



The Impact Of School Principal Leadership And Teacher Work Behavior On Improving The Quality Of Graduates At Junior High School, Percut Sei Tuan

Saimun¹, Saima Rambe²

^{1,2} Universitas Pembinaan Masyarakat Indonesia, Jl. Teladan No.15, Teladan Bar., Kec. Medan Kota, Kota Medan, Sumatera Utara 20214

E-mail: saimunmunsai123@gmail.com¹, rambesaima@gmail.com²

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ABSTRACT

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Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. The purpose of this study was to determine the effect of principal's leadership, teacher's work behavior on improving the quality of graduates in SMP Negeri in Percut Sei Tuan district. This research is a descriptive study which was conducted in a public junior high school in the district of Percut Sei Tuan, Deli Serdang Regency, North Sumatra. The sample is 77. The analysis of the research results uses descriptive statistics, product moment correlations, and multiple linear correlations. The results of the hypothesis test show that: there is a positive and significant influence between the principal's leadership on the quality of graduates at the State Junior High School in Percut Sei Tuan district by 31.3%; there is a positive and significant influence between the work behavior of teachers on the quality of graduates in SMP Negeri in Percut Sei Tuan district by 34.1%; and there is a positive and significant effect together of 43.9%.

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1. Introduction

In order to achieve the goals of national education, the main key so that planning and educational development programs in schools run optimally are in the hands of educators and education staff in schools. The ultimate goal of education at all levels of education is to produce quality graduates. The quality of graduates according to the goals of national education in Indonesia is to develop abilities, shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. In the context of education, the notion of quality is an approach taken by schools to win the competition through improving the quality of graduates, services, teachers and education personnel, the learning process and the learning environment. Educational outcomes are considered quality if they are able to give birth to academic and extracurricular excellence in students who are declared to have passed for one level of education or completed certain learning programs.

According to Government Regulation Number 20 of 2016, graduate competency standards are the minimum criteria for the unity of attitudes, skills, and knowledge that indicate the achievement of students' abilities from their learning outcomes at the end of the education level. In Article 6 paragraph 2 it is stated that the competency standards of graduates in the general secondary education level education unit are focused on knowledge to improve the competence of students so that they can live independently and participate in further education. Based on Permendikbud Number 20 of 2016, every graduate of primary and secondary education units has competence in three dimensions, namely attitudes, knowledge, and skills.



The phenomenon in a state junior high school in Percut Sei Tuan district, the quality of graduates from these schools is still not as expected, because there are still some students who do not have the competencies, attitudes, knowledge, and skills as expected.

The quality of graduates from educational institutions can be influenced by various factors, especially the leadership of the principal and the work behavior of teachers. The principal as a policy maker in schools must function optimally. Principals must be able to lead schools wisely and directed towards achieving maximum goals, in order to improve the quality of education in their schools, which also has an impact on the quality of graduates.

According to Aedi (2016: 43) the process of improving the quality of education and learning as well as teacher empowerment can be influenced by the leadership ability of the principal. School culture and learning culture can be built by the principal's leadership style in fostering relationships with school residents.

The principal is the person who really determines the progress of a school. The principal holds a very strategic position in creating education, whether it can be implemented effectively or even making the school he leads increasingly show lagging or extreme failure to carry out the educational process to achieve its goals.

As a leader, the principal must have a number of competencies in order to carry out his leadership duties. To improve the leadership quality of principals, Burhanuddin in Aedi (2016: 144) classifies four main categories related to interdependence, as well as aspects of abilities that need to be developed by principals to support the effectiveness of their leadership. The four categories include: personality (personality); understanding and mastery of educational goals (purposes); knowledge (knowledge); and professional skills.

From the above opinion it can be concluded that one of the effective forces in school management that plays an important role in dealing with changes and improving the progress of a school is the leadership of the principal, namely the behavior of the principal who is able to initiate new thoughts in the process of interaction in the school environment by making changes and adjustments. goals, objectives, procedures, inputs, processes or outputs of a school in accordance with the demands of development.

The phenomenon found in a public junior high school in Percut Sei Tuan district is that there are still school principals who have not fully carried out their responsibilities as an educational leader properly. This is because in the appointment process there is no transparency, without open selection. This can have implications for the low productivity of schools so that educational goals are difficult to realize.

Strong leadership implies that school principals can carry out their duties and responsibilities in developing teacher competence. Because teachers are people who have a big role in carrying out learning in schools. Creating effective schools for principals means having to utilize and develop teachers as icons of educational progress.

Teacher work behavior is a factor that also influences the quality of graduates at State Junior High Schools in the Percut Sei Tuan district. Considering the task of the teacher in developing the potential of students to become human beings who believe, have noble character, are healthy, knowledgeable, capable, creative, and independent according to the goals of national education. High learning outcomes become the ideals and expectations of schools that can be realized by teachers as the dominant factor in determining the learning process. According to the results of research contributed by Sidi in Andang (2017: 168), teachers make the biggest contribution in increasing student achievement compared to other factors. Teachers are people who are nurtured and imitated so that they are required to behave well and can use the best way according to the situation and place.

