

The Influence of School Leadership Behavior and Teacher Work Ethics on Teacher Performance in Private Vocational Schools, Air Kumbang District

Samsuri^{1*}, Edi Harapan², Dessy Wardiah³

¹SD Negeri 18 Air Kumbang
^{2,3}Universitas PGRI Palembang
Email: samsuris457@gmail.com ,

Abstract

This study aims to determine and describe the influence of principal leadership behavior and teacher work ethic on teacher performance in public elementary schools in Air Kumbang district. With quantitative research methods. The method used is descriptive quantitative method used to process data characteristics related to the average number, look for percentages, and present interesting, easy-to-read data. Data in the form of a questionnaire is classified as quantitative data. The technique of collecting data in this research is through a questionnaire. The results showed that; (1) there is an influence of principal leadership behavior on teacher performance (2) there is an influence between work ethic on teacher performance. (3) there is an influence between the principal's leadership behavior and work ethic together on teacher performance. These findings provide evidence that an increase in principal leadership behavior and work ethic will have an impact on improving the performance of SD Negeri Air Kumbang District teachers.

Keywords: *Leadership, Etos and Performance*

INTRODUCTION

Article 3 of Law No. 20 of 2003 concerning the National Education System states that national education functions to develop capabilities and shape the character and civilization of the nation with dignity in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, competent, creative, independent, and a democratic and responsible citizen. The implication is that the development of national education is faced with three main challenges, namely: Equitable distribution and expansion of access; Increasing the quality, relevance and competitiveness, as well as improving governance, accountability and public image related to the efficiency of education management.

Education is the basic capital for creating high productivity Human Resources. [1] the problem of high and low productivity concerns the overall goals of education which is reflected in the output of education, in this case it is related to the whole process of structuring and using resources to achieve educational goals effectively and efficiently. In order to prepare quality graduates to face the processes and dynamics of life in society, as well as global competition, education is seen as a process of quality improvement, life improvement that is able to change knowledge, skills and attitudes as well as behavior through the learning process. In this regard, it is necessary to improve and increase educational productivity.

[2], pointed out the factors that reduce productivity, namely: the performance of school principals who do not have a clear vision and mission; a school organizational culture that is not yet conducive; teacher competence is not optimal. In other words, Rois's[2], research confirms that education productivity will increase if it takes into account the

increase in school capacity in terms of leadership, organizational culture and teacher performance. Leadership is an important dimension in school productivity. In terms of improving the quality of the learning process, it will very much depend on school management and the teaching / approach applied by the principal's strategy. Therefore, leadership is an activity to influence other people to be willing to work to achieve predetermined goals.

In addition, teachers are a very important resource in education compared to other resources. Teachers are role models for society, not only for their students, but also for their profession, environment, and for the nation itself. The presence of teachers in the learning process at school still plays an important role. This role cannot be replaced and taken over by anything. This is because there are still many human elements that cannot be replaced by other elements. The teacher is a very dominant and most important factor in formal education in general because for students teachers are often used as role models and even self-identification figures.

In connection with the explanation above, a teacher in carrying out his educational duties must have a work ethic as a professional educator. Work ethic can be defined as the concept of work or work paradigm that is believed by a person or group of people to be good and true which is manifested through their typical work behavior. Work ethic is a mental attitude containing a value system that concerns individual perceptions in carrying out their work which teachers must always understand. A teacher in educating must also have a high work ethic as an educator so that quality performance can be realized. The teacher's job has been aligned with other types of work that have previously been considered professional work. Therefore,

Work ethic refers more to the quality of personality which is reflected in the full performance of the work in various dimensions of life. This confirms that there is a link between work ethic and teacher teaching performance. Based on the results of Balitbang data, the percentage of teachers who do not teach is still quite high, especially at the elementary level, namely around 609,217 people both at public and private schools. This phenomenon also occurs in SD Negeri Air Kumbang District. This is evidenced by the results of research by Fajriani, Santoso, & Ngadiman[3], which state that there is a significant contribution of independent variables to the dependent variable either simultaneously or partially. The higher the level of the principal's leadership style and the teacher's work ethic, the higher the teacher's performance, and vice versa, the lower the principal's leadership style and teacher's work ethic, the lower the teacher's performance.

