

## **The Influence of Leadership and the Role of School Committees on Teacher's Performance**

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**Abstract:** The goal of this study was to evaluate the leadership of the principal and the function of the school committee at SMP Negeri 1 Pangkalan Baru in the Central Bangka Regency. 42 teachers from SMP Negeri 1 Pangkalan Baru in Central Bangka Regency made up the sample size. The respondents were all instructors at SMP Negeri 1 Pangkalan Baru in Central Bangka Regency, and the sampling method used was saturated sampling. 90 statement items were measured by distributing questionnaires using a 5-point Likert scale to collect the data. Multiple linear regression analysis is the method utilized for analysis. The study's findings demonstrate that the leadership of the principal and the function of the school committee both significantly impact teacher effectiveness. Second, teacher performance is significantly and partially influenced by the principal's leadership. Teacher performance is affected in part and significantly by the three responsibilities of the school committee.

**Keywords:** Leadership, School Committee, Teacher's Performance

### **A. Introduction**

The foundational element for developing great human resources is education. School is the main arena of education. A different type of educational service institution is a school. Undoubtedly, a school has a vision, mission, and goals, and acts as an institution. Schools require professional employees, organizational work procedures, and sources that support both financial and non-financial aims to fulfill their mission, realize their vision, accomplish their goals, and perform their tasks (Konadi & Mulyanti, 2018).

One of the requirements outlined in Law Number 20 of 2003 regarding the National Education System, which further regulated the 1945 Constitution of the Republic of Indonesia, is to realize the education system as a powerful and authoritative social institution that will empower all Indonesian citizens. become better people who are prepared and proactive in addressing the difficulties of the ever-changing times.

School-based management is the managerial reformation of the management of educational organizations. According to Law No. 20 of 2003 regarding the National Education System, a school or madrasa committee that aims to redesign school management by giving authority to the Principal to improve school performance – which includes teachers, students, principals, and increasing community participation – assists the principal or madrasa and teachers in the management of educational units (Hamid, 2018).

The teaching and learning process occurs between teachers and students in the classroom. Students play the role of parties receiving knowledge from their teachers, while teachers play the role of parties transferring knowledge to students (Warif, 2019). Professional educators and teachers have crucial responsibilities for educating the nation's youth. To produce Indonesians who are committed to God Almighty, superior in science and technology, and possess an artistic, ethical spirit, noble character, and personality, professional instructors are required to be able to contribute to national progress (Marlan, 2020).

A lot of studies in the field of education have led researchers to the conclusion that the presence of teachers is one of the key elements influencing how successfully pupils go through the processes of scientific and technical change as well as the internalization of ethics and morals. Because changes in the quality of education can only be made if teachers' quality improves, the task and role of teachers in reforming all educational input are crucial (Rosyada, 2020). The management of educational institutions is also enhancing and reviewing the rules that were initially centralized and then shifted to become decentralized, which emphasizes autonomy, flexibility, and participation, along with the concept of decentralization which will give rise to the implementation of autonomy (Suyitno, 2021) .

There is a strong correlation between poor teacher performance and poor educational quality. Teachers are social beings who require other requirements to function properly. Internal factors are those that originate from the teacher, such as work motivation and subject matter expertise. The environment, including the environments at home and work, are examples of external variables. Workplace factors include, among other things, interactions with coworkers, school administrators, committees, and other stakeholders (Mulyasa, 2014).

According to Slamet (2013), teacher performance is the student's or the instructor's achievement as a result of the teaching and learning process. Quality, efficacy, productivity, efficiency, creativity, work-life balance, and morale are among the factors that can be used to evaluate a teacher's performance (Depdiknas, 2003). It can be explained that school achievement can take the shape of both academic and non-academic accomplishments about the quality of educational output. Academic accomplishments take the shape of overall test scores, marks on final exams,

scientific work, and so forth, but non-academic accomplishments can take the form of integrity, courtesy, participation in sports, the arts, and other extracurricular activities.

One of the elements of education that contributes most to raising educational standards is the principle. as mentioned in PP 28 of 1990's Article 12 first paragraph. According to the general explanation of RI government regulation No. 30 of 1980 about Civil Servant Discipline Regulations, second paragraph, employee regulations are one of the employee development activities used to enforce discipline. The ability to arrange and supervise the implementation of teaching and learning programs held in the schools they serve is a requirement for school principals. The leadership of a principal includes convening meetings with teachers in a friendly environment. The principal must act in a way that conveys kindness, intimacy, and complete consideration for the instructors, both individually and collectively. The school's progress is greatly influenced by the principal, who oversees the faculty, staff, and administration. As leaders, school principals must establish instructional objectives, create work plans, coordinate and use staff, assign power (division of responsibilities), communicate, control/supervise, and assess.

