



The Managerial Influence of The Principal on Improving The Performance of Elementary School Teachers In Cluster 2 Plampang District

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Abstract

The background of this research is related to the low performance of elementary school teachers in Cluster 2, Plampang District. The main problem is the ability of the principal's managerial skills in carrying out his functions. The purpose of this study is to determine the effect of the principal's managerial application on teacher performance. This research was conducted using a non-experimental quantitative approach. The population and sample in this study were 62 people. The instrument used in this study was to use a closed questionnaire with answer choices on a likert scale of 4, which means that respondents can only choose one answer. The data analysis techniques in this study are descriptive analysis and simple regression analysis. The result showed: (1) the principal's managerial implementation process towards improving teacher's performance has gone well, (2) there is a managerial correlation of the principal to teacher's performance, as evidenced by the results of the counting test of $9,151 > t_{table} 1.66$. The correlation of the principal's managerial influence on teacher's performance was 0.687 in the strong category. The magnitude of the effect of the principal's managerial effectiveness on teacher's performance was 58.3%, (3) there is an influence of the principal's managerial effectiveness on teacher's performance, as evidenced by the results of the paired sample t-test showing that the significance amounts to $0.000 < 0.05$, so there is a noticeable or significant difference between the principal's managerial influence on teacher performance. The research advice is for the headmaster to continuously improve his managerial skills, and for teachers it is advisable to always improve his performance.

Keywords: Principal Managerial, Teacher Performance.

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INTRODUCTION

Education is the need and demand of society in the hope of being able to realize quality Indonesian people. Formal education is organized by schools, this means that the school is an organization that provides education. To achieve educational goals as expected, it requires good management. As stated in Law number 2 of 1989 article 10 paragraph 2, it is stated that schools as a forum in organizing the teaching and learning process, so it can be concluded that schools are organizations that have the authority to organize the teaching and learning process in order to realize national education goals (Mulyasa, 2009).

Educational institutions need professional management so that the implementation of education can run dynamically, comparatively and productively. Without good professional management, education will be passive, disorganized, easily shaky, threatened by internal conflicts, unable to consolidate, let alone develop outwards (Jamal, 2009). A leader in carrying out the management process has several main functions such as: planning, organizing, actuating, and controlling. (Nanang, 2011) So it can be interpreted that management is a process of planning, organizing, moving, and supervising or controlling as an effort in organizing to achieve its goals.

Management is an action, activity, or action with the specific purpose of carrying out managerial work with four main functions, namely planning, organizing, mobilizing and controlling. Planning includes policies to determine the plans, strategies, programs, policies, procedures, and standards needed to achieve the objectives

Organizing includes policies to group the necessary activities such as determining the organizational structure and the duties and functions of each unit in an organization. and establishing the position and nature of the relationship between each of these units. Actuating is the process of mobilizing all the potential and personal of the organization in carrying out the planned work program. Supervision (controlling) includes preventive activities or to correct errors, irregularities, discrepancies, misappropriations that are not in accordance with predetermined duties and functions.

Along with the development of management, the meaning of management, especially school management, is viewed from a process point of view, namely the process of human cooperation activities in the school system to achieve certain goals. The sequence of processes in this activity is starting from planning, organizing, actuating and controlling which are interrelated and take place continuously (Syaiful, 2010). Management which in its implementation is called managing and the person who performs is called the manager, the individual who becomes the manager handles or carries out tasks that are entirely managerial in nature (George, 2009). Management is a process of activities and tools to direct and guide all the efforts and efforts of an organization to achieve goals.

The problem of teacher performance has a very important influence on the development of education, if the teacher's performance is not good, it will result in the quality of graduates in a school will be less good as well. The poor quality of graduates will result in a gap between the supply and demand for educated labor. With the managerial skills possessed, the principal can build positive teacher performance. Teacher performance in this study is the ability possessed by a teacher in carrying out his duties and functions. Based on the preliminary data obtained, the performance of elementary school teachers in Cluster 2 of Plampang District has only reached 64.52% on average.

Studies and research on the ability of principals to carry out their managerial functions have been carried out. As the research has been done by (Yulia Rahmawati, 2013) about the influence of the principal's leadership on teacher performance in the Economic Education Journal of IKIP Veteran Semarang. This research was conducted at SMK Sandikta Bekasi, West Java. Next up is the research of Jaliah, Happy Fitria and Alfroki Martha (Jaliah et al., 2020) on the influence of principal leadership and principal management on teacher performance in the Journal of Education Research. And there are many other relevant studies that can't all be presented on this page.

