

THE EFFECT OF SCHOOL LEADERSHIP AND QUALITY ASSURANCE ON THE PERFORMANCE OF TEACHERS ELEMENTARY SCHOOL IN DISTRICT PADANGSIDIMPUAN HUTAIMBARU

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ABSTRACT

The purpose of this study was to describe and analyze the effects of: 1) principal leadership on teacher performance, 2) quality assurance on teacher performance and 3) principal leadership and quality assurance simultaneously on the performance of public elementary school teachers in Padangsidimpuan Hutaimbaru District. This type of research is quantitative using the ex post facto method. The sample used the Slovin formula as many as 101 of the 136 teachers who taught at SD Negeri in Padangsidimpuan Hutaimbaru District. Data obtained through questionnaires and documentation, then analyzed using correlational and regression techniques both simple and multiple.

Hypothesis testing is done by using Product Moment correlation and multiple correlation, which previously tested for normality and homogeneity. The results of the study are as follows: 1) there is a positive influence between principal leadership on teacher performance, meaning that the better the teacher's perception of the principal's leadership, the better the performance, 2) there is a positive influence between quality assurance on teacher performance, it contains meaning that the better the teacher's perception of quality assurance, the better the performance, 3) there is a positive and significant influence between principal leadership and quality assurance on teacher performance, meaning that the better the teacher's perception of the principal's leadership and quality assurance, the better good performance too. Suggestions are conveyed from the results of this study, especially to teachers in order to improve and create good teacher performance. Meanwhile, the principal should exercise leadership well using a kinship approach in order to create the desired quality assurance.

Keywords: principal leadership, teacher performance, quality assurance, elementary school

INTRODUCTION

Efforts to improve the quality of human resources are not an easy task, because quality human resources are not only seen from their mastery of science and technology, but also from their attitude and mentality. Improving the quality of human resources can be done by improving the quality of education for the nation, because with quality education it is hoped that quality human resources will be created, and in the end can support the development of national development.

The quality of the learning process is closely related to the role and duties of teachers in schools, because teachers are directly dealing with students in the implementation of education. According to Fajra (2020) that the teacher is one of the human components in the teaching and learning process, which plays a role in efforts to form potential human resources in the field of development. Therefore, teachers must play an active role and be able to place their position as professionals, in accordance with the demands of an increasingly developing

society. The teacher is not merely a teacher who only transfers knowledge, but also as an educator who transfers values as well as a mentor who provides direction and guides students in learning.

When carrying out their duties and responsibilities, a teacher is required to have certain abilities and skills. These abilities and skills are part of the professional competence of teachers that must be possessed by teachers so that their duties as educators can be carried out properly. One of the factors that measure the success of schools is teacher performance. Teacher performance in question is the result of teacher work that is reflected in how to plan, implement, assess and follow up the learning process whose intensity is based on work ethic, as well as teacher discipline in learning. Teacher performance or work performance is a result of work achieved by a person in carrying out the tasks assigned to him based on skills, experience, and seriousness and time.

Performance can be defined as the achievement of work results in accordance with the rules and standards that apply to the organization, in this case the school. According to Azman (2020) that performance is a certain requirement which in the end can be directly reflected in the output produced both in the form of quantity and quality. The output produced according to Azman can be physical or non-physical, calling it a work. A teacher in doing his job well, is often determined by an assessment of his performance. Assessment is not only carried out to help oversee the organization's resources but also to measure the level of efficiency in using existing resources and identify things that need to be improved. Assessment of work performance is an important factor for improving teacher performance and job satisfaction, the parts that show the teacher's inadequate ability to be identified, are known so that strategies can be determined in improving their performance.

