

# Principal Participatory Leadership Management in Improving Teacher Performance

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## ABSTRAK

Saat ini, upaya peningkatan kinerja guru di Indonesia sangat dibutuhkan. Rendahnya kinerja guru merupakan indikasi rendahnya kemampuan kepala sekolah dalam menjalankan perannya sebagai pemimpin pendidikan. Akibatnya, kondisi ini tidak hanya mempengaruhi guru tetapi juga siswa. Potensi siswa tidak digali dan dikembangkan secara maksimal. Penelitian ini bertujuan untuk menganalisis hubungan kepemimpinan partisipatif terhadap kinerja guru. Sampel dalam penelitian yang dilakukan ini adalah guru SMA yang berjumlah 50 orang. Penelitian ini menggunakan kuesioner sebagai data primer kemudian hasil datanya dianalisis menggunakan regresi linear sederhana dengan bantuan alat SPSS 26. Hasil dari penelitian ini adalah adanya hubungan positif dan signifikan kepemimpinan partisipatif terhadap kinerja guru yang dilihat melalui hasil uji simultan dengan Fhitung sebesar 58,232 dan nilai probabilitas atau p value = 0,000 kurang dari 0,05. Hasil uji parsial menunjukkan bahwa kepemimpinan partisipatif berpengaruh positif dan signifikan sebesar 0,000 dan  $t_{hitung}$  sebesar 7,631. Sehingga dapat disimpulkan bahwa ada hubungan yang positif antara kepemimpinan partisipatif kepala sekolah terhadap kinerja guru. Sehingga perlu adanya gaya kepemimpinan lain yang dapat meningkatkan kinerja guru dalam menjalankan tugasnya sebagai pendidik dalam kegiatan pembelajaran.

## ABSTRACT

Currently, efforts to improve teacher performance in Indonesia are urgently needed. The low performance of teachers is an indication of the low ability of the principal in carrying out his role as an educational leader. As a result, this condition not only affects teachers but also students. The potential of students is not explored and developed optimally. This study aims to analyze the relationship of participatory leadership on teacher performance. The sample in this research was high school teachers, totaling 50 people. This study used questionnaires as primary data and then the results of the data were analyzed using simple linear regression with the help of the SPSS 26 tool. The results of this study were that there was a positive and significant relationship between participatory leadership and teacher performance as seen through simultaneous test results with Fcount of 58.232 and a probability value or p value = 0.000 less than 0.05. The results of the partial test show that participatory leadership has a positive and significant effect of 0.000 and tcount of 7.631. So it can be concluded that there is a positive relationship between the principal's participatory leadership on teacher performance. So it is necessary to have another leadership style that can improve teacher performance in carrying out their duties as educators in learning activities.

## 1. INTRODUCTION

Education is one of the basic human needs in improving the quality of human resources. In improving the quality of resources, education is a means of obtaining knowledge. In addition, improving human resources requires a qualified teacher in their field (Al Faruq, 2020; Andayani et al., 2022). To become a teacher, special conditions are needed, as a professional teacher must truly master education and teaching with various other sciences. Professional teachers are a necessity for every educational institution (Andayani et al., 2022; Pemana & Karwanto., 2020). Teachers in educational institutions are

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one of the elements that play an important role in achieving educational goals (Ulum et al., 2020). For this reason, educational institutions prepare quality human resources who have creativity and innovation in teaching. Educational institutions must change their orientation by not only training their students to master a skill, but more than that they must also prepare them to have good adaptability, want to coexist well in a multicultural, multireligious, and multi-ethnic society (Arifa & Prayitno, 2019; Hermawan et al., 2020; Ulum et al., 2020). Developing professionally a teacher needs to be a concern, this is related to the performance of a teacher. Currently, efforts to improve teacher performance in Indonesia are urgently needed. The low performance of teachers is an indication of the low ability of school principals in carrying out their roles as educational leaders (Fahmi et al., 2019; Gumus, S., & Bellibas, 2020). As a result, this condition not only affects the teacher but also the students. The potential of students is not explored and developed to the fullest. The profession and performance of teachers are crucial for the development of quality and superior Indonesian human resources (Gaol & Siburian, 2018; Taufik, 2019). A professional should explain his work in accordance with the provisions of the profession that has the competence and attitude in accordance with the demands of the profession being carried out. The principal as an educational leader is required to be able to influence and direct educators and education personnel who deal directly with students and a number of instrumental and environmental inputs that affect the learning process (Anwar et al., 2022; Mukhlisin, 2021). To improve teacher professionalism, support from various parties includes students, educators, school principals and parents of students. With support from various parties, the quality of students can be achieved through the achievement of teacher success in teaching and guiding these students.

