RESEARCH ARTICLE

THE INFLUENCE OF SCHOOL PRINCIPALS LEADERSHIP, COMPETENCY AND COMMITMENT ON THE PERFORMANCE OF YADIKA HIGH SCHOOL TEACHERS IN WEST JAVA

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Manuscript Info

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Abstract

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This research aims to provide an overview of school principal leadership, teacher competency and commitment to the performance of Yadika High School teachers throughout West Java. This quantitative research with a causality model analyzes the influence of the independent variable on the dependent variable through primary data and secondary data. The population in this study was Yadika High School teacher in West Java, totaling 256 teachers and the sample used was permanent foundation teachers, totaling 42 people. Leadership, competence and commitment are the independent variables while teacher performance is the dependent variable. The results of the research show that leadership, competence and commitment simultaneously influence teacher performance by 59%, while 41% are influenced by other factors not examined in this research. Leadership variables partially influence teacher performance. The competency variable partially influences teacher performance. The commitment variable partially influences teacher performance.

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Introduction:-
Education must be developed through various scientific disciplines. Quality education has an important role in increasing the nation's intelligence. As an integral part of national development, education also contributes to a country's economic growth. Therefore, educational institutions, especially schools, are considered to be of high quality and play an active role in educating the nation's life. Yadika High School under the auspices of the AbdiKarya Foundation was founded on February 14 1976 by DR.Sutan Raja D.L Sitorus.

As a result of the researcher's observations and observations, there are several problems that occur related to leadership, competence and commitment to teacher performance that need to be paid attention to by the Yadika High School Educational Institution in West Java, in providing teachers with comfort in carrying out their given responsibilities. Based on the background description above, the research problem analysis can be formulated as follows:
1. Is there a simultaneous influence between leadership, competence, commitment on teacher performance in Yadika High Schools throughout West Java?
2. Is there a partial influence of leadership on teacher performance at Yadika High Schools in West Java?
3. Is there a partial influence of competence on teacher performance in Yadika High Schools throughout West Java?
4. Is there a partial influence of commitment on teacher performance in Yadika High Schools throughout West Java?

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The purpose of this research is to determine and analyze whether or not there is an influence between the principal's leadership, competence and commitment on teacher performance with the following research uses: Used as a tool in considering training programs for teaching staff in high schools. Provide ideas and recommendations for use by the school in order to improve school programs related to improving the quality of teachers and the quality of education. And it is hoped that it can add insight to teachers for the development of knowledge, especially those related to the influence of competence and commitment to support school productivity. It is hoped that it will be able to increase literature and knowledge as well as references about the factors that influence teacher performance, some of which are leadership, competence and commitment of teachers at Yadika High Schools throughout West Java.

Theoretical Basis
According to Supardi (2014:54) teacher performance is a teacher's ability to carry out learning tasks and be responsible for the students under his guidance by improving students' learning achievements. According to Susanto (2012:52) teacher performance is a manifestation of ability in the form of real work, work results and responsibility in carrying out the mandate, the profession they carry out with high morals.

Based on the definition according to the experts above, researchers define teacher performance as the result of work or work performance carried out by a teacher based on the ability and quality of work by managing teaching and learning activities including: planning, implementing, organizing, learning, and fostering teacher interpersonal relationships. with his students.

Lian (2017) explains that leadership broadly encompasses the process of influencing in setting organizational goals, motivating follower behavior to achieve goals, influencing to improve the group and its culture.

Researchers define leadership as the process of influencing, motivating and influencing everything within an organization so that organizational goals can be realized.

According to Madjid (2016) competence is a person's behavior or personality traits (traits) which are definite in nature and can influence a person's performance.

Researchers define competency as a person's personality that can influence a person's performance in carrying out their duties.According to Lian (2017) commitment refers to loyalty and fidelity. From this definition, it is interpreted that commitment is a person's loyalty and fidelity to an organization.

Researchers define commitment as a person's attachment to an organization that will have a positive influence on that organization, so that whatever that person does is solely for the good of the organization.

Based on previous research and the framework of thought, the researcher made a hypothesis including:
1. Leadership, competence and commitment together influence the performance of Yadika High School teachers throughout West Java.
2. Leadership influences the performance of Yadika High School teachers throughout West Java.
3. Competency influences the performance of Yadika High School teachers throughoutWest Java.
4. Commitment influences the performance of Yadika High School teachers throughoutWest Java.