In order to achieve good performance, many factors influence, in this case, it is suspected that the principal's leadership and quality assurance have contributed to teacher performance. Therefore it is necessary to study further regarding the leadership of school principals and quality assurance in relation to teacher performance. The principal as the highest leader in the school is considered successful if it can improve teacher performance through various forms of coaching activities for the ability of teachers to carry out learning in schools. For this reason, the principal must be able to carry out his roles and responsibilities as an education manager, education leader, education supervisor and administrator. According to Simamora (2000: 26) that the principal is expected to be able to create a comfortable and conducive working atmosphere at school, so that every teacher can work optimally. The leadership function of the principal in carrying out these three main tasks is very important, because in addition to being a driving force it is also a controller of all activities of educators, education personnel, school caretakers, students and at the same time observers and solutions to problems that arise around the Wahyosumidjo school environment (in Inge: 2020)

Leadership in an organization is often the greatest concern that is most often the case especially in a school organization Leaders themselves are often sought after by school organizations to maintain the quality of education with the expectation of leaders able to contribute best to the company. The problem that is often overlooked by the school organization is what is the use of the leader figure but the leader himself has no followers which means no one executes the direction of a leader. Followers themselves are actually more defined not as subordinates, but individuals with a free will to decide who they are with and to leaders they trust to work together to succeed. Followers who strongly contribute to the leadership is definitely needed effort with the provision of motivation and build closer

relationships between individuals. Thus it is clear that the follower is the most important part of the leadership element, not just the leader Susan (dalam Eka : 2018).

Nawawi (in Azni 2011) said that leadership is a person's ability to influence, guide and direct others so that they are willing to act and cooperate wholeheartedly in order to achieve common goals. Moenier (1988: 233) concludes that leadership is something that is owned by a person so that that person is able to move people to do actions or actions with full awareness and sincerity. According to Soebagia (2000: 161) that educational leadership needs primary attention, because through good leadership we hope that quality personnel will be born in various fields as thinkers, workers who can ultimately improve quality human resources. In this regard, the quality of the principal's leadership will greatly determine the quality of learning in schools. If the quality of the principal's leadership is good, then the implementation of learning goes well and it is ensured that the teacher works optimally.

Improvement and assurance of education quality must be achieved by developing and improving the quality of human resources. According to Ali Rokhmad (Kompas, 2011) that the quality of education is the suitability of the properties (attributes) of the product with the needs of its customers (students, society, the world of work, etc.). Increasing and ensuring the quality of education requires many parties involved to be involved both directly and indirectly, especially the participation of school members (teachers, school principals, staff and students), community participation and parents, so that it needs to be continuously encouraged and empowered and compiled. careful planning or preparation from the beginning to the end of the educational process. In the context of education, the notion of education quality includes inputs, processes, outputs and outcomes of education. Educational input is everything that must be available because it is necessary for the process to take place, namely the quality policy which contains the aims and objectives of the school, adequate resources, high achievement capabilities, focus on consumers (students) and management input.

In this connection, management input includes clear tasks, a detailed and systematic plan, supporting programs for the implementation of the plan, clear rules of the game and the existence of an effective and efficient quality control system. The educational process is changing something into something else, namely the effectiveness of the teaching and learning process, strong school leadership, management of education personnel, a culture of quality, dynamic teamwork, authority and independence, participation of school and community members, transparency of management, evaluation systems and continuous improvement and accountability. In this case, something that affects the progress of the process is the input and the result of the process is the output. Education output is school performance in the form of achievement as measured by quality, effectiveness, productivity, efficiency, innovation, quality and work morale.

Improving the quality of education, the Ministry of National Education of the Republic of Indonesia and its staff strive to realize an increase in the quality of education from year to year through a variety of strategic policies, such as policies concerning the Education Unit Level Curriculum (KTSP), school accreditation, provision of a school operational assistance (BOS) budget improvement of School Based Management (MBS), National Final Examination (UAN) and improvement of teacher quality through increasing academic qualifications and teacher certification. In addition, there is also a more systematic improvement in the quality of education, namely by implementing a quality assurance system at the school level, especially elementary schools. The implementation of a quality assurance system at the school level is believed to be able to increase the participation of all school

elements in setting quality standards, striving for quality, and further realizing school quality assurance.

Internal quality assurance system, then monitoring and evaluation (monev) activities by institutions are carried out in the form of a meta evaluation of the quality assurance process carried out by the internal quality assurance unit in each education unit. According to Rinda Hedwig quoted by Novalinda (2020: 4) that the quality assurance system can be carried out either as a whole or in a tiered form. As a whole, it means all processes involved in the implementation of the education unit, such as the admission of new students, the teaching and learning process, to the process of graduating guaranteed quality graduates. Meanwhile, what is meant by gradual is that the education unit can carry out quality assurance only in the learning process.

