.

The school principal should be able to practice management functions such as planning, organizing, actuating and controlling, because it will contribute to the improvement of teachers performance. These management functions will work synergistically with the principal's role as educator, manager, administrator, supervisor, leader, innovator and motivator. Thus, it takes commitment, capability and flexibility in performing their duties.

The school principal is also expected to manage and empower teachers to continue improving their work through capacity-building program of educational personnel. With the increased ability for all its potential, certainly teachers who also work as partners with school principals in various fields of educational activities may be trying to show a positive attitude towards work and improve its performance. This was disclosed by Greenfield and Manasse that, "Effective principals reviews their activities focus on instruction and the classroom performance of teachers" [19].

Asmara [2] explained that the action against the school leadership and teachers work maturity and teacher job satisfaction are positively correlated, meaning that the maturity of high employment tends to be followed by high job satisfaction. Based on these opinions, it can be concluded that the principal's leadership in teacher performance is strongly influenced by the leadership that can increase the activity of teachers' work. Therefore, the role of the school principal positioned the leader to communicate, socialize, and at the same time work with people to build, maintain, and develop an espoused vision. The quality of school leadership determines the success of the school to achieve the goal by empowering teachers. This can be done by providing instructions and conducting surveillance so that motivation can lead to satisfaction for teachers.

Teacher is a component that contributes to the escalation of schooling. Thus, the ethics of the teaching profession is also necessary to support the teachers performance in the education

process. Reference [1] argues that teacher is a determining factor for success in school, because teachers are the central as well as a source of teaching and learning. Teachers in practice hold that double duty as a teacher and educator. As a teacher is in charge in pouring a number of lessons into the students while the duty as a teacher educator guides students to be proficient human decency, active, creative and independent. Reference [5] argues that both teaching and educating is the duty and responsibility of the teachers.

The ethics of the teaching profession is supported by the theory of Alderfer which suggests that there are three needs that underlie in human behavior, namely: (1) Existence, a fundamental requirement of human survival, (2) Relatedness, the need for interaction with others, (3) Growth, a requirement for channeling the creativity and being productive. One of these theories suggests the need for interaction with others that human behavior can be encouraged to do a good job according to the professional ethics [8].

Ethics of the teaching profession is a profession teacher attitude in tasks that affects the learning process. Meanwhile, the Master Code that regulates the norms must be run by a teacher who aims to guide the attitudes and behavior of actors in implementing the teaching profession and perform various tasks as an educator, society member, and citizen. Article 28 of Law No. 8 of 1974 on the main points of personnel explained that the civil servants have a code of ethics to guide attitudes, behaviors and actions inside and outside the office. While the Code of Ethics of Indonesian Teachers Congress XIII enhanced PGRI XXI Congress in 2013 stated that there are two basic elements, namely: (1) a moral basis, (2) a behavior guide. Teacher Indonesian Code serves as a moral foundation and guidelines for each teacher behavior in the discharge of duties of citizens PGRI service as a teacher, both inside and outside the school as well as in everyday social life in the community. Thus, the Code Guru Indonesia is an indispensable tool for the establishment of professional attitude of the members of the teaching profession [18].

However, the application field still looks poor performance of teachers, it is suspected because it is less well functioning school leadership. As noted [20] factors that affect the performance of the teacher is the knowledge, skills, attitudes, work style, interests, fundamental value, trust and leadership.

Based on the field observation seen from some problems that identify the problem of teacher performance, it is evident from some of the phenomena that (1) there are still many teachers use the lecture method, and less creative in the implementation of teaching and learning, (2) there are teachers who do the teaching and learning activities without referring to the RPP have been made, and even less likely to conform the sequence in the learning process, (3) there are difficulties on teachers to solve the problem of learners. In addition, the professional visible attitudes of teachers are (1) lack of contribution of teachers in professional organizations, (2) tendency to carry out tasks with sober profession, (3) rarely provide feedback to the leader.

Meanwhile, the school leadership that still become visible phenomena, namely: (1) the principal role is still less in guiding teachers who have difficulty in completing its tasks,

such as in the preparation of lesson plans, (2) the principal is still less in paying tribute to teachers in an effort to carry out their duties, (3) there is still the principal who pays less attention if any opinion, advice or criticism with the teacher, and (4) the principal fails to give information relating to the duties of teachers.

