

The Effect of Principal's Leadership and Infrastructure Support on Teacher's Performance

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Abstract: Leadership is a birth from a protracted process of change in a person rather than a position or title. Teacher performance is always the center of attention because it is one of the factors in improving student achievement, so that teacher performance is always considered and various efforts are made to improve teacher performance. The infrastructure resources that Gunung Raja District schools have to support the educational process are insufficient to assist teachers in their instruction and prevent the development of students' knowledge and abilities. The researcher is motivated to study "The Influence of Principal Leadership and Infrastructure Support on the Performance of Public Elementary School Teachers in Tanjung Raja District" in light of these circumstances. The survey research approach was employed in this study. 262 instructors, including the principals of 26 public primary schools in the Tanjung Raja District, made up the study's population. Out of a total population of 262 respondents in 26 public elementary schools in Tanjung Raja District, the researchers selected 144 participants. In this research, the technique and data collection that researchers use is through questionnaires, observation, and documentation. The conclusions: The effectiveness of the teachers is significantly influenced by the head of the school's leadership. The performance of the teachers improves in direct proportion to the amount of leadership exercised by school administrators. The infrastructure has a considerable impact on the caliber of instructor performance. The quality of the school's infrastructure and its infrastructure infrastructure will affect the teacher's performance. Infrastructure has significantly and significantly impacted the principle of the school's leadership.

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

A. Introduction

Humans need education for their lives. Humans can use the education they have received to improve their quality of life. Performance, in the words of (Sobirin, 2018) is the nature and features of a job that are expressed as a record of a person's work, with criteria, self-development, teamwork, communication, the quantity of products that are produced, and the decisions that are made in a predetermined amount of

time. Implementation of education in Indonesia is an education system that is regulated systematically. According to (Fahmi, 2013), performance is the result that is obtained by a good organization, that organization is profit-oriented and non-profit-oriented, which is produced during a period. According to (Tobari, 2016), performance is defined as the result of the work of an employee, a management process, or an organization as a whole, where the results of the work must be shown as concrete evidence and can be measured (compared to the standard that has been determined).

National education functions to develop capabilities and shape dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, as well as being a democratic and responsible citizen. several factors that affect the improvement of teacher performance, among others; 1) salary, 2) infrastructure, 3) physical work environment conditions, and 4) leadership.

Since instructors actively participate in delivering education in schools, their performance is the primary component that determines whether educational objectives are met. Usman (Usman, 2006) claims that several variables affect how well teachers perform, including their salaries, infrastructure, working conditions, and leadership. A leader's leadership will be able to differentiate between the traits of various institutions. Leadership is a birth from a protracted process of change in a person rather than a position or title (Amirullah, 2015). (Ahmad, 2016) defines leadership as a process that involves both those who lead and those who are led to accomplish a goal. Leadership, according to Kristiawan (Kristiawan et al., 2017), is the capacity or endeavor of a person to be able to move another individual, team, or group so that they wish to cooperate to do the responsibilities that have been assigned to them. One of the most crucial elements that contribute to raising educational quality is the principle. The reason this was said is that the principal is directly accountable to the management.

The headmaster of the school, according to Andang (Andang, 2014), is a teacher who holds the post based on the procedures and specific requirements to lead the school in line with the tasks and obligations that have been assigned to him. (Susanto, 2011) asserts that the role of the head of the school is to perform his duties as a leader, among other things, including 1) the principal as an educator; 2) the principal as the manager; 3) the head of the school as the administrator; 4) the head of the school as the supervisor; 5) the head of the school is the leader; 6) the head of the school as an innovator; 7) the head of the school as a motivator; and 8) the school principals as formal.

