

Teachers Leadership and Trust: Its Effect on Teachers Performance

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Abstract- The objective of the research is to verify whether there is direct effect of teachers leadership and trust on teachers performance. The study was conducted at Sukabumi's senior high school by using a survey method with path analysis applied in testing hypothesis and 125 samples selected by simple random sampling. The finding of the research are : (1) There is a direct positive effect of teacher leadership on teacher performance. (2). There is direct positive effect of trust in teacher performance. (3) There is direct positive effect of teacher leadership on trust. (4) There is indirect effect of teacher leadership on teacher performance through trust. Based on these findings, it could be concluded that any changing or variation occurred at teacher performance might have been directly significant effected by teacher leadership and trust, and also indirectly significant effected by teacher leadership. Therefore, when we want to minimize the variation which occurred in teacher leadership, these factors such as teacher leadership and trust are necessary to be taken into account.

Index Terms- Teacher leadership, Trust, Teacher Performance

I. INTRODUCTION

Education enormously contributes to the progress of the nation and the development of national identity. Among many national development agendas, education is one of the most important agendas that is strategic and need more serious attention from all sides, because education is a determinant of the future progress of a nation. The development of the education sector undertaken by the government together with the community is an effort in the implementation in one of the national idea generation, namely the intellectual life of the nation. Education is one investment of human capital, that determines the quality of human resources (HR) of a nation.

The problem of education in Indonesia still needs extra attention, both in terms of government policy and from the internal problems of the school. School as an organization consists of principals, teachers, students and other school residents. Teachers are one of the keys to successful education, especially at the school level. School needs teachers who have good working behavior, quality, and commitment to the school itself.

According to Hary and Burhanudin (2008:72), "there are three main priorities that have been determined by the government to develop education in Indonesia: improving equity and access, enhancing quality and relevance, and strengthening management and accountability"

The extent to which teachers' contribution in realizing school goals is determined by many factors, one of which is the tendency of teachers to demonstrate extra behaviors. This behavior leads teachers to take positive actions that benefit to the school organization. Based on the results of interviews with High School Supervisory Coordinator Sukabumi Education Office, problems that arise in carrying out the duties and functions of teachers is high school teachers in Sukabumi still have teacher performance understanding limitations. Low teacher performance indicator seen by the lack of extra awareness to improve the quality of education through continuous quality learning process, lack of innovation in advancing schools, teachers generally do not have their own initiative to work, there must be special pressure from their superiors to work better , they work only to meet established work standards.

The above problems are believed to be caused by various factors, one of which is trust. Trust is a personality based on honest, courageous, wise and responsible element. High trust can encourage extra role behavior in teachers. Such extra role behaviors can improve organizational effectiveness. The idea generation and goals of the organization will be achieved, the coveted quality will be real and felt by all the citizens of the school and related parties. In addition, other factor affecting teacher performance is teacher leadership. Teacher leadership model is very suitable applied in school because the leadership model that in line with the achievement of teaching and learning process makes teachers showing good attitude and behavior in improving teacher leadership.

This study examines the direct effect of teacher leadership on teacher leadership, the direct effect of trust on teacher performance, the direct effect of teacher leadership on trust, and the indirect effect of teacher leadership on teacher performance through trust.

II. LITERATURE REVIEW

Teachers performance is the behavior of employees who contribute to the organization aims to improve the efficiency and effectiveness of organizational functions. Concept of performance is simple defined by Griffin (2014:78) "performance behaviors are the total set of work related behaviors that the organization expect the Individual to display". And teacher performance is simple defined by Colquitt et. al., (2009:43). "Teacher performance behavior is defined as voluntary employee activities that may or may not be rewarded but that contribute to the organization by improving the overall quality of the setting in which work takes place". Teacher

performance is also elaborated by Stephen P. Robbins and Mary Coulter., (2011:677) define teacher performance as follow; “teacher performance that’s not part of an employee’s formal job requirements, but which promotes the effective functioning of the organization. Example of good teacher performance include helping others on one’s work team, volunteering for extended job activities, avoiding unnecessary conflicts, and making constructive statements about one’s work group and the organization”.