The phenomena shown above can be in general summarized as (1) the performance of teachers in elementary schools in East Banjarmasin district area is still less than the optimum performance, (2) the leadership of principals in leading and managing teachers will affect the performance of teachers, (3) teachers in implementing the tasks can be influenced by the leadership of the principal and teacher's professional ethics attached to the teacher. Based on the setting in which the above description, this study intends to reveal the relationship between principal's leadership and teachers' professional ethics to teachers' performance of public elementary schools in East Banjarmasin district area.

## II. METHOD

Based on the purpose of this research, it employed a descriptive quantitative approach because it emphasized the analysis on numeric data. This kind of useful correlational studies determine whether there are contributions between two or more variables. The subjects in this study were certified teachers in UPT East Banjarmasin district area. The instruments in this study was a questionnaire. To measure each item of this instrument in this research, it was used to rate the scale (graduated scale) is a Likert scale having a gradation from very positive to very negative. Likert scale in this study using five scales in the form of positive statements used to measure positive interest.

The data collection technique in this study is as follow. Before the questionnaire was distributed, the questionnaire was tested first using validity and reliability. Validity and reliability of the measured instruments intended to be representative of the data obtained in the study. Meanwhile, the data processing of test validity and reliability in this study used the SPSS program.

Test prerequisites of normality, linearity test, homogeneity test and hypothesis testing were performed with SPSS version 18.0 program.

## III. RESULTS AND DISCUSSION

To reveal the results of a variable in this study, it was done by using the attitude scale. This study provides a number of statements. The respondents were asked to choose one of the five alternative options available namely Always (S), Frequently (Sr), Sometimes (KK), Rarely (J), and Never (TP). For a positive statement of the range of values obtained from 4-1, and vice versa for negative statements the values obtained with the range 1-4.

If it is found that the value of the results of the instrument, it is then performed by the statistical disclosure properly using SPSS version 18 program in the form of a mean value, median, standard deviation, variance, range, as well as minimum and

maximum values. Then, it is proceeded to explain the distribution of these scores into the chart.

As for knowing how much the relationship between variables, the data can be made by using a statistical description by calculating the average base price ( $M_i$ ), and standard deviation ( $S_{bi}$ ) in order to obtain high yield/good, moderate/sufficient or low/less. Additionally, descriptive analysis was used to obtain an overview of data dissemination of research results of each of these categorial variables.

For the testing requirements analysis, the normality test and homogeneity tests were conducted using computer facilities SPSS version 18 to determine whether or not there is a relationship between variables. The normality test used One-Sample Kolmogorov-Smirnov Test. If the p value shows  $\text{Sig} > 0.05$  (level of significance), the data are normally distributed.

For the linearity test, it was performed by using ANOVA analysis with regard to the value linearity in the relationship between the dependent and independent variables. When SPSS output on the test results obtained linearity significant value of each relationship between Principal Leadership factor ( $X_1$ ), Professional Ethics of Teachers ( $X_2$ ), the Teacher Performance ( $Y$ ) is lower than the significance level of 0.05, it is declared that it has linear relationship of the independent variables.

Homogeneity test using SPSS 18.0 program and Levene formula if the value of the output at Levene statistics show significant value over the value of the significance level ( $\text{Sig} = 0.000 > 0.05$ ).  $H_0$  is accepted or the data are homogeneous. This can be interpreted that the data have the same characteristics or variants.

After all tested were conducted, analysis on the data was performed in order to determine whether there is a relationship between leadership principals with the performance of teachers, teacher professional ethics in the performance of teachers and school leadership to teacher performance to test the hypothesis used SPSS version 18.0 and analysis using Pearson correlation.

The results of the analysis of the correlation between school leadership and teachers performance known with the value of  $r = 0.729$  or 72.9% correlation coefficient. Meanwhile, categories/intervals are on high coefficient because it is in the interval coefficient from 0.600 to 0.799. In this connection known  $\text{Sig} = 0.000 < 0.05$  then  $H_0$  is rejected and  $H_a$  accepted. This means that the hypothesis "There is a positive and significant relationship between school leadership with teacher performance Elementary School in District East Banjarmasin" is accepted. Thus, there is a positive and significant relationship between school leadership and the performance of teachers in the district of East Banjarmasin.