In the teaching and learning process, a teacher has a very important role in utilizing the educational work environment as effectively and efficiently as possible and is fully responsible for the safety of using the existing educational work environment or is placed by the room where he teaches, because of the existence of facilities including the environment directly and indirectly used in the teaching and learning process and support the teaching and learning process, so that students are motivated in achieving maximum learning success. (Ahmad, 2016) states that to achieve good standards of eligibility and performance, schools need to be led by a qualified principal who has extensive knowledge of school management, has a work culture, and organizational culture, and has resilience in dealing with all kinds of "problems, obstacles, as well as difficulties when carrying out tasks as a leader. Teacher performance is always the center of attention because it is one of the factors in improving student achievement and determining the quality of graduates, so teacher performance is always considered and various efforts are made to improve teacher performance.

Due to the presence of facilities that are both directly and indirectly used in the teaching and learning process and that support the teaching, a teacher has a very important role in utilizing the educational work environment as effectively and efficiently as possible. He or she is also entirely responsible for the safety of using the existing educational work environment. According to (Ahmad, 2016), for schools to achieve high standards of eligibility and performance, the principal must be qualified, possess in-depth knowledge of school administration, have a strong organizational culture, and be resilient in dealing with a variety of "problems, obstacles, and difficulties when carrying out tasks as a leader." As one of the variables influencing student progress and defining the caliber of graduates, teacher performance is always taken into consideration, and various attempts are undertaken to enhance teacher performance.

Based on research conducted at SMA Negeri 1 Ampana (Hasan, 2017), it was determined that both the physical work environment and the principal's leadership simultaneously had a positive and significant impact on teacher performance. The principal's leadership positively and significantly influenced teacher performance, and the physical work environment had a positive and significant impact on teacher performance. The infrastructure of the school is another aspect that might influence teacher effectiveness in addition to the principal's leadership. The quality of the school can be stated to rise with better and more complete infrastructure, and teachers will perform at their best when facilitating learning in the classroom. Complete facilities and infrastructure will support students' and teachers' activities in the classroom.

Facilities are mobile pieces of equipment required to organize learning. Infrastructure is the fundamental equipment required to run an educational institution. These elements are classified as educational facilities if they are used specifically for the teaching and learning processes, such as biology lessons, school grounds, and athletic fields (Mulyasa, 2006). According to the findings of researchers' observations of schools in the Tanjung Raja Tapak sub-district, some teachers have not performed well in carrying out their duties and functions, which include activities in planning teaching programs, carrying out learning activities, carrying out assessments, carrying out tests daily, preparing and implementing improvement programs, as well as managing classroom conditions. In general, the infrastructure and infrastructure are standardized for SD, SMP, and SMA, which are not distinct and comprise educational units, land, buildings, and comprehensive infrastructure and amenities, according to (Barnawi et al., 2012).

The infrastructure resources that Gunung Raja District schools have to support the educational process are insufficient to assist teachers in their instruction and prevent the development of students' knowledge and abilities. Therefore, it can be claimed that teachers in the schools in Tanjung Raja District still have a limited amount of job experience. The performance is still below par for a profile teacher. The infrastructure resources that Gunung Raja District schools have to support the educational process are insufficient to assist teachers in their instruction and prevent the development of students' knowledge and abilities. The researcher is motivated to study "The Influence of Principal Leadership and Infrastructure Support on the Performance of Public Elementary School Teachers in Tanjung Raja District" in light of these circumstances.

B. Methods

In January 2021, this study will be conducted in the Tanjung Raja District's Basic Elementary School. The survey research approach was employed in this study. (Sugiono, 2014) asserts that although researchers utilize treatment during data collection, such as distributing questionnaires, tests, and other tools, the survey method is intended to gather information from specific natural locations (not artificial). The Head of School Leadership (X1) on Teacher Performance (Y), Suggestions of Infrastructure (X2) on Teacher Performance (Y), and Principal Leadership (X1) and Means Infrastructure (X2) on Teacher Performance (Y) are the variables in the quantitative research I here. 262 instructors, including the principals of 26 public primary schools in the Tanjung Raja District, made up the study's population. The population of Arikunto (Arikunto, 2010) is the focus of the entire study. Out of a total population of 262 respondents in 26 public elementary schools in Tanjung Raja District, the researchers selected 144 participants from 14 public elementary schools, namely SDN 3, 6, 7, 9, 10, 11, 12, 15, 16, 17, 18, 19 and 24.