The purpose of the school committee should not only be to improve the physical condition of the school through meetings but also to help students and teachers improve their academic performance, with one of them serving as a liaison between the school and the community. Community involvement in education implementation extends beyond financial assistance; other forms of support, such as ideas, morality, and tangible goods or services, receive less attention. The school committee must promote educational initiatives. One indication that the school committee's function is present is the community's and parents' involvement in the delivery of education. In actuality, based on what has happened thus far, few people are aware that there are school committees. This occurs as a result of the misconception that society has never had a role in educational institutions and that education is solely the responsibility of instructors and the government.

In addition to carrying out educational supervision at the level of the educational unit, the school committee is an autonomous entity that is established and that contributes to increasing the quality of services by giving consideration, guidance, and support to staff, facilities, and infrastructure. The School Committee is an autonomous body, comparable to the Education Council, and because of its independence, it has a better chance of becoming a venue for community ambitions to improve the school.

As a result, the school committee must create a work plan that will serve as a guide for completing its roles, responsibilities, and obligations in compliance with the established rules. The creation of effective programs, a method for bolstering the

management structure, as well as the choice of organizational management and member composition by provisions, can all help the school committee play its job better. According to Abidin (2021), principal leadership has a large and somewhat favorable impact on teachers' performance. The School Committee's function has a favorable and significant impact on teacher performance to some extent. Together, the principal's and the school committee's leadership has an impact on teachers' performance.

According to Sumayanti et al., (2021), the leadership of the principal had a significant impact on teacher performance at Prabumulih State High School, the school committee had a similar impact on teacher performance at Prabumulih State Senior High School, and the leadership of the principal and school committee combined had a significant impact on teacher performance at SMA Negeri Prabumuli. Education professionals must meet a threshold of 6.73. Infrastructure and facility standards are 4.98, education management standards are 5.46, and funding standards are 5.62. SMPN 1 Pangkalan Baru has good quality, as can be seen from the quality report above, even though its accomplishments in 2020 were lower than those in 2019. The average achievement figures in numerous evaluation criteria are also lower than the average achievement figures for Central Bangka Regency, as the competency standard for graduates is 5.88, while Central Bangka Regency's average accomplishment rate is 5.95. The standard achievement for education management is 5.46, while Central Bangka Regency's achievement is 5.66. Meanwhile, The accomplishments at SMP Negeri I Pangkalan Baru are better than the average for Central Bangka Regency in terms of other national education standards, including content standards, process standards, educational assessment standards, standards for educators and education personnel, standards for educational facilities and infrastructure, as well as financing standards.

The school committee is active in speeding school development and is seen to be performing its duties. The fact that educational facilities and infrastructure meet or exceed typical district, provincial, and national results demonstrates the involvement of students and community members in the delivery of education. SMP Negeri 1 Pangkalan Baru also participated in events, both academic and extracurricular. The pupils of SMP N 1 Pangkalan Baru also received several awards at the district, provincial, and national levels. The different events that were taken part in demonstrated the school's activeness and efforts to raise standards and achievement. Based on this, the authors plan to undertake a study at SMP Negeri 1 Pangkalan Baru in the Central Bangka Region titled *The Influence of Principal Leadership and the Role of School Committees on Teacher Performance*. The school committee is active in speeding school development and is seen to be performing its duties. The fact that educational facilities and infrastructure meet or exceed typical district, provincial, and national results demonstrates the involvement of students and community members in the delivery of education. SMP Negeri 1 Pangkalan Baru

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### **Education Performance**

Performance is an action taken to carry out, and complete duties and obligations by the targets and expectations that have been established. The term "performance" derives from the word "performance," which has three definitions: "accomplishment," "show," and "task execution." Supardi, (2014) Performance can signify something that is accomplished, a demonstration of performance, or the capacity to work, according to the Big Indonesian Dictionary (Ministry of Education and Culture, 2011). The definition of performance (work achievement) is the outcome of the quality and quantity of work completed by an individual while carrying out the duties assigned to them (Mangkunegara, 2018) Another viewpoint was presented by (Rivai, 2018), who claimed that performance is the outcome or degree of success of an individual throughout a given period in carrying out tasks in comparison to various possibilities, such as work standards, targets, goals, or criteria that have been determined in advance and have been mutually agreed upon.

