

## Perception Teacher to leadership Principal SDN 13 Surau Gadang

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### Conflict of Interest

#### Disclosures:

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

**Abstract:** The purpose of this study was to determine the teacher's perception of the leadership of the principal of the State Elementary School 13 Surau Gadang seen from influencing, moving and motivating. This research includes descriptive research, the population is 16 people who teach at SDN 13 Surau Gadang. The sampling technique used is total sampling. The instrument uses a questionnaire/questionnaire. Research results In general, the teacher's perception of the leadership of the Principal of the State Elementary School 13 Surau Gadang is on an average score of 4.5 with a good category. This means that the leadership at the State Senior High School 1 Lembah Melintang has been going well. That the principal's leadership must be able to encourage the performance of teachers by showing a sense of friendship, closeness, and consideration for teachers, both as individuals and as groups.

**Keywords:** Leadership, Perception Teacher, Students



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## Introduction

In Indonesian it means "leadership", which comes from the word "leader" which means for a commensurate leader, namely: taking the first step, directing the thoughts of others, guiding, guiding, and moving others through their influence (Baharuddin and Umiarso, 2003). 2012). According to Hersey and Blanchard, in (Chaniago Aspizain, 2017), "a leader is someone who can influence other people or groups of people to carry out activities or work that has been determined in accordance with organizational goals".

The principal as a leader is a person who has precedence in the perspective of others. Not all leaders are able to create the expected school conditions (Pratama et al., 2020). To create the expected school conditions, the role of the principal in making decisions is needed so that school conditions become better (Hartiwi, 2020). In addition, to improve the quality of education, the role of the leader is very important, this is due to

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the essence of the leader which is an attempt to influence others to contribute their expertise, both to act according to their capacity and to grow and develop continuously (Suyitno, 2021).

Head school as a leader big responsibility for Fulfill hope from various party which has allotment in law education National then the principal this for can direct and set an example for their subordinates (Krepps, 2022). Line school reach destination determined by succeed whether or not leader school in arrange state school for the sake of achievement destination together according to Rivai (2012:236) "perception is process which achieved by individuals to organize and control their internal impressions so that give meaning for environment they".

One of the forces that determine the success of a school in achieving its goals is its leadership style (Andriani, 2018). The effectiveness of educational leadership cannot be separated from several aspects that build effectiveness (Harris, 2020). Teachers who often violate school rules by being late for class have detrimental consequences, especially a decrease in student achievement, competence and knowledge of students will be difficult to develop, so for this situation the principal can make decisions to carry out supervision of educators in the learning process teach students in class (Assunção, 2020). This is in accordance with research (Irwansa, 2016) that school efforts are important to solve various problems of student behavior towards the implementation of school rules. In addition, the personality of the principal's leadership style will also have an impact on decision making in schools (Baptiste, 2019). For violations committed by teachers, such as doing something in front of students or saying inappropriate things, the way that the principal can do is to advise the teacher not to show bad habits in front of students (Gunawan, 2019). Principals may intersperse jokes to discuss teachers. The results of the study (Omote, MJ, Thinguri, RW, and Moenga, 2015) also explained that the principal must have the foremost role, always be there for all teachers and students at school, be able to create a good climate, be able to establish good cooperation and communication. good. good with the whole school community.

Wahjosumidjo (2011: 40) states that it is the duty and responsibility of a leader which means the principal's leadership function. According to Indrawan (2020) the leadership capacity of school leaders is closely related to school success. In reality, school leaders will surely build successful schools with the right leadership skills and strategies (Mahfouz, 2020). However, schools are not effective as educational forums, due to constraints in understanding and implementing leadership strategies in schools (Azhari, 2022). Therefore, there must be an appropriate leadership strategy that can be applied by leaders when managing schools to be effective and efficient. achieve educational goals (Mahaputra, 2021).

However on actually based on results observation when the author made observations at SDN 13 Surau Gadang it was still visible Problems that reflect their ineffectiveness can be seen from phenomena such as: following:

1. The principal is still unable to take firm action against teachers who leave class and picket desks at certain times.
2. Principals still rarely see how teachers carry out learning in the classroom.
3. The principal pays little attention to the teacher in carrying out, like some teachers, there are still those who are late for class during class hours. This is seen when the teacher enters and leaves not on time. So that there are many students outside the classroom during class hours. This can interfere with the effectiveness of teaching and damage the rules or regulations that exist in schools.