Research Methodology:-
This research was carried out through data collection in the field. This research approach is quantitative by strengthening numbers, starting from data collection, interpretation of the data, and appearance of the results (Arikunto, 2016). The research, which was conducted for three months from May to July, has specifically determined a measurement scale as a measuring tool used to quantify the information provided by respondents if they are required to answer questions that have been formulated in a questionnaire. The measurement scale technique in this research is the Likert scale method for measuring attitudes, opinions and perceptions of a person or group of people about social phenomena.

The population used in this research was Yadika High School teachers in West Java. The sample is a part of the total and characteristics possessed by the population, or a small part of the population members which is used according to certain procedures so that it represents the population. The population in this study was Yadika High School

teachers in West Java, totaling 256 teachers and the sample used was permanent foundation teachers, totaling 42 people.

Validity test to ascertain how well an instrument measures the concept it is supposed to measure. For a sample of 42 respondents, the r table value was 0.304, determining that the r table can be seen in the statistical table at a significant value of 0.05. With degrees of freedom df = n-k or 42-2 = 40, the r table is 0.304. Based on the results of the validity test, it is known that the calculated r-value of all variable indicators is greater than the r-table (0.304).

Testing the reliability of the questionnaire uses the Cronbach alpha formula with a value of 0.6. The questions tested are said to be reliable if the Cronbach alpha value is > 0.6. This can be seen from the Cronbach alpha leadership value of 0.944, competence of 0.935 and commitment of 0.825, in other words all the questions in this research have a good level of reliability and can be used in the analysis in this research.

The normality test results show that the leadership variable has an Asymp Sig value of 0.000 < 0.05, meaning the data is not normally distributed. The competency variable has an Asymp Sig value of 0.001 < 0.05, meaning the data is not normally distributed. The commitment variable has an Asymp Sig value of 0.130 > 0.05, meaning the data is normally distributed. Meanwhile, the teacher performance variable has an Asymp Sig value of 0.000 < 0.05, meaning the data is not normally distributed. Based on the results of this analysis, it can be said that only the commitment variable has a normal distribution.

Heteroscedasticity Test
Heteroscedasticity test to test whether or not there is inequality of variance from the residuals of one observation to another in a regression model. Based on the analysis of the scatterplot point distribution pattern, it is said that there is no heteroscedasticity problem in the regression model. This research also uses the Glejser test, namely by regress the absolute value of the residual obtained from the regression model as the dependent variable on the independent variable in the regression model. The results of the heteroscedasticity test are presented as follows:

The results of the heteroscedasticity test show that the Leadership variable (X_1) has a sig value. equal to 0.044 < 0.05, meaning it does not pass the heteroscedasticity test. The Competency Variable (X_2) has a sig value. 0.087 > 0.05 and the Commitment variable (X_3) has a sig value. 0.177 > 0.05, meaning it passes the heteroscedasticity test. Based on the results of this analysis, it can be said that the leadership variable does not pass the heteroscedasticity test, while the competency and commitment variables pass the heteroscedasticity test.

T Test (Partial Test)
This test was carried out by comparing the calculated t with the t table with a significance level of 5% and degree of freedom (df) = n – k = 42 – 4 = 38, so the t table was 2.024. The provisions for the t test are if t count > t table and sig. < 0.05, then the hypothesis is accepted, meaning that the independent variable partially (individually) has a significant influence on the dependent variable.
1. The Leadership variable (X_1) has a t count of 2.588 and a significance value of 0.014.
So the calculated t value is 2.588 > t table (2.024), and sig. 0.014 < 0.05. Hypothesis accepted. This means that the Leadership variable (X_1) has a significant effect on Teacher Performance (Y).
2. The Competency Variable (X_2) has a t count of 3.724 and a significance value of 0.001. So the calculated t value is 3.724 > t table (2.024), and sig. 0.001 < 0.05. Hypothesis accepted. This means that the Competency variable (X_2) has a significant effect on Teacher Performance (Y).
3. The Commitment variable (X_3) has a t count of -1.286 and a significance value of 0.206. So the calculated t value is -1.286 < t table (2.024), and sig. 0.206 > 0.05. Hypothesis rejected. This means that the Commitment variable (X_3) has no effect on Teacher Performance (Y).

F Test (Simultaneous Test)
This test is carried out by comparing calculated F with table F, with df1 = k – 1 = 3; df2 = n – k = 38, then the F table is 2.85. The provisions for the F test are if F count > F table and sig. < 0.05, then the hypothesis is accepted, meaning that the independent variables have a joint influence on the dependent variable.