In addition, the results of research related to the factors that influence teacher teaching performance as stated above, have been many studies that prove this theory. [4], explaining the findings of his research, that the success of teachers in carrying out the learning process is due to the high teacher's ability and enthusiasm; guidance given by the principal on a regular basis both at school by utilizing school meetings and in clusters by enabling KKG meetings; the ability of the principal in carrying out supervision so that he can supervise and control the implementation of learning through class visits and group discussions.

Based on observations as a preliminary review conducted by researchers on July 20, 2020, the phenomena that occurred in the field showed that the principal's leadership and teacher work ethic are very important factors in improving teacher performance to achieve the quality of education in each school. In addition, the teacher's internal factors related to professionalism have not yet reached an optimal level. The duties of the teaching profession, such as planning, implementing, evaluating / evaluating the teaching and learning process, teacher training that has not contributed much, unsystematic teacher coaching, low work ethics, inappropriate leadership behavior of school principals will lead to sub-optimal teaching performance.

Research by Firmawati, Yusrizal and Usman[5], entitled "The Influence of Principal Leadership and Work Motivation on Teacher Performance" This study aims to determine the effect of principal leadership and work motivation on teacher performance at SMA Negeri 7

Banda Aceh. This research uses a quantitative approach with associative methods. The data analysis technique used to test the hypothesis is simple and multiple linear regression analysis, t test and F test. The results showed that: 1) There is a significant influence between the principal's leadership on teacher performance by 35.8%. This means that the two variables can go hand in hand, the more conducive the principal's leadership is, the better the level of teacher performance; 2) There is a significant influence between work motivation on teacher performance, namely 99.3%. This means that the work motivation of the teacher will affect the activities of teachers in school to achieve maximum teacher performance. High motivation will also encourage teachers to develop creativity and actualize all abilities and energy they have in order to achieve maximum achievement; and 3) There is a significant influence between principal leadership and work motivation on teacher performance by 96.8%. The two variables, namely the principal's leadership and work motivation go hand in hand with the teacher performance variables, meaning that the better the principal's leadership and work motivation, the higher the teacher's performance. So it can be concluded that the leadership of the principal plays a role in teacher performance at SMK Negeri 7 Banda Aceh. When compared with this study, the research conducted by Firmawati, Yusrizal and Usman has similarities in the research object of variable X1, the approach to research methods, and data collection techniques, while the differences lie in variable X2 and the sampling technique.

[6], entitled "Principal Leadership Behavior in Improving the Performance of Educators and Education Personnel (Multicasus Study at SMPN 1 Tulungagung and MTSn Tulungagung). This research is a field research (field research) with a qualitative descriptive research approach and uses a multi-case design. The results of this study indicate the influence or contribution of the principal's leadership behavior in providing motivation to improve the performance of educators and education personnel. When compared with this study, the research conducted by Ashariyah has similarities in the object of research and differences in data collection techniques and research approaches.

METHOD

The method is the way or the path taken to achieve the goal. [7], the research method is the method used by researchers in collecting research data. The method used in this research is quantitative descriptive research method. The method used in the quantitative approach. For this research approach using a quantitative research approach, as suggested [8], that quantitative research methods are defined as research methods based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, quantitative / statistical data analysis, with the goal to propose a predefined hypotension. In this study, the quantitative research variables tested consisted of principal leadership behavior and teacher work ethic on teacher teaching performance, then all data obtained were processed and processed with quantitative analysis. Based on the number of population used, if the population is 262 people, the sample for this study is. This homogeneity test is necessary to ascertain whether the data comes from a homogeneous population. Based on the value of Asymtotic Significance obtained. Furthermore, the linearity test is used to determine whether the path obtained is "meaningful" when it is used to make conclusions between the variables being analyzed. Testing the linearity of the independent variables with the variables being analyzed. Interpretation of data linearity is carried out provided that if F counts $< F$ table, then the independent variable and the dependent variable have a linear relationship

RESULT AND DISCUSION

From the empirical data conducted by the researcher, it shows that the significance of the simultaneous test is 6.894, and the significant value is 0.001. Thus, the significance value of F_{count} is $6.894 > F_{table} 3.05$ and the Sig F value is $0.001 < 0.05$. The value of the effect of the three independent variables on the dependent variable is $R 0.486$. This means that the principal leadership behavior and work ethic together have a significant influence on

