

## The Principal's Attitude on Teacher Performance: A Case Study of Senior High School in South Tangerang Area

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### Abstract

This article aimed to determine 1) to determine the effect of the principal's attitude on high school teachers' performance in South Tangerang area, 2) to find out how much influence principal's attitude has on teachers' performances in South Tangerang, 3) to determine principal's attitude that can affect teacher performance. This study employed a quantitative approach with correlational and ex post facto methods. The population was high school teachers in South Tangerang area while the subject of this study was 32 high school teachers in South Tangerang area. The independent variable (X) in this study is the principal's attitude and the dependent variable (Y) in this study is teacher performance. Data collection techniques using a questionnaire and analysis method using Simple Regression. To test the hypothesis, correlation analysis and simple linear regression analysis were employed. Prior to the analysis test, the prerequisite tests were carried out, namely the normality test and the linearity test. Testing the hypothesis with a significance level of 5%, it was found that the p-value of the correlation between the principal's attitude variable and teacher performance was 0.079. The significance value of  $p > 0.05$  ( $0.079 > 0.05$ ). Because the value of  $F_{count}$  is smaller than  $F_{table}$ , it can be concluded that there is a significant influence between the variables of the principal's attitude on teacher performance.

#### Kata kunci:

Sikap kepala sekolah, Kepemimpinan, Kinerja guru

#### Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh sikap kepala sekolah terhadap kinerja guru SMA di wilayah Tangerang Selatan, untuk mengetahui seberapa besar pengaruh sikap kepala sekolah terhadap kinerja guru SMA di wilayah Tangerang Selatan, untuk mengetahui sikap kepala sekolah yang dapat mempengaruhi kinerja guru. Metode penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasional dan ex post facto. Populasi dalam penelitian adalah guru SMA di wilayah Tangerang Selatan. Sedangkan sampel penelitian sebanyak 32 guru atau dengan kata lain subjek penelitian ini adalah 32 orang guru SMA di wilayah Tangerang Selatan. Variabel bebas (X) dalam penelitian ini yaitu sikap kepala sekolah dan Variabel terikat (Y) dalam penelitian ini yaitu kinerja guru. Teknik pengumpulan data dengan menggunakan angket dan metode analisis menggunakan Regresi Sederhana. Teknik pengujian hipotesis menggunakan analisis korelasi dan analisis regresi linier sederhana. Sebelum dilakukan uji analisis, terlebih dahulu dilakukan uji prasyarat yaitu uji normalitas dan uji linearitas. Pengujian hipotesis dengan taraf signifikansi 5% diperoleh bahwa nilai p korelasi antara variabel sikap kepala sekolah dengan kinerja guru sebesar 0,079. Nilai signifikansi  $p > 0,05$  ( $0,079 > 0,05$ ), karena nilai  $F_{hitung}$  lebih kecil dari  $F_{tabel}$  maka dapat disimpulkan bahwa terdapat pengaruh secara signifikan antara variabel sikap kepala sekolah terhadap Kinerja Guru.

## INTRODUCTION

In the future, educational personnel's workload becomes more challenging and, therefore, demands more improvements and adjustments on their mastery of competence. Teachers, for example, play a pivotal role in determining successful implementation of teaching and learning processes that match current students' characters and situations (Usman, 2014). Therefore, it is necessary to carry out a teacher development program to ensure teachers' quality in the following competencies, namely pedagogical competence, personal competence, social competence, and professional competence (Dewan Perwakilan Rakyat Indonesia, 2005). Pedagogical competence relates to managing teaching and learning process, while personal competence relates to individual characters (for example, noble, wise, authoritative, modeling) (Balqis et al., 2014). Moreover, social competence relates to interpersonal relationships and social life between teachers and others while professional competence relates to the delivery of learning materials as part of their areas of expertise (Rahmawati & Nartani, 2018).

As mandated in Law Number 14 of 2005 Article 10 regarding Teachers and Lecturers, all those competencies are paramount for teachers to fulfill and for the relevant stakeholders to evaluate. In this matter, this study scrutinized the extent to which teachers' performances to fulfill those competencies are affected by school principals' attitude on teachers' performances themselves.

Mulyasa (2006) argued "the success or failure of teaching and learning at schools is strongly influenced by principal's ability in managing every component of the school" (p. x). Principals' capacity is mainly related to their knowledge and understanding of management and leadership. In other words, improving the quality of education cannot be separated from the principal's roles as a stakeholder to create a conducive work atmosphere. More specifically, school principals are required to be able to encourage teachers effectively, foster good relations among stakeholders to create a conducive, exciting, and productive environment which in return can help them carry out planning, implementing, and evaluating various policies to maintain quality graduates (Mukhtar, 2015).

