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## Determinant of Teacher Performance

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### ABSTRACT

This research is focused on knowing whether there is an influence of principal's leadership, and organizational commitment on the performance of SMP Negeri teachers in Salatiga City. The main objective is to find and analyze the magnitude of the effect of each variable so that the factors causing the low performance of SMP Negeri teachers in Salatiga City can be identified so that the findings of this study are expected to be taken into consideration and reference in determining policies in an effort that leads to improvement. Teacher performance. This research is quantitative research with a survey method. The sampling technique used is the probability sampling technique. Data analysis used linear regression analysis techniques for testing the research model. The result of the research is that the principal's leadership and organizational commitment have the most significant influence on teacher performance.

### Keywords

principal's leadership, organizational commitment, and teacher performance

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### Introduction

Education is an effort to educate the nation's life, namely by improving human resources (HR). One of the educational problems faced by the Indonesian government is the low quality of education at every level and unit of education, mainly primary and secondary education. The Education Director of the National Development Planning and Development Agency (Bappenas) said that based on 2011 United Nations Development Program (UNDP) data, Indonesia's education level index was still considered low at 14.6%, much different from Malaysia and Singapore which already had a higher education level index. both, namely 28% and 33%, in 2020 Indonesia's HDI value is in position 111 of 189 countries and regions, this is also still far from Singapore which is ranked 11th in the world (Amtu et al., 2018; Yuniawati et al., 2021, Rini et al., 2021)

One of the key factors for achieving educational success is the teacher (Mulyasa, 2009; Gita et al., 2018 Yuniawati et al., 2021). Therefore, the quality of the abilities possessed by the teacher will have an impact on the high and low quality of education. This is also implied in the regulations made by the government, namely Government

Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers (President of the Republic of Indonesia, 2008) which states that: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, primary education, and secondary education. Therefore, teachers are required to have high performance to create a young generation that is qualified, intelligent, and able to face the challenges of the future Uno (2008).

To realize teacher performance following expectations, it takes a professional principal. Through the leadership process, the principal will move the school organization in achieving organizational goals. According to (James L et al., 2018) leadership influences individual and corporate work performance.

Sudriyah & Liana (2015, p. 3) which states that the supervision of the principal has a positive and significant effect on teacher performance. The results of research conducted by Santris (2019) prove that there is a simultaneous influence of leadership, organizational commitment, and motivation on teacher performance at SMA Sutomo 1 Medan.

In addition to the principal's leadership factor, in the opinion of Hasibuan & Moedjiono (2006, p. 40), one of the factors that influence teacher performance in carrying out teaching tasks is the teacher's behavior factor. Teacher behavior factors determine the process of student learning success, including teacher commitment as an internal factor of teacher behavior. Teacher commitment is significant for schools and positively affects student achievement in schools. Thus, a teacher's commitment can affect the performance of teachers in schools, which can directly improve student achievement in schools. Karlof & Svante (1993) also explained that the success of a job is not only determined by the participation or involvement of a person but is also influenced by one's commitment to completing the work. Durkin (1999) also states that performance is a form of responsibility and is more likely to follow developments in work. Moncrief et al. (1997) revealed that high team member commitment to the organization would affect team member performance.

Good leadership and organizational commitment are efforts to form a good organization. In education management, the quality of education in schools is much influenced by the principal's leadership, who is responsible for carrying out his functions and leadership roles professionally. Based on the above background, the purpose of this study is to determine the influence of principals' leadership and organizational commitment on teacher performance

### Research Methods

This research is quantitative research using the Survey Method. The population in this study was all-state junior high school teachers throughout the city of Salatiga. The sample in the study was 210 public junior high school teachers with civil servant status in the town of Salatiga spread over four districts (Sidorejo, Argomulyo, Tingkir, and Sidomukti). This study analyzes the causal relationship (Ghozali & Fuad, 2005; Sugiarti et al., 2021), to see how much influence the principal's leadership, organizational commitment, interpersonal communication, and job satisfaction

have on teacher performance. There are two exogenous latent variables, namely principal leadership (X1), and organizational commitment (X2), while the endogenous variable is teacher performance (Y). The following is the causal model used.

