

Teacher Performance in Terms of Principal Leadership Behaviour and Teacher Training

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Abstract: This study aims to determine the influence of school principal leadership behavior factors and teacher training factors on the performance of state elementary school teachers in Pakis Aji District, Jepara Regency. This research is an explanatory research with a quantitative approach. The subjects of the study were teachers of public elementary schools in the District of Pakis Aji, Jepara Regency as many as 75 teachers. The sampling technique used was proportionate random sampling. Methods of data collection using a questionnaire. Data analysis using multiple regression analysis. The results showed that: 1) Principal leadership behavior had a positive and significant effect on teacher performance ($t=5,142$; $p=0,000$) 2) Partial teacher training has a significant positive impact on teacher performance ($t=5.734$; $p=0.000$), 3) Principal leadership behavior and teacher training together have a positive and significant effect on teacher performance ($F=43,253$; $p=0,000$). The test results of the coefficient of determination (R^2) of 0.546 indicate that the magnitude of the influence of the principal's leadership behavior and teacher training on teacher performance is 54.6%. Teacher training has the greatest influence on teacher performance, which is 29.6%, while the influence of principal's leadership behavior is 25.0%.

Keywords: Principal's leadership behavior, teacher training, teacher performance

1. Introduction

The leadership behavior of the principal is an important factor that must be met in order to improve the quality of life of the community in the development of a nation. The leadership behavior of the principal must rely on the empowerment of all components of society through its role in realizing the goals of the principal's leadership behavior (Legowati et al., 2021). The success of achieving the goals of the principal's leadership behavior is mainly determined by the learning process experienced by students with the learning process is expected to increase the quality of society (Ulya, Utomo, & Ismaya, 2021).

Teacher performance can be seen from pedagogic competence, personality competence, social competence and professional competence (Mangkunegara & Puspitasari, 2015). Pedagogic competence is the ability to plan, manage, assess learning, and mastery of student characteristics. Personal competence is related to the work ethic and the teacher's responsibility to the profession. Professional competence includes mastery of materials, structures, concepts and scientific mindsets that support the subjects being taught, and develop professionalism. Social competence includes an inclusive, objective attitude, as well as communication with fellow teachers, principals, students and the community.

Various problems related to teacher performance still occur in public elementary schools in Pakis Aji District, Jepara Regency. Based on the results of observations and interviews with the principal of one of the elementary schools in Pakis Aji District, namely Public Elementary School No. 1 Lebak, it can be obtained information that in the aspect of pedagogic competence, there are still teachers who are less able to manage classes and create a more interesting learning atmosphere. There are many teachers who have not been able to apply innovative learning models that can support the development of student potential. Teachers in learning seem to use the lecture method more, so students look less active.

Principal leadership is ideally expected to be able to contribute to teacher performance, such as providing guidance and direction in carrying out the function of teachers as educators. Good principal leadership must be able to move teachers to achieve the goals of principal leadership behavior through important policies in school organizations. However, there are still problems related to the behavior of the principal, such as the principal being less fair in treating teachers, for example, the principal only entrusts schoolwork to one teacher (Karnan & Marimuthu, 2021). There are still principals who do not provide an example of discipline to teachers, such as often arriving late to school.

In addition to the leadership of the principal, another factor that plays a role in improving teacher performance is the teacher training factor. Training is a sequence of operations designed to increase an individual's skill experience, expertise, knowledge, and attitude. The increase in all these HR's capabilities and expertise is related to the position or function for which they are actually responsible (Aisyah, 2019).

Based on the results of research that has been carried out by several previous researchers, there are differences in research results (research gap). There is a significant influence between principal leadership on teacher performance (Damayani, Arafat, & Eddy, 2020). The results of Helniha (2020) research show that there is a positive effect of teacher training on teacher performance

In contrast to the results of the research above (Rompas, Tewal, & Datulong, 2018), in their research conclude that leadership style has no significant effect on employee performance. Previous research shows that training has a positive but not significant effect on performance. The research findings illustrate that theoretically leadership and teacher training will improve teacher performance, while the results of this study are not proven (Ningsi, Alhabsji, & Utami, 2016).

1.1 Conceptual Framework

Teacher performance is defined as a condition that shows the ability of a teacher in carrying out his duties at school, describing an act that is displayed by the teacher in carrying out learning activities (Fadhilla & Istiningsih, 2020).

In the school organization the principal holds an important war. The principal as a policy maker must pay more attention to the school environment and the people in it. One of the factors that influence school quality is principal leadership. The principal's application of the right leadership attitude will have a significant influence in decision making as well as in convincing teachers to do more efficient and effective work in order to achieve good teacher performance (Damayani et al., 2020).

Another thing that is no less important in carrying out the professional duties of teachers besides being related to the leadership of the principal is teacher training. Teacher training in school organizations is an important factor that can affect teacher performance. Training can help teachers to be more professional and productive. Training programs for teachers are a key instrument for improving classroom practice and student achievement (Ashrafuzzaman, 2018).

