

Effect of the Headmaster Leadership, Teacher Competence and Teacher Discipline on the Teacher Performance

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Abstract : *This article examines the leadership of headmaster, teachers competence and teacher discipline on teacher performance. This type of research is an ex post facto survey. This study uses descriptive quantitative analysis and inferencing statistics. The object of the research is SMA ZION MAKASSAR with 68 teachers. The research sample was 52 people who were determined by probability sampling method — data analysis using multiple linear regression methods with the help of SPSS for windows. The results obtained that teacher competence, teacher discipline, and the leadership of headmaster affects teacher performance by 93.3%. The t-count value of teacher competence = 56,511 with probability = 0 < 0.05 means that there is a significant influence; while the teacher discipline variable value t-count = 3.549 with probability = 0.0001 < 0.05 which means there is a significant effect; and in the leadership of headmaster variable the value of t-count = 3.025 with probability = 0.047 < 0.05, which means that there is a significant effect. The three variables have the same significant effect on teacher performance. However, of the three, teacher competence is the variable that has the most influence on teacher performance.*

Keywords: *Teacher competence, teacher discipline, the leadership of headmaster, teacher performance*

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I. Introduction

The quality of education is determined by the readiness of human resources involved in the learning process at school. The teacher has a strategic position and as a determinant of the quality of education. Therefore, every effort to improve the quality of education needs considerable attention to improving teachers in terms of quantity and quality. The measure of teacher performance can be seen from a sense of responsibility in carrying out their duties and compliance and loyalty in carrying out the teaching profession [1].

The Academic Qualification Standards and Teacher Competencies in Indonesia contain four main competencies, namely: (1) Pedagogic Competence, (2) Personality Competence, (3) Social Competence, and (4) Professional Competence. Pedagogic competencies are realized with abilities in learning planning including learning resources, learning methods and evaluations. This ability is also accompanied by the ability to implement that plan. Teacher's personality competencies appear in common attitudes such as being noble, authoritative and exemplary by students. Teacher's social competence is realized by the ability of teachers to communicate and interact effectively with students. Also, the teacher must also be able to communicate with other teachers, parents of students and the community. Teacher professional competence is characterized by the ability to carry out teaching assignments that include the ability to develop the personality of students both in cognitive aspects and in aspects of affection [2].

Teacher competency must also be accompanied by discipline in carrying out tasks. Disciplined teachers are characterized by a conscious attitude towards the rules, norms, and rules that apply to avoid punishment and achieving the expected goals. In general, rules related to the teaching profession are timeliness, accuracy, and loyalty to the assignment. Disciplined human resources will produce an effective work system and will have an impact on performance [3].

Teacher performance is the result of work and progress achieved by the teacher in carrying out their duties and obligations. The excellent performance can be seen from the teacher who wants to attend school and is diligent in teaching. The teacher teaches earnestly using lesson planning, the teacher teaches with enthusiasm and is happy to use a variety of methods according to the subject matter, evaluates teaching and follows up, evaluation result. This high teacher performance will have a strong influence on the success of students in achieving their level of competence [4].

Teacher's performance is strongly influenced by school management factors, namely the role of the headmaster such as leadership role, managerial role, curriculum and instructional. Leadership is the process of directing and influencing activities related to the tasks of group members. Leadership can be interpreted using some approaches including the nature of the approach, behavioral approaches, and contingency approaches [5].

This study focuses on the influence of teacher competency, discipline, and headmaster leadership on teacher performance. This study aims to examine the effect of teacher competence, discipline and leadership of headmaster on the teacher performance partially and simultaneously.

II. Research Method

This research method is a survey with an ex post facto approach. This study uses quantitative descriptive analysis methods and statistical inferencing. The object of the research is SMA ZION MAKASSAR with 68 teachers. The study sample was 52 people who were determined by probability sampling method. Data analysis using a simple linear regression method and multiple linear regression with SPSS for Windows.

III. Result

Descriptive analysis of teacher competency, discipline, headmaster's leadership, and teacher performance. Each variable contains an indicator. Indicator assessment is based on scores divided into four categories (table 1).