The success of the implementation of education is influenced by many things, one of which is the principal's leadership factor. Effective principal leadership is based on ideas that are communicated effectively to subordinates by involving them to act according to the leader's wishes (Minsih et al., 2019; Mukhlisin, 2021). The principal plays a very important role in the development of the school, he must have a leadership spirit to manage educators and education staff. Leadership is one of the determinants of success in achieving quality standards for educators and education personnel in order to improve the quality and quality of education in an educational institution (Suryadhiningrat et al., 2022; Susanti, 2021). The principal's leadership and leadership style will affect teacher performance in creating an effective learning environment. The concept, definition and style of leadership are different for each person, depending on the attitude of a leader. The characteristics of the leadership style that are always changing and do not accept input from subordinates will affect the attitude of the subordinates they lead. In general, a leader has a charismatic aura in him, has a clear vision and mission, is able to control what he leads, and is of course good at communicating (Anwar et al., 2022; Hutahaeon, 2021). A leader is a person who gives instructions or directions regarding what will be done. This relates to the achievement of the vision and mission set out in the joint meeting. So it is very important the role of the principal's leadership in moving all school members to work together in achieving the planned goals (Subandi, 2018; Yuneti et al., 2019). If there is a failure in its management, the leader must be able to take responsibility for the failure and find a solution to the problem.

In the current leadership development, there is a term known as participatory leadership or principal participation in appreciating new ideas, new ways, and teacher practices in the learning process in the classroom. Participatory leadership is the same as applying the attitude of delegation. The function of delegation is a form of trust from the leader to someone who is given the delegation of authority to take responsibility (Andayani et al., 2022; Hutahaeon, 2021). With an open leader attitude, both in receiving input, to involving subordinates in every decision making can optimize organizational resources with maximum results. Participatory leadership provides various benefits, but these benefits depend on who the participants are (Dekawati, 2020; Meyer & Rinn, 2022). Principal's participatory leadership as a process of influencing followers' interpretation of an event, choosing group or organizational goals, organizing and working activities, motivating followers to achieve goals and maintaining good cooperative relationships. In its application, participatory leadership has high values and morale and will affect performance achievement (Chan et al., 2022; Dike, 2019). In this stage, there are four potential benefits of participatory leadership including increased decision quality by participants, high satisfaction by participants, greater satisfaction with the decision process, and development of decision-making skills (Andayani et al., 2022; Pemana & Karwanto., 2020). Leaders must trust teachers to take on their duties with a full sense of responsibility. Principal's participatory leadership is very effective in motivating teachers in terms of improving the quality of their performance. Teacher performance will greatly determine the quality of educational outcomes because teachers are the party most in direct contact with students in the education and teaching process in educational institutions (Lie et al., 2021; Taştan et al., 2018). Teacher performance is strongly influenced by the principal's leadership style and interpersonal communication. Thus, optimal teacher performance is the ability shown in carrying out teaching tasks to

produce students in learning activities (Nurman et al., 2018; Wiradarma et al., 2021). But in reality there are still teachers who still show performance that is not optimal in carrying out learning. In addition to teacher performance that has not been optimal, there are many problems regarding principals who do not meet standards, especially in areas where there are still minimal human resources capable of becoming a leader (Al Faruq, 2020; Taufik, 2019). Of course, this also has an impact on school management that is not optimal as expected.

Teachers with high work motivation will do their best for the progress of an organization. Increasing work motivation will certainly have an impact on rewards for the performance that has been achieved by providing appropriate compensation (Ulum et al., 2020; Widodo, 2017). Previous study explains that teacher performance is the ability of a teacher to carry out various learning tasks at school (Ratnasari & Siregar, 2020). The success of a teacher can be seen from the achievements of students in learning activities. The role of the principal is indeed very complex. In addition to playing a role in managing schools to be effective and efficient, principals in particular must also be able to improve teacher performance. Based on this, the researcher is interested in conducting this research with the aim is to analyzing the relationship of participatory leadership on teacher performance.

## 2. METHOD

The method used in this study is a quantitative method, by distributing questionnaires to teachers and school principals. The data used in this study is primary data. Primary data is data that will be obtained through direct questionnaires with research subjects and informants in the form of information about participatory leadership of school principals in improving the quality of educator performance (Anwar et al., 2022; Szeto, E., & Cheng, 2017). This study includes population research because the entire population is used as the research sample. This study uses a total sample, because the population is less than 100. Sampling for research, if the subject is less than 100 people, all of them should be taken. The sample in this study were all 50 teachers of SMA Negeri 3 Gunungsitoli. To obtain the data needed as the main material in this study, researchers conducted direct research into the object of research, using a questionnaire or questionnaire. The general description of the research background refers to the primary and secondary data that the researcher got from SMA Negeri 3 Gunungsitoli either through interviews, observations and documentation results. This questionnaire was used to obtain data on principals' participatory leadership, and teacher performance.