The existence of good principal leadership behavior and the provision of effective training for teachers will be able to improve teacher performance. This is because good leadership will be able to provide direction, guidance and role models for teachers, so that the teacher's duties become more focused and make it easier for teachers to carry out their duties as educators and teachers. While effective teacher training means that the provision of training for teachers is very appropriate in developing teacher skills and providing additional knowledge for teachers in carrying out their duties. If these two factors can be realized properly, the teacher will have more competence in carrying out his work, so that his performance will be better.

1.2 Research Objectives

Based on the consideration of the phenomena mentioned above, the researcher is interested in conducting a study that aims to determine the effect of principal leadership behavior and teacher training on teacher performance in State Elementary School teachers in Pakis Aji District, Jepara Regency.

2. Methodology

2.1 Research Design

This study uses an explanatory research method through a quantitative approach. This study uses an explanatory research approach, namely research conducted with the intention of explaining the relationship between variables through hypothesis testing.

2.2 Respondents of The Study

The population in this study were all State Elementary School teachers in Pakis Aji District, Jepara Regency. The number of teacher samples is 74 people. The sampling technique used is proportionate stratified random sampling, which is a random and proportional sampling technique according to the number of population members.

2.3 Instruments

The research variable consisted of three independent variables, namely the principal's leadership behavior (X1) and teacher training (X2), while the dependent variable was teacher performance (Y). Data collection techniques using a questionnaire method. The validity and reliability of the instrument were tested using research data.

2.4 Analysis Technique

The instrument used for data collection has been tested and is valid and reliable and furthermore, it is necessary to test the analysis prerequisites, namely normality test, linearity test, heteroscedasticity test, and multicollinearity test. Multiple linear regression analysis, t-test, f-test and coefficient of determination need to be continued if these prerequisites have been met.

3. Findings and Discussion

In testing the hypothesis of this study, the multiple regression analysis techniques used include normality test, multicollinearity test, linearity test, and heteroscedasticity test (Ghozali, 2011).

To determine the normal residual or not, the Kolmogorov-Smirnov normality test is used. The normality test criteria require that the data follow a normal distribution of the significant values of the Kolmogorov-Smirnov test (K-S) > 0.05.

Table 1. Normality Test Results

N	K-S Statistics	Sig	Conclusion
75	0.076	0.200	Normal

Table 1 is the significance value of the Kolmogorov-Smirnov test > 0.05, which can be concluded that the residual data of the regression model are normally distributed. The second analysis prerequisite test is the multicollinearity test which is intended to determine whether the independent variables are uncorrelated or there is no significant relationship between the independent variables.

Table 2. Multicollinearity Test Results

Variable	Tolerance	VIF	Conclusion
Principal’s leadership behavior (X1)	0.901	1.110	Non-Multicollinearity
Teacher training (X2)	0.901	1.110	Non-Multicollinearity

Table 2 shows that the VIF values of the principal and teacher leadership behavior variables are less than 10 and the tolerance value is greater than 0.1, so it can be concluded that there is no multicollinearity in this study.

The third premise test of the analysis is the linearity test, the purpose of which is to determine the relationship between the independent variable and the dependent variable, whether or not it has a linear relationship.

Table 3. Linearity Test Results

Variable Relationships	F Value	Sig	Conclusion
X1-Y	1.836	0.156	Linear
X2-Y	1.605	0.364	Linear

Based on the linear test summary, it was found that the association of principal's leadership behavior and teacher education on teacher performance yielded linear results, as its significance value was > 0.05.

The third prerequisite test for analysis is the test for heteroskedasticity, the purpose of which is to determine whether the regression model exhibits an inequality of variance from the residuals of one observation to another. The results of the heteroskedasticity test in Figure 1 show that the data plots are randomly distributed, with no specific pattern or distribution above and below zero on the y-axis. This means that the regression model does not have heteroscedasticity problems.

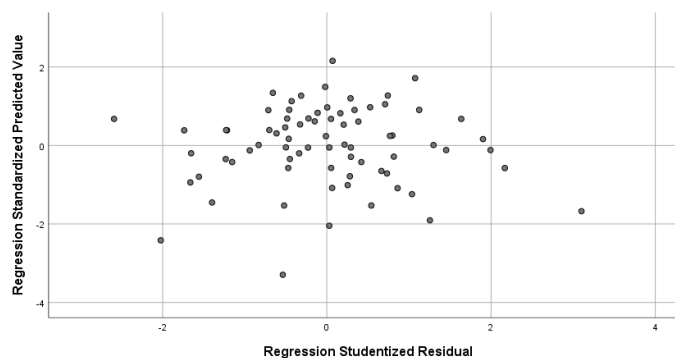


Fig. 1: Heteroscedasticity Test Results

The analysis prerequisite test was fulfilled, then multiple linear regression analysis was carried out with the help of the SPSS for windows program version 26 to test the research hypothesis. The results of data processing obtained the following results:

Table 4. Results of Multiple Regression Analysis

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	14.235	4.638		3.069	0.003
Principal's leadership behavior (X1)	0.313	0.061	0.430	5.142	0.000
Teacher training (X2)	0.580	0.101	0.480	5.734	0.000
Dependent Variable (Y): Teacher performance					
R = 0.739					
R square = 0.546					
Adjusted R square = 0.533					
F value = 54.437					

The results showed that there was an effect of principal's leadership behavior and training and teacher training on Teacher performance. This can be seen from the regression equation $Y = 14.235 + 0.313 X1 + 0.580 X2$, based on this equation, it can be seen that the regression coefficient of each independent variable is positive. This means that principal's leadership behavior and teacher training have a positive influence on Teacher performance.

