Journal of Social Work and Science Education
Volume 4 (3)(Special Issue) 23-24 June 2023, 1054-1062
2nd International Conference on Education Universitas PGRI Palembang (INCoEPP 2023)
E-ISSN 2723-6919, P-ISSN 2746-0827

The Effect of the School Leadership Style and Completeness of Infrastructure Facilities on Teacher Performance

Santi[1], Happy Fitria[1], Nurlina[1]
[1]Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: toufikmuhamad75@gmail.com

Abstract: This study aims to determine the influence of the principal's leadership style and completeness of infrastructure on teacher performance. The location of this research was carried out in public junior high schools in Mesuji District. This type of research is quantitative research with research design using research design after the fact. The sample in this study was a total of all teachers in public junior high schools in Mesuji District, consisting of 89 respondents. Data collection techniques using a questionnaire. Data analysis techniques using descriptive quantitative analysis techniques, and multiple regression. The results of this study state that 1) there is a significant influence between the Principal's Leadership Style on the Performance of State Middle School Teachers in Mesuji District; 2) there is a significant effect of Completeness of Infrastructure on the Performance of State Middle School Teachers in Mesuji District; 3) there is a significant influence of the Principal's Leadership Style and Completeness of Infrastructure together on the Performance of State Middle School teachers in the Mesuji District.

Keywords: Infrastructure, Leadership Style, Performance

A. Introduction

The Education is a tool in the process of building a nation. (Oluremi & Oyewole, 2013). In the implementation of education, there are several important components, one of which is the teacher. Meanwhile, teacher performance is a measure of teacher success in carrying out their duties (Nadeem et. al., 2011). Teacher performance has a direct effect on the quality of education for each student. The better the teacher's performance, the better the quality of education produced. Therefore, it is necessary to improve teacher performance so that teaching objectives can be achieved optimally (Maryani et al, 2020). Teacher performance is the level of success of a teacher in carrying out his duties and responsibilities as well as the teacher's ability to achieve the goals and standards that have been set. Teachers who have good performance can be sure to be successful in carrying out their duties as a teacher (Indriawati, et al, 2022).

However, in reality there are problems related to teacher performance based on many facts which show that teacher performance is still not optimal so it needs to be repaired and improved. Teacher performance is not optimal because teachers only carry out

routine tasks without creativity. The teacher's ability to innovate is relatively limited, and creativity does not include achievement (Indriawati, et al, 2022). Especially when the learning process is required to be based on technology and the internet, the impact of technological developments and the pandemic has affected teacher performance. Teachers must be able to simplify the curriculum and change the face-to-face learning process in class to learning from home using an online system (online) and limited face-to-face (hybrid). At that time, teachers were required to be able to apply technology mastery skills in the learning process which required technological devices to support this learning (Yuliana et al., 2023).

Based on some of these problems, efforts are needed to improve teacher performance by increasing competence as a tool of knowledge, skills, and behavior must be owned, internalized, and controlled by the teacher in carrying out professional duties (Janawi, 2013). Several components of education that can have an impact on improving teacher performance include the leadership style of the school principal.

As stated by Armstrong and Baron in Wibowo (2009) that performance is influenced by contextual/situational factors related to the environment, as well the leadership factor related to leadership. The two factors mentioned are not separated from the results of the performance shown by the teacher. When contextual/situational factors mutual support, it will provide opportunities for teachers to improve their performance in carrying out tasks, but if the contextual situation is not supportive, then the teacher does not have the opportunity to form better performance (Melya, 2023). Then confirmed by the opinion of Usman (2015) that there are several factors that can improve teacher performance, including the leadership factor.

Problem Formulation (1) Is there an influence of the Principal's Leadership Style on the performance of State Middle School Teachers in Mesuji District, Ogan Komering Ilir Regency? (2) Is there an effect of the completeness of facilities and infrastructure on the performance of State Middle School Teachers in Mesuji District, Ogan Komering Ilir Regency? (3) Is there an influence of the Principal's Leadership Style and the completeness of facilities and infrastructure together on the performance of State Middle School Teachers in Mesuji District, Ogan Komering Ilir Regency?

B. Methods

The location of this research was carried out at State Middle School in Mesuji District, Ogan Komering Ilir Regency and the research was carried out for 3 months, from September to December 2022**.** The type of research used in this research is quantitative research with a descriptive approach. The quantitative research method is a type of research whose specifications are systematic, planned and clearly structured from the start to the creation of the research design. According to Sugiyono (2016) quantitative

research methods can be interpreted as research methods based on the philosophy of positivism, used to research certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical with the purpose of testing the hypotheses that have been set.

