

The Influence of Principal's Leadership and Internal Communication toward Teacher's Performance of a Driving School

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Abstract: This study aims to determine the influence of principal leadership and internal communication on the performance of driving school teachers in public high schools in the Kayuagung district. This research was conducted at Kayuagung 1 Public High School, Kayuagung 2 Public High School and Kayuagung 3 Public High School. This research uses quantitative methods. The population in this study amounted to 137 people. The sample in this study amounted to 58 people. Data obtained through questionnaires and documentation techniques. To analyze the data, it was carried out through correlation tests, simple linear regression and multiple regression, which had previously been tested for data normality, linearity, multicollinearity and heteroscedasticity as prerequisite tests. The results of the study stated that there was a positive influence on the leadership of the principal and internal communication together on the performance of driving school teachers in public high schools in the Kayuagung district.

Keywords: Internal Communication, Principal Leadership, Teacher Performance

A. Introduction

Education is the cornerstone to a country's global competitiveness (Shahjahan and Morgan, 2016; Blanco et al, 2014). Education is one of the most crucial aspects of a country's well-being (Durand, 2015; Govorova et. al., 2020). Human Resources (HR) is an essential component of advanced civilization (Farazmand, 2004). A project will not be completed if there are insufficient individuals to work on it. Our country's educational quality is comparable to that of other emerging countries. Even if some areas are lacking, this does not imply that education in Indonesia is inadequate. The objective of national education in a country plays a critical part in molding the attitude and regulating an individual's mentality. As a result, all citizens in a country have the right to receive equal and appropriate teaching and education.

Education in Indonesia is defined as a conscious and planned effort to create learning conditions and learning activities in order for students to actively develop their potential in order to gain self-control abilities, spiritual strength, intelligence, noble character, personality, and skills. Education in Indonesia has a vision, which is to establish a modern Indonesia with personality, independence, and sovereignty (Dewantara et al., 2019).

A driving school is required as a driving force to expedite this. Driving schools are the means by which our country's educational vision might be accomplished. The school focuses on constructing a Pancasila student profile through promoting student learning outcomes holistically.

Managing education is difficult; it takes deep and deliberate consideration in order to obtain the desired results. Leadership in an organization is essential for making choices together, rewarding subordinates, and enhancing educational quality in order to succeed in a complex global competition.

As a leader, the principle must demonstrate respect for all members of the school community. The principal of the school must communicate effectively with all members of the school community. The principal's ability to communicate effectively with all school members is critical to his effectiveness in carrying out his tasks. Quality communication is defined as effective when it is reciprocal and results in a direct reaction to a message. Communication is two-way, with direct feedback allowing for effective communication (Zaini & Syafaruddin, 2020).

The principal is one of the factors that have a significant impact on an educator's performance. Educators have a variety of personalities that necessitate school principals being innovative in dealing with them. Principals must be able to effectively lead teachers in carrying out their obligations that are relevant to the teacher's conditions and circumstances. Communication skills are required to boost teacher performance; as a result of good communication, the principal will have a positive relationship with the teachers.

The greater the principal's ability to communicate effectively, the higher the performance productivity of a school principal when mobilizing and managing teaching personnel to carry out their obligations. An educator's performance becomes excellent and considerably better, resulting in increased communication efficacy (Alawamleh et al., 2022).

Based on field observations, it was discovered that instructor discipline was still lacking. This condition can be seen in teachers' daily activities at school. There are teachers who still arrive late or do not arrive on time, not to mention not going to class to teach on time, educators who do not prepare lesson plans or can be said to

use a plan previous learning, and teachers who do not understand and care about their peers. My class struggled to communicate with one another and with the principal. It's as if the teacher doesn't want to learn about the work of other instructors; for example, if multiple teachers participate in activities, other teachers are hesitant to participate.

The Ministry of Education, Culture, and Research and Technology designated Regency as a district to implement the driving school program in the province of South Sumatra. SMAN 1 Kayuagung, SMAN 2 Kayuagung, SMAN 3 Kayuagung, SMAN 1 Teluk Gelam, SMAN 1 Pangkalan Lampam, and SMAN 2 Mesuji Raya were chosen as batch 1 driving schools at the senior high school level. SMAN 1 Sirah Pulau Padang, SMAN 2 Air Sugihan, and SMAN 3 Mesuji Raya were selected as driving schools for batch 2. The leadership component of a school leader, in this case the school principle, has a considerable influence on the implementation of the driving school program. This is demonstrated by the Ministry of Education and Culture's selection of schools to become driving school executors, which begins with the selection of school principals as a predictor of whether or not these schools are appropriate to become driving school executors. Based on these criteria, the abilities possessed by each principal have a significant impact on the driving school program, particularly the ability in terms of leadership and internal communication, because internal communication skills and the ability to lead a principal have an impact on the performance of educators in driving schools.

Previous research on the influence of the principal in leading and the principal's internal communication on teacher performance showed a beneficial influence. A study titled *The Influence of Principal Leadership and Internal Communication on the Work Effectiveness of Teachers at SMK PGRI (Hasyim et al., 2020)*. *The Influence of Principal Leadership and Internal Communication on Teacher Performance at Muhammadiyah Pekanbaru High School/Vocational School, Wonoasri*. According Hartiwi et al. (2020), internal communication and leadership of a school leader, in this example, the principle, as incorporated in the 2013 Curriculum, have an effect on teacher performance. As a result, researchers are inspired to conduct study on the impact of leadership and internal communication on teacher performance in public high schools that are adopting the driving school program with an independent curriculum. In this study, the independent curriculum in driving schools was chosen because it is the most recent curriculum offered by the government as a means to attaining current national education goals.

