



# The Influence of Multicultural Leadership and Teacher Professionalism on the Performance of Junior High School Teachers

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## ARTICLE INFO

### Article history:

Received February 27, 2023

Revised March 05, 2023

Accepted May 10, 2023

Available online May 25, 2023

### Kata Kunci :

Kepemimpinan, Multikultural, Profesionalisme, Kinerja

### Keywords:

Leadership, Multicultural, Professionalism, Performance.



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## ABSTRAK

Peran kepala sekolah begitu besar dalam mencapai tujuan pendidikan sehingga kualitas kepala sekolah sangat menentukan berhasil tidaknya suatu sekolah, terutama kemampuannya dalam memberdayakan guru dan pegawai menuju suasana kerja yang kondusif. Penelitian ini dilakukan untuk menganalisis pengaruh Kepemimpinan multikultural kepala sekolah dan profesionalisme guru terhadap kinerja guru SMP. Penelitian ini menggunakan metode kuantitatif dengan metode desain Sequential Explanatory (urutan pembuktian). Sebaliknya, data penelitian berasal dari 110 guru yang mengajar di 44 SMP negeri. Sumber data primer diperoleh dari wawancara, observasi, dan dokumentasi terhadap objek penelitian untuk mendukung analisis penelitian kualitatif. Data sekunder berasal dari dokumen dan laporan sekolah terkait kinerja guru. Hasil penelitian menunjukkan adanya pengaruh positif Kepemimpinan multikultural terhadap peningkatan kinerja guru, profesionalisme berpengaruh positif terhadap kinerja guru, dan hubungan positif signifikan antara kepemimpinan kepala sekolah dan profesionalisme guru terhadap kinerja guru. Implikasi dari hasil penelitian menunjukkan betapa pentingnya peran kepemimpinan kepala sekolah dalam meningkatkan profesionalisme guru yang pada akhirnya dapat meningkatkan kinerja guru.

## ABSTRACT

The principal's role is so significant in achieving educational goals that the quality of the principal largely determines the success or failure of a school, especially his ability to empower teachers and employees toward a conducive working atmosphere. The research was conducted to analyze the influence of multicultural Leadership from school principals and teacher professionalism on the performance of junior high school teachers. The research used quantitative and qualitative methods with the Sequential Explanatory design method (sequence of proof). In contrast, the research data came from 110 teachers who teach in 44 public junior high schools. Primary data sources are obtained from interviews, observations, and documentation of research objects to support qualitative research analysis. Secondary data comes from documents and school reports related to teacher performance. The study's results indicate a positive influence of multicultural Leadership on improving teacher performance, a positive influence of professionalism on teacher performance, and a significant positive relationship between the principal leadership and teacher professionalism on teacher performance. The implications of the research results show how important the role of school principal leadership is in increasing teacher professionalism which in turn can improve teacher performance.

## 1. INTRODUCTION

Schools are accepted as the embodiment of a social system consisting of various cultural, ethnic, and religious backgrounds, different family environments, and different habits and desires (Azis et al., 2018; Waman & Dewi, 2021). Because of this diversity, there may be differences and problems in the school environment, leading to social conflict if not handled properly. Conflict in education can involve fellow educators, principals and subordinates, and educators with students. When conflicts occur, achieving a shared vision and mission goals will often be disrupted because the heart is not calm at work, and inner happiness is disturbed (Ningsih, 2017; Tambunan et al., 2017). These conditions can undoubtedly affect teachers' performance in carrying out their duties. Teacher performance is a condition that shows the ability of a teacher to carry out his duties at school and illustrates the existence of an action displayed by the teacher while carrying out learning activities (Iskandar & Juhana, 2014; Putri & Imaniyati, 2017; Setiyadi & Rosalina, 2021). Teacher performance is the result achieved by the teacher in carrying out the tasks assigned to him, which are based on skill, experience, sincerity, and use of time.

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Teacher performance is good if the goals achieved in learning activities are per predetermined standards in a broad sense. Teachers who perform well can implement the curriculum according to the provisions and even describe it contextually according to needs in the field (Arini, 2019; Muspawi, 2021; Susmiyati & Zurqoni, 2020). Teacher performance can be influenced by various factors, one of which is the influence of the school principal's Leadership. Principal is a teacher appointed to the school's highest structural position. In carrying out his duties, the Principal must act professionally, in accordance with the main tasks and functions as mandated by applicable regulations (Muspawi, 2020; Tejedor et al., 2019). Previous study stated that the function of the school Principal, apart from being an activator and controller of all the activities of teachers, education staff, and students, is also an observer and provider of solutions to problems that arise around the school environment (Kadarsih et al., 2020).

