

Professional Performance Of Public High School Teachers In Sekayu City (As a Result of Strategic Planning and Principal Leadership)

Fatmawati^{1*}, Edi Harapan², Rohana²

¹SMA Negeri 1 Sekayu

²Universitas PGRI Palembang

*Corresponding author. Email: fatfatma83@gmail.com

Abstract

The purpose of this study was to determine, describe, and analyze the effect of strategic planning and principal leadership on the professional performance of public high school teachers in Sekayu City. This study used quantitative research methods through a population of 162 teachers with a sampling technique using Probability Sampling to obtain a total sample of 115 teachers. Data collection techniques used observation and questionnaires. The data analysis technique used the t test and F test. This study resulted that: 1) there was a significant influence between strategic planning on the professional performance of public high school teachers in Sekayu City by 20.3%; 2) there was a significant influence between the leadership of the principal on the professional performance of the teachers of SMA Negeri in Sekayu City of 35.9%; 3) there was a significant influence between strategic planning and principal leadership together on the professional performance of public high school teachers in Sekayu City by 39.4% and the rest was influenced by other factors.

Keywords: *Strategic Planning, Principal Leadership, Teacher Professional Performance.*

INTRODUCTION

School as a formal education organization aims to form a person with a personality in developing students' intellectual. Educational organizations in school need to be developed as a learner organization in order can deal with changes and uncertainties as it is characteristic of modern life. An absolute requirement for creating a learning organization is the creation of a learner society within the organization itself. Considering that the performance of an organization is a product of the collective performance of all the elements in it. One of the elements in school is the teacher.

All other components, starting from the curriculum, infrastructure, costs, and so on, will not mean much if the main point of learning, namely the interaction of teachers with students, is not qualified. Other components, especially the curriculum, will be more useful when it is implemented by the teacher.

States that teacher performance is the result or output of the process or ability of the teacher's work application in its real form, namely the work or series of activities carried out by the teacher in teacher assignments showing the ability to achieve certain predetermined prerequisites [1].

This statement is supported by the results of research from, which states that teacher performance means that there is a competency ability shown in the form of behavior that can complete work on time (efficiency), be creative, innovative, and responsible for completing his job [2].

Furthermore, Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, in Chapter 1 Article 1 states that: Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education pathways of formal education, basic education, and secondary education. The law also explains that: Professional is a job or activity carried out by a person and becomes a source of living income that meets certain

quality standards or norms and requires professional education. line with that, argues that professional teachers are teachers who have skills in education, expertise in their subject, and can motivate students to optimize their potential to achieve the educational standards [3].

In the context of educational institutions, strategic planning must be seen as a school effort in building and developing future schools in the short, medium, and long term. Every educational institution requires strategic planning by compiling a vision, mission, goals, objectives, methods, programs, and activities.

Argues that strategic planning is the process of formulating, implementing, and evaluating decisions that allow the organization to achieve its goals. It confirmed that as a type of planning, the existence of strategic planning covers a broad spectrum of activities and takes a long time to realize, and must be supported by good resources [4].

Strategic planning in schools is carried out using a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) which are useful for seeing strengths, weaknesses (internal factors of the school organization), and opportunities and threats/challenges (external factors of school organization). Finally, it will be known where the school is, where the school is going, and what crucial problems are being faced. Then a strategic plan is made to reach a better future to answer the increasingly dynamic and complex external challenges of schools.

Furthermore, one thing that needs to be considered to achieve high teacher performance is a leader who can anticipate changes that occur in the world of education. Improve teacher performance, principals need to pay attention to factors that affect teacher achievement as subordinates [5].

Good principal leadership must be able to strive to improve teacher performance through a program to increase the capacity of educational personnel. The principal is an educational leader at the educational unit level who must have a strong leadership foundation [6].

