

The Effects of Principal's Leadership and Infrastructure on Teacher's Performance

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Abstract

The purpose of this research is to evaluate and assess the impact of the principal's leadership and infrastructure on teacher's performance in the SD Muara Jaya District. The regression approach was used in this study. The factors investigated in this study were principal's leadership (X1), infrastructure (X2), and teacher's performance. The study was then conducted in SD Negeri Muara Jaya District, OKU Regency, with 66 teachers as sample. The findings of this study reveal that leadership and school infrastructure have an impact on teacher's performance at SD Negeri in Muara Jaya OKU, both partially and concurrently. The research concludes that the principal must focus on his leadership and infrastructure in order to improve teacher's effectiveness at SD Negeri Muara Jaya OKU District. This study encourages school administrators and teachers to focus on their leadership and school infrastructure so that schools can shine even brighter.

Keywords: Infrastructure, Principal's Leadership, Teacher's Performance.

A. Introduction

In the age of globalization, the difficulties confronting the Indonesian country are becoming increasingly serious. A highly competitive human resource rivalry for scientific and technological expertise will emerge. Countries with superior human resources will excel in research, technology, and skills.

Science, technology, and skill mastery necessitate the provision of high-quality education at all levels. Quality human resources and knowledge mastery are required in the future. Improving instructors' quality and performance abilities will result in excellent human resources.

The competence of the teacher to carry out the learning process at school determines educational outcomes. Teachers, as the most senior authority in a school, play an essential role in enhancing the academic success of their pupils. To obtain the greatest results, they work

hard to develop the pupils' abilities and the way they learn. As a result, the school system is eager to increase teacher's performance. Improving teacher's performance has the potential to improve educational quality for both the state and society in the long run. The government believes in the country's ability to provide high-quality education to all of its residents in order for them to attain their ambitions.

Content standards, process standards, graduate competency standards, educator and education staff standards, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards are among the eight standards that must be met when implementing education, according to Government Regulation 19 of 2005. The standard of educators and education personnel is one that is closely tied to the quality of graduates, as evidenced by graduate competency. That is, in order to attain the necessary level of graduation quality, educators and educational personnel must be prioritized.

Teachers are resources that truly help education in schools since they are so close to pupils in their educational endeavors. The instructor is the person most accountable for the delayed learning process in class. Teachers must be empowered on a regular and ongoing basis. This is not due to a lapse in classroom control. One of the most significant aspects to remember while pursuing higher education is that teacher's performance must be taken into account in order to help to the realization of higher quality human resources.

In this circumstance, leadership always has an impact because the quality of leadership determines whether an organization succeeds or fails. Leadership is the capacity to influence, move, and direct a person or group in order to influence, move, and direct a person or group in order to achieve organizational goals. One management feature of school organizational life is the leadership of a leader who functions as an aligner in the process of collaboration amongst individuals in the organization.

According to Guterres and Supartha (2016), leadership is a person's ability to inspire and encourage others to achieve common goals. Leadership is the practice of influencing organizational goals in order to maximize staff performance. One of the variables that may move, direct, guide, and inspire instructor workers to do better is good leadership from superiors. Since the beginning, it has been recognized that one's leadership plays a function as a driving force in the work process (Suharsaputra, 2016). According to Wiratma (2013), leadership is crucial because a leader is someone who will drive and steer the organization toward its goals, and a corporate leader must have the power to influence it.

In addition, Kadarusman (2012) divides leadership into three types: self-leadership, team leadership, and organizational leadership. Self-leadership is the ability to lead oneself in order to lead others. Team leadership is defined as someone who is accountable to others. The term "leader" refers to a team leader who knows his leadership obligations, investigates the conditions of his subordinates, and is prepared to commit himself to the situation and his tasks. Organizational leadership is defined in the context of a specific organization led by an organizational leader who understands the organization's business model, develops the organization's vision and goal, and mobilizes resources to offer social services.