## 3. RESULT AND DISCUSSION

### Result

The situation of teachers and employees at SMA Negeri 3 Gunungsitoli is presented in the Table 1.

**Table 1.** The Condition of Teachers and Staffs

Status	Numbers
Civil Servant	48
Non-Permanent Teacher Foundation	1
Honorary Teachers	20
Education Personnel of Civil Servant	53
Honorary of Educational Personel	28

Based on Table 1 it is known that the condition of teachers and staff at the school have several variance. It is consists of 48 civil servants, only 1 non-permanent teacher foundations, 20 Honorary teachers, PNS Education Personnel with the most number around 53, and 28 Honorary Education Personnel. Condition based on gender is show in Table 2.

**Table 2.** The Condition Based on Gender

Jenis Kelami	Jumlah
Male Teacher	26
Female Teacher	43
Male Staff	34
Female Staff	48

Base on Table 2, it is show gender condition in the school there are more women than men. The proporsition consisting of 26 male teacher, 43 Female teacher. And for staff consist of 34 male staff, and 48 female staff.

**Results of Testing the Validity and Reliability of the Questionnaire Results**

The results of the analysis show that in terms of accuracy in measuring the 35 questions used to measure the principal's participatory leadership. All questions have good accuracy. The results of the validity test for the principal's participatory leadership variable show in Table 3.

**Table 3. Reliability Test Calculation**

Reliability Statistics		Reliability Statistics	
Cronbach's Alpha	N of Intems	Cronbach's Alpha	N of Intems
.907	35	0.726	41

Base on Table 3, the value of the reliability coefficient for the participatory leadership variable from the above results is 0.907, for the teacher performance variable it is 0.726. As for the reliability of the questions used, all the questions used have met the reliability requirements, which are above 0.6. Thus it can be concluded that the questions used have been well understood by the respondents and are able to show a fairly good consistency of answers as well. The first hypothesis in this study is that there is a relationship between participatory leadership. Before testing the hypothesis, the data normality test was conducted to see whether the distribution of the research data was normally distributed or not. The normality test in this study uses the SPSS version 26.0 application. Based on the results of normality testing, the results were show in Table 4.

**Table 4. Data Normality Test Results**

One -Sample Kolmogorov - Smirnov Test		Unstandardiz Ed Residual
N		50
Normal Parameters	Mean	0.000
	Std. Deviation	10.528
Most Extreme Differences	Absolute	0.098
	Positive	0.098
	Negative	-0.084
Test Statistic		0.098
Asymp. Sig. (2-tailed)		0.200

Based on Table 4, the Kolmogorov-Smirnov Test is another test in the normality test that produces the Asymp value. Sig. (2-tailed) of 0.200 for the Participatory Leadership variable is greater than alpha (0.05), so it can be concluded that the data distribution is normally distributed for both variables.

**Overall Regression Model Test**

**Table 5. Overall Regression Model Test Results**

	Model	Sum of Squares	df	Mean Square	F	Sig
1	Regression	1445.220	1	1445.220	58.232	0.000
	Residual	1191.280	48	24.818		
	Total	2636.500	49			

Base on Table 5 show the results of the data analysis, it can be seen that the F-count for the regression model between the principal's participatory leadership and teacher performance is 58,232 with a significance value of 0.000. Meanwhile, the F-table value at the 5% confidence level and the degrees of freedom df1=1 and df2=48 is 4.043. If these two F values are compared with the calculated F value obtained which is much greater than the Ftable value, then H0 is rejected. Thus it can be concluded that the regression model that is built is in accordance with the data.

**Hypothesis test**

**Table 6. Partial Regression Model Test Results**

	<b>Model</b>	<b>B</b>	<b>Std.Error</b>	<b>Beta</b>	<b>t</b>	<b>Sig.</b>
1	(Constant)	25.630	10.935		2.344	0.023
	Teacher Performance	0.750	0.098	0.740	7.631	0.000

From Table 6 it can be seen that the t-table value obtained for the principal's participatory leadership variable is 7,631. To get a conclusion whether to accept or reject Ho, the t-table value must first be determined. By using a significance level of 5% and a df value of  $n-k-1 = 49-1-1 = 47$ , the t-table value is 2.012. When compared with the tcount value obtained at 7,631 then the tcount value obtained is still greater than the ttable value so that Ho is rejected. Thus, at the 95% confidence level, it can be concluded that there is a positive and significant influence of the principal's participatory leadership on teacher performance.

**Coefficient of Determination**

This test is used to determine the relationship and the number or percentage contributing to the influence of the independent variables in the regression model which simultaneously or jointly influences the dependent variable. Coefficient of Determination Results is show in Table 7.