Based on the previous study above, the first study emphasized on improving teacher performance through the influence of principal leadership and the results showed that the principal's leadership had a positive effect on teacher performance by 15.1% while the rest was influenced by other factors. Likewise, the second study also focused on improving teacher performance through the influence of leadership and management carried out by the principal. And the results showed that leadership, management, work motivation and principal management had a positive and significant effect on improving teacher performance. Thus it can be explained that this research is a continuation of previous studies and research.

METHOD

This research was conducted using a non-experimental quantitative approach. In this type of approach, free variables do not get treatment from researchers. A suitable method used based on the purpose and character of the research-free variables is the *expost facto* research method. In *expost facto* studies, researchers cannot control free variables directly because the existence of those variables has occurred or the nature of those variables cannot be engineered or manipulated (Nawawi, Hadari, Martini & Mimi 1996). *Expost facto* research aims to identify a causal relationship between free variables and their bound variables (Sukardi, 2013). The population in this study was all principals and teachers of SD Negeri Sepayung, SD Negeri Sinar jaya, SD Negeri Kembang Sari, SD Negeri Buin Rare, SD Negeri Ai Boro, and SD Negeri Labuhan Jontal which totaled 62 people.

The instrument used in this study was to use a closed questionnaire with answer choices on a likert scale of 4, which means that respondents can only choose one answer.

The data analysis techniques in this study are descriptive analysis and simple regression analysis.

Descriptive statistical analysis methods as described by (Sugiyono, 2007) that descriptive statistics are statistics used to break down information by describing the information collected for all purposes and purposes without expecting to cause objectives applicable to the entire population or speculation. The descriptive analysis used in this study is to describe the data with frequency distribution, histogram, measurement of the central value of the mean (mean), mode, median and standard deviation. Meanwhile, simple regression analysis is carried out to determine the degree of relationship between free variables (predictors) and bound variables (criterium) as the basis for hypothesis testing by conducting validity tests and reliability tests.

RESULTS AND DISCUSSION

Principal's Managerial Implementation of Teacher Performance

To see the principal's managerial implementation of teacher performance in Cluster 2 of Plampang District for the 2022/2023 academic year, the author made direct observations through document studies by looking at all types of administration owned by the principal and teacher administration as an effort by the author to obtain data. From this data, the author obtained an overview of the principal's managerial implementation of teacher performance in Cluster 2 of Plampang District for the 2022/2023 academic year through the role of the principal in terms of planning, organizing, leadership and supervision has gone well.

The Effect of Principal Managerial Implementation on Teacher Performance

a. Normality Test

Tabel 1. Normality Test Results

Unstandardized Residual		
N		62
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.00953032
Most Extreme Differences	Absolute	.098
	Positive	.072
	Negative	-.098
Test Statistic		.098
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

As for the basis for decision making is based on probability values, if the probability > 0.05 then the distributed data is normal, and vice versa if the probability < 0.05 then the distributed data is abnormal. Based on table 4.1 above it is proved that in the column ASYMP.SIG is valued at 0.200 > of 0.05. This means that the data is normally distributed. Thus, the assumption or requirement of normality of the regression model has been met.

b. Linearity Test

The linearity test is used to determine whether the linear specification is accurate or not. The general purpose of a linearity test is to find out whether two variables have a significant linear relationship or not.

Tabel 2. Linearity Test Results

			Sum of Squares	df	Mean Square	F	Sig.
Kinerja	Between	(Combined)	979.983	12	81.665	11.643	.000
Guru *	Groups	Linearity	771.184	1	771.184	109.946	.000

		Sum of Squares	df	Mean Square	F	Sig.
Manajerial Kepala Sekolah	Deviation from Linearity	208.799	11	18.982	2.706	.008
	Within Groups	343.695	49	7.014		
	Total	1323.677	61			

Based on the linearity test above, it can be explained that the F Deviation from Linearity test value is 2.706 and the significance value is 0.08. Because the significance value of $0.08 > 0.05$, the relationship between the two variables between the principal's managerial and teacher performance can be concluded to meet the assumption of linearity.

c. Correlation Test

The SPSS 26 program is used to perform statistical calculations for correlation tests. The relationship between a free variable and its bound variable is tested using a correlation test. The following are the correlation test findings:

Tabel 3. Correlation Test Results

		Manajerial Kepala Sekolah	Kinerja Guru
Manajerial Kepala Sekolah	Pearson Correlation	1	.763**
	Sig. (2-tailed)		.000
	N	62	62
Kinerja Guru	Pearson Correlation	.763**	1
	Sig. (2-tailed)	.000	
	N	62	62

** . Correlation is significant at the 0.01 level (2-tailed).

From the results of the correlation test X with Y, a calculated r value of 0.763 with a significance level of 0.000 was obtained. Because the probability (0.000) is much less than 0.05 and obtained the table r value for N = 62 is 0.250. Based on a comparison based on r count and r table. $r \text{ calculate } 0.763 > r \text{ table } 0.250$ then it can be concluded that there is a relationship between the teacher performance variable and the principal's managerial skills variable.