This suggests that the success of an organization or educational institution is highly dependent on the ability of the principal in the lead. Reference [17] states that the development of teachers performance is closely related to the efforts of the leadership in order to increase loyalty, responsibility, obedience, cooperation and initiative. If the leadership exercised by the principal right then it will increasingly support the improved performance of teachers is high. Subsequently, if the leadership conducted by the

principal is not right then there is a tendency of low teachers performance.

Therefore, the principal as leader is a subject that must transform leadership through the provision of guidance or advice to the school he/she lead for the achieved purpose. Reference [14] states that failure or success of an organization is determined by the leaders. Leaders are the ones who control and determine the direction to be taken by the organization towards the objectives to be achieved. Leaders or in this case principals should be able to manage all the available resources effectively and efficiently to achieve the goals of education in school. New educational paradigm shift needs a professional school leadership.

The elements of leadership that should be possessed by the principal are namely: (1) having a strong personality, (2) understanding the conditions of teachers, staff and students, (3) having the vision and understand the mission of the school, (4) having the ability to make decisions and (5) having the ability to communicate. It is supported by Path-goal theory proposed [9] that emphasized the effort of determining the relationship between the behavior of the leader with the performance of subordinates and work activities. The basis of this theory is that the leader's job is to assist his/her members in achieving their goals and giving direction, supporting or both are needed to ensure their goal which according to the organization's overall objectives.

This is in line with what was described by the Ministry of Education and Culture in the management of elementary school [3] that educational leadership is the ability of the principal to provide the effects that can cause teachers motivated to carry out the duties and activities together to achieve goals education efficiently and effectively. In this case a teacher performance.

Teacher performance as the ability and effort of teachers to carry out teaching duties in the planning of teaching programs, learning and evaluation of the implementation of learning outcomes. Reference [12] explains that it is said to be high if a targeted work can be completed in a timely manner or do not exceed the allotted time. In contrast, the performance becomes low if finalized exceeded the allotted time or not at all resolved. Mahmudi also stated that there are several factors that affect the work, namely: (a) personal/individual, covering the knowledge, skills (skills), ability, confidence, motivation, and commitment of every individual factor, (b) leadership factors, including quality in providing impetus, encouragement, guidance and support given by the manager and the team leader, (c) team factor including the quality of support and encouragement given by a colleague in a team, confidence in his fellow team members, unity and cohesion of the team, (d) system factors, including: the working system, working facilities or infrastructure provided by colleagues as a team, confidence in his fellow team members, compactness and the closeness of the team members, and (e) contextual (situational) factor including pressure and change external and internal environment. Leadership factor is one of the key factors in performance.

In other words, the ability of the principal in leading an important factor to influence or encourage the implementation

of teachers performance by providing instructions and conducting surveillance makes motivation leads to satisfaction for teachers.

Meanwhile, the results of correlation analysis between the professional ethics of teachers and teacher performance known value of  $r = 0.718$  or 71.8%. The correlation coefficient of categories/intervals is on high coefficient because it is in the interval coefficient of 0.600 to 0.799. In this connection known  $Sig = 0.000 < 0.05$  then  $H_0$  is rejected and  $H_a$  accepted. Means that the hypothesis "There is a positive and significant relationship between professional ethics of teachers with teacher performance Elementary School in District East Banjarmasin" received. Thus, it can be said there is a positive and significant relationship between teachers' professional attitude and performance of teachers in the district of East Banjarmasin

This shows that the professional ethics of teachers affect the performance of teachers. This is because of the work achieved by practicing a teacher with expertise in education and their education level will affect the implementation of the work according to a certain standard value or the size of the organization in which the individual works. Reference [15] mentions a teacher is a professional who can make students able to plan, analyze and conclude the problems encountered. Therefore, a teacher must uphold the code of conduct of teachers. The code of ethics is a moral foundation and guidelines for behavior in carrying out professional work. Thus, it can be understood as an attitude of professional ethics devotes himself/herself to work with the standards of moral values and norms. This is confirmed by the opinion of professional ethics Keizer in defining the attitude of life in the form of justice to provide professional services to the community with a full order and expertise as a service in order to carry out the task in the form of obligation to the community.