In accordance with Government Regulation Number 46 of 2011, work behavior is any behavior, attitude or action taken by a civil servant or not doing something that should be done in accordance with the provisions of the legislation. The work behavior of teachers also determines the quality of graduates, because the activities of teachers as the main actors in the learning process greatly affect the learning process. In general, behavior means ways of acting, behaving, and responding to something. Behavior is all the actions of a person that can be observed, heard, and felt by others. Thus, it can be said that behavior is a human activity in the form of reasoning, appreciation, and experience in responding to the environment.

In Government Regulation Number 46 of 2011 Article 12 Paragraph 1, it is stated that work behavior includes aspects of: service orientation; integrity; commitment; discipline; cooperation; and leadership. The leadership aspect is only carried out for civil servants who occupy structural positions, while for teachers it is not carried out.

The phenomenon in a public junior high school in the Percut Sei Tuan sub-district, there are still teachers who have not been able to fully fulfill these aspects. It is proven that there are some teachers who are still not professional in carrying out their duties and responsibilities as ASN (State Civil Apparatus). Because there are still teachers who carry out their duties only to fulfill the demands of certification, namely attendance is the main requirement in disbursing certification. Improving the quality of graduates is the responsibility of all schools. Likewise, all public junior high schools in the Percut Sei Tuan district always strive to improve the quality of their graduates.

2. Method

2.1 Principal Leadership

The principal is a leader of an organization called the school. School is a place to learn from students. Thus, the principal is closely related to teachers and students. The principal's leadership style must adapt to the character of teachers and students. The principal has a function and role to improve the quality of the school itself in the eyes of the general public. The quality of an organization or school will increase if it is carried out properly and optimally in the organization or school if there are competent people in their field. To optimize the quality of the school, a school principal must provide satisfaction and inspiration as well as a good example for teachers and parties involved in it. According to Aedi (2016:42), According to Regulation of the Minister of National Education Number 6 of 2018, school principals are teachers who are given the task of leading and managing educational units which include kindergartens (TK), extraordinary kindergartens (TKLB), elementary schools (SD), schools extraordinary elementary school (SDLB), junior high school (SMP), extraordinary junior high school (SMPLB), high school (SMA), vocational high school (SMK), special high school (SMALB), or Indonesian School in Overseas. Principals are teachers who have additional duties as school principals and have several skills, including technical skills, human skills, and conceptual skills. Based on the qualifications that must be possessed by the principal in carrying out his duties and responsibilities, the principal is expected to improve the quality of his work to create a quality school. Because one of the keys that determine the success of schools in achieving their goals is the principal.

2.2 Teacher Work Behavior

Work behavior is a characteristic and behavior contained in every individual or an organization that has leadership dynamics. Work behavior includes personality, self-esteem, self-monitoring, and a tendency to take risks. Work behavior is more inclined to the subject of personality, because personality describes the behavior of an individual. Characteristics include shyness, aggressiveness, submissiveness, laziness, ambition, loyalty, fearfulness, and shame. These characteristics when exhibited in a large number of situations are called personality traits. The more consistent these characteristics and the more often they occur in various situations, then it is called behavior. According to Silalahi (2011: 319) that according to behavioral theory, a person or group of people receives influence from or wants to be influenced by others because of the behavior or leadership style that a person displays when influencing others.

Work behavior is a part that plays a very important role in working life. Work behavior is the actions and attitudes shown by people who work. Work behavior is the ability to work and behaviors where it is very important in every job or work situation. From the understanding of work behavior, it can be concluded that work behavior is the ability to work and the behaviors of the workers where they show action in carrying out the tasks in their place of work.

From these descriptions it can be concluded that work behavior has a very important role to achieve success in accordance with the goals of an organization.



2.3 Graduate Quality

According to the Minister of Education Regulation No. 28 of 2016 concerning the Education Quality Assurance System Article 1 Paragraph 1, the quality of education is the level of intelligence of the nation's life that can be achieved from the implementation of the national education system. It can be concluded that quality is a measure to state the essence of an object or thing in the form of an ideal standard to be achieved by a process. Quality is an approach taken by schools to win the competition through improving the quality of graduates, services, teachers and education personnel, the learning process, and the learning environment continuously.

The educational process is the change of something into something else. Something that affects the ongoing process is called input, while something that results from the process is called output. The process is said to be of high quality if the coordination and harmonization and integration of school inputs (teachers, students, curriculum, and so on) is carried out in a harmonious and integrated manner so as to create a pleasant learning situation (enjoyable learning), encourage motivation and interest in learning, and be able to empower students. Educational output is school performance. In plain view, the outcome of primary and secondary school education is that students can continue their education to a higher level.

According to Andang (2017: 134), the demand for quality improvement in education is part of public accountability. This is because in a world that is increasingly developing globally, it demands that the management of the development sector be carried out openly and accountable to the public.

The concept of graduate quality is a comprehensive description and characteristics of education that show its ability to meet the expected or implied needs. In other words, the quality of education includes the input, process, and output of education. While educational input is everything that must be available because it is needed for the process to take place. Something that is meant in the form of resources and software and expectations as a guide for the ongoing process. Input resources include human resources (principals, teachers including BK teachers, employees, students) and the rest of the resources (equipment, equipment, money, materials, and others). Software input includes the school's organizational structure, legislation, job descriptions, plans, programs, and others. Input expectations in the form of vision, mission.