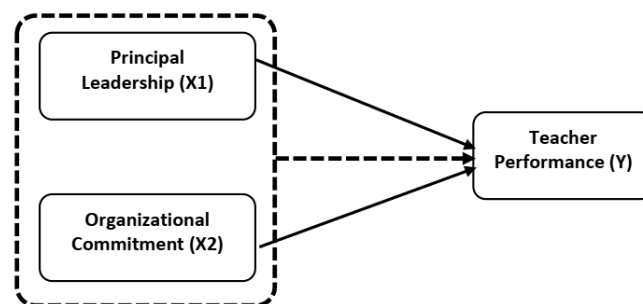


Figure 1. Causal Model developed.

### Research Result

Respondents in this study were 210 State Junior High School teachers who were state employees in Salatiga City. The distribution of 210 respondents is evenly distributed to 10 State Junior High Schools in Salatiga City, spread over four sub-districts. Of the 210 respondents, only 161 respondents filled out the questionnaire in total, while 49 people filled it out incompletely, some did not return it, so the 49 respondents are considered outliers.

#### 1. Prerequisite Test Analysis

The prerequisite test analysis used in this research is the normality test, linearity test, homoscedasticity test, and multicollinearity test.

##### a. Normality test

The normality test in this study was carried out on each variable to determine whether all variables were normally distributed or not. For normality testing, used Lilliefors analysis technique. The conclusion of the test is done by comparing the obtained  $L_{count}$  and  $L_{table}$  values. If  $L_{count} < L_{table}$  with a significance level of = 5%, the conclusion to be drawn is to accept  $H_0$ . The normality test results for each variable can be seen in the following table.

**Table 1.** Normality Test Results

Variable	n	L <sub>count</sub>	L <sub>table</sub>	Conclusion
Principal Leadership	161	0.1074	0/1144	Accept Ho
Organizational Commitment	161	0.1057	0/1144	Accept Ho
Teacher Performance	161	0.00976	0/1144	Accept Ho

Description : Ho = Data is normally distributed

Ha = Data is not normally distributed

Based on Table 1, the summary of the normality test results shows that all research variables have a calculated  $L_{count}$  value that is smaller than the  $L_{table}$  value. So it can be concluded that the Principal Leadership, Organizational Commitment, and Teacher Performance variable data are typically distributed.

**b. Linearity Test**

The linearity test in this study was carried out on the independent variable and the dependent variable to determine whether there was a linear relationship or not. If the value of  $F_{count} < F_{table}$  with a significance level of = 5%, the Conclusion to be drawn is to accept Ho. The summary results of linearity test calculations can be seen in the following table.

**Table 2.** Linearity Test Results

Variable	n	F <sub>count</sub>	F <sub>table</sub>	Conclusion
Principal Leadership with Teacher Performance	161	0.8061	3.3155	Accept Ho
Organizational Commitment with Teacher Performance	161	-0.1528	3.3155	Accept Ho

Description : Ho = The relationship between the independent variable and the dependent variable is linear

Ha = The relationship between the independent and dependent variables is not linear.

Based on Table 2 above, the results of the linearity test between the Principal Leadership variables with the Teacher Performance variable showing that the value = 0.8061, which is smaller than the value of  $F_{table} = 3.3155$ , as well as the Organizational Commitment variable with the Teacher Performance variable showing the value of  $F_{count} = -0.1528$  which is smaller than the value of  $F_{table} = 3.3155$ . So it can be concluded that the relationship between all independent variables to the dependent variable is linear.

**c. Homosceasticity Test**

A Homoscedasticity test was carried out on the independent and dependent variables to determine whether the variance of the residuals in the regression model tended to be constant (Gita, Nia, Nerru, 2017). If the variance of the residuals in the regression model tends to be not constant, then the data is said to be heteroscedasticity. To test Homoscedasticity, the researcher used Rank Spearman correlation.

The criteria for testing Homoscedasticity were carried out by comparing the  $t_{count}$  and  $t_{table}$  values at a significance level of = 5%. If  $t_{count} < t_{table}$  then the Conclusion is accept Ho. The results of the homoscedasticity test between the independent variable and the dependent variable can be seen from the following table.

