

Teacher Performance in the Perspective of Teacher Leadership and Competence

(Case Study at PENABUR Harapan Indah Christian Senior High School)

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Abstract- *This study aims to analyze the influence of teacher leadership and competence on teacher performance. The population in this study was 62 teachers at PENABUR Harapan Indah Christian High School. The sampling method uses a saturated sample that is using the entire teacher population of 62 people. Data collection methods using survey methods, the research instrument is a questionnaire. In this research independent (X1) is Leadership and (X2) is Teacher Competence, the dependent variable (Y) is Teacher Performance. Research results obtained after testing the Hypothesis Test Model show that leadership has a positive and not significant effect on teacher performance. Whereas teacher competence has a positive and significant effect on teacher performance at PENABUR Harapan Indah Christian Senior High School.*

Index Terms- *Human Resource Management, Leadership, Teacher Competence, Teacher Performance.*

I. INTRODUCTION

Human resources are the strength, energy and potential that come from humans. In everyday practical sense, human resources are better understood as an integral part of the system that forms an organization. The world of education is an institution that has an important role in improving the quality of human resources. This role is related to efforts to make the next generation of the nation with reliable human resources. In improving the quality of human resources from the education sector, teachers have a large role in the education process. One function of human resource management is performance

Entering the global economy, the world of education is experiencing quite fierce competition, this can be seen with the emergence of various Educational Institutions that are increasingly qualified and become their own competitiveness in the world of education. Therefore, in facing global competition, every Educational Institution must have a good performance. With good performance, the community, especially parents, will easily make choices in entrusting their children to be educated in certain educational institutions. The good performance of an Educational Institution will show the quality of the Educational Institution, and

the more quality an Educational Institution is, the more qualified the Educational Institution's students will be.

PENABUR Harapan Indah Christian High School is a high school level educational institution under the auspices of BPK PENABUR Jakarta. To maintain the quality of education and service for students in PENABUR Harapan Indah Christian High School, good performance is needed. According to Rivai and Basri (2005) performance is the result or level of success of a person or overall during a certain period in carrying out the task compared with various possibilities, such as work standards, targets or targets or criteria that have been determined in advance and have been agreed upon. Therefore the performance of PENABUR Harapan Indah Christian High School teachers can be seen through the interest of students who enter PENABUR Harapan Indah Christian High School. Throughout the 2016/2017 academic year up to 2018/2019, there has been a decrease in the interest of students entering PENABUR Harapan Indah Christian High School so that they do not reach the target.

The decrease in students' interest in entering PENABUR Harapan Indah Christian High School shows that there is a decrease in teacher performance. Declining employee performance is influenced by several factors. According to Donnelly, Gibson, and Ivancevich (in Lijan Poltak Sinamblea, 2018) suggested that individual performance is influenced by six factors; namely (1) Expectations regarding rewards, (2) encouragement, (3) abilities, needs and nature, (4) Perceptions of duties, (5) internal and external rewards, and (6) Perceptions about levels of reward and job satisfaction. According to the Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform No. 16 of 2009, teacher performance appraisal is an assessment carried out on each item of the teacher's main task activities in the context of career development, rank and position. The implementation of the main tasks of the teacher cannot be separated from the ability of a teacher in the mastery and application of knowledge, as well as the skills to carry out learning activities. This is an indispensable competency for teachers as mandated by Minister of National Education Regulation No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competence.

Based on the data shown above and looking at some previous research on employee performance, the writer wants to know whether leadership influences teacher performance. In

addition to leadership, the authors also want to find out whether teacher competence affects teacher performance. So the researchers gave the title of this study "Teacher Performance in the Perspective of Teacher Leadership and Competence in PENABUR Harapan Indah Christian High School"

II. IDENTIFY, RESEARCH AND COLLECT IDEA

A. Teacher Performance

Teacher performance is the ability and effort of teachers to carry out learning tasks as well as possible in planning teaching programs, implementing learning activities and evaluating learning outcomes (Ministry of National Education, 2008). Teacher Ability Assessment Tools (APKG), including: (1) learning plans (teaching plans and materials) or called RPP (Learning Implementation Plan), (2) learning procedures (classroom procedures), and (3) interpersonal relationships skill) (Ministry of National Education, 2008: 22)

B. Leadership

According to George R Terry (in Sagala 2017) leadership is an activity to influence people to be directed towards achieving organizational goals. Referring to the view of George R. Terry, Betram M. Gros and other experts that the essence of leadership is the participation and willingness of others to follow the leader's wishes because there is a guarantee of meeting the desired needs.