The results of the first hypothesis test show that the regression coefficient of the principal's leadership behavior variable on Teacher performance is 0.313 (positive), the t value is 5.142 with a significance level of t of 0.000 (sig <0.05), so it can be stated that the principal's leadership behavior variable has a positive effect on Teacher performance. Based on the test results, it can be said that the better the teacher's principal's leadership behavior, the better the teacher's professionalism. Thus, the first hypothesis can be accepted.

The findings of this study are in line with previous research that the principal's leadership behavior has a direct effect on teacher performance (Martini, 2019). Mashudi's research concludes that the principal's leadership behavior variable has a significant positive effect on teacher motivation and teacher performance (Mashudi, 2017). Ilyas & Abdullah's research shows that leadership directly affects teacher performance (Ilyas & Abdullah, 2016). The results of the second hypothesis test show that the regression coefficient of the training variable on Teacher performance is 0.580 (positive), the t value is 5.734 with a t significance level of 0.000 (sig <0.05), so it can be stated that the training variable has a positive effect on Teacher performance. Based on the test results, it can be said that the better the training that the teacher participates in, the better the teacher's professionalism is. Thus, the second hypothesis can be accepted.

The findings of this study are in line with previous research that teacher training has a positive and significant effect on teacher performance (Helniha, 2020). A study conducted by Ali provides research results that there is an influence between discipline, training and the leadership role of school principals on teacher performance (Ali, 2017). Teacher training has a significant influence on teachers, especially on academic qualifications, performance, and teacher professionalism (Nzarirwehi & Atuhumuze, 2019).

The results of the fourth hypothesis test show that the F value is 54.437 with a significance level of 0,000 (sig <0.05). This means that there is an effect of principal's leadership behavior and teacher training on Teacher performance. Based on these conclusions, it can be said that the tendency to increase the combination of principal's leadership behavior, training and teacher training will be followed by an increase in Teacher performance. Thus, the fourth hypothesis can be accepted.

Table 5. Contribution of Influence

Variable	Beta Coefficients	Product moment correlation	Effect
Principal's leadership behavior (X1)	0.430	0.582	0.250
Teacher training (X2)	0.480	0.616	0.296
		Total	0.546

The magnitude of the effect of each independent variable can be seen by multiplying the beta coefficient and the zero-order correlation (product-moment correlation). It can be seen from Table 5 that the coefficient of determination $R^2=0.546$, that is, the influence of principal leadership, education and teacher training on teacher performance at the same time is 54.6%. In Table 5, the contribution of each independent variable to Teacher performance, namely principal's

leadership behavior is 25.0% and teacher training of 29.6%. These results indicate that teacher training has the greatest influence on the performance of elementary school teachers in Jepara Regency.

Every principal has a different leadership style, to be able to move an organization requires an effective leadership style that is owned by the principal. The behavior and behavior of a leader will be seen from the way he does a job, among others, it will be seen from how to give orders, how to give assignments, how to communicate, how to make decisions, how to encourage the spirit of his subordinates, how to provide guidance, how to enforce discipline, how to supervise work. Subordinates, how to request reports from subordinates, how to lead meetings, how to reprimand subordinates' mistakes and others (Martini, 2019). The behavior pattern of the principal shown when influencing the activities of the teacher who is his subordinate. The principal as a leader must be able to provide guidance and supervision, increase the willingness and ability of teachers, open two-way communication and delegate tasks (Elly & Soraya, 2020).

Teachers need to be given training not only before becoming a teacher, but most importantly while on duty. This is because teacher professional development is seen as a continuous facilitative process that updates and improves teacher knowledge to adapt to educational changes. Teacher training can foster motivation, confidence, and skills to apply the results of the training into classroom learning practices. In the end, teacher professional development training contributes to improving teacher teaching which also has an impact on student achievement (Ashrafuzzaman, 2018). This is an indication of an increase in teacher performance, namely the development of teacher professional competence.

4. Conclusions and Recommendations

Based on the results of the research data analysis, it can be concluded that the principal's leadership behavior, and teacher training have a significant effect on the performance of State Elementary School teachers in Pakis Aji District in Jepara Regency. The results of the coefficient of determination (R^2) of 0.546 indicate that the magnitude of the influence of principal leadership behavior and teacher training on teacher performance is 54.6%, while the remaining 35.5% is influenced by other variables outside the study. The contribution of each independent variable to teacher performance is the principal's leadership behavior of 25.0% and teacher training of 29.6%.

For school principals, it is hoped that they can improve the quality of their leadership, including by always providing motivation for teachers to be more active in school programs, as well as being creative in teaching. For teacher training organizers, it is emphasized to provide materials that are in accordance with the needs of current and future teachers. Selection of qualified instructors who master the material and can deliver more varied and innovative teaching and learning materials.

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