This study uses a descriptive approach with the aim of describing the research object or research results. The descriptive understanding according to Sugiyono, (2016) is a method that functions to describe or give an overview of the object under study through data or samples that have been collected as they are, without conducting analysis and making generally accepted conclusions. Quantitative research relies very strongly on data collection in the form of numbers resulting from measurements. Therefore, the data collected must be processed statistically so that it can be estimated properly.

C. Results and Discussion

Results and discussion of the leadership style of the principals of public junior high schools in the Mesuji District

Table 1. Frequency Distribution of Leadership Style Variable Data Head of School at State Junior High Schools in Mesuji

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	6	7.1	7.1	7.1
	61	2	2.4	2.4	9.5
	63	5	6.0	6.0	15.5
	65	3	3.6	3.6	19.0
	66	3	3.6	3.6	22.6
	67	1	1.2	1.2	23.8
	68	2	2.4	2.4	26.2
	71	1	1.2	1.2	27.4
	73	1	1.2	1.2	28.6
	75	2	2.4	2.4	31.0
	76	3	3.6	3.6	34.5
	77	2	2.4	2.4	36.9
	78	13	15.5	15.5	52.4
	83	5	6.0	6.0	58.3
	84	5	6.0	6.0	64.3
	85	12	14.3	14.3	78.6
	86	6	7.1	7.1	85.7
	87	7	8.3	8.3	94.0
	90	5	6.0	6.0	100.0
	Total	89	100.0	100.0	

Based on the frequency distribution data above, it is known that out of 89 respondents, 6 respondents obtained a score of 60,2 respondents with a score of 61.5 respondents with a score of 63.3 respondents with a score of 65.3 respondents with a score of 66. 1 respondent with a score of 68. 2 respondents with a score of 68. 1 respondent with a score of 71.1 respondent with a score of 73.2 respondents with a score of 75.3 respondents with a score of 76.2 respondents with a score of 77.13 respondents with a score of 78.5 respondents with a score of 83.5 respondents with a score 84.12 respondents with a score of 85.6 respondents with a score of 86.7 respondents with a score of 87.5 respondents with a score of 90. From the results of this frequency distribution analysis, a categorization analysis on the leadership style variable of the principals of public junior high schools in Mesuji District can be seen in the following table.

Table 2. Category Percentage of Principal's Leadership Style Public Middle Schools in Mesuji District

Vulnerability Norm		Frequency	%	Category
1	≥ 93	0	0%	Very Good
2	83 - <93	50	53,69%	Good
3	74 - <83	22	21,47%	Enough
4	65 - <74	7	11,41%	Less
5	<65	10	13,43%	Very Less

Based on the results of the category analysis above, it can be stated that the leadership style of the head schools with a very good category of 0 or 0%, a good category of 50 or 53.69%, a pretty good category of 22 or 21.47%, a poor category of 7 or 11.41%, and a very poor category of 10 or 13, 43%. The results of this analysis show that the principal's leadership style is included in the good category.

Results and discussion of the completeness of public junior high school facilities in the Mesuji District

The results of the descriptive statistical analysis of the completeness of infrastructure variables can be seen in the table following.

Table 3. Completeness Variable Descriptive Statistics Public Middle School Facilities in District Mesuji

Teacher Professionalism		
N	Valid	89
	Missing	0
	Mean	78.82
	Median	81.50
	Mode	86
	Std. Deviation	9.178
	Minimum	62
	Maximum	90

From the results of the analysis using SPSS 22.00 Descriptive Statistics 123 Frequencies then it can be stated that the obtained value mean of 78.82, median of 81.50, standard deviation of 9.178, score maximum by 90 and score minimum equal to 62. The frequency distribution of the variable data Completeness of infrastructure facilities for public junior high schools in the Mesuji District is as follows.