The principal is associated with leadership. Suharsaputra (2016) defines principal's leadership as the ability to influence members of the school organization to achieve school education goals. The principle is the leader who leads the school as an educational institution, and it

fulfills its job as the head of the school as an educational institution. Principal's leadership is critical in providing meaning and unity of purpose among leaders, employees, students, parents, and society as a whole.

According to Sulistiya (2013), who emphasizes that the principal is a functional teacher who is given the task of leading a school, the place where the teaching and learning process takes place, or the place where interactions occur between teachers giving lessons and leadership education in educational institutions, is the school principal. The principal is the highest-ranking official in the school and is very influential and decisive for the quality of education. Principal's leadership is the way or effort of the principal in influencing, encouraging, guiding, directing, and mobilizing teachers, staff, students, parents, and other related parties to work, play a role, and achieve the goals set.

The purpose of providing work infrastructure is to assist school activities in order to get the best possible results. The best outcome for the school, which includes the instructor, is work performance. Because appropriate facilities may produce more gratifying results in teaching and learning activities and help students reach their goals. collection and adequacy of study rooms, principal's rooms, teacher's rooms, sports spaces, places of worship, libraries, laboratories, playgrounds, creative areas, and other learning resources (Sugilar, 2010).

Teacher's performance is not only shown by work results but also by behavior at work. The Indonesian Language Dictionary puts the meaning of "performance" as "(1) something achieved, (2) achievement shown, (3) work ability" (KBBI). Then according to Sudarma (2013), performance is the level of implementation achieved by a person, unit, or division by using existing capabilities and established limits to achieve organizational or company goals.

There are various elements that influence teacher effectiveness, including the fundamental skills required, the leadership of the school principal, and infrastructural considerations. According to Ningrum, (2016) the existence of the teacher is a very essential component in the educational process; therefore, the teacher has a significant role and obligation in global education. This demonstrates that in order to be a learning agent, every teacher must have academic and professional qualifications. Murwati (2013), on the other hand, defines teacher's performance as the ability of instructors to carry out their tasks as educators and teaching staff based on their skills and abilities in the context of encouraging students to attain learning objectives.

Teacher effectiveness in an organization has a significant impact on the school's progress toward improving student quality. Teacher's performance is a significant issue that must be examined. Maintain and strive for good performance from instructors in order to produce good resources. Kempa (2009) defines teacher's performance as ability and work performance shown in the number and quality of work demonstrated by the teacher's obligations.

In addition to the principal's leadership, the availability of infrastructure has an impact on teacher effectiveness. Regardless of his ability to master science and teachers, the desired outcomes cannot be achieved effectively without proper infrastructure. In this example, learning media and other technologies are utilized to reduce verbalism in teaching and learning situations in order to achieve educational goals. Furthermore, teacher's performance may be shown by the teacher's capacity to master the necessary abilities, which include pedagogic

competence, personality competence, social competence, and professional competence (Alhusaini, et. al., 2020).

The teacher's ability to facilitate learning is restricted by the small number of students in the class. Teaching activities must be supported by the availability of essential books and other resources. Learning activities are carried out ideally, and each learning resource is complete and serves to assist these activities. Complete learning resources do not ensure that optimal learning activities are carried out. The principal as a source of learning must be viewed in conjunction with the effectiveness of leadership, which can assist teachers in carrying out their responsibilities.

According to the findings of researchers' observations of schools in the Muara Jaya District, some teachers did not perform well in carrying out their duties and functions, implying that they were only in accordance with the main tasks and functions of the teacher as a teacher's performance profile, and the teacher taught monotonously and without proper preparation. Teachers continue to employ straightforward teaching preparation but lack innovation in their preparation. The influence of the teacher's lack of aptitude and abilities in managing pupils causes students to grow bored with subsequent classes, not concentrate, be rowdy in class, and disturb other peers. The infrastructure possessed by schools in the SD Negeri Muara Jaya District to support the teaching and learning process is not complete to assist instructors in teaching, and there is a lack of development of students' knowledge or skills. As a consequence, teachers' performance experiences at schools in SD Muara Jaya may be described as excellent.