Contrary to Bernardin and Russell's assertion in (Gomes, 2011.), they defined performance as the record of results generated on a specific job function or activity within a specific period. Performance is characterized as an accomplishment, demonstrating an action or deed, and completing the tasks that have been delegated. Performance at work is frequently included in definitions of performance. because a person's performance and their performance at work are similar. The performance statement alluded to in activities at educational institutions is work performance in managing educational institutions' implementation of educational programs that can produce graduates or outputs whose quality is rising (Fatah, 2014).

According to Wahab & Umiarso (2011) there are several indicators of teacher performance in terms of enhancing students' learning abilities, including 1) the capacity to plan and prepare lessons, 2) mastery of the material to be taught, 3) mastery of teaching techniques, 1) capacity to assign homework, 4) capacity to manage the class, and 5) capacity to conduct assessments and evaluations. Performance refers to a person's demeanor and behavior when performing work or tasks. The degree to which teachers are successful in finishing their work is referred to as their performance. Performance is an expression of the talent or ability itself, not a personal trait like talent or ability. Ability is displayed through performance, which takes the shape of actual effort. Performance is the result of the effort put in by teachers at school to further educational objectives.

According to the aforementioned viewpoint, performance is the result of a person's or an organization's efforts or professional accomplishments. Additionally, this definition includes at least four components, including the following: 1) Individual or institutional work outputs. 2) When doing duties, individuals or organizations are granted authority and responsibility, which indicates that they are given the right and power to take action to complete their work effectively. Work must be done legally and ethically, which means that in addition to abiding by the law, one must also follow established standards when performing individual or institutional obligations. Work also must not be immoral or unethical.

Lesson preparation, learning implementation, and learning assessment are the three domains that teacher performance indicators address, according to the rationale provided above. Therefore, it can also be argued that the teacher's performance indicators do not yet cover all of the responsibilities and duties that must be carried out fully.

### **Founder Leadership**

The act of influencing individual or group behavior to realize specific objectives in specified circumstances is known as leadership. The aim is to boost the group's productivity and morale by using power, authority, influence, attributes, and characteristics to affect the actions of individual leaders. According to Thoha (2014), "Leadership is a relationship between a person and other people; a leader can persuade other people to be eager to collaborate on related duties to achieve the desired goals.

In contrast, leadership is described as "the art of persuading subordinates to want to do tasks with confidence and enthusiasm" Mulyasa (2013). "Leadership is an important force in the context of management, therefore the ability to lead effectively is the key to organizational success," claims The definition of leadership offered by Wahjosumidjo (2013) states that "Leadership (leadership) is a relationship between a person and a person, the leader can influence other people to be willing to work together in related tasks to achieve the desired goals,"

The following three variables interact to determine a leader's efficacy, according to Thoha (2006): First, a person's leadership style has a big impact on their conduct as a leader, or how effective they are as a leader. Second, subordinate (subordinates), specifically, the amount of acceptance and support of subordinates has an impact on the effectiveness of leadership. As long as the actions of the leader are perceived as beneficial and elevate their level of satisfaction, followers will support the leader. Third, the context of the leadership style, specifically the relationships between the leader and the group members, the levels of the task structure, and the leader's position of power, which may come from formal authority.

According Wahjosumidjo (2013), several significant factors emerge from the definitions above, specifically: Being a leader is viewed as a series of activities or procedures; To motivate and inspire people in joint actions or endeavors is the role of a leader. Leading by example or providing direction for an organized activity or effort is another leadership responsibility. These actions happen within a recognized organization; Other synonyms for leadership include personal behavioral attributes, influence over others, interaction styles, and cooperative partnerships amongst administrative roles.

The various perspectives on the meaning of leadership discussed above can be combined to form a comprehensive understanding, according to which a leader is someone who possesses special abilities or a certain superiority, giving him the right and ability to influence others. He also needs to be well-versed, have a long-range perspective, and meet other requirements to be able to affect the actions of group members. The word "Education" in the term "educational leadership" has two meanings: it describes the area and context in which leadership occurs while also describing the nature or traits of leadership.