Table 4. Completeness Variable Data Frequency Distribution Public Middle School Facilities in Mesuji District

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	62	3	3.6	3.6	3.6
	63	4	4.8	4.8	8.3
	64	4	4.8	4.8	13.1
	65	2	2.4	2.4	15.5
	66	1	1.2	1.2	16.7
	67	1	1.2	1.2	17.9
	68	5	6.0	6.0	23.8
	69	2	2.4	2.4	26.2
	73	2	2.4	2.4	28.6
	75	2	2.4	2.4	31.0
	76	4	4.8	4.8	35.7
	78	1	1.2	1.2	36.9
	79	4	4.8	4.8	41.7
	80	7	8.3	8.3	50.0
	83	5	6.0	6.0	56.0
	84	3	3.6	3.6	59.5
	85	6	7.1	7.1	66.7
	86	9	10.7	10.7	77.4
	87	7	8.3	8.3	85.7
	88	1	1.2	1.2	86.9
	89	6	7.1	7.1	94.0
	90	5	6.0	6.0	100.0

From the results of the analysis based on the frequency data above, out of 89 respondents there were 3 respondents with a score of 62. 4 respondents with a score of 63.4 respondents with a score of 65. 2 respondents with a score of 66. 1 respondent with a score of 67.5 respondents with a score of 68.2 respondents with a score of 69.2 respondents with score 73.2 respondents with a score of 75.4 respondents with a score of 76.1 respondents with a score of 78.4 respondents with a score of 79.7 respondents with a score of 80.5 respondents with a score of 83.3 respondents with a score of 84.6 respondents with a score of 85.7 respondents with a score of 87.1 respondents with a score of 88.6 respondents with a score of 89.5 respondents with a score of 90 . From the frequency distribution above, the calculation of the categories on the variable

Completeness of infrastructure facilities for State Middle Schools in the Mesuji District is as follows.

Table 5. State Middle School Infrastructures District of Mesuji

Vulnerability Norm		Frequency	%	Category
1	≥ 93	0	0%	Very Good
2	89 s/d < 93	48	52,35%	Good
3	75 s/d > 89	22	21,48%	Enough
4	66 s/d < 75	7	11,41%	Less
5	< 66	12	14,76%	Very Less

From the table above, it can be stated that the completeness of infrastructure in the very good category is 0 or 0%, the good category is 48 or 52.35%, the category is quite good at 22 or 21.48%, the less category is 7 or 11.41%, and very less category of 12 or 14.76%. The results of this analysis indicate that the completeness of public junior high school infrastructure facilities in the Mesuji District is in the good category.

Results and discussion of the performance of state junior high school teachers in the Mesuji District

The results of the descriptive analysis of the performance variables of state junior high school teachers in Mesuji District can be seen in the following table

Table 6. Descriptive Statistics of Teacher Performance Variables Middle School in Mesuji District

	School Innovation	
N	Valid	89
	Missing	0
	Mean	79.12
	Median	80.00
	Mode	87
	Std. Deviation	9.098
	Minimum	62
	Maximum	90

From the results of the analysis using SPSS 22.00Descriptive Statistics 123 Frequencies known that value mean is 79.12, median 80,00 standard deviation of 9,098 values maximum of 62 and value minimum equal to 90. The frequency distribution of the performance variable data for State Middle School teachers in Mesuji District is as follows.

Table 7. Teacher Performance Frequency Distribution SMP Country in Mesuji District

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	62	5	6.0	6.0	6.0
	63	2	2.4	2.4	8.3
	64	3	3.6	3.6	11.9
	65	4	4.8	4.8	16.7
	67	3	3.6	3.6	20.2
	68	1	1.2	1.2	21.4
	69	1	1.2	1.2	22.6
	70	1	1.2	1.2	23.8
	73	1	1.2	1.2	25.0
	75	1	1.2	1.2	26.2
	76	3	3.6	3.6	29.8
	77	3	3.6	3.6	33.3
	78	3	3.6	3.6	36.9
	79	8	9.5	9.5	46.4
	80	5	6.0	6.0	52.4
	84	2	2.4	2.4	54.8
	85	7	8.3	8.3	63.1
	86	8	9.5	9.5	72.6
	87	11	13.1	13.1	85.7
	88	2	2.4	2.4	88.1
	89	7	8.3	8.3	96.4
	90	3	3.6	3.6	100.0
	Total	89	100.0	100.0	

Based on the table above, it is known that there were 5 respondents with a score of 62. 2 respondents with a score of 63. 3 respondents with a score of 64. 4 respondents with a score of 65. 3 respondents with a score of 67. 1 respondent with a score of 68. 1 respondent with a score of 69. 1 respondent with a score of 70. 1 respondent with a score of 73. 1 respondent with a score of 75. 3 respondents with a score of 77. 3 respondents with a score of 78. 8 respondents with a score of 79. 5 respondents with a score of 80. 2 respondents with a score of 84. 7 respondents with a score of 85. 6 respondents with a core of 80. 11 respondents with a score of 87. 2 respondents with a score of 88. 7 respondents with a score of 89. 3 respondents with a score of 90. From the results of this frequency distribution analysis, it is possible to analyze the categorization of the performance of state junior high school teachers in the Mesuji District as follows.