According to Wanida Deepaena, Shotiga Pasiphola and Siridej Sujivaa (2015:273) teachers performance scale can be used to select teachers; it will probably help schools to get teachers that have capabilities in work performance and have organizational commitment. This will impact the organization’s effectiveness in the long run. Based on Schemerhorn.,(2010:336), “teacher performance behaviors is a willingness to go beyond the call duty or go to the extra mile in one’s work.” Support theory Schemerhorn, According to Jahangir (2004:75) “ Successful organizations have employees who go beyond their formal job responsibilities and freely give of their time and energy to succeed at the assigned job

Concept of teacher performance is elaborated by McShane and Von Glinow., (2010:17) “teacher performance is various forms of cooperation and helpfulness to others that support the organization’s social dan psychology context”. According to Campbell and Nelson (2011: 184) teacher performance is defined as “ teacher performance is enhanced most through employee involvement programs aimed at engaging employees in the work organization rather than through employee involvement in employment decisions in operations.” Kreitner dan Kinicki (2010:174) says: “teacher performance consist of employee behaviors that are beyond the call of duty, such gesture as constructive statements about the department expression personal interest in the work of others, suggestion for improvement, training new people, respect for the spirit as well as the letter of housekeeping rules, care for organizational property, and punctuality and attendance well beyond standard of enforceable levels”

Teacher leadership is a person's behavior in communicating the goals of the institution's goals, providing constructive feedback and developing curriculum tailored to the needs of the school. According to Wayne and Cecil.,(2013:439) “Teacher leadership emphasizes the improvement of teaching and learning in the school” technical core. Teacher leaders attempt to change such school factors as curricular content, teaching methods, assessment strategies, and cultural norms for academic achievement”. Then Khan and Ali., (2011:2668) state that “teacher leadership is strongly concerned with teaching and learning including professional learning of teachers, as well as students’ growth”.

Based on Jennifer M. George and Gareth R. Jones (2008:87) : Furthermore, “nothing succeeds like success” and research suggest that because of their success leaders are also able to instill trust or faith in their subordinates. These leaders encourage and support their followers to be innovative and creative and do not as sign blame when things go wrong but encourage them to try again. And when subordinate trust their leaders, this increases members perceptions of procedural justice which in turn, leads

employees to engage in teacher performance that also raise performance.

According to Hoy and Miskel., (2013:312) ”teacher leadership is the principal monitoring student progress, providing constructive feedback, maintaining high academic standards, and performing active observation of teacher. Shared leadership complements the teacher leadership thrust by involving teacher and parents in such school decisions as selecting texts, influencing instruction, allocating school resources and adhering to locally developed school improvement plans. Such leadership provide the driving force for development of four essential support within the school professional capacity, school- learning climate, parent school community ties, and teacher performance guidance. Lunenburg and Irby.,(2006:221) also propose that “the teacher leadership of the principal is a critical factor in the success of a school’s improvement initiatives and the overall effectiveness of the school.

Trust is a part of credibility. Trust is the people characteristic in interacting with their environment, it is identified by the congruity between what they say and what they do. Colquitt et al., (2011:594) propose the “trust as the perception that an authority adheres to a set of accept able values and principles.” Henry Cloud (2008:31) says “trust as (1) the quality of being honest and trustworthy; honest or uprightness; (2) the condition of being whole, not broken into parts.”. Christopher F (2010:12) states that “ trust refer to that is honest and ethical, making personal trustworthy, trust is the a opposite of seeking self- interest at the expense of other, it’s about being honest-no lying, cheating, or stealing.”

Barbara Killinger.,(2010:12) also says that “trust is the quality of being honest and having strong moral principles; moral uprightness. It’s generally a personal choice to upload oneself to consist moral and etical standar.”. The other definition is proposed by Mc Shane and Vow Glinow (2010:362), they state that “trust involves truthfulness and consistency of words and actions, qualities that are related to honest and ethically.”