An additional definition of educational leadership is the capacity to mobilize, inspire, motivate, and coordinate other individuals involved in education and teaching so that the activities undertaken can be more productive and efficient in reaching educational and teaching objectives. For all activities to be implemented and developed effectively and efficiently, which will ultimately lead to the achievement of the educational and teaching goals that have been set, leaders in the field of education also need to have the ability to influence, encourage, guide, direct, and mobilize other people (Sulistryorini, 2008).

The role of the principal can be described as that of a functional teacher who is tasked with overseeing a school where the teaching and learning process takes place or a location where the teacher delivering the lesson and the students receiving it interact (Wahjosumidjo, 2013). The principal is derived from the phrases head and school. The head might be taken to mean chairman or boss. In the meanwhile, the school is a place where teaching and learning activities take place. School is also an after-home environment where kids hang out for a few hours, where kids typically reside throughout a developmental stage, and it's a place where kids go to learn and get ready for adulthood (Rivai, 2015).

The human factor, the methods element, and the objective element are three interrelated components of the leadership of the principal in a learning environment. A leader must possess the knowledge, skills, and abilities required to carry out leadership to be able to approach these three components in a balanced manner. This knowledge and abilities can be acquired through theoretical learning experiences or

practical experience gained while working as a school principal. From the numerous viewpoints presented above, it can be inferred that leadership is a pattern of connections between people who utilize their position of power and influence to persuade, motivate, and direct behavior in an individual or group of people to accomplish certain objectives in particular contexts.

As a result, the function of the school principal is one of leadership based on several factors. In addition to being the driving force behind the activities of teachers, staff, and students, the principal also conducts research into issues that develop in the school setting. The ability and authority to influence, move, and direct actions as well as encourage the emergence of a strong will with enthusiasm and confidence among teachers, staff, and students in carrying out their respective duties are all characteristics of the principal's leadership, the author can conclude from the description of the various opinions above.

Thoha further distinguished between an effective style and an ineffective style when dividing the leadership model's style. Four groups of effective styles are distinguished, namely: 1) Executive, which involves paying close attention to work-related duties and connections; 2) Those who value development (developer), i.e., those who prioritize working relationships over job tasks; 3) A benign autocrat, who gives more focus to work-related responsibilities and less to interpersonal connections at work; 4) The bureaucratic style, which gives little consideration to both duties and interpersonal relationships at work.

Ineffective styles include, but are not limited to: 1) A style that places a high value on duties and professional connections in an environment where compromise is emphasized is known as a compromiser or a compromise lover; 2) Missionary, or the approach that places the greatest emphasis on people and professional relationships; 3) Autocrat, This personality type shows little regard for others; 4) Fleeing from work (deserter), a job-related behavior that gives neither tasks nor relationships any consideration.

Two key actions, directing behavior and supporting behavior, are described by the leader to his subordinates in the contingency/situational leadership style. The degree to which a leader engages in one-way communication is known as directing behavior, whereas the degree to which a leader engages in two-way communication, such as listening, offering support and encouragement, facilitating interaction, and involving followers in decision-making, is known as supporting behavior. From the above description, it can be inferred that a leader with the appropriate leadership style is required to coordinate all of the operations of various government agencies and to manage the workers inside the organization.



According to Sutarto (2013), integrating, directing, guiding, building, giving or developing work motivations, driving the organization, establishing a network of effective communications, providing efficient supervision/supervision, and bringing his followers to the target they want to achieve, according to the provisions of time and planning, are all parts of leadership.

### **Education Committee**

The school/madrasah committee was established as a result of democratic discussions among education stakeholders at the school level. It is an independent, non-hierarchical, and nonprofit organization that aims to embrace, accommodate, and attempt to unify the vision and mission of the education components in society to enhance the process, quality, and educational outcomes. To enhance the quality, equity, and effectiveness of education management in madrasah education units, both in preschool education and primary and secondary education, school/madrasah committees are independent bodies that allow for community participation (Depdiknas, 2003).

A committee or body can also be called by other titles that have been agreed upon, such as the Kindergarten Committee, School Committee, Education Committee, Non-School Education Committee, School Council, School Assembly, Madrasah Assembly, or other names. The main goal of the school committee is to increase community involvement and the standard of decision-making and school planning, which can alter people's attitudes, abilities, and the way society is run. This can increase people's ability to raise their standard of living through the use of a school empowerment management system.