C. Teacher Competency

The Teacher and Lecturer Law (UUGD) article 10 paragraph 1 states that teacher competency as referred to in article 8 covers the pedagogical competence, personal competence, social competence, and professional competence obtained through professional education

III. RESEARCH ELABORATION

THE RELATION BETWEEN DEPENDENT VARIABLES AND INDEPENDENT VARIABLES

1. The influence Leadership (X1) on Teacher Performance (Y)

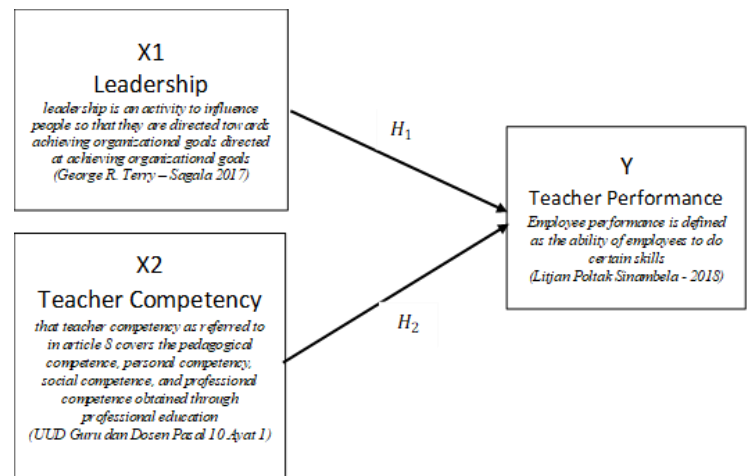
Leadership is an activity to influence people so that they are directed towards achieving organizational goals directed towards achieving organizational goals (George R. Terry - Sagala 2017). Previous research by Rabiyah, Herculanus Bahari Sindju, M. Syukri (2016) on the Relationship Between School Principals' Leadership and School Organization Climate on the Performance of SMPN Teachers in Sungai Kuyit Subdistrict Pontianak Regency concluded that there was a significant relationship between school principal leadership and the climate of school organizations together. together with the performance of teachers of state junior high schools in Sungai Kuyit District, Pontianak Regency.

2. The influence Teacher Competency on Teacher Performance (Y)

Teacher competencies referred to in article 8 include pedagogis competencies, personality competencies, social competencies, and professional competencies obtained through professional education (Constitution of Teachers and Lecturers Article 10 Paragraph 1). Then Jamaludin and Suharno Pawirosumarto, (2017) on the Effect of Competence, Motivation, Work, and Work Discipline on Teacher Performance (Case Study in Vocational Work in Petir Subdistrict, Petir Subdistrict, Serang District, Banten Province) concluded that the variables of competency, motivation and work discipline were proven together - the same (simultaneous) positive and significant effect on the performance of teachers in SMK Karya Fajar

Conceptual Framework for Thinking

Teacher performance, influenced by several factors, from the temporary questionnaire found that teacher leadership and competence have an influence on organizational performance. From the results of this questionnaire, the researchers are interested in conducting research whether Teacher Leadership and Competence are factors that influence Teacher Performance.



Based on the background, the formulation of the problem, research objectives, the theoretical basis and theoretical framework. Then the hypothesis proposed in this study are:

- H1: There is a positive and significant influence between leadership and teacher performance
- H2: There is a positive and significant effect between Teacher Competence and Teacher Performance

RESEARCH AND METHODE

A. Types and Sources of Data

According to Sugiyono (2017) Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. By using a Likert Scale, the variables to be measured are translated into indicator variables. Then the

indicator is used as a reference for compiling instrument items which can be questions or statements. The answers of each instrument have categories from strongly disagree (1) to strongly agree (5).