According to Amena Shahid (2013:58). “people who demonstrate trust derive others to them because they are reliable and dependable. They are ethical and can be relied on to perform in reputable and righteous ways even when no one is observant. It is those traits of an individual that are frequently accommodating, compassionate, lucid, candid, and ethical. The other definition, according to Mc Shane & Vow Glinow is “Trust involved truthfulness and consistency of words and actions, qualities that are related to honest and ethically.”

Leadership reflects the assumption that leadership is concerned with a deliberate process of a person to emphasize his strong effect on others to guide, structure, and facilitate activities and relationships within groups or organizations. Effective teacher leadership is essential for the school's academic press to reach the achievements. Based on that idea generation, it is expected that teacher leadership may effect the performance teacher. In this explanation, teacher leadership can effect school performance. School achievement can be achieved if the teacher gives a good process of learning and teaching, thus improved students' understanding ability that effect to increase academic achievement.

Trust is a part of the credibility dimension. The trust is the one of the key factors affecting the teacher leadership. The trust

people means being consistent in action, understanding values, norms, and principles. People with high trust consistently live on positive values. Teacher leadership consists of people who are positive towards their organization so that to improve the performance (teacher) an employee is expected to have an attitude of trust.

Trust is a very essential attribute that must be owned by a leader, to run the duties and functions of leaders must be trusted by subordinates in order to create a good cooperation. If others know that a leader is dishonest or in some way manipulates for personal gain then the leader will lose their trust. Leadership is the ability to effect others, to be able to effect others, a leader must have a trustworthiness by his employee, because the such trust can affect the performance of members of the organization.

III. METHODOLOGY

The research method used is survey method with a causal approach is characterized by a data analysis technique using path analysis. The nature of the research used to test both direct and indirect effect between variables. Facts studied to see the effect of exogenous and endogenous, ie in the three exogenous variables include (1) Teacher leadership (X₁), (2) Trust (X₂) and Teacher performance (3)

The population in this study is all teacher of senior high schools sukabumi. Sampling frame in this study were 130 teacher of senior high school through a simple random sampling technique. There has been determined that the sample size for this study is 125 teacher. To capture the research data, there is used instrument that is in the form of methods of data collection with the scale of attitude.

This item is developed by researchers and has been tested for validity and reliability. Measurement of the validity of the instrument is using the product moment correlation formula. While the reliability of the instrument is applying an alpha Cronbach formula. The experimental results show that from the 40 points of teacher performance questions, there are 32 points which are valid by the calculation of instrument reliability teacher performance of 0.91, items of the teacher leadership variable are 40 points and there are 29 points which are valid by the calculation of the teacher leadership instrument reliability was 0.92, items of the trust variable are 40 points of questions and there are 30 points which are valid by the calculation of reliability of the trust instrument was 0.90. Based on these results, there indicates that the four

IV. RESULT AND DISCUSSION

Based on Causal effect is calculated using path coefficient (p_{ij}). Based on the path diagram below, there are five path coefficients, namely p₃₁, p₃₂, p₂₁, as well as 3 pieces of the correlation coefficient, those are r₁₃, r₂₃, r₁₂.

In table 1 above, indicate that all of the path coefficients significant at α = .05, because is greater than t_{table}. Based on the results of path analysis Sub-Structure 1 (X₁; X₂; and X₃) are Coefficient - Sub-Structure 1, respectively obtained values

- a. $\rho_{3 \times 1} = \text{Beta} = 0.419$ [t = 5,76, and the probability of (sig) = 0.059]

- b. $\rho_{3 \times 2} = \text{Beta} = 0.402$ [t = 5,53, and the probability of (sig) = 0.040]
- c. $\rho_{2 \times 1} = \text{Beta} = 0.459$ [t = 5,59, and the probability of (sig) = 0.072]

Table 1

Path	Path coefficient	t _{cal}	t _{table}	
			α=0,05	α=0,01
X ₃ X ₁	p ₃₁	5,76*	1,98	2,62
X ₃ X ₂	p ₃₂	5,53*	1,98	2,62
X ₂ X ₁	p ₂₁	5,59*	1,98	2,62