The author examines the phenomenon that occurs in SD Negeri teachers in Padangsidempuan Hutaimbaru District, which consists of 8 Public SDs with a total of approximately 136 people who have not met the expectations of the Government, institutions, parents or the community. In general, this problem includes some teachers who are less successful in teaching because they lack discipline and are also less motivated to teach. This can be seen from the work ethic of elementary school teachers, namely: not being on time on duty, often arriving late and coming home not yet, and some teachers do not have S1 academic qualifications and some teachers have not made learning tools. The facilities and infrastructure also appear to be inadequate to support the teaching and learning process in some SD Negeri in Padangsidempuan Hutaimbaru District.

The trend of low teacher performance can be seen from the 2012-2013 school supervision data. The data on the results of school supervision activities for the 2012-2013 school year at the SD Negeri level in Padangsidempuan Hutaimbaru District can be seen: (1) 63% of teachers have not implemented varied learning strategies, (2) 65% of teachers have not implemented effective learning activity structures, (3) 70% of teachers have not improved their teaching performance through Classroom Action Research (CAR), and (4) 42% of teachers in syllabus development have not done context analysis.

Seeing this condition, the authors are interested in examining the influence of school principal leadership and quality assurance on the performance of public elementary school teachers in Padangsidempuan Hutaimbaru District. The purpose of this study was to determine and analyze: (1) The influence of the principal's leadership on the performance of the public elementary school teachers in the District of Padangsidempuan Hutaimbaru, (2) The effect of quality assurance on the performance of public elementary school teachers in the District of Padangsidempuan Hutaimbaru, (3) The influence of the principal's leadership and joint quality assurance on the performance of SD Negeri teachers in Padangsidempuan Hutaimbaru District.

METHODS

This type of research is survey research, namely research that aims to provide a more detailed description of the observed phenomenon, for example accompanied by numerical data, characteristics and patterns of relationships between variables, this is in accordance with the opinion of Sugiyono (2009: 115). This research was conducted using inferential descriptive research procedures by distinguishing the variables into independent variables, namely variables that affect and the dependent variable, namely variables that are affected. The independent variable is the principal's leadership and quality assurance, while the dependent variable is teacher performance.

In line with the nature of correlational descriptive research, the researcher tries to describe the facts according to the actual situation. Furthermore, these facts are processed and analyzed to see the effect of the independent variables on the dependent variable then use correlation and regression analysis. The data obtained will be used to describe the characteristics of the population based on predetermined variables.

The population in this study were teachers at Public Elementary Schools in District of Padangsidempuan Hutaimbaru, totaling 136 people. From this population, 101 people were taken as the research sample. This amount is obtained by using the Slovin formula at a significant level of 5%. To determine the number of samples in each school, a proportional random sampling technique was used, namely random sampling of population groups by paying attention to the proportion of each group in the population strata so that the smallest proportion of the population can be represented.

The study of documentation in this research data collection is intended as a way of collecting data by studying and recording parts that are considered important from various official treatises available at the research location.

The choice of data collection technique using a questionnaire was based on the reason that the respondents had sufficient time to answer the questions; each respondent faced the same arrangement and method of filling in the questions posed; respondents have the freedom to provide answers; and can be used to collect data or information from many respondents in a fast time. Through this questionnaire technique, data will be collected in the form of written answers from several respondents to a number of questions raised in the questionnaire. Indicators which describe the variables of school principal leadership, quality assurance and teacher performance are the main subjects that are combined into a number of questions in the questionnaire.

DISCUSSION

Research result

Describing research data is a step that cannot be separated from data analysis activities as a prerequisite for entering the discussion stage and drawing conclusions on research results. A total of 101 public elementary school teachers in the District of Padangsidempuan Hutaimbaru who were taken as samples have filled out the questionnaire that was submitted. Before filling out the questionnaire carried out by the teacher, the researcher provided an explanation of how to fill in the questionnaire in question. The researcher explained that the data revealed in this study were teacher performance (Y), principal leadership (X1) and quality assurance (X2). Then from all the data obtained, the highest and lowest scores, average, standard deviation and variants will be sought respectively.