This research is focused on batch 1 driving schools in Kec. Kayuagung Regency, OKI, South Sumatra, based on the geographical conditions of the independence curriculum implementing schools in Ogan Komering Ilir Regency, which are very far apart and adapted to the domicile and place of assignment of researchers. As a result, the title of this study is "The Influence of Principal Leadership and Internal

Communication on the Performance of Motivator School Teachers in State Senior High Schools in the Kayuagung District".

B. Methods

This research was conducted in three driving schools in Kayuagung District, namely SMAN 1 Kayuagung, SMAN 2 Kayuagung, and SMAN 3 Kayuagung. According to Sugiyono, (2019), population is a generalized area consisting of objects or subjects with a certain number and characteristics determined by the researcher to be studied, then conclusions are drawn.

This research has a population of all teachers, both civil servants, PPPK and honorary ones who serve in Public High Schools in driving schools throughout the Kayuagung District, totaling 137 people. The sample for this study was 58 people from all teachers in driving schools in public high schools in the Kayuagung District. The study used 3 (three) variables, namely 2 independent variables (principal leadership variables and internal communication variables) and 1 dependent variable (teacher performance variable). These variables can be grouped into two main variables, namely the independent variable/predictor variable and the dependent variable/response variable.

Testing the validity of the items in this study used SPSS program version 25.0. For interpretation of the coefficients, if $r\text{-count} > r\text{-table}$ is obtained, it can be said to be a valid instrument or not (Putera et al., 2021).

C. Results and Discussion

The Influence of Principal Leadership (X1) on Teacher Performance (Y) in Kayuagung District State Senior High Schools.

The coefficient analysis yielded a t-count of 5,052 and a significant 0.000. According to the significance value, the alternative hypothesis for the first hypothesis is declared accepted, indicating that the principal's leadership has a positive and significant influence on the performance of driving school teachers in public high schools in the Kayuagung sub-district. This finding is consistent with the test requirements, which state that the alternative hypothesis (H_a) is accepted if the significance level is 0.05. It may also be observed in the criterion for testing the hypothesis: if $t\text{-count} > t\text{-table}$, H_a is accepted; otherwise, H_a is rejected. According to the table above, $t\text{-count} = 5.052 > t\text{-table} = 2.002$, indicating that the alternative hypothesis (H_a) for the first hypothesis is accepted. It can be seen that it is partially claimed that the principal's leadership has an influence on the performance of driving school teachers in Kayuagung District Public High Schools. This study supports the findings of Arafat, Yan Putra, and Hidayati (2021), who discovered that

the leadership of school principals and school committees has a positive and significant effect on the performance of public junior high school teachers in Muaradua Regency.

The Impact of Internal Communication (X2) on Teacher Performance (Y) in Kayuagung District State Senior High Schools.

The coefficient analysis yielded a t-count of 4.822 and a significant value of 0.000. According to the significance value, the alternative hypothesis for the second hypothesis is accepted, implying that internal communication has a positive and significant influence on the performance of driving school teachers in public high schools in the Kayuagung district. This is consistent with the test's requirements, which state that the alternative hypothesis (H_a) is accepted if the significance level is 0.05. It may also be observed in the criterion for testing the hypothesis: if t-count > t-table, H_a is accepted; otherwise, H_a is rejected. According to the table above, t-count = 4,822 > t-table = 2,002, indicating that the alternative hypothesis (H_a) for the second hypothesis is accepted. It can be demonstrated that internal communication has an effect on the performance of driving school teachers in public high schools in the Kayuagung District. The findings of this study back with recent research by Eriyanti, Arafat, and Eddy (2021), which found that interpersonal communication and conflict management have a significant influence on teacher performance both partially and simultaneously.

The Influence of Principal Leadership (X1) and Internal Communication (X2) on Teacher Performance (Y) Driving Schools in State Senior High Schools in Kayuagung District

F-count = 15.964 and F-tabel = 3.165, where F-count equals F-tabel or 15.964 > 3.165, indicating that H_a is accepted or that there is an interaction between the leadership of the principal and internal communication in Kayuagung District public high schools that affects the performance of driving school teachers. And it is known from the findings of the analysis of the coefficient of determination that the principal's leadership and internal communication elements have a significant impact on teacher performance. According to the study's findings, the principal's management style and internal communication had a 36.7% impact on teachers' performance. The findings of this study concur with those of Hasanah Z, Firdaus, and Rasyid's (2020) study, which found that principal leadership and internal communication at SMA/SMK Muhammadiyah Pekanbaru work in concert to improve teacher performance.

D. Conclusion

The following conclusion may be drawn from the findings of the research and discussion in Chapter IV of the previous chapter: a) The leadership of the principal has an impact on the performance of driving school teachers at Public High Schools throughout the Kayuagung District; b) Internal communication has an impact on the performance of driving school instructors in all public high schools in the Kayuagung District; c) Leadership and internal communication have an impact on the performance of driving school teachers across all public high schools in the Kayuagung District.

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