

The Effect of Principal's Leadership and Certification on the Quality of High School Teacher's Performance

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Abstract: Education is a strategic component of a country in developing civilization and the quality of the nation's capabilities that are dignified, prosperous and advanced. This study aims to determine the effect of the principal's leadership style and way of making decisions, and of guiding teachers in carrying out the teaching process and the government's efforts that are committed to improving the quality of education by certifying PNS and NON PNS teachers on teacher's performance. The study used a questionnaire to obtain data and analyze using simple regression analysis methods and multiple regression analysis. The results of this study showed that the principal's leadership and teacher certification significantly affect teacher's performance.

Keywords: Principal's Leadership, Teacher Certification, Teacher's Performance, Quality of Education

A. Introduction

A nation's strategy for building civilization and the high standards of a virtuous, prosperous, and developed country includes education. A successful education is one that develops students' ability to become knowledgeable, skilled professionals with positive personalities. It educates the life of the country. The fourth paragraph of the Preamble to the 1945 Constitution of the Republic of Indonesia states this goal. The national education system is governed by Law No. 20 of 2003, which states in Article 3 that National education functions to develop capabilities and form dignified national character and civilization in order to educate the nation's life, aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible country. Schools perform instructional duties as departments or educational tools. In formal education, there is a process of teacher interaction when instructing, mentoring, leading, evaluating, and training students. In order to ensure the caliber of education, teachers must perform at their very best and at the highest level possible.

The success of a school's internal organization is also significantly influenced by the principal's function. Policies, decision-makers, and teacher directions are impacted by the principal's leadership style and manner when carrying out the teaching process. As the head of the school, the principle must be able to guide the teachers and other staff members to ensure that the learning objectives are met in a supportive environment and that students are developed as intellectuals with admirable values. The teacher serves as the primary manager who carries out the teaching process, while the principle is responsible for supervising micro-education (Mulyasa, 2011).

The Human Development Index, which measures the success of efforts to improve the quality of human life, was published by the United Nations Development Program in 2020 (Hickel, 2020). Indonesia is ranked 107 out of 189 nations. The findings of this study indicate that there is a need to raise Indonesia's living standards, one of which is to raise educational standards. Another factor is that Indonesia came in 72 out of 77 countries in the Program for International Student Assessment evaluation of student abilities, well behind Malaysia in 56th and Singapore in second. By certifying civil servant and non-civil servant teachers and then offering incentives to teachers to show appreciation and motivation, the government is strongly committed to improving the quality of teacher's performance, making this condition necessary for research. As a result, this study will evaluate how big of an impact teacher certification and the leadership of the school principal have on student achievement.

In 2020, the Central Statistics Agency reported that there were 2989 teachers in the city of Palembang, including instructors at both public and private high schools. There are some of these teachers who hold certifications and some who do not. The execution of instructional activities in schools is undoubtedly greatly influenced by the leadership of each individual school (Mei Kin et al., 2018). Since teachers have undergone professional certification in their field, teacher's performance, a parameter for the continuity of the teaching and learning process, is of concern. Government programs and policies that support the implementation of educational activities must, of course, be fulfilled by the school principal (Irmayani et al., 2018). Research is therefore required to determine how teacher effectiveness is affected by certification and principal's leadership.

B. Methods

The research was conducted at a high school in Palembang City from August to September 2021. This study employed a quantitative approach (Anderson et al, 2018; Quick and Hall, 2015; Bourenkov, & Popov, 2006). Utilizing research devices for data collecting and statistical software for data analysis, the study's set hypotheses are tested. Both independent and dependent variables were used as research variables in

this study. Teacher's performance (Y) is the dependent variable, whereas the principal's leadership (X1) and teacher certification (X2) are the independent variables. employing a questionnaire or questionnaire and documentation tools to retrieve data. Multiple linear regression as well as simple linear regression are used in the analytical procedure. Validation tests and reliability tests are used to process variables and instrument data outcomes. 2,989 Palembang City high school teachers made up the study's sample. There are 97 teachers according to the number of samples that accurately reflect the population. Approaches for gathering data that involve surveys and documentation.