Table 1. Assessment Of Indicators

Score	Category
1.00 – 1.75	Very low
1.75 – 2.50	Low
2.51 – 3.25	High
3.26 – 4.00	Very high

Teacher competency consisting of four indicators shows a very high category. Based on data from four indicators, it can be identified that the average value of teacher competencies is as follows;

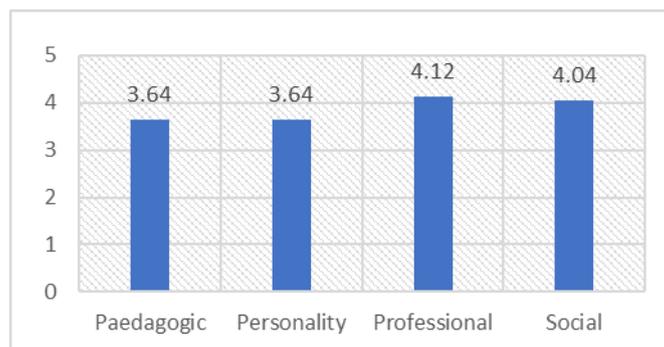


Fig. 1 Competence of teacher

Through figure 1 about teacher competency, it can be explained that the average teacher competency value is in pedagogical ability at 3.65, personality ability is at 3.64, the professional ability is at 4.12, and is at 4.04 according to its social ability.

Meanwhile, teacher discipline consists of three indicators showing very high categories. Based on data from three indicators, it can be identified that the average value of teacher discipline is as follows;

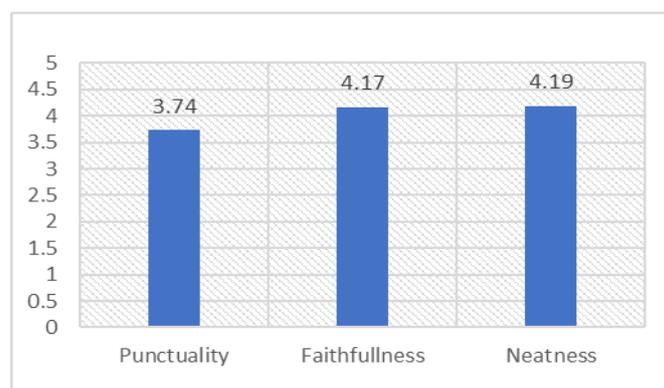


Fig. 2 Teacher discipline

Through Figure 2 about teacher discipline, it can be explained that the average score of teacher discipline in the punctuality category is at 3.74, the faithfulness category is at 4.17, and the neatness category is at 4.19.

Meanwhile, Headmaster's leadership consists of five indicators which show very high categories. Where, data from five indicators can be identified that the average value of the leadership of the headmaster is as follows;

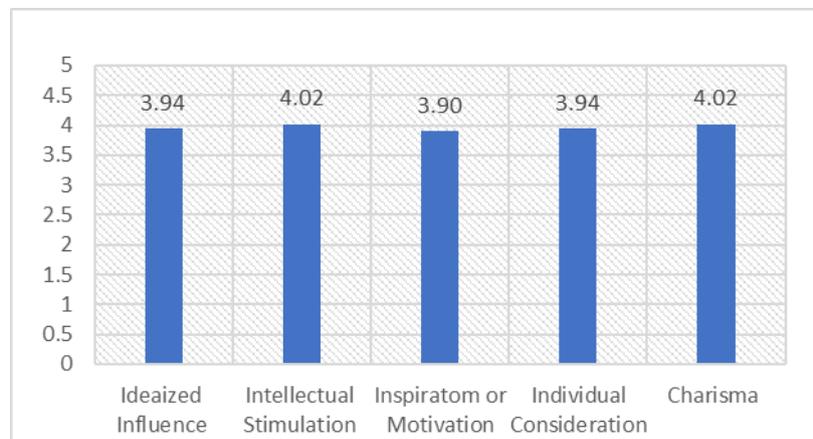


Fig. 3 Leadership of headmaster

Through figure 3 on Leadership of Headmaster, it can be explained that the average Leadership of Headmaster value in the idealized influence category is at 3.94, the intellectual stimulation category is at 4.02, the inspiration or motivation category is at 3.90, while the individual consideration category is at 3.94 and is at the value 4, o2 for the charisma category.