The Principal's role is so significant in achieving educational goals that the quality of the Principal largely determines the success or failure of a school, especially his ability to empower teachers and employees toward a conducive working atmosphere (Ikbal, 2018; Julaiha, 2019). In terms of Leadership, educational Leadership is the ability of a leader to influence school components to work together to achieve common goals (Damayani et al., 2020; Indajang et al., 2021). Cross-cultural Leadership is needed to synthesize all the diversity and differences and apply the principles of truth by developing policies based on the needs, not the desires, of one or two parties. (Ghani, 2020; Óskarsdóttir et al., 2020). Multicultural Leadership is a leadership style that respects other people even though these people have different beliefs, ethnicities, races, and social statuses (Sartika et al., 2020; Shofi & Talkah, 2021). Multicultural Leadership in education refers to efforts to empower every multicultural human component to be involved and responsible in education. Apart from being influenced by Leadership, a teacher's performance is also closely related to the teacher's professionalism. Teachers as educational staff are responsible for the high and low quality of education in a school. Improving education quality and performance depends on teachers' professionalism (Dewi et al., 2018; Syahrums et al., 2019). Under the principle, teacher professionalism plays an essential role in assisting students to realize their life goals optimally. In contrast, as a professional staff, a teacher has a vision of realizing quality education for every citizen (Anwar & Mubin, 2020; Arifa & Prayitno, 2019).

According to previous study teacher professionalism, apart from carrying out the learning process inside and outside the classroom, also carries out learning administration activities, provides guidance and services to students, and carries out assessments (Rosmawati et al., 2020; Russamsi et al., 2020). Previous study explains that professional teachers are influenced by educational achievements and can build good interactive relationships at all levels of society and develop performance improvements by prioritizing high-quality services and excellence in the education sector (Maiza & Nurhafizah, 2019). Other study suggests that teacher professionalism can be seen from its ability to build mutual respect with students and build good relationships with fellow teachers who are humble, willing to share knowledge, and help each other (Octavia, 2021). Based on a search of several previous studies, the discussion was found about the influence of the Principal's Leadership and teacher professionalism on performance. Research conducted entitled "The Influence of Principal Leadership on Elementary School Teacher Performance," found that principal Leadership affects teacher performance (Yunus et al., 2021). Likewise with the research conducted, entitled "The Influence of Principal Leadership and Teacher Professional Improvement on Teacher Performance During the Covid-19 Pandemic", this study provides an overview of how dominant the influence of school principals and teacher professional leadership is on teacher performance in schools (Russamsi et al., 2020). Judging from the study's results, research on the influence of multiculturalism and teacher professional leadership on teacher performance still needs to grow. Then this research was conducted on SMPN teachers in the East Jakarta 1 Administrative City area. Therefore, this research is feasible to analyze the influence of cross-cultural leadership on teacher performance, how teacher professionalism influences teacher performance improvement, and how multicultural influences and teacher expertise affect teacher performance at SMPN 1 Kota Administration, East Jakarta 1.

## 2. METHODS

This study uses a mixed research method that combines quantitative and qualitative research methods with the Sequential Explanatory design method (sequence of proof). The first stage of the sequential explanatory design (sequence of proof) was carried out using a quantitative method, and in the second stage, a qualitative approach was used (Sugiyono, 2018). Quantitative methods play a role in obtaining measurable quantitative data that can be described and compared. In contrast, qualitative methods are used to prove, deepen, strengthen, and weaken the quantitative data obtained early. The research data was obtained by distributing questionnaires to 110 respondents from 44 Public Junior High School (SMP) schools throughout the East Jakarta Administrative City Region. Meanwhile, primary data

sources are obtained from interviews, observations, and documentation of research objects to support qualitative research analysis. Secondary data comes from documents and school reports related to teacher performance.

### 3. RESULT AND DISCUSSION

#### Results

Based on questionnaire data distributed and collected from 110 respondents in 44 State Senior High Schools (SMP) in the administrative city area of East Jakarta, the following results of the analysis of the data were obtained. [Table 1](#) describes an overview of the process of distributing and receiving questionnaires.

**Table 1.** Distribution and Acceptance of Questionnaires

Information	Amount	Percentage
Questionnaire sent	110	100%
Unreturned questionnaires	3	2.73 %
Questionnaires that cannot be processed	0	0%
Questionnaires that can be processed	107	97.27%

The [Table 1](#) shows that out of 110 questionnaires distributed to school principals and teachers at SMPNs throughout the East Jakarta Administrative City Region, only three questionnaires were not returned due to time constraints and missing questionnaires. [Table 2](#) shows the results of the instrument reliability test, which shows that the results of each instrument variable are considered reliable.