**Table 3.** Homoscedasticity Test Results

Variable	n	t <sub>count</sub>	t <sub>table</sub>	Conclusion
Principal Leadership with Teacher Performance	161	0.6142	1.9996	Accept Ho
Organizational Commitment with Teacher Performance	161	1.5490	1.9996	Accept Ho

Ket : Ho = There is no homoscedasticity

Ha = Homoscedasticity occurs

So we can be concluded that there is no heteroscedasticity or it can be said that all the variances of the residuals in each regression model tend to be constant.

**d. Multicollinearity Test**

The multicollinearity test was conducted to determine whether the independent variables had a high enough correlation. The criteria for testing multicollinearity if the VIF value is  $< 10$  and the TOL value is close to 1, then the conclusion is that there is no multicollinearity.

**Table 4.** Multicollinearity Test Results

Variable	n	R <sup>2</sup>	TOL	VIF	Conclusion
Principal Leadership with Organizational Commitment	61	0.0915	0.9085	1.1007	There is no multicollinearity.

Based on table 7, it can be seen that the VIF value  $< 10$  and the TOL value is close to 1, so it can be concluded that there is no multicollinearity between the independent variables.

After conducting the normality prerequisite test, it can be seen that all research data are normally distributed. The linearity test shows that the relationship between all independent variables on the dependent variable is linear. The homoscedasticity test shows that all the variances of the residuals in each regression model tend to be constant. The multicollinearity test shows that the independent variables are not affected by multicollinearity. From all prerequisite tests that have been carried out, it is known that all data meet the prerequisite tests, so it can be concluded that hypothesis testing can be carried out.

## 2. Hypothesis test

This hypothesis testing contains the variables whose research will be hypothesized, there are three hypotheses tested, namely the influence of Principal Leadership (X1) on Teacher Performance (Y), the influence of Organizational Commitment (X2) on Teacher Performance (Y) and The influence between Principal Leadership (X1) and Organizational Commitment (X2) together on Teacher Performance (Y) will be described as follows:

- a. The Influence of Principal Leadership (X1) on Teacher Performance (Y)

The formulation of hypothesis I is as follows:

Ho = There is no influence between Principal Leadership and Teacher Performance

Ha = There is an influence between Principal Leadership and Teacher Performance

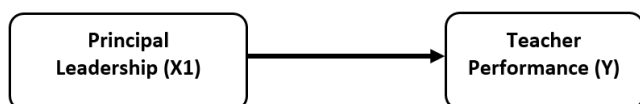


Figure 2. The Influence of Principal Leadership (X1) on Teacher Performance (Y)

The first hypothesis test was carried out using simple regression analysis using the SPSS

program, the results of which can be seen in the table.

Table 5. Principal Leadership Variable Regression Test Results (X1) with Teacher Performance (Y)

Variable	Cost r and r square		Cost		Coef	Const	Conclusion	
	R	r Square	t <sub>table</sub>	t <sub>count</sub>				
Principal Leadership with Teacher Performance	0.415	0.172	0.254	3.504	2.000	0.337	50,093	Reject Ho

Based on table 5 above, it is known that the calculated data shows that  $r_{count}$  is greater than  $r_{table}$ . So that it is rejected and  $H_a$  is accepted. The coefficient of determination r square is 0.172 = 17.2%, it shows the contribution of the influence of Principal Leadership (X1) on Teacher Performance (Y). The following is the regression equation  $Y = 50,093 + 0.337X$ .

The constant value is 50.093. This can be interpreted if the Principal Leadership coefficient is 0, then Teacher Performance is positive, namely 50,093. The regression coefficient value of the Principal Leadership variable is positive, namely 0.337. This means that every increase in Principal Leadership by 1, then Teacher Performance will also increase by 0.337. Based on the interpretation of the correlation coefficient ( $r_{count}$ ), the  $r_{count}$  value of 0.415 includes a moderate level of relationship between the two variables in the hypothesis. Based on these results, in the first hypothesis, the conclusions that must be drawn are:

- b. The Influence of Organizational Commitment (X2) on Teacher Performance (Y)

The formulation of hypothesis II is as follows:

Ho = There is no influence between Organizational Commitment and Teacher Performance

Ha = There is an influence between Organizational Commitment and Teacher Performance

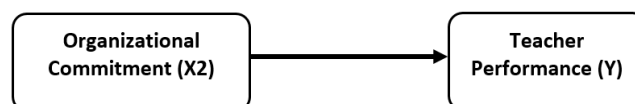


Figure 3. The Influence of Organizational Commitment (X2) on Teacher Performance (Y)

The second hypothesis test was carried out using simple regression analysis using the SPSS program, the results of which can be seen in the table.