The following is a definition and explanation of school/madrasah committees taken from several different books: School/madrasah committees, Danin & Khairil (2012), are autonomous, non-hierarchical organizations whose members are not structurally subordinate to individuals who hold structural roles apart from himself. Committees for schools and madrasas are independent organizations that are only bound by the fundamental laws and regulations they have created. From a variety of publications, the following is a definition and explanation of school/madrasah committees: According to Danin & Khairil (2012) school/madrasah committees are independent, non-hierarchical groups whose members are not structurally subordinate to those who hold structural functions different from his. The fundamental statutes and regulations that the committees for schools and madrasas have set are the only ones that bind them. A school committee's existence must be predicated on community involvement in raising the standard of services and educational outcomes in schools. Because of this, consideration must be given to the division of roles by the position and autonomy already in place. The school committee's existence and function will be apparent based on how actively it performs its duties at the school.

The following is the function of school/madrasah committees in enhancing the standards, attributes, and offerings in educational settings, as per Nasution (2007) and Hasbullah (2006):

1) Advisor (consulting firm)

The school committee's ability to determine and implement policies in the educational unit, or at the very least, to provide input, consider information, and make recommendations to the educational unit so that the input is in line with the needs of the educational unit, is its role as a provider of consideration or advice. Education policies, education programs, the Draft School Revenue and Expenditure Budget (RAPBS), unit performance criteria, educational staff criteria, and educational facility criteria are the performance metrics for the school committee's duty as a consideration provider.

2) Backers (supporting organizations)

The school committee's support for the implementation of education in the educational unit takes the form of financial, intellectual, and energetic support; at the very least, it fosters the expansion of community interest in and dedication to the implementation of high-quality education. The school committee's role as a supporter is measured by how well it encourages parents and the community to participate in education raises money to pay for education, increases public awareness of the need for high-quality education, and increases community commitment to the provision of such education. quality.

3) Controller (controlling entity)

In the framework of openness and accountability in the execution and output of education in the educational unit, the controller is oversight carried out by the school committee. analyzing and overseeing the policies, programs, execution, and results of education in the educational unit, at a minimum. The execution of evaluations in every activity, supervision of policies in programs for the delivery of education, and supervision of policies in programs for the production of education are the performance indicators for the school committee's position as controller.

4) Liaison (mediation service)

The mediator is a third party (school committee) who facilitates communication between the government and the community inside the educational system. This includes facilitating negotiations to identify potential means of resolving conflicts without resorting to decision-making or coercion. Working with the community, adapting, assessing, and communicating objectives, ideas, demands, and diverse educational needs put forth by the community are the performance indicators of the school committee's job as a liaison or mediator.

## **B. Methods**

This study adopted a quantitative descriptive methodology. All of the instructors at SMP Negeri 1 Pangkalan Baru in Central Bangka Regency made up the study's population. 42 instructors arrived from SMP Negeri 1 teachers in the Central Bangka Regency's Pangkalan Baru District. 42 teachers from SMP Negeri 1 Pangkalan Baru in Central Bangka Regency were included in the sample. Saturated sampling was used as the sampling method in this investigation. Researchers employed observation, documentation, and questionnaires to gather data for this study. Utilizing the Likert Scale methodology, data was gathered. Using SPSS For Windows version 26.00, the data analysis method employs both simple regression analysis and multiple regression.

To ascertain how the two independent variables will affect the dependent variable in this study, multiple regression analysis is used. In this study, teacher performance (Y) is the dependent variable, and the independent factors are the leadership of the principal (X1) and the function of the school committee (X2), both simultaneously. When analyzing data or doing hypothesis testing, this research method employs partial and simultaneous regression techniques, where one of the independent variables is controlled (made fixed) to study the influence or link between independent and dependent variables.

## **C. Results and Discussion**

### **Teacher performance and the principal's leadership style**

In the regression equation  $Y = 42,790 + 0.760X_1$ , the principal's leadership connection model on teacher work performance is presented. The following table shows the results of the regression equation's significance test.

**Table 1. Principal Leadership Coefficient**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	42.790	13.499		3.170	0.003
Principal leadership	0.760	0.110	0.736	6.884	0.000

Source: SPSS output processed by researchers in 2022

The calculated t value was 6,884 > t table 2,018, where the calculated t value was greater than the t table and the significance value of 0.000 was smaller than 0.05, so Ho1 is accepted so that there is a significant influence between the principal's leadership and the work performance of teachers at SMP Negeri 1 Pangkalan Baru, Central Bangka Regency. The following model summary table shows how big of an impact the independent variable has on the dependent variable.