The principal's attitude in dealing with various situations at schools is relatively diverse. Interactive relationship patterns, for example, can occur effectively only if a harmonious relationship and smooth communication occur. Similarly, studies from large body of institutions, both formal and non-formal, show relatively similar conditions that interpersonal relationship (e.g. assertive, submissive, and aggressive (Hasanah, 2017) brings a wider dimension to organizational life.

A leader with a submissive attitude will usually show enjoyable behavior and does not cause problems for others, tends to be weak, passive, self-sacrificing, and unable to reject the opinions of others. This attitude, however, will cause feelings of threats and pains, dissatisfaction, depression, physical illness, and will reinforce the existence of aggressive behavior by others. On the other hand, aggressive attitude is more of self-centered (only prioritizing the rights, interests, opinions, needs, and feelings of him/her) and tends to ignore the rights of others. Aggressive leaders assume that they themselves are always right, so their attitude is situated with hostility and pride (Geandra & Neviyarni, 2018). They often use anger and aggressive body language and behavior that threatens others in order to bully and dominate others. They will use language that tends to hurt others to conclude that someone is guilty and humiliate them.

In addition, the last attitude is assertive attitude which relates to expressive behavior/statement of interests, needs, opinions, thoughts, and feelings that is carried out wisely,

fairly, and effectively, so that our rights can be maintained while paying attention to respect for equality and the rights of others (Sriyanto et al., 2014). A principal who has this attitude will always pay attention to the rights and obligations of teachers and students.

Assertive leaders are more open to conflict and criticism. In decision-making, assertive leaders provide action through an argumentation process with several points of view so that a satisfactory conclusion emerges in the discussion. Richa N Agarwal in 'Aini (2018) stated that assertive leaders care about employees' welfare and at the same time pay attention to their organizational and individual development. In addition, he also explained that assertive leadership is one of the main contributors to the development of a psychologically healthy workplace. Purwanto (2012) supported that assertive attitude is suitable to be reflected in leaders' personality since everyone can contribute to the discussion, and assertive behavior becomes an antidote to fear, shame, passivity, and even anger for leaders. According to Lazarus (Fensterheim, 1980), assertive attitudes arise because of emotional freedom and effective, supportive conditions which include: a) stating personal rights, b) doing something to get those rights, and c) doing this as an effort to achieve emotional freedom.

The purpose of this study was to determine the effect of principal's attitude on teachers' performance. To be precise, we were to find out if principal's attitude has a significant effect on teacher performances.

Previous research conducted by Rusdiana, et al (2015) with the title "*Principal Leadership Behavior in Improving Teacher Performance at SD Negeri 2 Lambheu, Aceh Besar District*" explained that there are four principal attitudes affecting teacher performance, namely Policy formulation, Teacher Discipline Improvement Program, Strategies to Improve Teachers' Responsibility, and Principal's Desire to Develop School Achievement (Rosdina et al., 2015).

Another research conducted by Rafid & Agustinus (2019) on "*Principal's Performance in Improving the Quality of Educators at State Senior High School 1 Latambaga, Kolaka*". In the journal, some points were highlighted as follows: 1) Principal's performance, in general, has shown good and optimal performance and has met the standards and indicators that have been set in *Rencana Kerja Sekolah (RKS)* as principal's plan in carrying out the programs and increasing teachers' quality at school, 2) several factors affect the performance of the principal in improving teachers' quality, including the geographical condition, the teachers who teach subjects different from their educational background, and a conducive environment, 3) Principals have made efforts to improve the quality of Educators through empowerment activities and school programs such as supervision, *Musyawarah Guru Mata Pelajaran (MGMP)*, self-evaluation (EDS), In-house Training (IHT), and entrepreneurial activities intended for teachers and students (Rafid & Tinus, 2019).

Furthermore, research conducted by Herawan (2015) entitled "*Kinerja Kepala Sekolah Sebagai Instructional Leader*" explains, in carrying out learning leadership, school principals will devote most of their time to improving and developing the quality of learning, developing the curriculum, evaluating and developing teachers' performance, facilitating and serving teachers and students well, developing conducive learning culture, and coordinating with teachers, students, and parents to improve learning quality (Herawan, 2017).

## RESEARCH METHODOLOGY

This study employed a quantitative approach with correlational and *ex post facto* methods. The purpose of using the *ex post facto* method was to examine the possibility of causal relationships by observing the existing effects by looking for factors that might be the cause through specific data.