** P < 0,01

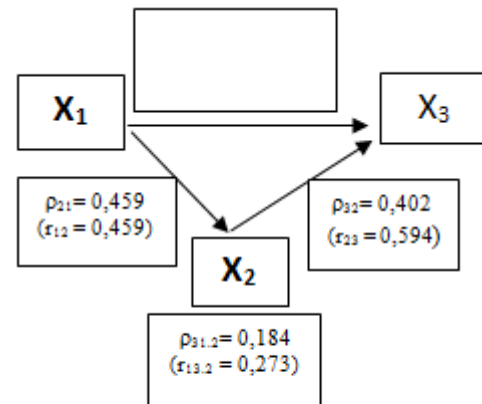


Figure 1 Causal Effect Between X₁, X₂ and X₃

From the results of the first hypothesis testing can be concluded that there is a direct positive effect of teacher leadership to teacher performance with the value of correlation coefficient of 0.603 and the path coefficient of 0.419. This gives the meaning of directional leadership a direct positive effect on teacher performance. The results of this study are consistent with the opinion of Wayne K. Hoy (2013:312), he says "Teacher leadership, therefore is a deliberate process behavior and practice that promote teacher teacher improvement and effectiveness and are tightly aligned to student outcomes." Teacher leadership is deliberate behavior and practical process that encourage teachers' improvement and effectiveness and is tailored to student outcomes. By this theory, Makes the initial assumption or hypothesis in this research that teacher leadership effect to teacher performance.

According to Jason A Colquitt (2009:41) "The important points should be emphasized about teacher performance behavior. First as you have probably realized, teacher performance behavior are relevant in virtual any job, regardless of the particular nature of its tasks, and research suggest that these behavior can boost organizational effectiveness". In relation to this study, the organization that meant is a school. The

opinions conveyed by Colquitt's behavior can improve organizational effectiveness, as well as the Teacher leadership. Teacher leadership can enhance the organizational effectiveness of the outcomes of the teacher process so that it can improve school academic achievement.

Teachers who apply teacher leadership are teachers who are able to provide a good learning and teaching process to the students. By being able to apply such teacher leadership the teacher can improve his performance in school on every detail of her work. Teachers who apply teacher leadership are able to stimulate students to achieve high academic achievement. In addition, teachers can be a source of the other teachers' inspiration to improve its performance in improving the effectiveness of school organization.

Based on the description above, theoretically and empirically, teacher leadership has a direct positive effect on teacher performance.

From the results of testing the second hypothesis can be concluded that there is a direct positive effect of trust to teacher performance with the value of correlation coefficient of 0.594 and the path coefficient value of 0.402. This implies that trust has a positive direct effect on teacher performance..

The results of this study are consistent with the opinions of some experts. Colquitt, et. al(11: 226) states that "trust has moderate positive effect on performance. Employees who are willing to be vulnerable to authorizes tend to have higher levels of task performance. They are also more likely engage in teacher performance and less likely to engage in counterproductive behavior".

The above statement indicates that trust is an important determinant of influencing performance. Furthermore, the opinions of Stephen P. Robbins and Timothy A. Judge is "employee who trust their supervisors tend to receive higher performance ratings". Workers who trust their bosses tend to receive higher performance ratings. Workers can work together on common goals so that performance can improve. Trust can be interpreted as a desire to depend on others and the expectation that the other will retaliate if the parties cooperate.

In other words, the trust of teachers in an organization will affect the performance in doing its work. If the teacher has a high trust shows the higher the performance too.

From the results of the third hypothesis testing it can be concluded that there is a direct positive effect of teacher leadership on trust with the value of correlation coefficient of 0.459 and the path coefficient value of 0.459. It implies that teacher leadership has a direct positive effect on trust.