**Tabel 6.** Regression Test Results for Organizational Commitment (X2) and Teacher Performance (Y) variables

Variable	Cost r and r square			Cost		Coef	Const	Conclusion
	R	r <sup>2</sup>	r <sub>table</sub>	t <sub>count</sub>	t <sub>table</sub>			
Organizational Commitmen (X2) and Teacher Performance (Y)	0.379	0.144	0.254	3.147	2.000	0.211	59.103	Reject Ho

Based on Table 6 above, it is known that the calculation data above shows that  $r_{count}$  is greater than  $r_{table}$  ( $0.379 > 0.254$ ). Another way is to look at the price of t, where  $t_{count}$  (3.147) is greater than the price of  $t_{table}$  (2,000), so an alternative hypothesis ( $H_a$ ) is accepted. The coefficient of determination  $r_{square}$  is 0.144, which means 1.44% of the contribution of Organizational Commitment (X2) to Teacher Performance (Y). The following is a regression line  $Y = 59.103 + 0.211X$ . The constant value is 59.103. This can be interpreted if the coefficient of Organizational Commitment is 0, then Teacher Performance is positive, namely 59.103.

Organizational Commitment variable regression coefficient value is positive, namely 0.211. This means that every increase in Organizational Commitment by 1, then Teacher Performance will also increase by 0.211. Based on the interpretation of the correlation coefficient ( $r_{count}$ ), then the value of  $r_{count}$  is 0.379, including having a low level of relationship between the two variables in the hypothesis.

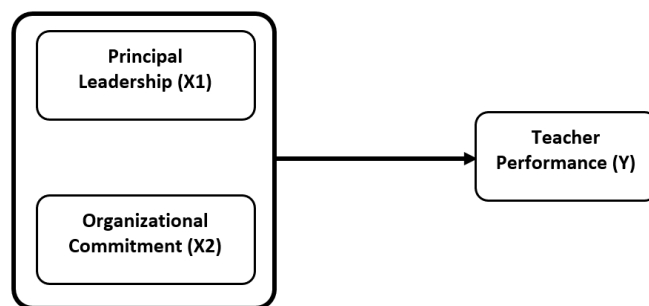
Based on these results, in hypothesis II, the conclusion that must be drawn is that  $H_0$  is rejected, meaning that there is an influence between the Organizational Commitment and Teacher Performance variables, although it has a low level of relationship between the two variables in the hypothesis.

- c. The influence between Principal Leadership (X1) and Organizational Commitment (X2) on Teacher Performance (Y).

The formulation of hypothesis III is as follows:

$H_0$  = There is no influence between Principal Leadership and Organizational Commitment with Teacher Performance

$H_a$  = There is an influence between Principal Leadership and Organizational Commitment with Teacher Performance



**Figure 4.** The influence between Principal Leadership (X1) and Organizational Commitment (X2) on Teacher Performance (Y).

The third hypothesis test was carried out using simple regression analysis using the SPSS program, the results of which can be seen in the table. The third hypothesis test was carried out using multiple regression analysis using the SPSS program, which can be seen in the following table

**Tabel 7.** Regression Test Results for Organizational Commitment (X2) and Teacher Performance (Y) variables

Variable	Cost r and r square			Cost		Coef	Const	Conclusion
	R	r <sup>2</sup>	r <sub>table</sub>	t <sub>count</sub>	t <sub>table</sub>			
Principal Leadership(X1), Organizational Commitment (X2), and Teacher Performance(Y)	0.449	0.202	0.254	7.366	3.15	1.132	33.361	Reject Ho
						-0.554		

The above shows that  $r_{count}$  is greater than  $r_{table}$  ( $0.449 > 0.254$ ). Another way is to look at the price of F, where  $F_{count}$  (7.366) is greater than the price of  $F_{table}$  (3.15), so the alternative hypothesis ( $H_a$ ) is accepted. The coefficient of determination  $r_{square}$  is 0.202, which means 20.2% of the contribution of Principal Leadership (X1) and Organizational Commitment (X2) on Teacher Performance (Y).