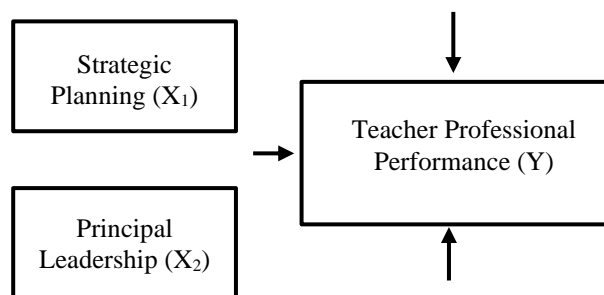
In teacher development, there are many obstacles faced by various schools. One of them is an offense of work discipline. These offenses can be known by teachers who are not yet disciplined in work, such as being late to the class, end up the teaching and learning activities earlier than the time, absent, not make the lesson plan, not use standard assessment for learning evaluation, and not participate in training activities, etc. In this condition, the ability of the principal as the manager of educational institutions is needed.

The principal as the top manager have a big effect on the progress and setbacks of a school, the course of the teaching and learning process, then also provides good guidance and direction and service to all school personnel, to create a comfortable and harmonious atmosphere. In this study, researchers specifically examined the "PROFESSIONAL PERFORMANCE OF SENIOR HIGH SCHOOL TEACHERS IN SEKAYU CITY (As a Result of Strategic Planning and Principal Leadership)".

METHOD

Types of research

This research was conducted with the aim of analyzing the effect of strategic planning and leadership of the principal on the professional performance of teachers in SMA Negeri in Sekayu City. The method used in this research was a quantitative method with the Ex Post Facto research approach. Ex post facto research is past research, namely research on variables whose events have occurred before the research was carried out. Data analysis techniques included descriptive data analysis, prerequisite testing and hypothesis testing [7].



Picture 1. Research Framework

Research Subjects and Data

Research used an instrument in the form of a questionnaire. The questionnaire was used to measure the strategic planning variables, principal leadership and teacher professional performance using a Likert scale consisting of five alternative answers. Before being used for research, the questionnaire was first tested for the validity of the construct by expert assessors, namely supervisors and people who were considered experts. After the questionnaire was validated in the construct, the questionnaire was tested on 20 teachers outside the sample to determine the validity and reliability of the questionnaire. This was intended to make it easier to separate between the trial sample and the research sample. The next step was to conduct research on 115 senior high school teachers in the Sekayu. The data analysis technique used simple regression analysis and multiple regression using SPSS For Windows version 26.0.

RESULTS AND DISCUSSION

Table 1. Result of Determinant Coefficient

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.636 ^a	.404	.394	6.245

a. Predictors: (Constant), principal's leadership (X₂), strategic planning (X₁)

These results support the hypothesis that there was an effect of strategic planning and principal leadership on teacher professional performance. The coefficient of determination (Adjust R Square) is 0.394, which means that the influence of the independent variables (strategic planning and principal leadership) on the dependent variable (teacher professional performance) is 39.4%, while the remaining 60.6% is influenced by other variables not examined in this research.

The research results, it is known that there was an influence of the principal's leadership (X₂) towards teacher professional performance (Y). It showed by the t-count value of 6.047 which is greater than the t-table value of 1.98137 with a significance value of 0.01 less than 0.05. These results support the hypothesis that there is an effect of principal leadership on teacher professional performance. Based on the results of the calculation of the regression equation based on the coefficient table, if the coefficient value of the principal's leadership variable (X₂) increases by 1 unit score then the professional performance of the teacher (Y) will increase by 0.306. Judging from the results of the study, the independent variable (independent) of the principal's leadership obtained the respondent's answer with the highest score is the indicator of the guidance function in statement item number 2 "The principal provides important information to teachers and students about school activities". The criteria for respondents are very good because in general the information and direction from the school principal play an important role in the sustainability of activities carried out in the school environment. This is also evidenced by the results of the principal leadership implementation that has been implemented in public high schools in the city of Sekayu.

Table 2. F Test Result (simultan hypotesist)

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2964.304	2	1482.152	38.009	.000 ^b
	Residual	4367.383	112	38.994		
	Total	7331.687	114			
a. Dependent Variable						
b. Predictors: (Constant),						

Based on the research results, there is an effect of strategic planning (X1) and principal leadership (X2) on teacher professional performance (Y). It was shown by the F count value of 38.009 which is greater than the Ftable value of 2.69 with a Signification value of 0.000 less than 0.05.