Discussion

The Effect of Principal Leadership on Teacher Performance Based on the statistical analysis between principal leadership and teacher performance, the correlation coefficient (r) = 0.128 and the coefficient of determination (r^2) = 0.016. This means that there is a strong relationship between principal leadership and teacher performance and the principal's contribution to teacher performance is 1.6%. These results indicate that the principal's leadership is one of the factors that influence teacher performance. If the principal carries out his leadership role well, the teacher will carry out his duties happily, so that school goals can be easily achieved. This is in accordance with the opinion of Fajra (2020) which states that the principal is the driving force, determines the direction of school policy that will determine

how the goals of school and education in general are realized. In school institutions, the principal has a role as a planner, organizer of all activities at school, director or mentor of all school personnel in relation to the implementation of tasks, coordinating activities and at the same time as supervisor in the implementation of activities in the school. With good leadership, all activities that take place at school can be carried out properly and in accordance with formulated goals.

Based on the research results and opinions above, there is an influence of the principal's leadership on teacher performance. No matter how big the contribution given by the principal's leadership will always have an effect on teacher performance. Therefore, a positive increase in the leadership of the principal will support the increase in teacher performance. The principal as the highest leader in the school is considered successful if it can improve teacher performance through various forms of coaching activities for the ability of teachers to carry out learning in schools. For this reason, the principal must be able to carry out his roles and responsibilities as an education manager, education leader, education supervisor and administrator. The principal is expected to be able to create a comfortable and conducive working atmosphere at school, so that every teacher can work optimally. This is in accordance with the opinion of Soebagia (2000: 161) which states that educational leadership requires primary attention, because through good leadership we hope that quality personnel will be born in various fields as thinkers, workers who can ultimately improve quality human resources. . In this regard, the quality of the principal's leadership will greatly determine the quality of learning in schools. If the quality of the principal's leadership is good, then the implementation of learning goes well and the teacher works optimally. The existence of a significant influence and linear regression as well as a positive correlation to the principal's leadership on teacher performance proves that the theory which states that the leadership of the principal will determine the condition of the teacher and is thought to be able to improve its performance in the literature in line with the proposed frame of mind. Thus, through this study it is proven that the principal's leadership is one of the determining factors for teacher performance, in addition to other factors.

The Effect of Quality Assurance on Teacher Performance Based on statistical analysis between quality assurance on teacher performance, the correlation coefficient (r) = 0.546 and the coefficient of determination (r^2) = 0.299. This means that there is a strong relationship between quality assurance and teacher performance and the contribution of quality assurance to teacher performance is 29.9%. These results indicate that quality assurance is one of the factors that affect teacher performance. The 29.9% contribution of quality assurance to teacher performance is a significant contribution to improving teacher performance. In the education system environment, especially schooling, the demand for quality assurance is a natural symptom, because the implementation of quality education is public accountability. Each component of education stakeholders (parents, community, world of work, government) in their respective roles and interests has an interest in the implementation of quality education (Sofan Amri, 2013: 34).

Quality assurance and improving the quality of education require quality standards, carried out in a clear work procedure, strategy, cooperation and collaboration between stakeholders; and carried out continuously. Government Regulation Number 19 of 2005 states that education in Indonesia uses eight standards which are used as references in building and improving the quality of education. The National Education Standards (SNP) are the minimum criteria for the education system in all jurisdictions of the Republic of Indonesia, there are eight standards which are the minimum criteria, namely: content standards, process standards, graduate competency standards, educators and educational staff

standards, standard facilities and infrastructure, management standards, financing standards and education assessment standards. The National Education Standards (SNP) aim to ensure the quality of national education in order to educate the nation's life and shape the character and existence of a nation with dignity.

Teachers as educational personnel are one of the determining factors for the success of educational goals, because teachers who directly touch students, to provide guidance that will result in the expected graduates. Teachers are human resources who become planners, actors and determinants of the achievement of educational goals. So the performance of teachers must always be improved considering the challenges of the world of education to produce quality human resources that are able to compete in the increasingly tight global era. Teacher performance (performance) is the result achieved by the teacher in carrying out the tasks assigned to him based on skills, experience and sincerity and use of time. As explained above, that teachers have a very important role in efforts to improve quality. In Government Regulation Number 19 Year 2005 Chapter VI Article 28 paragraph 1 states that "Educators must have academic qualifications and competencies as learning agents, physically and mentally healthy, and have the ability to realize national goals".