Meanwhile, according to [11], teacher's performance is a picture of a teacher's work related to the task at hand and based on the responsibility of the teacher profession possessed. Thus, teachers have high performance may desire and strive to improve their competence, both in relation to the planning, implementation, and assessment in order to obtain optimal results [13]. Teacher performance can be seen and measured in accordance with specifications or criteria of competence which should be owned by every teacher. In connection with the performance of teachers, a form of behavior in question is the activities of teachers in the learning process is learning how a master plan, implement learning activities, and assess learning outcomes.

Thus, the teacher's performance is influenced by the professional ethics of teachers in the implementation of its obligations as a teacher at the school. The ethics of the teaching profession is supported by the theory of Alderfer which suggests that there are three needs that underlie in human behavior, namely: (1) Existence, a fundamental requirement of human survival, (2) Relatedness, the need for interaction with others, (3) Growth, a requirement for channeling the creativity and being productive. One of these theories suggests the need for interaction with others that human behavior can be

encouraged to do a good job according to the professional ethics [8].

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It shows that the leadership of the principal and teachers professional ethics affects the performance of teachers. Reference [13] states that a teacher who has a high performance to be passionate and strive to improve their competence, both in relation to the planning, implementation, and assessment in order to obtain optimal results. Meanwhile, the professional attitude of the teacher is as a component that contributes to the escalation of schooling. Thus, there is the necessary of professional attitude of teachers to support the performance of teachers in the education process.

Leadership is as one of the variables in this study. Reference [10] states that leadership is a relationship problem and influence between the leader and what he/she led. The leadership is emerged and developed as a result of the interaction automatically between leaders and individuals. Leadership is able to function on the basis of power of leaders to persuade, influence and mobilize others to do something for the achievement of a goal

Hughes added in the implementation of leadership effectiveness are three factors that will influence this interaction. First, it is leader behavior (behavior of leaders) that is leadership effectiveness is strongly influenced style of the lead person. Second, subordinate (subordinate), namely, leadership effectiveness is influenced by the level of acceptance and support of subordinates. Subordinates will support a leader as long as they see the actions are considered leaders can benefit and increase their satisfaction. Third, it is the situation. A situation in which leadership style: leader of the relationship, the level of the task structure and position power leaders who can through formal authority. Thus, the ability of the principal's leadership in relation to the implementation of teacher performance is the determining factor of empowerment and improvement of teacher performance.

#### IV. CONCLUSION

Based on the analysis and discussion of the research results, it can be concluded that: (1) there is a positive and significant relationship of school leadership on teachers performance of Elementary Schools in East Banjarmasin district area. This may imply better if the school leadership teacher performance increases, (2) there is a positive and significant relationship of professional ethics of teachers on teacher performance Elementary School in East Banjarmasin district area. This can be interpreted if the better the attitude of the teacher professional teacher performance increase, (3) there is a positive and significant relationship of school leadership and professional ethics of teachers on teacher performance Elementary School in East Banjarmasin district area. It can be interpreted that the better the leadership of the principal, the better the teacher professional ethics in performing their duties so that the teachers' performance increased.

Based on the research results, the following things are suggested, namely: (1) in particular, the Department of Education in East Banjarmasin district area is expected to continue to improve educational services and contributions in the form of attention and support both morally and materially in order to create high-quality graduates, educators professional, and leadership that support the implementation of education, (2) the supervisors are expected to be a material consideration in coaching and mentoring to school principals and teachers to continue to enhance the role of leadership, and ethics of the teaching profession in order to have an impact on improving teacher performance continuously in all the Elementary School in East Banjarmasin district area, (3) the principals are expected to be used as input for the management and coaching of teachers to improve professional ethics of teachers and teacher performance state elementary school in East Banjarmasin to do the coaching, (4) the teacher is expected to concern in an effort to improve the quality as educators who have good professional ethics in order to continue to make efforts that support the creation of a good teacher performance and professional well with training and support things, (5) parents, community leaders, and all parties are expected to concern to the problem of education that can be a reference material in school improvement efforts, (6) further research in this area are advised to conduct similar research yet on different objects with other variables that can affect the performance of teachers. In addition it is advisable to conduct further research with a qualitative approach or by using another theoretical study.

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