This study resulted that to improve teacher professional performance, the role of strategic planning is expected to make a positive contribution, by carrying out the formulation of strategic planning that is measurable and according to the needs in the field which aims to provide an overview of the goals that must be achieved by the teacher, so that is expected to improve the professional performance of teachers, especially in terms of teaching.

Another factor that influences the professional performance of teachers is the leadership of the principal given the importance of the leadership function in an organization, which binds a group together and provides motivation towards certain goals. The leadership of the principal is also one of the factors that influence the improvement of teacher professional performance, especially in the teaching discipline. One of the goals of the implementation of supervision is to raise and encourage the enthusiasm of teachers in carrying out their duties as well as possible to determine the direction of the relationship between the dependent variable and the independent variable whether each independent variable is positively or negatively related and to predict the value of the dependent variable if the value of the independent variable has increased or decreased. The results of the multiple correlation linear regression test using the SPSS version 26.0 program, which can be seen in Table 3 below.

Table 3. Multiple Correlation Linear Regression Test Results

Model		Unstandardized Coefficients		Std Coef	Sig.
		B	Std. Error	Beta	
1	(Constant)	35.841	5.073		.000
	Strategic planning (X ₁)	.184	.067	.226	.007
	Principal leadership (X ₂)	.360	.060	.498	.000

The research results show that strategic planning and principal leadership have a significant effect on teacher professional performance, the regression equation is $Y = 35.8 + 0.184 X_1 + 0.360 X_2 + e$ (0.05), which means that if the strategic planning increases by one unit then the professional performance of teachers will increase by 0.184 and an increase in the leadership of the principal by one unit will also increase the professional performance of teachers by 0.360 at a constant of 35.8. So, the conclusion is both strategic planning and principal leadership affect the professional performance of high school teachers in Sekayu City.

That leadership is a process in influencing the activities of a person or group to achieve goals in certain situations [8]. Leadership will occur when in certain situations a person influences the behavior of others both individually and in groups. In line with this opinion, suggest that effective principal leadership is leadership that can optimally empower all the potential existing in the school so that teachers and other employees are involved in achieving the goals and objectives set by the school [9].

Thus, a leader should inspire and be good role models for teachers to create teacher professional performance. Explains that leadership is an activity of a leader to influence others, both individually and in groups so they can consciously and willingly achieve common goals. The ability to influence others is what distinguishes a leader from a non-leader [10].

Leaders who have carried out their functions, ranging from planning goals to be achieved by teachers in schools, setting teacher work standards, providing guidance to teachers through coaching, encouraging teachers to provide school development advice, maintaining good relationships with teachers, encouraging teachers, relieves tensions in schools, can resolve disputes that arise in schools, provide accurate information to teachers, receive information from teachers and evaluate teacher performance, one of which is by implementing principal leadership programs regularly and continuously to improve teacher discipline in teaching.

The performance of a teacher is said to be good if the teacher can master and develop learning materials, creative in delivering learning, able to show high commitment to teaching tasks, discipline in work, collaborating with all school members, and has a good personality that could be role model for students.

The success of the learning process depends on several factors, including the teacher. The teacher plays a very important role in the success of the learning process. The example of a teacher as an educator is needed. There are still many teachers who do not teach on time, and it cannot be tolerated. For this reason, the principal as the school leader needs to take an action to improve the professional performance of teachers. Observing the habits of teachers whose professional level is still low, the principal as the leader has the idea of changing the culture through strategic plans that he makes as a leader. If the teacher is professional in teaching, students will be well motivated and the goals can be achieved.

CONCLUSIONS

Based on the results of data analysis, hypothesis testing, and discussion, it can be concluded that: There is a positive and significant influence of the strategic planning variable on teacher professional performance by 20.3%, meaning that the better the strategic planning, the higher the professional performance of the teacher. There is a positive and significant influence of the principal's leadership variable on the professional performance of teachers by 35.9. It means that the better the leadership performance of the principal, the higher the professional performance of the teacher. There is a positive and significant influence on the strategic planning and principal leadership variables together on the professional performance of teachers by 39.4%. Based on the research results, the influence of the principal's leadership on teacher professional performance is greater than the effect of strategic planning.

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