

Study Of Principal Leadership Style And Teacher Performance On High School Competitiveness In Langsa, Aceh

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Abstract- The purpose of this study was to determine the effect of principal leadership style and teacher performance on high school competitiveness in Langsa. The study was conducted at 8 (eight) high schools in Langsa, namely SMAN 1 Langsa, SMAN 2 Langsa, SMAN 3 Langsa, SMAN 4 Langsa, SMAN 5 Langsa, SMAS Jaya Langsa, SMAS Muhammadiyah Langsa, and SMAS Unggul Cut Nyak Dien Langsa. The population of this study were all principals and high school teachers consisting of 8 principals and 326 teachers. Data analysis was done by using questionnaires and documentation. The result of the research shows that there is the influence of headmaster leadership style to teacher performance and there is a correlation between principal's leadership style and teacher's performance with high school competitiveness in Langsa.

Keywords: *Principal's leadership, teachers, competitiveness, Langsa.*

INTRODUCTION

Principal as a leader in educational unit has a very important role in realizing the achievement of educational goals. The principal as a top leader in an educational institution is required to formulate and communicate a clear vision and mission in advancing education. Leadership problems always give an interesting impression because an organization can be successful or not partly determined by the quality of leadership. According Mulyasa (2002), leadership is the process of influencing the activities of a person or group in the business toward the achievement of goals in certain situations. So that can be interpreted that leadership is an action undertaken by individuals to influence and provide direction to individuals or other groups within a particular organization to achieve predetermined goals.

The leadership of a principal will be able to differentiate between an organization and other organizations. Leadership style owned by the leader (headmaster) in leading an organization will affect the

performance of the teacher. According to Mulyasa (2002), explaining the style of leadership is the norm of behavior that someone uses when the person is trying to influence the behavior of others as he sees. So it can be interpreted that the style of leadership is a way that a leader uses in influencing his subordinates.

Based on observations at several schools in Langsa through interviews conducted with teachers it is said that the principal has not implemented an optimal leadership function to lead his subordinates. Many of the policies undertaken by schools are not derived from the thinking of a principal as a leader, but the policy is based on the thinking of the teacher as his subordinate. In addition the principal also still treats his subordinates equally regardless of individual differences between teacher one with the other teacher. Many of the tasks assigned by the principal to the teacher are not considered based on the ability of the teacher. So the principal assumes that the assignment can be performed by all teachers as subordinates. Impact, many teachers who are not optimal in carrying out the task. Some of the teachers who teach in the classroom are still based on their past experiences from time to time so they feel that they are mastering the material outside the head and do not want to change to new things including learning methods, media usage, poorly understood assessment systems and teaching rote or no preparation teaching before.

If this condition continues, then it is feared will impact on the low quality of graduates so that losing in compete at a higher level. Therefore, it is necessary to conduct a study of the principal's leadership style on teacher performance in improving the quality and competitiveness of graduates. The purpose of this study was to determine the effect of principal leadership style and teacher performance on high school competitiveness in Langsa.

METHODS

The study was conducted at 8 (eight) high schools in Langsa, namely SMAN 1 Langsa, SMAN 2

Langsa, SMAN 3 Langsa, SMAN 4 Langsa, SMAN 5 Langsa, SMAS Jaya Langsa, SMAS Muhammadiyah Langsa, and SMAS Unggul Cut Nyak Dien Langsa. The population of this study were all principals and high school teachers consisting of 8 principals and 326 teachers. Data collected by using questionnaires and documentation. The relationship between the principal's leadership style, teacher performance, and school competitiveness was analyzed using path analysis.

RESULTS AND DISCUSSION

Principal Leadership Style in SMA Kota Langsa

Leadership style of principals in SMA Kota Langsa vary. Leadership style becomes an important part in managing school. The study was conducted on principal leadership style in SMA Kota Langsa which includes the role of principal as educator, as manager, as administrator, as supervisor, as leader, as innovator, and as a motivator. Most principals have the ability to manage the organization (school) which is shown by the quality of a good leadership style. The quality of principal leadership style at SMA in Kota Langsa is shown in Figure 1.