the performance of teachers in SD Negeri all Air Kumbang sub-districts. From the results of the study, it appears that the principal's leadership behavior and teacher work ethic together have an influence on teacher performance in Air Kumbang District with a correlation coefficient of 0.486. Based on the results of multiple regression analysis, the equation line $Y = 79.932 + 0.062 X_1 + 0.423X_2$ is obtained. From the regression equation, it can be concluded that if the principal's leadership behavior and work ethic are zero, the teacher's performance will be constant at 79.932, if there is an increase in the principal's leadership style by 1 point, there will be an increase in teacher performance by 0.062 and vice versa. If there is a student work ethic of 1 point, there will be an increase in teacher performance by 0.423 and vice versa. The effect given is significant, so H_0 is rejected. So the principal leadership behavior coefficient and work ethic have a significant effect on teacher performance. The magnitude of the influence exerted by the leadership behavior of the principal and the work ethic of the teacher together is indicated by $r_{x_1.x_2.y} = 0.486$. The influence exerted by the principal's leadership and work ethic is significant. In this study, two components, namely the principal's leadership behavior and work ethic, had a significant influence on the performance of teachers in a school, namely 48.60%, which meant that 51.40% of other factors had an effect on teacher performance. The magnitude of the influence exerted by the leadership behavior of the principal and the work ethic of the teacher together is indicated by $r_{x_1.x_2.y} = 0.486$. The influence exerted by the principal's leadership and work ethic is significant. In this study, two components, namely the principal's leadership behavior and work ethic, had a significant influence on the performance of teachers in a school, namely 48.60%, which means that 51.40% were still other factors that influenced teacher performance. The magnitude of the influence exerted by the leadership behavior of the principal and the work ethic of the teacher together is indicated by $r_{x_1.x_2.y} = 0.486$. The influence exerted by the principal's leadership and work ethic is significant. In this study, two components, namely the principal's leadership behavior and work ethic, had a significant influence on the performance of teachers in a school, namely 48.60%, which means that 51.40% were still other factors that had an effect on teacher performance.

In the regression test, it is explained that there is a significant effect of the variable X_1 on Y . Which means that the principal's leadership behavior can directly affect teacher performance. This means that if the principal's leadership behavior has increased, it will have an increasing effect on teacher performance. Principal leadership behavior that is implemented well and is based on the intention and awareness of professionals will certainly improve teacher performance. In line with the theory put forward by Malthis and Jackson (, he said that there are three factors that affect employee performance, namely ability, effort, and organizational support. Efforts that can be made by the principal in improving teacher performance include fostering discipline, motivation, appreciation, and perception. Principal leadership behavior is an individual response as a motivator in an organization to an action that can be observed and has a positive or negative impact on an organization.

The principal as the highest leader who is very influential and determines the progress of the school must have administrative skills, have high commitment, and be flexible in carrying out his duties. Good principal leadership must be able to strive to improve teacher performance through educational staff capacity building programs. Therefore the principal must have the personality or traits and abilities and skills to lead an educational institution. In his role as leadership, the principal must be able to pay attention to the needs and feelings of the people who work so that teacher performance is always maintained. The duties and responsibilities of the principal as educational leadership are related to the school goals to be achieved. For example, describing the institutional goals of the school so that they are easily understood by teachers and other staff, together with teachers and other staff think and plan activities that can support the school's institutional goals, delegate to teachers and other staff in carry out activities that have been planned, encourage and supervise the implementation of tasks that have been delegated. In addition, there are also duties and responsibilities of the principal with regard to creating a pleasant atmosphere so that it can foster the morale of the work of teachers and other staff.

Understand the characteristics of each teacher and other staff in the form of feelings, desires, thinking patterns, attitudes, pleasant working conditions, both physical and social conditions so that they feel at home at school. a good sense of cooperation between the principal and teacher, teacher and teacher, as well as with other staff, so as to create a productive and cohesive working group. a sense of belonging, a sense of an important role, and a sense of being a successful person in each teacher and other staff. It can be concluded from the empirical data obtained and the theory stated above that the leadership behavior of school principals or principals has a very large influence on improving the performance of teachers or employees in public elementary schools in Air Kumbang sub-district. High leadership integrity, discipline, democracy and good will have a positive influence on teacher performance.

The results of this study are in line with those expressed by Ashariyah with the title *Principal Leadership Behavior in Improving the Performance of Educators and Education Personnel*. This research is a field research with a qualitative descriptive research approach and uses a multi-case design. The results of this study indicate the influence or contribution of the principal's leadership behavior in providing motivation to improve the performance of educators and education personnel. When compared with this study, the research conducted by Ashariyah has similarities in the object of research and differences in data collection techniques and research approaches.