While the teacher performance consists of five indicators that show very high categories. Where, data from five indicators can be identified that the average value of the teacher performance is as follows;

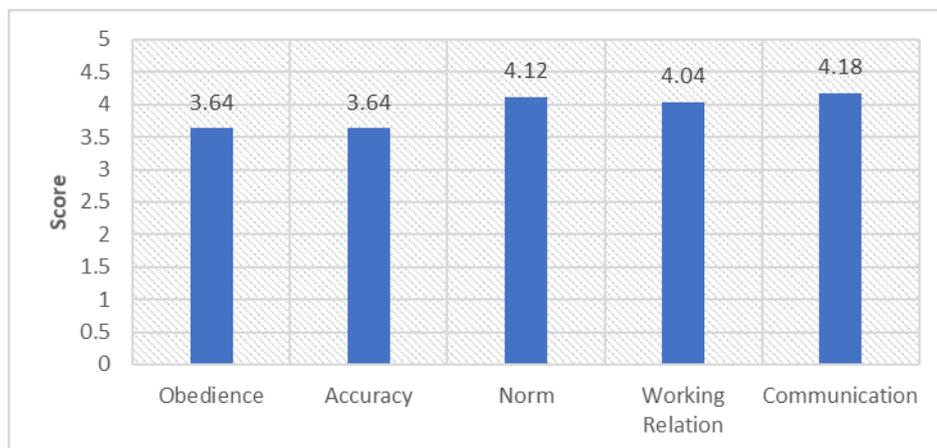


Fig. 4 Teacher performance

Through figure 4 about The Teacher Performance, it can be explained that the average value of Teacher Performance in the obedience category is at 3.64, the category accuracy is at 3.64, the norm category is at 4.12, while the working relationship is at 4.04, and is at a value of 4.18 for the communication category.

So, the average value of the four main competencies is; teacher competency, teacher discipline, headmaster leadership, and teacher performance can be described as follows;

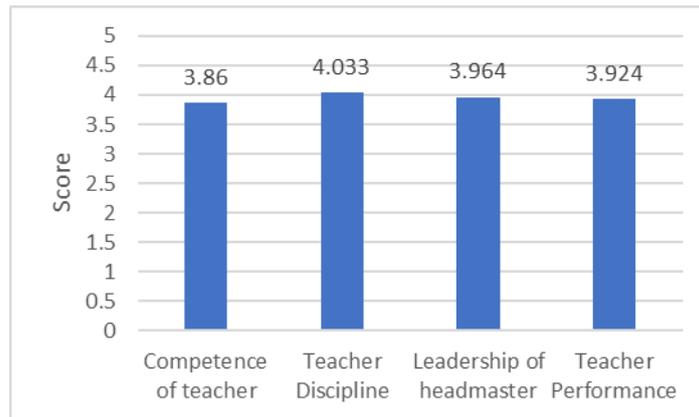


Fig. 5 the average value of 4 main competencies

Through figure 5 about the four main competencies, it can be explained that the average value for the competence of teacher is at the value of 3.86; Teacher discipline is at 4.03, while the leadership of headmaster is at 3,964; and the teacher performance is at 3,924. This reveals that these four main competencies have an equally important role in the interests of students education in the school.

3.1. Assumption Test Analysis Results

The results of the test assumptions or requirements for conducting regression analysis can be seen in the following table;

Table 2. Test Instrument Reliability

Variable	Cronbach's Alpha	Keterangan
Teacher Performance (Y)	0.656	Reliabel
Teacher Competence (X1)	0.669	Reliabel
Teacher Discipline (X2)	0.714	Reliable
The Leadership of Headmaster (X3)	0.804	Reliable

The output of the reliability test found in table 2 shows that between the variables of teacher competency, discipline and leadership of the headmaster towards the performance of teachers in the same category are reliable.