In this research, the technique and data collection that researchers use is through questionnaires, observation, and documentation: 1) This research uses three instruments, namely for the leadership of the school principal, infrastructure, and teacher performance which the researchers will try to develop into various parameters that can be measured. The scale used in the measurement is the Likert Scale. The Likert scale is used to measure how high or how great the teachers' and principals' perceptions are of the school principal's leadership, infrastructure, and teacher performance; 2) In this observation, the researcher observed the activities carried out by the principal of the school in leading and supporting infrastructure and the performance of teachers in the State Elementary School in the District of Tanjung Raja: 3) In this documentation, the researcher will attach photos of the school principal's work program, facilities and infrastructure, list of teacher attendance at this State Elementary School, Tanjung Raja District.

C. Results and Discussion

Leadership of the Principal of a Public Elementary School in Tanjung Raja District

Based on the results of the research, there is a description of the leadership of the Head of School at SD Indonesia in the District of Tanjung Raja can be seen in the table as follows:

Table 1. Description of the Leadership of Public Elementary School Principals in Tanjung Raja District

NO	Dimensions	Response	Teacher	Criteria
		Average	Percentage	
1	Educator	3.72	74,47	Tall
2	Manager	3.60	71.90	Tall
3	Administrator	3.60	72,10	Tall
4	Supervisors	3.61	72,29	Tall
5	Leader	3.63	72.55	Tall
6	Innovator	3.63	72.55	Tall
7	Motivator	3.77	75.35	Tall
Average Total		3.65	72.96	Tall

The research's conclusions demonstrate that the Head of the State Elementary School of Cape Town Raja is in the highest category of leadership. This is demonstrated by the 3.65 average score for the Principal's Leadership Variable (X1). This indicates that, despite being in the top category, the Head of the School is adequate at implementing leadership, but the respondent's response is the lowest in regards to the Head of the School's capacity as a manager.

State SD facilities in Tanjung Raja Subdistrict

According to the study's findings, the Table below provides an overview of the State and District of Cape Town's SD's infrastructure and infrastructure:

Table 2. Description of Public Elementary School Facilities and Infrastructure in Tanjung Raja District

No	Dimensions	Response Teacher		
		Average	Percentage	Criteria
1	<i>Availability Means And Infrastructure</i>	3.64	72.8	Good
Average Total		3.64	72.8	Good

The outcomes of the infrastructure description demonstrate that the outcomes are favorable across all of the examined variables. This is evident from the infrastructure variable's (X2) 3.64 average score. The teacher's reaction to the respondent's response, which is the lowest, is "lack of learning infrastructure." It is evident from the table mentioned above that the infrastructure is generally sound. Almost all management and infrastructure metrics are scored higher overall by the teacher. One aspect of infrastructure that requires consideration is the will to excel.

The teacher will be strongly motivated to work harder until it achieves the best result if the infrastructure is improved. According to the researcher's observations, there is good communication between teachers and their coworkers, which is proven to be closeness between them because good communication with coworkers makes teachers feel safe in their work, and teachers are committed. It is advantageous for the organization, for instance, when a teacher is given a new assignment; the challenge is that this task involves assisting students who are competing in athletic or academic competitions to win a title. In this case, the teacher is in charge of realizing the school's strategic plan.

Teachers are prepared with the tasks assigned to them by the school head, for example by participating in various educational activities and by training to increase cuteness and professionalism. Supporting facilities make teachers enthusiastic about working, for example, the availability of computers in schools to help teachers in completing work. On the other hand, things that can make teachers less motivated to work, for example: lack of attention given by the school principal to teachers who have high work performance makes the teacher feel inadequate and appreciated for his efforts.