Based on the research results and opinions above, there is an effect of quality assurance on teacher performance. Regardless of the amount of contribution made by quality assurance, it will always affect teacher performance. Therefore, a positive increase in quality assurance will support an increase in teacher performance. The existence of a positive effect of quality assurance on teacher performance proves that the theory that states quality assurance will determine the condition of teachers and is thought to increase their performance in the literature in line with the proposed frame of mind. Thus, through this research it is proven that quality assurance is one of the determining factors for teacher performance, in addition to other factors.

The Effect of Principal Leadership and Quality Assurance on Teacher Performance
Based on the results of statistical analysis, the multiple correlation coefficient (r) = 0.557 and the determination coefficient (r^2) = 0.311. This means that there is a strong influence between the leadership of the principal and quality assurance simultaneously on the performance of teachers in Public Elementary Schools in District of Padangsidempuan Hutaimbaru. Then the contribution of principal leadership and quality assurance to teacher performance was 31.1% and the rest 68.9% was influenced by other factors. These results indicate that the relationship and the magnitude of the influence of the two independent variables on the dependent variable. Teacher performance in carrying out tasks is influenced by factors: intelligence; attitude and discipline; interest; perception; motivation; knowledge and abilities; physiological state; incentives or salaries; security and protection; facilities and infrastructure; working climate; and superior leadership style. Regardless of the amount of contribution given by the principal leadership and quality assurance together, it will always affect teacher performance.

Therefore, a positive increase occurs in the leadership of the principal and quality assurance together will support the improvement of teacher performance. The existence of a positive correlation of principal leadership and quality assurance together with teacher performance proves that the theory that states principal leadership and quality assurance together will determine the condition of teachers and is thought to be able to improve their performance in the literature in line with the proposed framework.

Thus, through this study it is proven that the principal leadership and quality assurance together are one of the determining factors for teacher performance, in addition to other factors.

CONCLUSION

Conclusion

The conclusions generated from the findings and discussion of the research results are as follows:

1. There is an influence of the principal's leadership on teacher performance with a positive level of influence. This implies that the better a teacher's perception of the principal's leadership, the better the performance.
2. There is an effect of quality assurance on teacher performance with a level of positive influence strength. This implies that the better a teacher's perception of quality assurance, the better the performance.
3. There is an influence of principal leadership and quality assurance together on teacher performance with a positive influence strength level. This implies that the better a teacher's perception of school principal leadership and quality assurance, the better the performance. The results in this study prove that the quality assurance variable is more positively influential than the principal's leadership variable on teacher performance variables.

Suggestion

Based on the above conclusions, several suggestions are put forward as follows:

1. Suggestions for the Principal The principal should exercise leadership well using a kinship approach. This is intended to prevent misperceptions between teachers and school principals, causing distance between school principals and teachers. In the end, the teacher has a positive attitude towards the principal.
2. Suggestions for Teachers To teachers in order to improve and create good teacher performance. Awareness of growing teacher performance is not only influenced by external factors, but more importantly comes from oneself, namely efforts to improve work performance and profession.
3. Suggestions for Stakeholders To stakeholders so that they can participate in improving the quality of education through cooperation in improving the quality of schools and improving human resources in schools, especially teachers.
4. Suggestions for Related Parties (Padangsidempuan City Education Office)
 - a. Facilitating and providing support for professional activities such as MGMP and MKKS, so that intensively school principals and teachers can increase their insight, knowledge and skills.
 - b. Analyze and map the needs of schools in their policies and provide good support by paying attention to both moral and material.
5. Suggestions for Other Researchers
 - a. With the limitations of this study, of course the results of this study are not perfect, so that it is expected to receive constructive suggestions and criticism from further researchers.
 - b. For researchers regarding teacher performance, it is hoped that it can be used as a reference for developing existing theories.

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