This study examined the causal relationship by observing the performance of the teacher, by looking for factors that influence (the cause) seen from the principal's attitude.

The research design regarding the influence of principal's attitude on teacher performance can be illustrated in Figure 3.1. This table showed that there were variables influenced and affected. Furthermore, the researchers grouped these variables into independent variables and dependent variables. The research was conducted in a senior high school in South Tangerang, with the study being carried out from July to September 2019.

The population in this study were teachers and principals of senior high schools in South Tangerang, both performing as civil servants and non-civil servants. Sampling techniques employed in this study was the Probability Sampling technique, which provides equal opportunities for each member of the population to be selected as sample members by proportional random sampling. The samples were taken randomly without regard to the existing strata in the population (this was done because the population was assumed to be homogeneous, namely teachers and high school principals in South Tangerang, for all populations in a school).

The instrument employed in this research was a close-ended questionnaire in which respondents only had to choose the answers provided by the researchers. Moreover, data analysis technique employed in this study was descriptive statistical analysis, prerequisite analysis test, and final analysis or hypothesis testing. The final analysis technique was used to test the hypothesis and conclude the research results. The final analysis technique in this study was done through several analytical techniques, namely correlation analysis, simple regression analysis, and determinant coefficients.

## RESULT

The questionnaire for principal's attitude variable consisted of 26 questions. The highest answer score was 4 and the lowest was 1, therefore, the highest possible score to be achieved is  $26 \times 4 = 104$  and the lowest score is  $26 \times 1 = 26$ . The following was a descriptive statistical table of the results of processing the principal attitude questionnaire data using SPSS 16.

**Table 1. Descriptive Statistics**

	N	Min.	Max.	Mean	Std. Deviation
Principal's attitude	32	62.00	103.00	87.6875	10.10410
Valid N (listwise)	32				

From the results of data collection that have been done, the highest score for principal's attitude variable was 103 and the lowest score was 62. The results of statistical descriptive analysis obtained the mean value of 87.68 with the standard deviation of 10.10. Principal's attitude function variable consists of six variables, namely Principal as Educator, Principal as Manager, Principal as Administrator, Principal as Supervisor, Principal as a Leader, Principal as Innovator, and Principal as Motivator. The following are the results of principal's attitude category.

**Table 2. Results of the Principal's Attitude Category**

Number	Criteria	F	Percentage
1	Very high	26	81 %

2	High	6	19 %
3	Medium	0	0
4	Low	0	0
<b>Amount</b>		32	100 %

The table above showed that twenty-six high school teachers in South Tangerang (81%) have an assessment of principal's attitude in the 'Very High' category, and the rest six respondents (19%) were in 'High' category. From the table above, it can be seen that those who have an assessment of principal's attitude in the low category are 0%.

The questionnaire for the Teacher Performance variable consisted of 18 questions. The highest answer score was 4 and the lowest answer score was 1, therefore the highest possible score to be achieved was  $18 \times 4 = 72$  and the lowest score was  $18 \times 1 = 18$ . The following was a descriptive statistical table of the results of processing Teacher Performance questionnaire data using SPSS 16.

	N	Minimu m	Maximu m	mean	Std. Deviation
Teacher Performance	32	54.00	72.00	62.8438	5.39480
Valid N (listwise)	32				

From the results of data collection above the highest score for the teacher, performance variable was 72 and the lowest score was 54. The results of the statistical descriptive analysis obtained the mean value of 62.84 with the standard deviation of 5.39. The teacher performance function variable consists of four variables: Pedagogic Competence, Personal Competence, Social Competence, and Professional Competence. The following are the results of teacher performance categories.

Number	Criteria	F	Percentage
1	Very high	28	88 %
2	Higher	4	12 %
3	Currently	0	0
4	Low	0	0
<b>Amount</b>		32	100 %

The table above showed that the respondents, in this case, were twenty-eight (88%) high school teachers in South Tangerang have an assessment of teacher performance in the 'Very High' category and four (12%) respondents were in 'High' category. Moreover, from the table above,

those who have an assessment of teacher performance in the low category were 0%. The following were the results of calculations for all variables presented in the following table:

**Table 5. Tests of Normality SPSS Analysis Results**

Data	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
	s			s			
Scor	Principal's attitude	.121	32	.200*	.943	32	.094
e	Teacher Performance	.112	32	.200*	.950	32	.147

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

**Table 6. Data Distribution Normality Test Results**

	Questionnaire	
	Principal's Attitude	Teacher Performance
<b>N</b>	32	32
<b>Shapiro-Wilk</b>	0.094	0.147
<b>Decision</b>	H <sub>0</sub> accepted	H <sub>0</sub> accepted

Based on table 6, the score of principal's attitude questionnaire data for the Shapiro Wilk normality test has a score of  $p$ -value (Sig.) = .094 >  $\alpha$  = .05 so that H<sub>0</sub> is accepted at a significance level of 5%. Therefore, it can be concluded that the score of principal's attitude questionnaire data was normally distributed.