Table 3. Multicollinearity Test

Model	Collinearity Statistics	Keterangan
	Tolerance	VIF
The Leadership of Headmaster (X1)	0.996	1.004
Teacher Competence (X2)	0.298	3.351
Teacher Discipline (X3)	0.229	3.354

Based on the results of the multicollinearity test output in table 3, it is known that; the tolerance value of all independent variables is higher than 0,10 while the VIF value of all variables is smaller than 10,00. So it can be concluded that there are no symptoms of multicollinearity, so it is good to do a regression test.

3.2. Regression Test Results

Table 4. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate	Durbin-Watson
1	0.966a	0.933	0.929	0.638	1.770

The output in Table 4 describes that the determination coefficient number is 0.933 or 93.3%. This number implies that all the main competencies, namely teacher competence, teacher discipline, and the leadership of headmaster affect teacher performance by 93.3%. So that the three variables have a stable relationship between teacher performance, this is in line with the research of Hakim, which reveals that all essential competencies together influence in improving the quality of teacher performance in the learning process.

Table 5. Linear Regression Test

Independent Variables	Regression Coefficient	t-count	Sig
Teacher Competence (X1)	0.988	56.511	0
Teacher Dicipline (X2)	0.077	3.649	0.001
The Leadership of Headmaster (X3)	0.056	3.025	0.047
Constant (bo)		0.045	

In table 5 outlines that the constant value is 0.045, the regression coefficient X1 is 0.988, the regression coefficient X2 is 0.077, and the regression coefficient X3 is 0.056. The t-count value of teacher competence = 56,511 with probability = 0 <0.05 means that there is a significant influence; while the teacher discipline variable value t-count = 3.549 with probability = 0.0001 <0.05 which means there is a significant effect; and in the leadership of headmaster variable the value of t-count = 3.025 with probablility= 0.047 <0.05 which means there is a significant influence. The three variables have the same significant effect on teacher performance. However, of the three, teacher competence is the variable that has the most influence on teacher performance. Previous research outlined similar results which describes that competence affects teacher performance positively and significantly.[6]

IV. Discussion

The teacher performance related to learning programs such as the preparation of teaching plans, implementation of active learning and conveying the results of evaluations of learning outcomes. Also, the teacher must also display the performance of the development of learning programs and student guidance programs. The results of the study show that performance is strongly influenced by teacher competency.

Based on the competence type that the teacher's best competence in the professional aspect. Professional competence is the mastery of learning material widely and deeply, which includes mastery of curriculum subject matter in schools and scientific substance that overshadow the material, as well as mastery of the structure and scientific methodology. This competency expects the teacher to be able to understand the structure, concepts and scientific methods that are overshadowing or coherent with teaching material, understanding the relationship of concepts between related subjects, and apply scientific concepts in everyday life. The other side, the teachers have lower pedagogical competence compared to other aspects. This competency is characterized by the ability of the teacher to understand the characteristics of students. Also, teachers can utilizing the principles of cognitive development, understanding students by utilizing the principles of personality, and identifying students' initial teaching provisions.

Analysis of teacher performance shows the lowest evaluation results compared to other indicators, this is indicated by the teacher's performance in the timeliness of teaching, the suitability of learning planning for its implementation, and the evaluation that is not timely. This performance is caused by the inability of the teacher to implement learning planning (pedagogical competence). Therefore, the lower the teacher's pedagogical competency which causes the teacher's performance to be low.

V. Conclusion

After the data analysis is carried out, the conclusion is that; The results of linear regression analysis indicate that the variable that most influences teacher performance is its competence. While the discipline and leadership of the principal show very little influence on teacher performance. As for the contribution of teacher competency variables, discipline and leadership of principals to teacher performance is 93.3%. This coefficient value indicates that the three variables have a stable relationship between teacher performance.

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