Because of this, self-efficacy is essential for success. When compared to teachers who lack self-effectiveness, teachers who have superior self-effectiveness likely to have higher success orientation. Between the dimensions of facilities and infrastructure, carrying out the task successfully received the lowest response from the instructor

responders. Since it has been demonstrated that performing activities better and better leads to lower results, the school should focus on implementing this strategy.

Teaching Performance of Public Elementary School Teachers in Tanjung Raja District

Based on the results of the research, the description of teacher performance at public elementary schools in Tanjung Raja District can be seen in the following table:

Table 3. Performance Description of Public Elementary School Teachers in Tanjung Raja District

No	Dimensions	Mark Performance		
		Average	Percentage	Criteria
1	competence pedagogic	3,17	63,34	Enough
2	Competence personality	3.65	72.94	Good
3	Competence social	3.65	72.99	Good
4	competence professional	3.73	74,57	Good
Average Total		3.53	70,66	Good

The evaluation of the teacher's performance in the classroom reveals that, on the whole, the outcomes meet high standards. All three of the proposed dimensions exhibit a high category. These findings show that, when compared to the school principal's evaluations, all aspects of teacher performance in the classroom are rated as being above average by the instructors themselves. The application of learning or the teacher's pedagogical competency received the lowest score on the Head of School/Supervisor's assessment, even though the results were all in the high category. As a result, when compared to planning and evaluating learning, the execution of learning yields the same reaction, which is the least desirable outcome. The primary focus of the learning system's activities is how learning is implemented.

Learning is a process that happens by chance, not on purpose. In this way, the instructor must focus on both the quantity and quality of learning, namely how these activities are done successfully. The teacher, as a member of the professional staff in the field of education, is expected to not only comprehend the philosophical and conceptual aspects of learning but also to know and put into practice the technical and operational aspects as well. These issues are technical, particularly when it comes to coordinating and carrying out interactions between teaching and learning in educational settings. Given this, it is necessary to see this action as a crucial part of imparting professionalism. In terms of abilities to facilitate learning and abilities to provide reinforcement, these fundamental skills were found to be lacking. These talents are being worked on through education and training. By furthering their education and learning how to become a true professional teacher, teachers must

work to increase their talents in putting teacher performance into practice. Through currently active professional groups, the training activities are conducted.

The Influence of the Principal's Leadership on Teacher Performance

According to the results of the testing of the hypotheses, 83% of the teaching performance of teachers is influenced by constant school leadership, and the remaining 17% is influenced by other variables. Additionally supporting the hypothesis is a significant value of 0.000. Thus, it can be said that there is a very high correlation between the performance of the teachers in the SD Negeri Idi iRaja District and the leadership of the school's principal. The result of a double regression is $Y = a + b_1X_1 = 18.618 + 0.805X_1$, which yields the results. The positive sign of the regression coefficient X_1 indicates that the performance of the teachers at the State Elementary School in Tanjung Raja District will improve if the school principal's leadership improves. Thus, enhancing the leadership of the Head of School can help with attempts to increase teacher performance. This research is consistent with that of (Handayani, 2005), who found that the leadership of the Head of the School significantly affects the infrastructure and amenities of the SMA in the Iwonosobo Regency. the effectiveness of teachers in high schools.

The school's principal puts himself first when exercising his leadership to ensure that the teaching and learning processes are implemented as the center of the school's operations, which are focused on achieving the greatest possible results in terms of student learning. The teacher is directed to the readiness of a teaching performance that is also good because this orientation is the best learning opportunity. i) Heads of Schools always develop the commitment of all teachers so that they uphold the spirit and values that have been established together; ii) The principal and all related teachers evaluate the extent to which all components of the school system can work for the progress of the school; and iii) the development of the school culture as imbued with the values of the school. According to this study, leadership that places a high value on work motivation might help teachers perform better by "cultivating work activities with a direct activity orientation to what is the core role of a teacher.