**Table 7. Coefficient of Determination Results**

<b>Model</b>	<b>R</b>	<b>R.Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>	<b>R.Square Change</b>	<b>F. Change</b>	<b>dff</b>	<b>Df2</b>	<b>Sig.F Change</b>
1	0.740	0.548	0.539	4.982	0.548	58.232	1	48	0.000

From Table 7, it can be seen that the coefficient of determination from the regression model that has been obtained previously is 0.548. This value means that 54.8% of the variation in teacher performance at SMA Negeri 3 Gunungsitoli is explained by the participatory leadership of the principal while the remaining 45.2% is influenced by other variables. In other words, the better the principal's participatory leadership is applied, the better the teacher's performance will be.

**Simple Regression Model**

Regression analysis is a procedure where through the formulation of a mathematical equation, the value of a continuous random variable is to be predicted based on the value of other known cumulative variables. Based on data from Table 6, it is found that the regression equation formed is:  $Y = 25,630 + 0.750 \text{ Teacher Performance} + e$ , where the regression coefficient of the principal's participatory leadership variable of 0.750 is positive, meaning that the principal's participatory leadership has a positive effect on teacher performance of 0.750. Every time there is an increase in one score on the principal's participatory leadership variable, it will be able to increase teacher performance by 0.750. And vice versa, every time there is a decrease in one score on the principal's participatory leadership variable, it will be able to reduce teacher performance by 0.750.

**Discussion**

The results of the analysis that has been carried out on testing the F-count value for the principal's participatory leadership variable which is greater than Ftable so that H0 is rejected. This shows that the principal's participatory leadership relationship can improve teacher performance. This is also in accordance with the opinion that state through participatory leadership, principals encourage teachers and staff to carry out tasks by providing opportunities to participate in decision-making, creating a family atmosphere and relationships of mutual trust and respect (Anwar et al., 2022). So that principals with participatory leadership models can improve teacher performance in carrying out their duties and responsibilities as educators. This is in accordance with the opinion that: an increase in teacher performance in learning can be achieved if the principal as a leader is able to spur teachers to improve the performance of teachers in earnest and full of dedication to the task at hand (Gaol & Siburian, 2018). The results of determining the criteria for the partial regression test using a significance level of 5% and a df value of  $n-k-1 = 49-1-1 = 47$  obtained a ttable value of 2.012. When compared with the tcount value obtained at 7,631 then the tcount value obtained is greater than the ttable value so that H0 is rejected. Thus, it can be concluded that the principal's participatory leadership has a significant effect on teacher



performance at the 95% confidence level. The principal as the head of the school, has a task that cannot be separated from the various tasks he carries out. For example, as administrators, managers of various resources in schools, and teaching leaders. As a leader, the principal must be firm with all the rules that apply in the school. This is in accordance with the opinion which states that: principals must have managerial and leadership abilities so that schools become educational institutions that are effective and efficient in carrying out the learning process (Gaol & Siburian, 2018). In other words, the performance of teachers and staff is influenced by the leadership of the principal. Principals who have good responsibilities will improve the quality of performance and motivation in improving the quality of good performance (Murniyetti et al., 2016; Yani et al., 2020).

Based on the regression equation formed, namely:  $Y = 25,630 + 0.750X + e$ , where the regression coefficient of the principal's participatory leadership variable of 0.750 is positive, meaning that the principal's participatory leadership has a positive effect on teacher performance of 0.750. This is in accordance with the opinion state the better the participatory leadership of the principal in carrying out his duties, the better the teacher's performance in learning activities (Nurman et al., 2018). The principal who always puts the interests of subordinates first in terms of managing subordinates to continue to improve their good performance, the principal must pay special attention to teachers who have good performance. Rewards for good teacher performance will also have an impact on the performance of other teachers who will improve themselves in carrying out the tasks assigned by the principal. Principal's participatory leadership is the way principals plan for the future by communicating by establishing harmonious relationships with teachers, delegating authority, making decisions, and improving the professional competence of teachers for the better (Effendi et al., 2020; Simanjuntak, 2021). The implication of this study is to provide an overview related to principal participatory leadership management in improving teacher performance. This research is useful because it provides new information for research in the field of principal participatory leadership management. However, this research still has many limitations. One of the limitations of this research lies in the very limited research subject which involving students in only one school institution, namely SMA Negeri 3 Gunungsitoli. Therefore, it is hoped that future research will be able to further deepen and broaden the scope of research related to principal participatory leadership management.

#### 4. CONCLUSION

The conclusion of this study is that the principal's participatory leadership has a positive and significant effect on teacher performance. So through this research there is a need for other leadership styles that can improve teacher performance in carrying out their duties as educators in learning activities. Moreover there needs to be additional variables in leadership styles that have an effect on improving teacher performance in learning activities.

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