B. Population and Sample Research

The population in this study were all teachers in PENABUR Harapan Indah Christian High School, totaling 62 people. According to Sugiyono (2016: 90-91) ie a decent sample size in research is between 30 to 500. Then according to this opinion the researcher determines the size of the sample taken for this study is a saturated sample

C. Data analysis method

Data analysis method in this research uses multiple linear regression approach, before analyzing the data, the following research instruments (data) are tested as follows: Descriptive Statistics Test, Data Quality Test, Classical Assumption Test, Model Suitability Test, Hypothesis Test. The equation used in this study:

$$Y = \alpha + b1X1 + b2X2 + b3X3 + \epsilon$$

IV. RESULT AND FINDING

A. Descriptive Statistics Test

**Table 1
Gender**

Gender	Frequency	Percentase (%)
Men	26	41,9%
Woman	36	58,1%
Total	62	100 %

**Table 2
Age**

Age	Frequency	Percentase (%)
21-25 Years Old	1	1,6%
26-29 Years Old	6	9,7%
30-34 Years Old	4	6,5%
35-39 Years Old	15	24,2%
>40 Years Old	36	58,1%
Total	62	100

**Table 3
Level Of Education**

Level of Education	Frequency	Percentase (%)
S1	56	90,3%
S2	6	9,7%
Total	62	100

**Table 4
Years Of Service**

Years Of Service	Frequency	Percentase (%)
0-5 Years	11	17,7%
6-10 Years	15	24,2%
11-15 Years	15	24,2%
16-20 Years	12	19,4%
>21 Years	9	14,5%
Total	62	100

B. Data Quality Test

1. Validity Of Test Result

Below are the results of testing the validity of this research:

**Table 5
Leadership Validiy**

Statement	Pearson Correlation	Information
KP-1	0,743	Valid
KP-2	0,701	Valid
KP-3	0,756	Valid
KP-4	0,719	Valid
KP-5	0,715	Valid
KP-6	0,757	Valid
KP-7	0,784	Valid
KP-8	0,813	Valid
KP-9	0,736	Valid
KP-10	0,725	Valid
KP-11	0,400	Valid
KP-12	0,596	Valid

Based on the data presented above shows that the results of the validity test of Leadership variables, as many as 12 statements declared valid because they have a Pearson Correlation (r count) value greater than r table (0.2500).

**Table 6
Teacher Competency Validiy**

Statement	Pearson Correlation	Information
KG-1	0,644	Valid
KG-2	0,562	Valid
KG-3	0,623	Valid
KG-4	0,608	Valid
KG-5	0,775	Valid
KG-6	0,688	Valid
KG-7	0,630	Valid
KG-8	0,674	Valid
KG-9	0,779	Valid
KG-10	0,506	Valid

KG-11	0,683	Valid
KG-12	0,774	Valid
KG-13	0,778	Valid
KG-14	0,701	Valid

Based on the data presented above shows that the results of the validity test of Teacher Competency variables, as many as 14 statements declared valid because they have a Pearson Correlation (r count) value greater than r table (0.2500).

Table 7
Teacher Performance

Statement	Pearson Correlation	Information
KN1	0,668	Valid
KN2	0,768	Valid
KN3	0,621	Valid
KN4	0,736	Valid
KN5	0,805	Valid
KN6	0,807	Valid
KN7	0,880	Valid
KN8	0,695	Valid
KN9	0,731	Valid
KN10	0,783	Valid
KN11	0,742	Valid
KN12	0,817	Valid

Based on the data presented above shows that the results of the validity test of Teacher Performance variables, as many as 12 statements declared valid because they have a Pearson Correlation (r count) value greater than r table (0.2500)

2. *Reability Of Test Result*

Below are the results of testing the reability of this research

Table 8
Reability Of Test Result

Variable	Cronbach's Alpha	N of Items
Leadership	0,906	12
Teacher Competency	0,905	14
Teacher Performance	0,931	12

Based on the data presented above shows that the results of the reliability test of leadership variables, teacher competency and teacher performance have a Cronbach's Alpha value of more than 0.60 which means that all the variables in this study are declared reliable. This means that the statement items used are able to obtain consistent data, in the sense that if the statement is submitted again, it will get relatively the same answer.

C. *Classic Assumption Test*

1. *Test of Normality*

Normality test aims to determine whether a data distribution is normal or not. Because with normally distributed data, the data can be said to be able to represent the population.

Table 9
the results of the Kolmogorov-Smirnov one-sample test

		<i>Unstandardized Residual</i>
<i>N</i>		62
<i>Normal</i>	<i>Mean</i>	0,0000000
<i>Parameters^{a,b}</i>	<i>Std. Deviation</i>	0,24008671
<i>Most Extreme</i>	<i>Absolute</i>	0,063
<i>Differences</i>	<i>Positive</i>	0,063
	<i>Negative</i>	-0,048
<i>Test Statistic</i>		0,063
<i>Asymp. Sig. (2-tailed)</i>		0,200

Based on the data presented above shows that the results of the Kolmogorov-Smirnov one-sample test have Asymp values. Sig (2-tailed) of 0.200 or greater than 0.05. It states that the research residual data used are normally distributed.