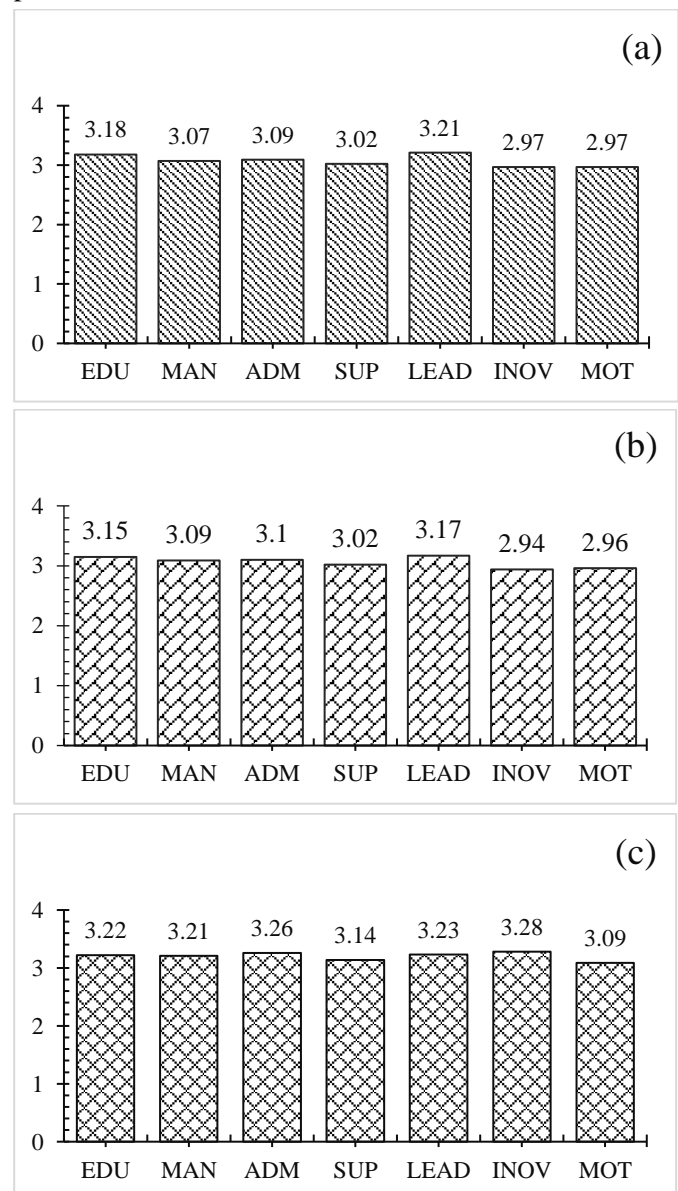
Leadership style at SMAN 1 and SMAN 2 Langsa is the most prominent role as leader, SMAN 3 Langsa on the role of principal as an innovator, SMAN 4 Langsa on his role as administrator, SMAN 5 and SMAS Muhammadiyah Langsa on the role of principals as educators, SMAS Unggul Cut Nyak Dien Langsa on the role of principal as innovator, and SMAS Jaya Langsa balanced on the role of principals as educator, manager and leader.