It was discovered that one of the instructors taught exclusively on the basis of his previous experience on occasion and lacked initiative in learning new ways that might build his attitude and creativity to grow teacher knowledge and abilities. Teachers are less innovative in employing technical instruments in education, such as computers and reading new literature, to build thinking abilities because of a lack of evaluation and teacher monitoring. As a result, the principal is tasked with prioritizing teacher's performance in areas such as growth, skills, and training so that each student may grow. As a result, the principal, as the organization's leader, must constantly update and enhance technical abilities in order to support teachers' efforts in the classroom.

This research has three questions. Is the principal's leadership influencing teacher's performance at Muara Jaya District Elementary School? Is there an impact of infrastructural facilities on teacher's performance in Muara Jaya District Elementary School? Is there an impact on teacher's performance at Muara Jaya District Elementary School from the principal's leadership and the infrastructure as a whole?

B. Methods

The Muara Jaya Elementary School, OKU Regency, which is located at Jalan Raya Lintas Sumatra, Muara Jaya District, Ogan Komering Ulu Regency, would be the site of this study. The writers of this study utilized three months, from October 2021 to December 2021, to collect data regarding the state of the school and the information required for this research. The information gathered is based on observations during learning and testing using research questionnaires. The number of teachers in Muara Jaya District is 66 people used as a sample, because the population is 66 teachers, all teachers have the opportunity to be researched.

The authors delivered questionnaires to teachers at SD Negeri 116 OKU, SD Negeri 117 OKU, SD Negeri 120 OKU, SD Negeri 121 OKU, and SD Negeri 122 OKU Palembang as part of this study. The questionnaire was distributed to the instructor as a respondent, and the respondent was asked multiple choice questions. This study employed a closed questionnaire with a Likert scale (Riduwan & Akdon, 2013), basically a questionnaire with statements supplied such that respondents only had to fill in their replies by inserting a checkmark in the column with alternative choices accessible.

If the author wishes to discover the effect or relationship of the independent and dependent variables, it belongs to quantitative research employing the regression approach, where one of the independent variables is controlled (fixed) (Sugiyono, 2012). The author will first present a description of the data for each variable in this study before testing the hypothesis on each research variable.

C. Results and Discussion

The Effect of Principal's Leadership (X1) on Teacher's Performance (Y)

The study variable X1 has a strong and positive influence on the Y variable. It is clear from the basic linear regression equation $Y = 128.749 + 2.303 X$ that a constant value of 128.749 signifies that if the principal's leadership (X) is 0, then teacher's performance (Y) is positive. The principal's leadership (X) regression coefficient is 2.303. The regression coefficient for school principal's leadership (X) is 2.303, indicating that infrastructure (X) has improved positively with teacher's performance (Y) and that as infrastructure improves, so will teacher's performance. If $t\text{-count} = 11.767$ and $t\text{-table} = 1.669$, then $t\text{-count} > t\text{-table}$, indicating that H_0 is rejected and H_a is approved.

The multiple correlation (R) value is 0.827, indicating that the correlation between variables is 0.827. Because the various correlation values are between 0.800 and 1.000, we may conclude that X1 and Y have a "very strong" connection. The principal's leadership has a significant impact on teacher's performance at SD Negeri, Muara Jaya OKU.

R squared (R^2) has a determination value of 0.695, or 69.5%. It is possible to conclude that the infrastructure variable, as the independent variable 1, has a 69.5% effect on teacher's performance. This suggests that school infrastructure has a 69.5% effect on teacher's performance in SD Negeri, Muara Jaya OKU, with the remaining 30.5% influenced by elements not included in this study. As a result, it can be inferred that the principal's leadership has a considerable impact on teacher's performance in SD Negeri Muara Jaya District OKU (H_a).

At SD Negeri Muara Jaya OKU District, principal's leadership can have a favorable impact on teacher's performance. Principal's leadership is the principal's influence, encouragement, leading, directing, and mobilization of teachers, staff, students, parents of students, and other associated parties in order to achieve the goals specified (Education and Culture Department, 1998). In summary, the principal's method of motivating people to work toward common goals. The leader is in charge of making choices, developing software, drafting contracts, and developing new regulations. Leadership will have an impact if it is backed by numerous skills, abilities, and competencies.