The results of this study are consistent with the opinions of some experts, such as Robbins and Judge (2015:40), they state that "trust is a primary attribute associated with leadership; breaking it can have serious adverse effects on a group's performance. As one other noted, "Part of leader's task has been, and continuous to be, working with people to find and solve problem, but whether leaders gain access to the knowledge and creative thinking they need to solve problems depends on how to much people trust them. Trust and trust-worthiness modulate the leader's access knowledge and cooperation". Trust is the main attribute associated with leadership. If the leader is not believed to have a serious effect on the group's performance, the leader's job is to work with others and constantly seek creative ideas and

solutions to find solutions to problems faced by teachers in the learning process at school. A leader has full access to creative knowledge and thinking but its use in solving problems depends on the level of trust of many people on the leader. So trust and worthiness of a leader to be trusted will greatly affect the cooperation in groups and organizations.

James Campbell (2013:396) says that "trust is an essential element in leadership, trust is the willingness to be vulnerable to actions of another. This means that followers believe that their leader will act with the follower welfare in mind".

According to Achua and Lussier (2010:74) "To be viewed as trustworthy, we need to be honest, be loyal in supporting others, keep confidence and do what we say we are going to do. If others find out we have been dishonest or in some way manipulated them for personal gains, we will lose their trust, clearly, to be effective leaders need trust". To be trustworthy we must be honest, faithful in supporting others, keep believing in ourselves and doing what we should do. If others know that we are dishonest or in some way manipulate for personal gain we will lose their trust, therefore to be a leader must have trust.

From the results of the fourth hypothesis testing can be concluded that there is a positive indirect effect of teacher leadership on the performance through trust with the value of correlation coefficient of 0.273 and lane coefficient value of 0.184. This implies that teacher leadership has a direct positive effect on trust.

The results of this study are consistent with the opinions of some experts, such as Garl Yukl (2010:485) "when we trust, become willing to "put ourselves out there". Even though that choice could be met with dissapointment, collective identification with the organization can provide benefits in terms of increased organization commitment and loyallity, redused vacancy, and higher performance. Member loyalty is especially important for organizations that have difficulty recruiting and retaining qualified member the proress by which leaders build member loyalty and commitment to the organization is similar to that described for groups". Meanwhile Frost and Rafilson (1989), they propose that "Studies investigating the relationship between trust and performance are very scarce. However, the reviewed literature suggests that these two variables have common correlates. That is, they both correlate significantly with teacher performance, although in different directions. Furthermore, conceptually it makes sense to expect a positive relationship between performance and trust". Research on trust and performance relationships is still very rare. However, the literature reviewed indicates that both variables have the same correlation. That is, both are significantly correlated with tecaher performance, albeit in different directions. Furthermore, it makes sense to expect a positive relationship between tecaher performance and trust.

According to Cho and Ringquist (2011) stated that there "Found a positive correlation between trust of the leadership and teacher performance of the subordinates. Hence in the present study, trust level of the individual is expected to have some effect on teacher performance that they exhibit. Furthermore, conceptually it makes sense to expect a positive relationship between teacher performance and trust"

Cho and Ringquist found a positive correlation between the trust of leadership and teacher performance from their

subordinates. Therefore in this study, the level of individual trust is expected to have some effect on the teacher performance they can show. This means that trust will emerge in a leadership style so as to elicit teacher performance behavior therefore trust as mediations.

V. CONCLUSION

The conclusion of the research can be formulated as follows: First, there is a direct positive effect between teacher's leadership on teacher performance. This means that the higher the teacher's leadership, the higher the teacher performance after controlled or not. Second, there is positive effect between trust on teacher's performance. This means that the higher trust, the higher teacher's performance either after controlled or not.

Third there is direct positive effect between teacher's leadership on trust. This means the higher the teacher's leadership, the higher trust after controlled or not.

Fourth there is a positive indirect effect of teacher leadership on the performance through trust. This means that the higher teacher leadership, the higher trust and then the higher teacher's performance.

Based on these findings, can be concluded that teacher's leadership is not alone effect teacher's performance but also depends on trust. This can be seen in the conclusion of the findings that there is a direct effect between teacher's leadership, trust, and teacher's performance

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