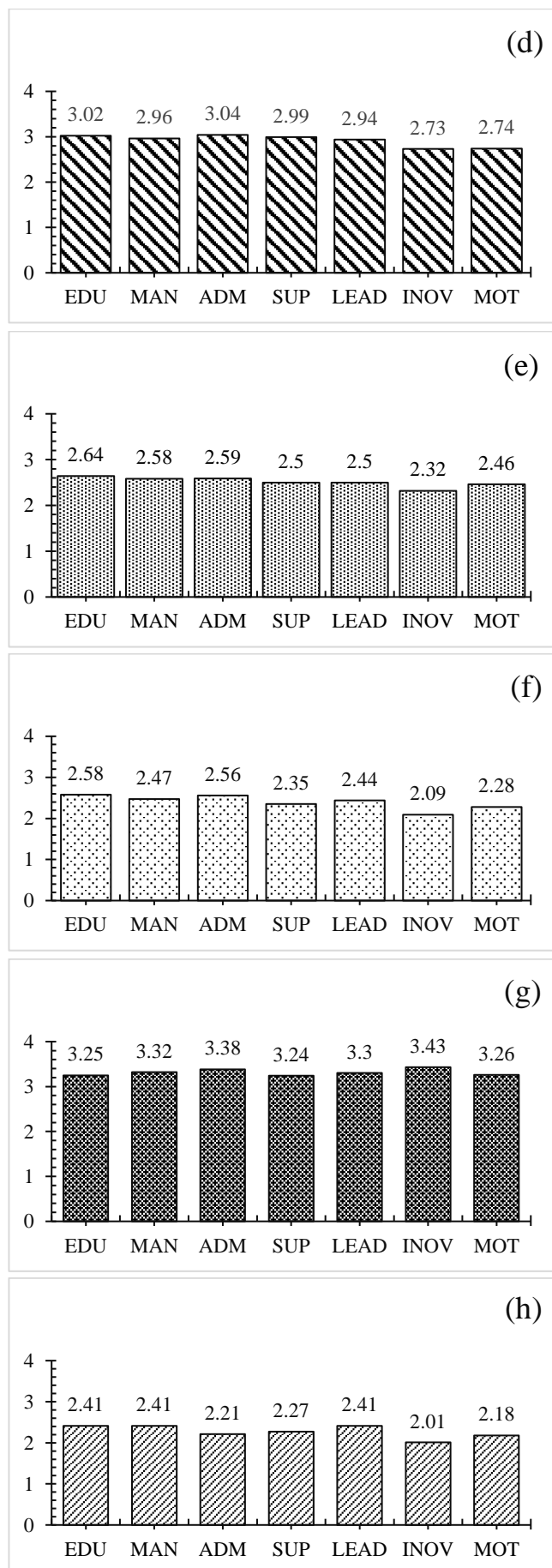
The style of leadership shows the behavioral patterns of someone who tries to influence others (Northouse, 2013). According to Munandar (2008), there are two leadership styles that drive leaders to change and influence their subordinates in order to work hard to achieve better work performance. The two leadership styles are the transformational leadership style and the transactional leadership style. According to Northouse (2013), transformational leadership is a process between two or more people and creates relationships that can increase motivation and morality in leaders and followers. Anggraeni and Santosa (2013) define transformational leadership as the ability of leaders to change the work environment, work motivation, and work patterns, and the perceived work values of subordinates so that subordinates optimize performance to achieve common goals. Transformational leadership is more concerned with the needs of subordinates than the needs of leaders.

Transactional leadership style is a leader style that identifies subordinate needs and rewards them to

meet subordinate needs in return for specific performance (Schultz and Schultz, 2010). Bass and Riggio (2006) say that transactional leadership style occurs when superiors reward and discipline subordinates based on the performance feasibility of subordinates.

In principle, the principal in SMA Kota Langsa has implemented a transformational leadership style. Nevertheless, based on the results of interviews with principals in SMA Kota Langsa illustrated that the implementation of transactional leadership style is still not able to optimally. Principals still tend to ignore awards for teachers who perform well. This can indirectly decrease teacher's motivation to improve performance.





Picture 1. Quality leadership style of the principal. a). SMAN 1 Langsa; b). SMAN 2 Langsa; c). SMAN 3 Langsa; d). SMAN 4 Langsa; e). SMAN 5 Langsa; f). SMAS Muhammadiyah Langsa; g). SMAS Unggul Cut Nyak Dien Langsa; h). SMAS Jaya Langsa

Performance Teachers in SMA Kota Langsa

Teacher performance is highly determined by job satisfaction and is important because it is considered to affect the life of institutions (Tondok and Andarika, 2004). Satisfied employees will do something positive and try to achieve the goals of the institution, while the disgruntled employees will not help achieve organizational goals (Soegihartono, 2012). The quality of teacher performance in every SMA in Kota Langsa shows the difference. Most high school teachers in Kota Langsa perform well (Figure 2).