In general, the productivity and efficacy of the tasks allocated to a leader may be used to measure his capacity to carry out his responsibilities. To be able to lead a school, a school administrator must have a positive attitude and be able to teach a variety of abilities. As a school leader, the administrator must be able to comprehend his pupils' wants and desires so that the teacher's performance is not jeopardized. Principals must have adequate human resources to meet the objectives they set. A successful school principal is considered to comprehend school success as a complex and distinctive organization and to be capable of carrying out the duty of the school principal as someone who is assigned responsibility for leading the school.

According to Mulyasa (2012), "the competence of the principal to manage each component of the school (who is behind the school) substantially influences the success or failure of education and learning in schools." To build effective schools with quality management, principals must have strong management and leadership skills, as evidenced by the following indicators: (1) high learning and learning effectiveness; (2) strong and democratic leadership; (3) effective and professional management of educational staff; (4) the growth of a quality culture; and (5) a smart, compact, and dynamic network. The principal's role as a leader is to provide professional development for teachers and school workers.

As a result, the principal, as a supervisor, must carry out supervision in order to empower educational personnel and ensure that the teaching and learning process is effective. Teachers will be able to optimize their performance and accomplish the targeted learning goals if the school principal monitors and supervises them. The stronger the school principal's leadership, the better the performance of teachers in SD Negeri Muara Jaya OKU District.

The findings are consistent with the findings of Damayani, Arafat, and Eddy's (2020) study, "School Principal's leadership and Work Motivation on Teacher's performance I of SMP Negeri Sungai Lilin." According to the findings of this study, there is a significant influence of school principal's leadership on teacher's performance, a significant influence of work motivation on teacher's performance, and a jointly significant influence of school principal's leadership and work motivation on teacher's performance. Based on data analysis and hypothesis testing, it is possible to infer that 1) the leadership of the school principal has a substantial impact on the performance of teacher pupils at Sungai Lilin District State Junior High Schools. 59.1 percent; 2) work motivation has a significant influence on the performance of state junior high school teachers in Sungai Lilin District by 38.2%; 3) there is a jointly significant influence between the principal's leadership and work motivation on the performance of state junior high school teachers in Sungai Lilin District of 87.9%; and the remaining 12.1% is influenced by other factors not examined in this study. The author might infer from this study that there are distinctions and parallels between prior and present studies. The differences in Damayani, et. al., (2020) research are in the elements of the variables analyzed and the location of the research, while the commonalities are both researching school principal's leadership and teacher's performance.

The results of the first study Kartini, et. al., (2020) showed that there is a significant influence of the school principal's leadership style on teacher's performance, a significant influence of interpersonal communication on teacher's performance, and a significant influence of the principal's leadership style on teacher's performance. If $F\text{-count} > F\text{-table}$ and the significance threshold is 0.05, the test criteria indicates that the principal's leadership style and interpersonal communication have a substantial influence on teacher's performance. The author might infer from this study that there are distinctions and parallels between prior and present studies. The

distinction between Kartini, et. al., (2020) research is that the focus of the research is on the variables analyzed and the location of the research, although the commonalities are that they both study principal's leadership and teacher's performance.

The Effect of Infrastructure (X2) on Teacher's Performance (Y)

The result revealed that infrastructure has a substantial impact on teacher's performance in SD Negeri Muara Jaya OKU District. According to the regression equation $Y = 3.096 + 0.953 X$, the constant value (a) = 3.096 suggests that if infrastructure (X) is 0, then teacher's performance (Y) is positive, precisely = 3.096. The value of the infrastructure regression coefficient (X) is 0.953. The coefficient value is positive, indicating that there is a positive association between infrastructure and teacher's performance; as infrastructure facilities improve, so will teacher's performance. The value of t-count = 12.081 > from the price of t-table = 1.669 where the score of t-count \geq t-table means that Ho1 is rejected and Ha1 is accepted.