C. Results and Discussion

Eight statements were discovered to be invalid as a result of the analysis validation calculations for the principal's leadership variable, so those eight statements were eliminated and just 12 (twelve) statement items were used for further testing. The teacher certification variable's analysis validation calculations revealed eight invalid items, leading to the elimination of the six statements and the use of only 12 (fourteen) statement items for future testing. The teacher's performance variable analysis validation calculations revealed 11 faulty items, so the eleven statements were removed and only 9 (nine) statement items were used for further testing. The reliability test follows the test of the data prerequisites. The principal's leadership variable, which was calculated using the SPSS version 22 program, was found to have a value of $0.864 > 0.005$, the teacher certification variable had a value of $0.867 > 0.005$, and the student teacher's performance variable had a value of $0.887 > 0.05$, so it can be concluded that all research variables were deemed reliable.

After the data prerequisite test was carried out, the data analysis requirements test was carried out, namely using the data normality test and homogeneity test. These two tests were run using the SPSS version 22 software. The Kolmogorov-Smirnov method was employed to test the normality of the data. Based on the results of the normality test computation, it may be said that the data is normally distributed if the Asymp.sig. (2-tailed) value is 0.27 or higher than 0.05. After that, check the data's homogeneity. The SPSS version 22 application was used to conduct the data homogeneity test. Based on the findings, the data was deemed homogenous since the teacher certification variable had a significant value of $0.080 > 0.05$ and the school principal's leadership variable had a significant value of $0.011 > 0.005$ (Wenno, 2017).

The Influence of the Principal's Leadership on Teacher's Performance

Regression analysis with calculations made using SPSS version 22 is used to examine the first hypothesis. Based on the regression analysis results for the variable learning facilities on student achievement, it was found that the school principal's leadership had a significant impact on teacher's performance. The t test yielded values of 0.041

> 0.005 and $2.061 > t \text{ table } 1.984$, and the test results of $0.142 > 0.005$ and $4.246 > F \text{ table } 3.09$, indicating that H_{a1} is accepted, meaning that there is a parity.

The Influence of the Teacher Certification on Teacher's Performance

Based on the results of the regression analysis for the variable teacher certification on teacher's performance stated that there is a significant effect between teacher certification on teacher's performance with the t test obtained a value of $0.481 > 0.005$ and the value t count $2.005 > t \text{ table } 1.984$, and the test results obtained a value of $0.041 > 0.005$ and an F count value of $4.305 > F \text{ table } 3.09$, so it can be concluded that H_{a2} is accepted which means that there is a significant influence between the leadership of the principal on teacher's performance in schools (Tjabolo, 2020).

The Influence of the Principal's Leadership and Teacher Certification on Teacher's Performance

Based on the results of the t test, the values obtained were $0.247 > 0.005$ and $0.288 > 0.005$, but the F calculated value of X_1 was $-1.165 < t \text{ table } 1.984$ and X_2 was $1.068 < t \text{ table } 1.984$, and the test results obtained were $0.073 > 0.005$ and the F calculated value was $2.697 < F \text{ table } 3.09$, so it can be concluded that the hypothesis is rejected, which means that there is no influence of the principal's leadership and teacher certification together on teacher's performance. This is obtained by looking at the critical value of the distribution of f using the formula $f \text{ table } df_1 = k - 1 = 3 - 1 = 2$ and $df_2 = n - k = 97 - 2 = 95$ where $f \text{ count} > f \text{ table } (2.697 > 3.09)$ then H_{a3} is rejected and H_{o3} is accepted. So that there is an influence of the principal's leadership on work performance in all schools in Palembang (Hartiwi et al., 2020; Hanim et al., 2020).

Research Problems and Limitations

Despite the rigorous and complete execution of this study, there are certain flaws and restrictions, including the following: 1) Since the data were only collected once, they only provided an account of the circumstances surrounding the principal's administration and the effects of teacher certification on student achievement at the time. Either before or after changes can happen; 2) The research only focuses on the characteristics that are considered to be beneficial in influencing teacher's performance, namely the principal's leadership and teacher certification. Although there are numerous other elements, such as student achievement and others, that objectively support teacher's performance; 3) The study instruments were appropriate for measuring the impact of principal's leadership and teacher certification on teacher's performance after the authors completed a series of experiments to obtain valid and reliable instruments. A questionnaire was used in this study's data collection methods. However, there are still certain shortcomings in

the data collection utilizing this questionnaire, such as the answers of respondents who are not cautious, respondents who answer carelessly, and respondents who are less honest.

D. Conclusion

According to the findings of a straightforward regression f test analysis, the principal's leadership has a considerable impact on teacher's performance in this study. Based on the findings of a straightforward regression t-test study, teacher certification has a substantial impact on instructor performance. The leadership of the Principal and Teacher Certification individually have no impact on teacher's performance according to the multiple regression F test.

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