**Table 2.** Reliability Test Results

Variable	$r_{count}$	$r_{critical}$	Information
Principal Leadership	0.983	0.6	Reliable
Teacher Professionalism	0.865	0.6	Reliable
Teacher Performance	0.981	0.6	Reliable

Base on [Table 2](#), the reliability test aims to ensure that the instrument is consistent as a measuring tool so that the confidence level can show consistent results. Reliability testing was carried out using the Cronbach Alpha method, where the research instrument was said to be reliable if the Cronbach alpha score was 0.6 or more. Meanwhile, [Table 3](#) shows the results of the data normality test.

**Table 3.** Results of the One-Sample Kolmogorov-Smirnov Test Data Normality

Statistics	Unstandardized Residual
N	107
Normal Parameters	Mean Std. Deviation
	0.0000000 5.87425125
Most Extreme Differences	Absolute Positive Negative
	0.082 0.062 -0.082
Test Statistic	0.082
Asymp. Sig. (2-tailed)	0.071 <sup>c</sup>

Based on [Table 3](#), using the Kolmogorov-Smirnov test, a normality test value of 0.071 was obtained, or greater than 0.05. That means the residual data is usually distributed. [Table 4](#) shows the results of the multicollinearity test. This test is intended to see whether there are two or more independent variables that are linearly correlated. If this happens, it will be difficult to distinguish the effect of each independent variable on the dependent variable.

[Table 4](#) shows that the tolerance value of 0.663 is more significant than 0.10, and the VIF value is less than 10.00, which is 1.508. So it can be concluded that there is no multicollinearity among the independent variables. [Table 5](#) shows the results of the multiple linear regression equation that tests the influence of principal Leadership and teacher professionalism on teacher performance.

**Table 4. Multicollinearity Test Results**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	26.480	7.488		3.536	0.001		
Multicultural Leadership	0.184	0.064	0.204	2.867	0.005	0.663	1.508
Teacher Professionalism	0.640	0.068	0.672	9.459	0.000	0.663	1.508

**Table 5. Multiple Regression Calculation Results**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	26.480	7.488		3.536	0.001
Multicultural Leadership	0.184	0.064	0.204	2.867	0.005
Teacher Professionalism	0.640	0.068	0.672	9.459	0.000

Base on [Table 5](#), the Principal's Leadership affects Teacher Performance with a sig. (0.005) with a level of  $\alpha = 5\%$ . Meanwhile, teacher professionalism influences teacher performance with a sig. (0.000) with level  $\alpha = 5\%$ . In testing the hypothesis with multiple linear regression analysis, wherein the partial test, the p-value must be smaller than the value of  $\alpha$  (0.05). So based on [Table 5](#), it can be concluded that the Principal Leadership variable has a positive and significant effect on Teacher Performance. Likewise, the variable teacher professionalism has a positive effect on teacher performance. Partial test results is show in [Table 6](#).

**Table 6. Partial Test Results**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision
	B	Std. Error	Beta			
1 (Constant)	26.480	7.488				
Multicultural Leadership	0.184	0.064	0.204	Significant	Significant	Significant
Teacher Professionalism	0.640	0.068	0.672	Significant	Significant	Significant

Meanwhile, based on the results of simultaneous tests as show in [Table 6](#) by comparing, the p-value is smaller than the value of  $\alpha$  (0.05). Then the results in [Table 7](#) show simultaneous test result.

**Table 7. Simultaneous Test Results**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	6853.155	2	3426.577	97.428	0.000
Residual	3657.724	104	35.170		
Total	10510.879	106			

Base on [Table 7](#), the p-value of the independent variable is 0.000 smaller than the value of  $\alpha$ , so it can be concluded that the Principal Leadership and Teacher Professionalism variables significantly affect Teacher Performance.

## Discussion

### ***The Effect of Principal Leadership on Teacher Performance***

Based on the results of the study, it was shown that there was a significant favorable influence between the Principal's Leadership on teacher performance, with a significance value of  $0.005 < 0.05$ . The research results that have been carried out support some of the results of previous studies. The research conducted by previous study shows that principal school leadership can improve teacher performance (Ulum et al., 2020). It was also added that a school principal who carries out his leadership role has a clear strategy, cares, and can encourage members, maintain group cohesiveness, and respect differences can improve teacher performance. It is supported by other study which shows that the Leadership of the school principal has a positive and significant effect on the performance of SMK teachers in Sleman Regency (Purwoko, 2018). His explanation conveyed that the better the leadership of the Principal, the better the teacher's performance. Conversely, the worse the Principal's Leadership manages the school, the worse the teacher's performance at SMK Sleman Regency will be.