The following is a regression line  $Y = 33.361 + 1.132X_1 - 0.554$ . The constant value is 33,361. This can be interpreted if the coefficient of Principal Leadership and Organizational Commitment is 0, then Teacher Performance is positive, which is 33,361. Based on the interpretation of the correlation coefficient ( $r_{\text{count}}$ ), the  $r_{\text{count}}$  value of 0.449 includes having a moderate level of relationship between the two variables in the hypothesis

Based on these results, in hypothesis III the conclusion that must be drawn is that  $H_0$  is rejected, meaning that there is an influence between the Principal Leadership variable with Organizational Commitment and Teacher Performance in State Junior High Schools with the status of Government Employees.

### Discussion

#### 1. Influence of Principal Leadership variable with Teacher Performance

Testing the hypothesis (Correlation  $X_1$  to  $Y$ ), Principal Leadership affects Teacher Performance of State Junior High Schools with the status of Government Employees. The magnitude of the influence of Principal Leadership on Teacher Performance can be seen from the coefficient of determination  $r$  square of 0.172, which means 17.2% of the contribution of Principal Leadership's influence on Teacher Performance. Meanwhile, 82.8% of Teacher Performance is influenced by other factors. The following is the regression equation  $\hat{Y} = 50.093 + 0.337X$ .

Based on what has been described above, apart from Principal Leadership, another factor that can affect Teacher Performance is Organizational.

#### 2. Effect of Organizational Commitment variable with Teacher Performance

Testing the hypothesis (Correlation  $X_2$  to  $Y$ ), Organizational Commitment affects Teacher Performance of State Junior High Schools with the status of Government Employees. Based on these results, in hypothesis II, the conclusion that must be drawn is that  $H_0$  is rejected, meaning that there is an influence between the variables of

Organizational Commitment and Teacher Performance of State Junior High Schools with the status of Government Employees.

Based on what has been described above, apart from Principal Leadership, other factors that can affect Teacher Performance.

#### 3. The influence between Principal Leadership and Organizational Commitment with Teacher Performance.

Hypothesis testing (double correlation of  $X_1$  and  $X_2$  to  $Y$ ), between Principal Leadership and Organizational Commitment, has an effect on Teacher Performance of State Junior High Schools with the status of Government Employees. The following is a regression line  $\hat{Y} = 33.361 + 1,132X_1 - 0,554$ . The constant value is 33,361. This can be interpreted if the coefficient of Principal Leadership and Organizational Commitment is 0, then Teacher Performance is positive, which is 33,361. Based on the interpretation of the correlation coefficient ( $r_{\text{count}}$ ), the  $r_{\text{count}}$  value of 0.449 includes having a moderate level of relationship between the two variables in the hypothesis. Based on the results of the calculation of the coefficient of determination  $r$  square of 17.4%, it means that the joint influence of Principal Leadership and Organizational Commitment on Teacher Performance is 20.2%. Meanwhile, 79.8% of Teacher Performance is influenced by other factors.

### Conclusions

Based on the explanation results above, some conclusions can be drawn as follows.

1. There is an influence between Principal Leadership and Teacher Performance of State Junior High Schools with the status of Government Employees based on the interpretation of the correlation coefficient ( $r_{\text{count}}$ ), then the calculated  $r$  value is 0.415, including having a moderate level of relationship between the two variables in the hypothesis. The percentage of Principal Leadership's influence on Teacher Performance of State Junior High Schools with the status of Government Employees is 17.2%.

2. There is an influence between Organizational Commitment and Teacher Performance of State Junior High Schools with the status of Government Employees based on the correlation coefficient ( $r_{\text{count}}$ ), then the value of  $r_{\text{count}}$  is 0.379 including having a low level of relationship between the two variables in the hypothesis. The percentage contribution of the influence of Organizational Commitment with Teacher Performance of State Junior High Schools

with the status of Government Employees is 14.4%.

3. There is a joint influence between the Principal Leadership and Organizational Commitment variables on Teacher Performance of State Junior High Schools with the status of Government Employees based on the correlation coefficient ( $r_{\text{count}}$ ), then the calculated  $r$  value is 0.449 including having a moderate level of relationship.

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