The multiple correlation (R) value is 0.834, indicating that the correlation between variables is 0.834. Because the various correlation values are between 0.800 and 1.000, we may conclude that X2 and Y have a "very strong" connection. Infrastructure has a significant impact on teacher effectiveness at SD Negeri, Muara Jaya OKU.

R Square (R2) has a determination value of 0.695, or 69.5%. It is possible to conclude that the infrastructure variable, as the independent variable 1, has a 69.5% effect on teacher's performance. This suggests that school infrastructure has a 69.5% effect on teacher's performance in SD Negeri Muara Jaya OKU, with the remaining 30.5% influenced by elements not included in this study.

Thus, it can be stated that infrastructure has a major impact on teacher's performance in SD Negeri Muara Jaya District OKU, means (Ha2) is accepted. Infrastructure at SD Negeri Muara Jaya OKU District can have a favorable impact on teacher effectiveness. A full and well-managed infrastructure, as well as effective administration, will boost teacher's performance. There are disparities in teacher's performance across schools with complete and deficient infrastructure. The presence of a complete infrastructure will encourage and motivate teachers to carry out the process of learning activities, allowing teachers to improve their abilities in managing the teaching and learning process in class. Learning will be more interesting and maximized with a complete learning media. Teachers will maximize their performance and be able to meet the necessary learning objectives. Instructors who are provided with entire facilities and infrastructure perform better than teachers who are not provided with complete infrastructure. The more comprehensive and improved the school facilities and infrastructure, the better the performance of instructors in SD Negeri Muara Jaya OKU District.

The findings are consistent with the findings of Nugraha and Fitria's (2019) study, "Management of Infrastructure Facilities in Improving the Learning Process at SMA Negeri 9 Palembang," whereas the findings of this study demonstrate that 14 items do not fulfill the requirements outlined in Regulation of Minister of Education No. 24. In 2007, the principal, as the leader of the school, established a role to fulfill existing infrastructure at school, with the intention of optimizing infrastructure facilities in enhancing the learning process at SMA Negeri 9 Palembang. Meanwhile, only four pieces of infrastructure meet the requirements of Ministerial Regulation Number 24 of 2007, namely the leadership room, administration room, worship room, and counseling room. The principal, as the school's leader, has implemented an

administrative function to improve the school's existing infrastructure, beginning with the functions of planning, coordinating, distributing, and accountability. It is hoped that by establishing this function, it can optimize infrastructure in improving the learning process at SMA Negeri 9 Palembang. The authors might infer from this study that there are distinctions and parallels between prior and present studies. The distinction between Nugraha and Fitria's (2019) research is that the focus of the research is on the variables analyzed and the research site, although the commonalities are that both are researching infrastructure.

Fauzianah (2017) also talked entitled the influence of infrastructure and work environment on performance at the Al Islam Islamic boarding school Joresan Mlarat Ponorogo. There is a combined positive and important impact either partially or simultaneously on the performance of Islamic boarding school instructors Al Islam Joresan Mlarat Ponorogo. The distinction in Fauzianah's research is that the focus of the research is on the variables analyzed and the location of the research, although the parallels are in both investigating infrastructure and performance. Second, the work environment has a substantial impact on the performance of Kalidoni District State Middle School instructors. Third, school facilities and infrastructure, as well as the work environment, have a substantial impact on Kalidoni State Middle School teachers' performance.

The Influence of Principal's Leadership and Infrastructure on Teacher's Performance

The purpose of this study is to examine the impact of the principal's leadership and infrastructure on teacher's performance in SD Negeri Muara Jaya OKU. Multiple linear regression computations using Y provide a constant value (a) of 77.662, a regression coefficient 1 (b1) of 1.180, and a regression coefficient 2 (b2) of 0.539. The value of an is the value of Y when X = 0, and the value of b is the regression coefficient Y over X. Simple regression calculations illustrate the link between variables X1 and X2 and Y, with the equation looking like this: $Y = 77.662 + 1.180 X1 + 0.539 X2$. To explain the impact of the principal's leadership (X1) and infrastructure (X2) on teacher's performance (Y) at SD Negeri Muara Jaya OKU, use the multiple linear regression equation above. Because the variable coefficient value (X1) is 1.180 and the variable coefficient value (X2) is 0.539, the variable value (Y) constantly rises. The fact that the coefficient has a positive value indicates that there is a positive association between the principal's leadership and infrastructure and teacher's performance.