The score of the Teacher Performance questionnaire data for the Shapiro Wilk normality test has a score of P-value (Sig) = 0.147 >  $\alpha$  = .05 thus H<sub>0</sub> is accepted at a significance level of 5%. Therefore, it can be concluded that the score of the Teacher Performance questionnaire data was normally distributed.

Based on the results of the Shapiro Wilk normality test, the questionnaire data scores of the two variables have a normally distributed score, therefore it can be continued with the homogeneity test of the scores.

Based on the results of the study, principal's attitude was an effort made by the principal in implementing high school management in South Tangerang to influence and empower all resources in the school to achieve the vision of the school and mission effectively and efficiently. In other words, principal's attitude was an action taken to coordinate and give direction to the teachers who were members of the group to achieve predetermined goals. As a principal, he must act according to his duties as a leader by carrying out functions as educators, managers, administrators, supervisors, leaders, innovators, and motivators.

In testing the hypothesis, there was a significant relationship between principal's attitude and teacher performance. This means that if principal's attitude was good in carrying out their

functions, the performance of the teacher will also increase. Principal's attitude in carrying out their duties as an educator, a manager, an administrator, a supervisor, a leader, an innovator, and a motivator was among the influential factors in improving teacher performance. We could say, the better the principal's leadership, the higher the teachers' performance.

The following is a table of percentage scores for the attitude assessment of high school principals in South Tangerang:

<b>Category</b>	<b>Percentage</b>
<b>Principal as Educator</b>	93.7 %
<b>Principal as Manager</b>	83.9 %
<b>Principal as Administrator</b>	83.9 %
<b>Principal as Supervisor</b>	81.6 %
<b>Principal as a Leader</b>	86.2 %
<b>Principal as Innovator</b>	78.5 %
<b>Principal as Motivator</b>	86.3 %

Based on the table above, the variable affecting teacher performance the most was principal as an educator with 93.7%. Moreover, other variables following the principal as an educator were principal as a motivator (86.3%), a leader (86.2%), a manager and administrator (83.9%), a supervisor (81.6%) and an innovator (78.5%).

The following is a table of the percentage of teacher performance scores in South Tangerang.

<b>Category</b>	<b>Percentage</b>
<b>Pedagogical Competence</b>	87.89%
<b>Personal Competence</b>	89.84%
<b>Social Competence</b>	85.16%
<b>Professional Competence</b>	80.86%

Based on the above table, Personal Competence has the highest rates with the score of 89.84%, followed by pedagogic competence with 87.89 %, social competence with 85.16%, and professional competence with 80.86%.

## **DISCUSSION**

From the results above, it can be summarized that the 'Principal as an Educator' has a greater influence on teacher performance in the high school in South Tangerang area. This variable includes the capacity to improve teacher professionalism, motivate teachers to be disciplined, develop the personality (mental, moral, physical, and artistic) of the teacher. In other words, as an educator, the principal had shown an attitude of providing opportunities for teachers to increase

knowledge about learning materials, aiming to improve the quality of teaching and learning activities that provide the greatest opportunities for students.

Based on the data from the analysis questionnaire, most teachers stated that the principal often allowed teachers to improve their knowledge on Information, Communication, and Technology (ICT) for learning. It is believed that teachers having ICT skills may have an impact on learning activities and provide opportunities for students to broadly explore their knowledge. Principal's attitude to motivate teachers to be disciplined and obey the rules applied in carrying out teaching duties is a form of habituation of discipline in teaching which will result in a maximum learning process and accordance with the learning design prepared by the teacher. Another variable is that the principal fosters teachers to present themselves as honest, noble, and role models for students and the community to improve the teachers' professionalism.

However, based on the results of the research on principal's attitude and its effect on teacher performance, principal's attitude as an innovator obtained the smallest rates of 78.5%. Variables of the principal's attitude as an innovator include the ability to find/expose new ideas for school improvement and the ability to carry out the actions.

The principal is an additional duty, while their function is essentially a teacher. The soul of an educator remains adhered to the personality of the principal, as can be seen from the responsibility and creativity of the principal in teaching, such as a) completely loves the profession as an educator, b) loves the world of the children to understand their behavior according to their emotional development, and c) seeks to improve teachers' professionalism of by giving a model on how to be a good and professional educator. Principals who can carry out their functions and act as educator, manager, administrator, supervisor, leader, innovator, and motivator are expected to possess exceptional leadership skills.