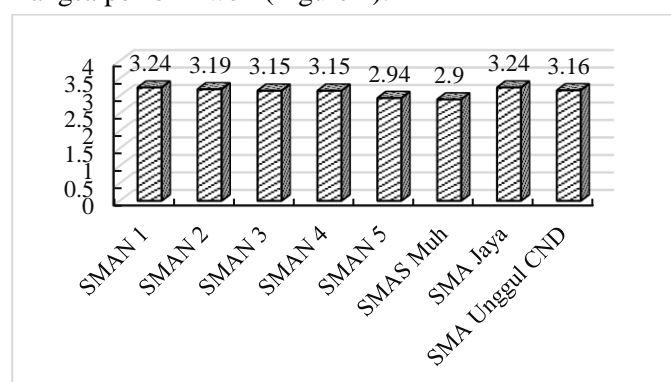


Figure 2. Quality of teacher performance in SMA Kota Langsa

SMA Kota Langsa Competitiveness

In general the situation of school resources in SMA Kota Langsa includes educators, education personnel, management or system of school administration and teacher and student achievement is relatively diverse. The educational resource situation associated with the educator shows that the level of conformity of the teacher's academic background with the subjects he or she is receiving is relatively high. While the number of teachers certified as teachers or professional teachers is still relatively low. The management situation or system of school administration is considered sufficient. The competitiveness of SMA Kota Langsa is shown in Figure 3.

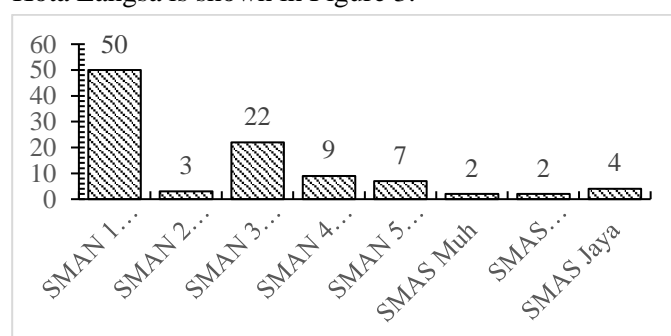


Figure 3. High School Competitiveness scores

Based on Figure 3 it is known that SMAN 1 Langsa has the highest competitiveness compared to other SMA in Langsa city. This is influenced by the number of teachers and students achievement SMAN 1 Langsa better when compared with other high school.

Relationship between principal leadership, teacher performance, and competitiveness

The result of data processing of variable path structure of school resource situation including principal leadership style (X_1), teacher performance (X_2) on school competitiveness (Y_1) is presented in Figure 4.

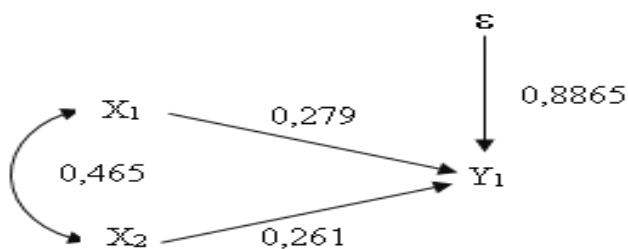


Figure 4. Line Chart Hypothesis The Effect of School Resources Situation includes principal leadership style (X_1) and teacher performance (X_2), on school competitiveness (Y_1)

In accordance with the criteria of acceptance decision or rejection of hypothesis (H_0), it turns out that all independent variables consisting of principal leadership style and teacher performance have little effect on high school competitiveness in Langsa city. Principal leadership style affects 27.9% of school competitiveness, while teacher performance has 26.1% effect on school competitiveness. The influence of the principal's leadership style on school competitiveness is higher than that of teacher performance. Principal leadership style will affect the performance of teachers in SMA Kota Langsa by 45.5%. Principal leadership style has a significant influence on teacher performance because the leadership style done by the principal is adjusted to the condition and characteristics of the teacher. Where teachers who have different characteristics will get different treatment.

Organizational culture in an institution is one of the strengths of competitiveness of the institution or agency. The existence of linkages between organizational culture and performance can explain that the better the quality of the factors contained in the organizational culture the better the performance of employees. Awareness of members of the organization to jointly realize the vision and mission of the organization, leaders who always provide direction of the work of members of the organization under his guidance, accompanied by good supervision, create harmonious cooperation and smooth communication and

reward the employees who achievers will affect the implementation of tasks principal, administrative management is neatly it will create a conducive atmosphere and facilitate the evaluation of each work program and create a job report. This condition in the long run will have an impact on increasing the competitiveness of the organization (school).

CONCLUSION

Leadership style of senior high school principal in Kota Langsais generally transformational leadership style and still dominant in aspect as educator, while aspect of motivator and innovator still low. The quality of leadership style is good. The performance of high school teachers in Kota Langsagenerally falls into either category. SMA's competitiveness in Kota Langsa is influenced by principal leadership style and teacher performance was 27,9% and 26,1% respectively.

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