The Influence of Facilities and Infrastructure on Teacher Performance

According to the results of the test of the hypothesis, facilities and infrastructure variables have a 43% influence, and other variables have a 57% influence on teacher performance. Additionally supporting this theory is the significant value of 0.000. This led to the conclusion that infrastructure and facilities in Tanjung Raja District had a significant impact on the effectiveness of public elementary school instructors. The double excretion result was found as $Y = a + b_1X_2 = 26.919 + 0.712X_2$. The positive sign of the regression coefficient X_2 indicates that improving teacher achievement motivation will improve the performance of teachers at State Elementary Schools in Tanjung Raja District. The findings of this study are consistent

with those of Cholil (2014), who concluded that infrastructure and amenities had a considerable favorable impact on SMP Muhammadiyah Ngawi teachers' performance. Anggia (2015) researched the impact of work motivation on teacher performance, and the findings indicate that infrastructure and sarana have a favorable and significant impact on the performance of high school economics teachers in Malang by 53%.

In this way, efforts to improve teacher teaching performance can be carried out by improving facilities and infrastructure. Facilities and infrastructure are a necessity. There is a need to get something better through high effort. That high business" may require involvement in all aspects of oneself so that these ideals do not become dreams. However, it is implemented in its own life. The existence of the will to work will eventually have an impact on the results of the work itself. The teacher has self-motivation to get a better interpretation of what he has done.

He takes his work seriously and uses all of his ability to perform at the highest level because of the infrastructure and facilities that will allow him to work more effectively in the future. For the instructor to ultimately embody his principles through his activities. This shows that the teacher is already making an effort to enhance his performance, particularly when teaching. He will perform better as a teacher than he did during the previous semester.

The influence of the principal's leadership, facilities, and infrastructure on teacher performance

The results of the data analysis showed that the school principal's leadership, infrastructure, and infrastructure had an 83% impact on teachers' performance. Similarly, the acquisition of a substantial value of 0.000 indicates that there is a considerable relationship between the infrastructure, amenities, and leadership of the school principal and the productivity of the SD instructors in Tanjung Raja District. Processing the regression obtained by the equation $Y = a + b_1X_1 + b_2X_2 = 18.085 + 0.797X_1 + 0.14X_2$. The school principal's leadership variable (X_1) and the infrastructure and infrastructure variables (X_2) have a positive sign meaning positive changes in the principal's leadership and infrastructure and infrastructure variables (X_2) This will produce a positive value on the teacher's teaching performance. Teaching and learning are teacher activities because the main task of the teacher is to teach and learn. The teacher's performance is a measure of the extent to which the teacher's duties are carried out by the teacher. Teachers who show good teaching performance mean that the teacher has not carried out their duties well, and vice versa if the teacher's performance is not good enough it means that the teacher has not carried out his duties well. shows that the leadership of the head of the school and the facilities and infrastructure have a positive and significant effect on the performance of the teachers of SMP Negeri 1 Pandan by 59.5%.

Since a school is a system, numerous factors that fall under its purview also affect how well a teacher teaches. The Principal's leadership and the infrastructure as it exists in this study are two concepts that are shared by the various systems. It has been demonstrated that efforts to address these two factors have an impact on teachers' performance (Suratman et al, 2020; Kushendratno et al, 2023).

D. Conclusion

1) The effectiveness of the teachers is significantly influenced by the head of the school's leadership. The performance of the teachers improves in direct proportion to the amount of leadership exercised by school administrators; 2) The infrastructure has a considerable impact on the caliber of instructor performance; 3) The quality of the school's infrastructure and its infrastructure infrastructure will affect the teacher's performance; 4) Infrastructure has significantly and significantly impacted the principle of the school's leadership.

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