In other words, based on the results of data analysis, it is known that the quality of principal's attitude was assessed by most high school teachers in South Tangerang to be in the very high category for principal's attitude as an educator, while others assessed the principal's attitude to be in the medium category for the variable of the principal's attitude as an innovator. The results of this study indicate a positive indication because most teachers gave a positive assessment regarding the principal's attitude. Positive assessments from these teachers can be a reflection that the principal has succeeded in being a good leader for high school teachers in South Tangerang so that the principal can deliver the school he leads to the main goal of education which is creating good quality of human resources.

### **Teachers Performance**

The result showed that personal competence obtained the highest rate which reflects that high school teachers in South Tangerang have steady, stable, mature, wise, and authoritative personalities, become role models for students and have noble characters. Therefore, it can be said that high school teachers in South Tangerang have acted following religious, legal, social, and cultural norms, showing mature and exemplary personalities, work ethic, high responsibility, proud in being a teacher, inclusive attitude, objective, and non-discriminatory.

The teacher performance assessment variable that obtained the next highest score was pedagogic competence. Based on the analysis, in general, high school teachers in South Tangerang have recognized the characteristics of students, mastered learning theory and educational principles of learning, developed curriculum, organized educational learning activities, communicated with students, and carried out assessments and evaluations.

The personality competences developed by high school teachers in South Tangerang are developing cooperation and fostering togetherness with colleagues without paying attention to existing differences (for example ethnicity, religion, and gender), respecting and appreciating colleagues according to their respective conditions and existence, behaving politely in speaking, appearance, and action, towards all students, parents, and colleagues, managing learning that can prove that teachers are respected by students, starting and ending lessons on time, fulfilling all teaching hours, asking for permission and notifying in advance by providing valid reasons and evidence if you do not attend the planned activities.

Generally, the results of the analysis of teachers' performance assessment in South Tangerang are considered good. The teachers have carried out their duties by the principles of proper learning. They feel that they have educated, taught, guided, directed, and trained well and assessed and evaluated very well. The principal has also played his role well as an educator, manager, administrator, supervisor, leader, innovator, and motivator. The existence of a significant correlation between principal's attitude and teachers' performances in South Tangerang shows that there is a positive influence between principal's attitude and teachers' performance. Therefore, it can be said that a good principal's attitude can improve teacher performance.

### **The Influence of Principal's attitude on the Teachers' Performance**

The hypothesis in this study, which stated that the principal's attitude has a significant effect on teachers' performances in South Tangerang, is accepted. This is indicated by the significant value in the regression test, which is smaller than the significance level, which is  $<0.05$  and the  $t_{\text{count}}$  value is greater than the  $t_{\text{table}}$ , which is  $4.760 > 2.04$ .

The results of the study showed that principal's attitude had a significant effect on teachers' performances, which was statistically proven. Based on the results of statistical tests and the results of the two categories of variables, it can be concluded that the higher the principal's attitude quality, the higher the teacher's performance. The principal's attitude has an effective contribution to teacher performance of .53, which means that the principal's attitude can explain the teacher's performance variable by 53%.

Based on the average percentage of principal's attitude score and teacher performance, the principal who acts as an educator has a significant influence of 93.7%. Meanwhile, result from teacher performance scores, personal competence becomes the highest variable. It can be concluded that principal's attitude that can significantly affect teacher performance is principal's attitude as an educator.

### **CONCLUSION**

Based on the results and discussion, hypothesis testing which included correlation test, simple regression test, and coefficient of determination as well as the results and the discussion, it can be concluded as follows: *First*, there was a significant influence of principal's attitude on teachers' performances; That the value of the correlation coefficient generated is .079 shows that principal's attitude has a significant correlation with the resulting teacher performance.

*Second*, the amount of the influence of principal's attitude on teachers' performances in South Tangerang is 43%, while the remaining 57% of teacher performance was influenced by other factors beyond the principal's attitude. This is proven by the calculation of the coefficient of determination through SPSS version 16.

*Third*, principal's attitude that can significantly affect teachers' performance was the principal as an educator. This is represented by the act of the principal by providing opportunities for teachers to increase knowledge about learning materials, motivating teachers on fostering disciplines to carry out teaching duties, and fostering teachers to present themselves as honest, noble, and role models for students and the community.

This study, finally, concludes on our limitation of the study that further research could expand further related to the geographical scopes. Further data collection such as interview or in-depth focus group discussion would be another enrichment to the discussion.

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