Table 8. Teacher Performance Category Public Middle Schools in Mesuji District

Vulnerability Norm		Frequency	%	Category
1	≥ 94	0	0%	Veri Good
2	85 s/d < 94	48	53,70%	Good
3	76 s/d >85	20	25,50%	Enough
4	67 s/d < 76	11	8,05%	Less
5	< 67	10	12,75%	Very Less

From the table above, it is known that teacher performance in the very good category is 0 or 0%, the good category is 48 or 53.70%, the good enough category is 20 of 25.50%, the poor category is 11 or 8.05%, and the poor category is 11 or 8.05%, and the category very less by 10 or 12.75%. The results of the analysis indicate that the teacher's performance is in the good category.

D. Conclusion

Based on data analysis and hypothesis testing, the following conclusions can be drawn: 1. There is an influence of the principal's leadership style on the performance of State Middle School teachers in the Mesuji District of 93.2% based on grades R Square obtained for 0.932 and the calculated t value obtained for 33,548 ≥ 1.663 where the calculated t value is greater than t table. 2. There is an effect of the completeness of infrastructure on the performance of teachers in State Middle Schools in the Mesuji District of 86.6% based on grades R Square obtained for 0.866 and the value of t count is 23.009 ≥ 1.663 where the value of t count is greater than t table. 3. There is a jointly significant influence between the leadership style of the school principal and the completeness of infrastructure on the performance of teachers in State Middle Schools in the Mesuji District of 93.2%.

Based on the findings in this study, there are several suggestions that can be put forward as follows (1) The school principal should continue to strive to improve his competence as a manager so that he can encourage the creation of a work culture that can bring school institutions to achieve the expected quality. (2) Teachers should be able to strive to improve their performance. The performance improvements will be able to have an impact on efforts to improve the quality of education. (3) The researcher suggests conducting further research related to the competence of school principals and the completeness of learning infrastructure on improving teacher performance.

E. Acknowledgement

We would like to express our sincere gratitude to our family, friends in State Middle School teachers in the Mesuji District.

References

Indriawati, P., Susilo, G., Quddus, I. A., & Ramadhan, F. (2023). The Role of Internal Supervision in Improving Teacher Performance at SMP Negeri 3 Balikpapan. *Jurnal Pendidikan*, *32*(1), 75-82.

Janawi. (2013). *Learning Methodology and Approach*. OMBAK.

Maryani, A., Lian, B., & Wardarita, R. (2020). The Influence of the Principal's Leadership Style and School Organizational Culture on Teacher Performance. *Journal of Innovation in Teaching and Instructional Media*, *1*(1), 18-25.

Melya, L. (2023). *The Influence of the Work Environment and Digital Literacy on the Performance of PT Selago Makmur Plantation (SMP) Employees*. Universitas Lampung.

Nadeem, M., Rana, M. S., Lone, A. H., Maqbool, S., Naz, K., & Akhtar, A. (2011). Teacher's Competencies and Factors Affecting the Performance of Female Teachers In Bahawalpur (Southern Punjab) Pakistan. *International Journal of Business and Social Science*, *2*(19).

Oluremi, O. F., & Oyewole, B. K. (2013). Supervision for quality assurance in universal basic education programmes in Nigeria. *Mediterranean Journal of social sciences*, *4*(6), 447.

Sugiyono. (2016). *Quantitative, Qualitative and R&D Research Methods*. Bandung: Alfabeta.

Usman, H. (2015). *Management (Practice Theory and Educational Research)*. Jakarta: Bumi Aksara.

Wibowo. (2009). *Work management.* Depok: Raja Grafindo Persada.

Yuliana, E., Nirmala, S. D., & Ardiasih, L. S. (2023). The Influence of Teacher Digital Literacy and Learning Environment on Primary School Student Learning Outcomes. *Jurnal Basicedu*, *7*(1), 28-37.