**Table 2. Coefficient of Determination of School Principal Leadership**

R	R Square	Adjusted R Square	Std. Error of the Estimate
.736 <sup>a</sup>	0.542	0.531	8.719

Source: SPSS output processed by researchers in 2022

The R-value, a symbol for the correlation coefficient value, is shown in the table above. The correlation value is 0.736 for the value mentioned above. This score indicates that there is a strong association between the two research variables. This table also provides the R Square value, also known as the coefficient of determination, which indicates how effective the regression model created by the interaction of the independent and dependent variables is. The computed COEFFICIENT DETERMINATION value of 0.542 indicates that the independent variable

### **Teacher performance and the responsibility of the school committee**

The regression equation  $Y = 97.749 + 0.313X_2$  represents the model of the association between the role of the school committee and teacher performance. The following table shows the results of the regression equation's significance test.

**Table 3. Coefficient of School Committee Role**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	97.749	10.999		8.887	0.000
School Committee	0.313	0.091	0.479	3.454	0.001

Source: SPSS output processed by researchers in 2022

Based on the significance test of the committee's role variable on teacher performance at SMP Negeri 1 Pangkalan Baru, Central Bangka Regency, the t value is  $3.454 > t$  table 2.018 where the t count is greater than t table and the significance value is 0.000 less than 0.05, so Ho2 is accepted so that there is a significant influence between the role of the school committee on teacher performance at SMP Negeri 1 Pangkalan Baru, Central Bangka Regency. The following summary model table illustrates how big of an impact the independent factors have on the dependent variable.

**Table 4. Coefficient of Determination of Committee Role**

R	R Square	Adjusted R Square	Std. Error of the Estimate
.479 <sup>a</sup>	0.230	0.211	11.311

Source: SPSS output processed by researchers in 2022

The R-value, a symbol for the correlation coefficient value, is shown in the table above. The correlation value is 0.479 for the value mentioned above. This result indicates that there is a moderate link between the two research variables. This table also provides the R Square value, also known as the coefficient of determination, which indicates how effective the regression model created by the interaction of the independent and dependent variables is. The calculated coefficient determination value is 0.230, which indicates that independent variable X2 has a contributing effect on variable Y of 23%, while the remaining 65% is influenced by other factors not related to independent variable X2.

### **The effect of the principal's direction and the school committee's function on teachers' performance**

The regression equation  $Y = 41.949 + 0.702 + 0.066X$  represents the model of the relationship between the leadership of the principal and the function of the school committee on teacher work performance. The following table shows the results of the regression equation's significance test.

**Table 5. Multiple coefficients of leadership and committee**

	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	41.949	13.610		3.082	0.004
Principal leadership	0.702	0.134	0.680	5.258	0.000
school committee	0.066	0.085	0.101	0.777	0.442

Source: SPSS output processed by researchers in 2022

Based on the joint impact of the committee's role and the principal's leadership variable on teacher performance. lower than 0.05, then Ho3 is approved, indicating that there is a considerable impact on teacher performance at SMP Negeri 1 Pangkalan Baru, Central Bangka Regency, from the leadership of the school principal and the function of the school committee jointly.

**Table 6. Anova Table (F)**

	Sum of Squares	df	Mean Square	F	Sig.
Regression	3649.523	2	1824.762	23.765	.000 <sup>b</sup>
Residual	2994.596	39	76.785		
Total	6644.119	41			

Source: SPSS output processed by researchers in 2022

To find out how much influence the independent variable has on the dependent variable, you can see the following model summary table

**Table 7. Coefficient of Determination of Leadership and Committee**

R	R Square	Adjusted R Square	Std. Error of the Estimate
.741 <sup>a</sup>	0.549	0.526	8.763

Source: SPSS output processed by researchers in 2022

The value of R, a symbol for the correlation coefficient, is shown in the table above. The correlation value is 0.741 for the value mentioned above. The association between the three research variables falls into the category of strong relationships, according to this score. This table also provides the R Square value, also known as the coefficient of determination, which indicates how effective the regression model created by the interaction of the independent and dependent variables is. The derived coefficient determination value is 0.549, which indicates that the independent variables x1 and x2 have a contributory effect on variable Y of 54.9%, and the remaining 45.1% is influenced by other factors outside of variables X1 and X2.