Based on the Anova table, the calculated F value is 20.418 and the significance is 0.000. So the calculated F value is 20.418 > F table (2.85) and sig. 0.000 < 0.05. Hypothesis accepted. This means that the variables Leadership (X_1), Competency (X_2) and Commitment (X_3) simultaneously influence Teacher Performance (Y).

Path Analysis Test
The coefficient of determination value shows how large a percentage the regression model is able to explain the dependent variable. The limit value of R2 is $0 \leq R2 \geq 1$ so that if R2 is equal to zero (0) it means that the dependent variable cannot be explained by the independent variables simultaneously. If R2 is equal to 1, it means that the independent variable can explain the dependent variable simultaneously. The results of the determination analysis (Adjusted R2) obtained are presented in the following table.

Based on the table above, the Adjusted R2 value is 0.587 (58.7%). This shows that the independent variables used in the model (leadership, competence and commitment) are able to explain an influence of 58.7% on the performance variable. The remainder is explained by other variables that were not included and not discussed in this study. All independent variables have a significant effect on the dependent variable with a sig value. The influence provided by these three independent variables is positive, meaning that the higher the leadership, competence and commitment, the higher the resulting teacher performance.

Discussion:-
All independent variables have a significant influence on the dependent variable with a sig value.The influence obtained from the three independent variables has a negative nature, meaning that the lower leadership, competence and commitment will result in a lower teacher performance that is to be achieved. The results of testing the Adjusted R2 value obtained a value of 0.587. This shows that the variables of leadership, competence and commitment have an influence of 58.7% on teacher performance. The remaining 41.3% is influenced by other variables not analyzed in this study.

From the results of hypothesis testing, it is proven that there is a direct influence between leadership and teacher performance. Through the results of the calculations that have been carried out, the calculated t value is 2.588 with a significance level of 0.014, which is smaller than 0.05, so the hypothesis is accepted. This test statistically proves that leadership has a positive effect on teacher performance, meaning that there is a direct influence between the leadership variable on teacher performance. A leader is a person who will be able to mobilize teachers and the entire school community so that they are both able to implement programs to achieve school goals.

The results of hypothesis testing have provided evidence that there is an influence between competence and teacher performance. Through the results of the calculations that have been carried out, the calculated t value is 3.724 with a significance level of 0.001, which is smaller than 0.05, the hypothesis is accepted. This test statistically provides evidence that competency has a positive influence on teacher performance. There is an influence between the competency variables on teacher performance this is because high competency will lead to high teacher performance as well. Competence is the variable that has the greatest influence compared to other variables, so teacher competence must be given more attention, although we must not forget about other variables that influence teacher performance.

From the results of hypothesis testing, it has been proven that there is an influence between commitment and teacher performance. Through the results of the calculations that have been carried out, the calculated t value is -1.286 with a significance level of 0.206, which is greater than 0.05, the hypothesis is rejected. This test statistically proves that commitment has a negative effect on teacher performance. There is a negative influence on teacher performance even though the value is small. Commitment is not always accompanied by adequate skills. A teacher may be very committed but still need additional training or professional development to improve their skills.

Closing
1. Leadership, competence and commitment together have an influence of 58.7% on teacher performance at Yadika High Schools throughout West Java. The rest of the teacher's performance is influenced by other factors not examined by researchers.
2. Leadership has a positive and significant effect on teacher performance. This means that the more leadership improves, the more teacher performance will improve. The leadership of a school principal will have an influence on achieving school goals well.
3. Competence has a positive and significant effect on teacher performance. This means that the more competence increases, the more teacher performance will improve.
4. Commitment has no effect on the work performance of teachers at Yadika High Schools throughout West Java because teacher commitment is generally based on orders from superiors only.

Based on the research results and conclusions stated above, several suggestions are proposed as follows:

1. The principal's leadership is a reflection of the school itself. It is recommended that the principal be able to create a conducives work environment and continue to motivate teachers to achieve optimal performance and become role models for the school community.

2. It is recommended that teacher competency be further improved, both by individual teachers themselves through increasing knowledge such as continuing formal education and from school management by increasing teacher training.

3. It is recommended that school management pay more attention to teacher commitment. Increased competence can be seen from teacher loyalty to the school.

4. For other researchers, it is recommended that further research be conducted with different variables that also influence teacher performance, because researchers are aware that there are limitations in conducting research and the results obtained are not optimal.

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