Based on the results of the calculation or pearson correlations in this analysis, it is a positive value of 0.763, meaning that the relationship between the principal's managerial application and teacher performance, with a correlation coefficient of 0.763 in the strong correlation category, which is between 0.610 and 0.800.

d. Anova Test

The anova test is performed to test the influence of a free variable with its bound variable.

Tabel 4. Anova Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	771.184	1	771.184	83.749	.000 ^b
	Residual	552.494	60	9.208		
	Total	1323.677	61			

a. Dependent Variable: Kinerja Guru

b. Predictors: (Constant), Manajerial Kepala Sekolah

Based on the ANOVA test above, a calculated F. value of 83.749 with a significance level of 0.000 was obtained. Since the probability (0.000) is much smaller than 0.05 and based on the Ftable, with the numerator 2 and the denominator $62 - 2 - 1 = 59$, the Ftable is obtained which is 3.153. So $F_{hitung} 83,749 > F_{tabel} 3,153$. Therefore, it can be concluded that the correlation of the principal's managerial application to the teacher performance variables of SD Cluster 2 Plampang District is acceptable.

e. Determination Test

This determination test aims to determine the significant influence between the two variables.

Tabel 5. Determination Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.763 ^a	.583	.576	3.035

a. Predictors: (Constant), Manajerial Kepala Sekolah

In the determination test table above, the determination coefficient value or R Square was obtained, which is 0.583. This means that the principal's managerial variable has an influence on the teacher performance variable by 58.3%. While the rest (100% - 58.3% = 41.7%) is influenced by other unstudied variables that have regression equations, such as: (a) adequate rewards, (b) means of support, (c) security, (d) interpersonal relationships, (e) recognition of status and honor, (f) job satisfaction (Akdon, 2012).

f. T-Test Coefficient and Regression

Berikut hasil uji t dan regresi terhadap pengaruh manjerial kepala sekolah yang diasumsikan memiliki pengaruh terhadap kinerja guru.

Tabel 6. T-Test Coefficient and Regression Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.609	6.698		4.122	.000
	Manajerial Kepala Sekolah	.837	.091	.763	9.151	.000

a. Dependent Variable: Kinerja Guru

Based on the results of data processing as in table 4.6 above, it can be explained that the Sig value for finding the correlation of the principal's managerial variables is $0.000 < 0.05$. Based on the results of the calculated value of $9.151 > t_{\text{tabel}} 1.66$. This means that the correlation of managerial variables of the principal has a positive and significant effect on the performance of teachers in SD Cluster 2, Plampang District. Where $Y = 27.609 + 0.837 X$

Partially, it can be explained that the correlation of principal managerial application (X) has a positive influence on teacher performance (Y) with the double linear regression equation $Y = 27.609 + 0.837 X$.

Based on the test results above, it shows that the managerial correlation of principals with teacher performance is 0.763 in the strong category. The magnitude of the correlation of the effect of X performance on Y is 58.3%. Data from SPSS 26 shows that there are still other variables outside this study that have an influence on teacher performance, which is 41.7%. The correlation value of the principal's managerial influence on the performance of elementary school teachers in Cluster 2 of Plampang District shows a good influence. Based on the results of the t test, it shows that the calculation of $9,151 > t_{\text{tabel}} 1.66$, this means that the correlation of the principal's managerial variables has a positive and significant effect on the performance of elementary school teachers in Cluster 2, Plumpang District. This means that the higher the principal's managerial ability or skills, the better the correlation will be to the improvement of teacher performance.

The Effectiveness of the Principal's Managerial Influence on Teacher Performance Paired Test Sample Test

The Paired Sample T-Test is part of the comparative hypothesis test. This paired sample t-test aims to find out whether there is an average difference between two interconnected samples.

Tabel 6. Paired Samples Test Results

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1	Manajerial Kepala Sekolah - Kinerja Guru	- 15.661	3.089	.392	- 14.877 16.446	- 39.927	61	.000

The table above describes the correlation or relationship between the principal's managerial and teacher performance. Where the significance value amounts to $0.000 < 0.05$, it can be concluded that the managerial influence of the principal has an effective relationship or influence with the improvement of teacher performance.