### **Efforts to enhance principal leadership to enhance teacher performance**

Field observations' findings indicate that the leadership is attempting to operate the leadership wheel in schools using a variety of types and approaches. Some of the top universities have an authoritarian style, while others adopt democratic or semi-democratic principles. Depending on the circumstances at each institution. Additionally, 90% of the respondents had undergraduate degrees, thus it is hoped that all teachers will be mature and knowledgeable in carrying out the policies and guidelines established by school administrators. The school principal oversees a

cool, cozy, secure, and orderly learning environment in addition to developing an academic supervision program to boost teacher professionalism. Additionally, the teacher makes an effort to arrive and start classes on time, and she enjoys her work.

This study supports that of Mardiah et al., (2022) Based on the results of the data analysis, it is reasonable to conclude that clinical supervision and principal leadership, either separately or together, have a positive and significant influence on teacher performance at SMA Sub Rayon 18 Palembang. The effectiveness of clinical supervision will increase in direct proportion to how well it is executed and supported by capable main leadership. Then, according to Jaliah et al., (2020) research findings, (1) teacher performance at Prabumulih State Middle School was positively and significantly impacted by the principal's leadership Jaliah et al., (2020). Study by H. Herry et al., (2020). The study's findings indicate that 1) The professional performance of the teachers at PGRI 1 Palembang Middle School is positively influenced by the principal's leadership (Herry Herry et al., 2020).

### **Initiatives to enhance teacher effectiveness by expanding the role of the school committee**

Based on observations made in the field, the school committee has made efforts to support student needs at school so that education can function smoothly. For example, the committee has helped with school operational expenditures and completed school buildings and infrastructure. The Committee also offers helpful advice for schools. Suyitno (2021) is consistent with this study. The study's findings indicate that the school committee's role has a positive and significant impact on SBM effectiveness and that the managerial abilities of the school principal's role and the role of the school committee individually have a positive and significant impact. According to data research, Prabumulih City Public High School's school committees have a considerable impact on teachers' performance (Sumayanti et al., 2021)

To enhance the quality, equity, and effectiveness of education management in madrasah education units, both in preschool education and primary and secondary education, school/madrasah committees are independent bodies that allow for community participation. This is stated in Law No. 20 of 2003 concerning the National Education System. The goal of the school committee is to enhance the quality of decision-making and school planning, which can alter people's attitudes, abilities, and how power is distributed among them and within their communities, ultimately enhancing people's ability to raise their standard of living.

The goal of the school committee is to increase community interest in and dedication to education, as well as to collect money to elevate the standard of education. The

school committee also has a role in overseeing and offering opinions on how education is implemented in the educational system.

#### **D. Conclusion**

According to data analysis findings, the school committee's and the principal's leadership's partial and simultaneous effects on teacher performance can be explained as follows:

The first hypothesis is accepted since the principal's leadership has a partial and major impact on teachers' performance. The calculated  $t$  value of 6,884 >  $t$  table 2,005 demonstrates this. The principal can coordinate the development of administrative completeness for school interactions with parents of pupils since the significance level of 0.000 is lower than the community. This suggests that school administrators must improve the chances for teachers to participate in various forms of training and seminars to advance their knowledge. Additionally, the principal's leadership is anticipated to serve as a role model for students and the community by being a person of integrity and high moral character.

The second hypothesis is supported since the school committee has a limited but important effect on teachers' performance. The magnitude of the impact of the school committee's participation on performance is 0.230 or 23.0%, which is demonstrated by the estimated  $t$  value of 3,454 >  $t$  table 2,005 and the significance level of 0.000 is smaller than the sig 0.05 set. When collecting fees from parents of students, the committee needs to reexamine the idea of cross-subsidies. Additionally, the committee does not present rewards to exceptional teachers. The committee needs to pay close attention to this to improve the quality of student learning by assessing the cross-subsidy system and recognizing teachers for their achievements. It may be deduced that the third hypothesis is true given that the leadership of the principal and the function of the school committee both simultaneously and significantly affect teacher performance. The calculated  $f$  value of 23.756 >  $f$  table of 3.22 and the significance level of 0.000 is lower than the sig 0.05 set as well as the influence of the principal's leadership and the function of the school committee on performance being 0.549 or 54.9% each serve as evidence for this. Teachers should keep track of their student's progress in both extracurricular and non-extracurricular activities, document it, and create their schedules to help students who are struggling with their academics. so that the teacher may monitor his kids' progress and assess his work.

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