The results of these studies indicate that principal leadership significantly influences teacher performance; reasonable and appropriate principal leadership can improve teacher performance and help work more effectively and efficiently. That is, the more effective the principal's leadership, the higher the teacher's performance; conversely, the less leadership the principal has, the lower the teacher's performance. The size of the influence or contribution of the principal's leadership variable on teacher performance is determined mainly by the principal's ability to carry out his duties and responsibilities properly. A good leader does not complete his tasks but tries to help others complete them correctly. The leadership style applied by the principal as a leader in the school must be able to move and direct the teacher's behaviour so that they act and work as well as possible to achieve the common goals that have been set. A multicultural leadership style that promotes mutual respect for diversity and differences in ethnicity, religion, culture, and social background can be used to improve teacher performance. Indicators of multicultural intelligence-based principal leadership, according to previous study, include; building a democratic attitude, a diversity paradigm, and an anti-discrimination attitude (Mataputun, 2022). The Leadership of multicultural school principals is honest, caring, competent, responsible, and forward-looking. Thus, when a multicultural leader can protect various school differences, his subordinates will accept and like him to create mutually synergistic cooperation.

### ***The Effect of Professionalism on Teacher Performance***

The results of the subsequent study showed a positive influence of professionalism on teacher performance, which statistically had a significance value of  $0.000 < 0.05$ . The attitude or professionalism of a teacher in carrying out his teaching duties will create a positive atmosphere for improving his performance. The results of this study consistently support the results of research conducted that teacher professionalism has a positive and significant effect on teacher performance at SMP Negeri 6 Percut Sei Tuan (Suharsa. & Sasongko, 2020). That shows that if the teacher's professionalism improves, the teacher's performance will increase. He added that professional teachers would make learning activities fun so that students are excited to take part in lessons; besides that, professional teachers also know students' abilities to absorb lessons so that teachers deliver lessons quickly and slowly.

The results of the research that has been carried out are also in line with the results of research, where the results show that professionalism has a positive influence on teacher performance (Alwi, 2021). In addition, it is also stated that the higher the level of professionalism of a teacher, the better the teacher's performance will be, and vice versa, the lower the level of professionalism of a teacher, the lower the performance will be. As previously stated, professional teachers prioritize the quality and quality of teaching. The teacher's teaching quality can be measured by mastery of the curriculum, developing teaching plans, and how the teaching is delivered. Good teacher education quality indicates high teacher performance, which has implications for the importance of increasing teacher professionalism to improve teacher performance. Professional improvement can be made by involving teachers in education and training programs to improve teacher competence, be it pedagogic, personality, professional, or social competence. Apart from involving teachers in training programs, increasing teacher professionalism can also be done by providing supervision to improve teaching methods and motivating teachers to carry out teaching innovations that encourage students to think creatively and develop their abilities.

### ***The Effect of Principal Leadership and Professionalism on Teacher Performance***

The results of further research show a significant favorable influence between the Effect of Principal Leadership and Teacher Professionalism on Teacher Performance, with a significance value of  $0.0000 < 0.05$ . The results of the research support the results of research which states that principal Leadership and professional competence jointly affect the performance of teachers at SMP Negeri 4

Banjarbaru (Fatimah, 2018). The results of some of these studies indicate that it is leadership that knows how to encourage and motivate teachers to improve their professionalism, which can improve the quality of education and their performance. Especially with a multicultural leadership style, school principals can build mutual respect for diversity and differences among fellow teachers. With mutual respect, teachers can learn and develop their social competence in adapting to demands and the work environment, building good social communication with students, colleagues, school principals, administrative staff, and community team members (Kartini et al., 2020; Nasution et al., 2021). The development of teachers' social skills will increase teacher professionalism, which can improve teacher performance.

The multicultural leadership characteristic of a caring and forward-looking school principal will motivate and supervise his team to develop their competencies. Motivating teachers to dare to innovate in designing and developing learning processes based on technological developments and existing knowledge can create a fun learning atmosphere and build student creativity. Motivating teachers to develop their skills in teaching can increase teacher professionalism, which will improve teacher performance.

#### 4. CONCLUSION

The results of this study indicate that multicultural Leadership has a significant positive effect on teacher performance. That shows that the more influential the principal's leadership, the higher the teacher's performance, and vice versa. The results of other studies show that there is an influence between teacher professionalism and teacher performance. That indicates that teachers with a professional attitude or character in carrying out their duties and roles will create a positive atmosphere for their performance. In addition, this study shows a significant favorable influence between principal leadership and teacher professionalism on teacher performance. That shows that the professional leadership of school principals and teachers can positively influence teacher performance so that the learning process is achieved and results in effective and efficient performance.

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