From the foregoing, it can be concluded that the results of the study illustrate that the managerial application of the principal has a positive and significant effect on improving teacher performance. Additional supporting study findings, such as those conducted by (Dawam, Adolf Bastian, 2022) which indicates (1) that the managerial influence of the principal in the categories of planning, organizing, implementing, and controlling is quite good with an average score of 4,588, (2) with an average score of 4,257, the democratic leadership of the principal in the category of planning, organizing, and implementing is quite good, (3) the preparation, process, and performance assessment of teachers in this category are quite good, with an average score of 4,577, (4) with an average score of 4,532, discipline and responsibility fall into the category of work motivation that is quite good. The findings of this study show that teacher performance has a significant effect on the managerial competence of school principals.

Furthermore, the research conducted by (Rohmah, 2014) proving that there is an influence of the principal's managerial skills on improving the performance of teachers at SMP Negeri 26 Surabaya. Communication of the principal in improving teacher performance is an activity carried out by the principal to convey thoughts, give and receive information by applying modern participatory, providing understanding, correcting misunderstandings and providing motivation to teachers who are delivered directly and indirectly for the teacher to improve his performance. The cooperation of the principal in improving teacher performance at SMP Negeri 26 Surabaya is an effort made so that teachers can jointly provide benefits and influence on teacher performance, these efforts are carried out by determining programs together, dividing tasks and responsibilities according to their respective abilities and helping each other in facing the difficulties faced by teachers.

The conclusion that can be drawn from the description above is that the principal has a significant managerial influence on improving teacher performance. Since the principal's managerial ability is a major factor influencing teacher performance, these findings suggest that the principal as a whole should be able to apply his managerial skills to the fullest.

In the management process, the principal can effectively and efficiently maximize all existing resources, including human resources, natural resources, facilities, infrastructure, finances, and time as a leader. The principal must be able to create and maintain job satisfaction for every school citizen in order to move the group in achieving effective activities.

Because almost all managerial responsibilities are carried out by the principal, education management in the school environment is the principal's workload in utilizing very complex educational resources. Principals must be able to plan, organize, coordinate, and evaluate all school activities and foster a positive work environment with teachers in order to use educational resources effectively.

Based on the theory, the principal's managerial ability is a technical skill in carrying out the duties of a school manager to empower all available resources to achieve school goals effectively and efficiently (Akdon, 2012).

According to (Wiyono, 2020) explained that the dimension of the principal's managerial competence is the ability of a principal to plan, organize, implement, and control school programs. The school program in question contains the preparation of RKS, school financial management, curriculum management, management of facilities and infrastructure, management of new students, management of educators and education personnel, management of school administration personnel, use of ICT and money (monitoring and evaluation).

The dimensions of the principal's managerial competence include: (a) preparing school plans for various plans, (b) leading teachers and education personnel to make optimal use of human resources. (Sudjarwo, 2018).

CONCLUSION

1. Principal's Managerial Implementation of Teacher Performance

The principal's managerial implementation process towards improving the performance of elementary school teachers in Cluster 2 of Plampang District for the 2022/2023 academic year has been running well. The principal's role in implementing the managerial includes: planning, organizing, leadership and supervision as well as guidance through supervision of teachers can provide motivation and enthusiasm so that teacher performance can improve.

2. The Effect of Principal Managerial Implementation on Teacher Performance

There is a managerial correlation of the principal to the performance of elementary school teachers in Cluster 2 of Plampang District. It was proven that the results of the calculation test were $9,151 > 1.66$. The correlation of the principal's managerial influence on teacher performance was 0.687 in the strong category. There is an effect of the principal's managerial correlation on teacher performance, which is 58.3%.

3. The Effectiveness of the Principal's Managerial Influence on Teacher Performance

There is an influence of the principal's managerial effectiveness on the performance of teachers in SD Region Cluster 2, Plampang District. It is proven from the results of the paired sample t-test that the significance amounts to $0.000 < 0.05$, so there is a noticeable or significant difference in the effectiveness of the principal's managerial influence on teacher performance.

RECOMMENDATION

Based on the analysis, discussion and conclusions of the research conducted, the following suggestions are given:

1. So that the Principal can improve his managerial skills continuously by always being open to all parties for the construction and development of the school.
2. So that teachers can develop self-awareness to improve performance, especially in terms of determining the circumstances that affect cognitive learning outcomes, attitudes, and skills of students.

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