Furthermore, Syukri[9], with the title *"The Role of Principal Leadership in Improving Teacher Performance at Nurul Ihsan Junior High School, Tolitoli Regency, Central Sulawesi"*. This study aims to provide an overview of the principal's leadership in improving teacher performance at Nurul Ihsan Tolitoli Junior High School which explains in depth, the procedures and concrete steps of the principal in improving teacher performance at Nurul Ihsan Middle School as well as supporting and inhibiting factors for the role of the principal of Dama to improve teacher performance in Nurul Ihsan Middle School. The results showed that the leadership role of the head of SMP Nurul Ihsan in carrying out his duties with full responsibility, with the aim of improving teacher performance, by taking a normative approach or motivating teachers to always work in accordance with their duties, with expertise in the field of study being taught. desired by the principal in improving teacher performance is to supervise with the approach of deliberation, communication, planning, coordination and evaluation, with this application ultimately all intentions will be realized. Based on the research results, it can be described that to support all the principal's programs in improving performance are external and internal factors, facilities and infrastructure, methods and programs. related or problem solving function, in this function leadership provides advice in solving problems and contributes information and opinions maintenance functions and social functions include: leadership helps the group operate more smoothly, leadership gives approval or complements other group members, for example bridging groups that are having differences of opinion, paying attention to group discussions. An effective leadership is a leadership capable of displaying both of these functions clearly.

If the principal is able to mobilize, guide, and direct the personal appropriately, it will be able to bring the educational institutions under management to optimal success. The leadership behavior of the principal plays a role in creating the reality of the institution and also influences the implementation of high quality education and the formation of positive attitudes and morals. The principal has the main responsibility in structuring a conducive work ethic. The principal as the top leader plays a very decisive role in making policies to develop a work ethic and climate that is conducive to creating success in schools. Education will work well if it is carried out by teachers who are professional and responsible for the learning process. The teacher is the key to success in implementing classroom learning. It can be clearly stated that there is no renewal without going through education, teachers as the pioneers and implementers of school reform. Professional teachers can show productive performance that is needed in the delivery of education because productivity is one indication that must be met in improving the quality of educational institutions in schools. The

results of teacher performance are reflected in the learning outcomes and achievements of students. Professional teacher performance will result in high learning achievement. Therefore, a leader makes efforts to improve performance, among others by conducting supervision, scientific activities, further studies, and teacher performance appraisals. It can be clearly stated that there is no renewal without going through education, teachers as the pioneers and implementers of school reform. Professional teachers can show productive performance that is needed in the delivery of education because productivity is one indication that must be met in improving the quality of educational institutions in schools. The results of teacher performance are reflected in the learning outcomes and achievements of students. Professional teacher performance will result in high learning achievement. Therefore, a leader makes efforts to improve performance, among others by conducting supervision, scientific activities, further studies, and teacher performance appraisals. It can be clearly stated that there is no renewal without going through education, teachers as the pioneers and implementers of school reform. Professional teachers can show productive performance that is needed in the delivery of education because productivity is one indication that must be met in improving the quality of educational institutions in schools.

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This is in line with the research conducted by Baihaqi[10], entitled "The Influence of Principal Leadership Style and Work Motivation on Teacher Performance in Ma Ma'arif Selorejo Blitar". This study analyzes the influence of principal leadership on teacher performance, the effect of teacher work motivation on teacher performance, and principal leadership and work motivation with teacher performance. This study used a correlation design involving 23 MA Ma'arif Selorejo Blitar teachers. The research instrument was a questionnaire. Data were analyzed using descriptive statistics and regression. The results of the descriptive statistical test show that the leadership of the principal at MA Ma'arif Selorejo is in the good category, the competence of MA Maarif teachers is categorized as good, and the performance of MA Maarif teachers is categorized as good.

CONCLUSION

From the results of the study, it can be concluded that there is an influence between the leadership behavior variables of the principal on the work ethic in SD Negeri Air Kumbang sub-districts. This means that the better the leadership behavior of the principal in carrying out his duties and responsibilities, it will have an impact on increased teacher performance. There is an influence between work ethic variables on teacher performance in public elementary schools in Air Kumbang sub-district. This means that the better the work ethic of the teacher in carrying out their duties and responsibilities, it will have an impact on increased teacher performance and there is an influence between the variables of principal leadership behavior and work ethic together on teacher performance.

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