2. *Test Results Multicollinearity*

Table 10
The Result Multicollinearity

<i>Model</i>	<i>Collinearity Statistics</i>	
	<i>Tolerance</i>	<i>VIF</i>
Leadership	0,437	2,291
Teacher Competency	0,437	2,291

Tolerance value of all independent variables is greater than 0.10 and the VIF value of all independent variables is smaller than 10.00. So it can be concluded that there is no multicollinty between independent variables.

3. *Test Results Heterokedastisitas*

Table 11
Test Results Heterokedastisitas

		<i>Unstandardized Residual</i>
<i>Spearman's rho</i>	Leadership	<i>Sig. (2-tailed)</i> 0,742
	Teacher Competency	<i>Sig. (2-tailed)</i> 0,640

Based on the data presented above shows that the results of the heteroscedasticity test using the Spearman's rho correlation method can be seen that both independent variables have a significance value (Sig. 2 Tailed) of more than 0.05. Because the significance value is greater than 0.05, it can be said that there was no heteroscedasticity in this regression model.

D. Model Conformity Test

1. Determination Conformity Test (R²)

Table 12
Determination Conformity Test (R²)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,836 ^a	0,698	0,688	0,24412

Based on the table above shows that the results of the coefficient of determination test, note the Adjusted R ² value of 0.836 or equal to 83.6%. This figure implies that teacher leadership and competence affect teacher performance by 83.6% while the remaining 16.4% is influenced by other variables outside this study.

2. Results of Simultaneous Test (Test F)

Table 13
Results of Simultaneous Test (Test F)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	8,129	2	4,065	68,202	.000 ^b
Residual	3,516	59	.060		
Total	11,645	61			

Based on table 22 it shows that the F ANOVA test results, known value (Sig) of 0,000 and the value is smaller than 0.05. So it can be concluded that the equation model can be accepted and influential simultaneously between the independent variables (X) together against the dependent variable (Y).

Meanwhile, by comparing the calculated F value with F table. The calculated F value (68.202) ≥ F table (3.15), then Ho is rejected and Ha is accepted, meaning there is a significant influence between the independent variables (X) together against the dependent variable (Y).

E. Multiple Linear Regression Analysis Test

Multiple linear regression analysis was used in this study with the aim to prove the hypothesis about the influence of the variable Leadership (X1), Teacher Competence (X2) partially on Teacher Performance (Y).

Table 14
Multiple Linear Regression Analysis Test

Model	Standardized Coefficients		t	Sig.
	B	Beta		

1 (Constant)	0,647	0,328		1,972	0,053
Leadership	0,025	0,093	0,030	0,275	0,784
Teacher Competency	0,845	0,113	0,813	7,508	0,000

From the analysis data above it can be seen that the multiple linear regression model is as follows:

$$Y = b1X1 + b2X2$$

$$KN = 0,030KP + 0,813KG$$

Based on the test results can be summarized as follows:

1. The regression coefficient of leadership variable (KP) of positive 0.030, this shows that the leadership variable has a positive influence on the performance of PENABUR Harapan Indah Christian High School teachers, which means the better the leadership the teacher performance will increase.
2. The regression coefficient of the teacher competency variable (KG) is positive 0.813. It states that the teacher competency variable has a positive influence on the performance of PENABUR Harapan Indah Christian High School teachers, which means the better the teacher competency, the teacher's performance will increase

F. Hypothesis Test Results

Partial Test Results (t test)

T test is a test conducted to find out how far the influence of the independent variables (leadership and teacher competence) partially in explaining the variation of the dependent variable (teacher performance).

Here comes the most crucial step for your research publication. Ensure the drafted journal is critically reviewed by your peers or any subject matter experts. Always try to get maximum review comments even if you are well confident about your paper.

Table 15
Partial Test Results (t test)

Model	Standardized Coefficients		t	Sig.
	B	Beta		
1 (Constant)	0,647	0,328	1,972	0,053
Leadership	0,025	0,093	0,030	0,275
Teacher Competency	0,845	0,113	0,813	7,508

Based on the table above can be known the t-value of each variable, the following analysis of each variable.