According to the findings, the output of the Model Summary results acquired a multiple correlation (R) of 0.834, indicating that the correlation between variables is 0.834. Because the various correlation values are between 0.800 and 1.000, we may conclude that X2 and Y have a "very strong" connection. Infrastructure has a significant impact on teacher's performance in the SD Negeri Muara Jaya OKU District.

R Square (R²) determination value is 0.695, or 69.5%. It may be inferred that the infrastructure variable, as the independent variable 1, has a 69.5% effect on teacher's performance. This suggests that the effect of school infrastructure has a 69.5% influence on teacher's performance in SD Negeri Muara Jaya OKU, with the remaining 30.5% influenced by other factors not included in this study.

It is possible to conclude that teacher's performance has improved as a result of the principal's leadership and infrastructure. The greater the effect of the principal's leadership (X1) and

infrastructure (X2), the greater the influence on teacher's performance (Y) at SD Negeri Muara Jaya OKU.

According to the result, the improvement in teacher's performance is impacted by the school principal's leadership, who encourages human resources to do well by establishing a positive environment. The school principal is responsible for actions such as planning, executing, and assessing learning. As an educator, the school administrator is important in offering advice to teachers, students, and school employees. Because the school will see a rise in both teacher's performance and the quality of school education with oversight from the principal of the school to all teachers and education personnel, as well as all student activities at school.

Furthermore, the impact of infrastructure helps to increase teacher's performance. Because the availability of books and teaching materials for both teachers and students support the smooth process of learning activities in class. Teachers can be encouraged and motivated to increase their abilities to carry out learning activities when they are supported by learning resources and media such as teaching aids, computer/laptop LCD projectors, and internet networks. Furthermore, the presence of suitable practice/laboratory spaces, full practicum instruments, and a competent school library can boost teacher's performance. The provision of adequate and comprehensive infrastructure in schools has a significant impact on teacher's performance.

Thus, the principal's leadership and infrastructure have an impact on the performance of teachers at SD Negeri Muara Jaya OKU. The hypotheses mentioned earlier support this. The stronger the school principal's leadership and the whole school infrastructure, the more influential the teacher's performance will be.

The results are consistent with Djatmiko's (2006) that the leadership variable has a partial influence on the performance of the instructor. When the absolute value of the t-count (10.357) is larger than the absolute value of the table (2.0395), H₀ is rejected and H₁ is approved. This implies that the infrastructure variable has a limited impact on teacher's performance, and the third. The computed F-count for the infrastructure leadership factor is 7.337, whereas the F-table is 3.9113, according to the findings of the F test study. Because F-count exceeds F-table, H₀ is refused and H₁ is accepted. This demonstrates that the factors of leadership and infrastructure have an impact on teacher's performance at the same time. The researcher might infer from this study that there are distinctions and parallels between prior and present studies. The distinction in Djatmiko's (2006) research is that the research focus is on the variables analyzed and the site of the research, although the commonalities are both researching school principal's leadership and infrastructure.

According to Alhusaini et. al., (2020) to examine the impact of work motivation and discipline on teacher's performance at OKU State Senior High School. The findings revealed that: 1) work motivation has a substantial effect on teacher's performance; 2) work discipline has a significant effect on teacher's performance; and 3) work motivation and work discipline have a significant influence on teacher's performance. The significance value is 0.000 based on the findings of the t test computation above. H₀ is rejected because the significant value (probability) is less than 0.05.

D. Conclusion

Based on the findings of data analysis and hypothesis testing on the Effect of Principal's leadership and Infrastructure on teacher's performance at SD Muara Jaya, the researcher concluded that there is an influence of principal's leadership on teacher's performance, in addition to infrastructure facilities having an influence on teacher's performance, as well as having an influence jointly on the principal's leadership and infrastructure on the teacher's performance.

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