Based on the above phenomenon the authors are interested in conducting research on "Teachers' Perceptions of the Leadership of the Principal of the 13 Surau Gadang State Elementary School"

## **Method**

Based on the research problem, the research includes descriptive research. The population of this research is all the teachers who teach at SDN 13 Surau Gadang with a total of 16 people. The sampling technique uses total sampling. The instrument used was a questionnaire/questionnaire with a Likert scale, the data were analyzed using the average formula (mean).

## Results and Discussion

In the indicator affecting the average score of teachers' perceptions of influencing school class leadership at the State Elementary School 13 Surau Gadang, it is 4.5. The highest average score of the Principal invites teachers to have the same vision with a score of 4.86. And the lowest average score is the principal of the teacher supervising school in the preparation of the lesson plans with a score of 4.24. Rivai (2004: 3) leadership is a process of influencing and setting an example for followers.

On the indicator of moving the average score of teachers' perceptions about mobilizing the leadership of the principal at the State Elementary School 13 Surau Gadang is 4.51 in the good category. The highest item given by the principal to the teacher to solve the problems in each class with a score of 4.73. And the lowest average score is that the principal gives freedom to teachers to express opinions with a score of 4.27. leadership as a tool, means or process to persuade people to do something voluntarily/joyfully. There are several factors that can move people, namely because of threats, rewards, authority, and persuasion (Rivai, 2003).

On the motivation indicator, the average score of teachers' perceptions of the leadership motivation of school principals at the State Elementary School 13 Surau Gadang is 4.42, good category. The highest thing is that the principal seeks to provide adequate learning facilities and infrastructure with a score of 4.67. And the lowest average score is that the principal provides incentives to teachers according to their duties and responsibilities with a score of 4.11. Mulyasa (2012:17) also explains that the principal's leadership must be able to encourage the performance of teachers by showing a sense of friendship, closeness, and consideration for teachers, both as individuals and as groups.

Overall the results of data processing can be seen in the following table:

**Table 1. Recapitulation of Average Scores on Teachers' Perceptions**

No	Indicator	Score Average
1.	Influence	4.49
2.	move	4.51
3.	Motivating	4.42
Average		4.5

### Discussion

Research conclusions are presented in a concise, narrative and conceptual way that describes the research findings and observations. Please avoid using Bullet and Numbering. Conclusion writing should be presented in the form of a straightforward and informative paragraph containing the novelties found. In the conclusion there should be no references. The conclusion contains the facts obtained, it is enough to answer the problem or research objective (do not discuss the discussion again). State possible applications, applications and speculations accordingly. If necessary, provide suggestions according to conclusions and for further research.

The results of the study on indicators that influence are illustrating that the teacher's perception of the principal's leadership that affects the State Elementary School 13 Surau Gadang is 4.49 in the good category, this indicates that the teacher's perception of the principal's leadership about influencing at the State Elementary School 13 Surau Gadang has been going well.

The results of the research on the driving indicators illustrate that the teacher's perception of the leadership of the State Elementary School 13 Surau Gadang seen from the driving indicator is 4.51 in the good category, this means that the leadership at the State Elementary School 13 Surau Gadang has been going well.

The results of the study on the motivation indicator, which illustrates that the teacher's perception of the leadership of the principal of the State Elementary School 13 Surau Gadang Melintang seen from the motivation indicator is 4.42, is in the good category, this means that the leadership at the State Senior High School 1 Lembah Melintang has been going well.

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## Conclusion

The results of the research and discussion of teachers' perceptions of the leadership of the principal of the State Elementary School 13 Surau Gadang can be taken as follows: The influencing process given by the principal to teachers at the State Elementary School 13 Surau Gadang is in the good category with an average of 4.49.

The highest item is that the principal invites teachers to have the same vision with a score of 4.86. And the lowest average score is the principal of the teacher supervising school in the preparation of the lesson plans with a score of 4.24. The teacher's perception of the principal's leadership regarding the driving indicators at the State Elementary School 13 Surau Gadang is in the good category with a score of 4.51. The highest item, namely the principal, gave the teacher to solve the problems in each class with a score of 4.73. And the lowest average score is that the principal gives freedom to teachers to express opinions with a score of 4.27. Motivating the leadership of the State Elementary School 13 Surau Gadang in the good category with a score of 4.42. The highest category is the principal trying to provide adequate learning facilities and infrastructure with a score of 4.67. And the lowest average score is that the principal provides incentives to teachers according to their duties and responsibilities with a score of 4.11. In general, the teacher's perception of the leadership of the principal of the State Elementary School 13 Surau Gadang is on an average score of 4.5 with a good category.

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#### Article Information (Supplementary)

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