1. Effect of leadership on teacher performance

Based on table 21 can be obtained the t-value of 0.275 with a sig of 0.005. This shows that the t-count value is smaller than the t-table value (1.67) and the sig value is greater than 0.05, thus H1 is rejected and H0 is accepted, meaning that the leadership variable has no significant effect on teacher performance (Y).

2. Effect of teacher competence on teacher performance

Based on table 21 can be obtained the t-value of 7.508 with a sig of 0.002. This shows that the calculated t-value is greater than the t-table value (1.67) and the sig value is smaller than 0.05, so H2 is accepted and H0 is rejected, meaning that the teacher competency variable has a significant influence on teacher performance (Y)

V. DISCUSSION OF RESEARCH RESULTS

1. Effect of Leadership on Teacher Performance

Based on the results of the multiple linear regression test of leadership has a positive effect and from the results of the hypothesis test shows that the leadership variable has no significant effect, so it can be concluded that leadership has a positive and not significant effect on teacher performance. This means that the system running at PENABUR Harapan Indah Christian High School is good. Whoever takes the lead, the organization continues to run according to the existing system.

This result is in line with previous research conducted by Hakim Azizi (2018) about the influence of leadership style on employee performance of the Central Statistics Agency in West Kalimantan with work engagement as a mediating variable which states that leadership has a positive but not significant effect on employee performance. As well as previous research by Utari (2015) on the Effect of Motivation, Leadership, and Discipline on Employee Performance in the Wonogiri Regional Financial Management Revenue Service which states that the Leadership Variable has no significant effect on the performance of the Wonogiri Regional Revenue, Financial Management and Asset Service employee.

2. Effect of Teacher Competence on Teacher Performance

Based on the results of multiple linear tests that teacher competence has a positive effect on teacher performance and the results of hypothesis testing show that teacher competency variables significantly influence teacher performance, so it can be concluded that teacher competence has a significant effect on teacher performance. This means that the better or worse the teacher's competence, the significant influence on the performance of PENABUR Harapan Indah Christian High School teachers.

This result is in line with previous research conducted by Marx Pattiasina, Mieke Roring, Wehelmina Rumawas (2018), that human resource competency has a close relationship with employee performance and the results of regression tests it turns out that human resource competency has a significant influence on employee performance, as well as previous research conducted by Donny Feronika Octorano (2015), that competence has a positive and very significant effect on the dimensions of work quality on employee performance variables.

VI. CONCLUSION AND SUGGESTION

Conclusion

After conducting the discussion and research in the previous chapter on "Teacher Performance in the Perspective of Teacher Leadership and Competence" the researcher draws the following conclusions:

1. Leadership has a positive and not significant effect on the performance of PENABUR Harapan Indah Christian High School teachers. It can be concluded that the system that runs in PENABUR Harapan Indah Christian High School is good. Whoever takes the lead, the organization continues to run according to the existing system.
2. Teacher competence has a positive and significant effect on the performance of PENABUR Harapan Indah Christian High School teachers. This means that the better the competency of the teachers they have, the more it will affect the performance of PENABUR Harapan Indah Christian High School teachers.

Suggestion

1. For companies

It is recommended that the management of PENABUR Harapan Indah Christian High School be able to direct the leadership style in accordance with the company's vision and mission. Leaders must increase mutual trust and facilitate cooperation between school work units. The leader must listen more to the teacher / employee's opinion regardless of position. The leader maintains evaluation activities and always makes improvements in every activity carried out in the school.

Then in learning activities, giving students the opportunity to master learning materials according to their age and learning abilities through the regulation of the learning process and activities that need to be carried out and maintained. If the teacher has to leave the class, the teacher must ask the teacher to pick and supervise students by doing productive things. The teacher should have a learning journal, input notes from colleagues and the results of an assessment of the learning process as evidence that illustrates performance. With the increasing competency of teachers, which has an impact on the better performance of teachers, it will make parents' trust in schools increase, thereby increasing the admission of new students in the new school year.

2. For Further Researchers

Can be used as material Can be used as reference material for those who want to conduct similar research related to leadership variables, teacher competence and performance. Suggestion that can be given is the teacher's performance can also be influenced by other variables, so that it can be used as a reference to examine variables that have not been explained in this study.

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