Education is said to be of high quality if the coordination and harmonization and integration of school inputs (teachers, students, curriculum, money, equipment, and so on) is carried out in harmony, so as to create a pleasant learning situation (enjoyable learning), able to encourage motivation and interest in learning, and really able to empower students.

The word empower means that students do not just master the knowledge taught by the teacher, but that knowledge has also become a charge of the conscience of students, internalized, practiced in everyday life, and more importantly these students are able to learn continuously. (able to develop himself). Quality improvement management is important to be implemented in schools, because schools are service processes that determine students, parents, and the community as consumers. As a service business, customer satisfaction is a measure of the success of quality improvement. Therefore, improving the quality of education must always provide satisfaction for parents if the progress of their children must be the main target of the school, in other words,

To determine the criteria for graduates in a school, there needs to be standardization which is an embodiment of the notion of all can be measured, that everything can be measured. Because everything can be measured, efficiency will be achieved and the quality of the graduates produced will be known. In the context of national education, standards are needed that need to be achieved within a certain period of time in order to realize the goals of national education. Provide instructions that graduate quality standards can be determined by: comparing with past quality (comparison with the past); using the quality of other organizations (quality of other systems); determine the desired quality (desired quality); quality according to professional standards (professional standards of quality); quality to survive (survival quality); planned quality (planned quality); and optimal quality.

These methods of determining quality standards are certainly not exclusive, but several methods can be used simultaneously in accordance with the capabilities of the educational institution concerned. In the national education system, the standards used to measure the quality of graduates are using the parameters of the National Examination (UN) and School Examination (US). To measure these graduates, it is necessary to use



standardization. In the national education system, the standard used to measure the quality of graduates is by using the parameters of the national exam (UN).

This research is a descriptive study that was carried out from May to August 2021 at a public junior high school in the Percut Sei Tuan district, Deli Serdang Regency, North Sumatra. The research population was all teachers of SMP Negeri in Percut Sei Tuan District, Deli Serdang Regency, North Sumatra Province, as many as 334 teachers. The sampling technique used the formula from Taro Yamane with a precision determination of 10% and proportional sampling from 8 schools, resulting in 77 samples. The data collection technique used a questionnaire with five answer choices based on a Likert scale. In this study there are 2 independent variables, namely the principal's leadership (X1) and teacher work behavior (X2), and has 1 dependent variable, namely the quality of graduates (Y). Analysis of research results using descriptive statistics

3. Result and Discussion

In the variable hypothesis test, there are three hypotheses to be tested, namely: 1) the magnitude of the influence of the principal's leadership on the quality of graduates; 2) the magnitude of the influence of teacher work behavior on the quality of graduates; and 3) the magnitude of the influence of principals' leadership and teacher work behavior on the quality of graduates.

Testing the data analysis requirements in this study were validity, reliability, normality test, autocorrelation test and heteroscedasticity test. Based on the validity test and reliability test, all data are valid and reliable. And based on the normality test of the data for each research variable, a significance value of > 0.05 was obtained, so it can be concluded that the data on the principal's leadership (X1), teacher work behavior (X2) and the quality of graduates (Y) are normally distributed.

The results of the calculation of the correlation coefficient between research variables obtained the following results:

The results of the correlation test between the principal's leadership variable (X1) and the graduate quality variable (Y) obtained a correlation coefficient of 0.313. These results are compared with the r_{table} at a significance level of 0.05 with a total sample of 77 where the r_{table} is 0.222. Then $r_{count} > r_{table}$ or $0.313 > 0.222$. This shows that if the leadership of the principal, the quality of graduates will increase as well.

The results of the correlation test between the teacher's work behavior variable (X2) and the graduate quality variable (Y) obtained a correlation coefficient of 0.341. This result is compared with the r_{table} at a significance level of 0.05 with a sample size of 77, where the r_{table} is 0.224. Then $r_{count} > r_{table}$ or $0.341 > 0.224$. This shows that if the work behavior of teachers increases, the quality of graduates will also increase.

The results of the correlation test between the principal leadership variable (X1) and the teacher work behavior variable (x2) on the graduate quality variable (Y) obtained a correlation coefficient of 0.439 at a significance level of 0.05, where R_{table} with a sample size of 77 is 0.242, then $R_{count} > R_{table}$, or $0.439 > 0.242$. So it can be concluded that the principal's leadership and teacher work behavior simultaneously affect the quality of graduates.

4. Conclusion

The principal's leadership partially has a low effect on the quality of graduates at State Junior High Schools in the Percut Sei Tuan district, mainly influenced by personality, understanding and mastery of educational goals (purposes), knowledge, and professional skills. The magnitude of the influence of the principal's leadership on the quality of graduates at the State Junior High School in the Percut Sei Tuan district is 0.313. This shows that the principal's leadership affects the quality of graduates by 31.3% and other factors by 68.7%. The work behavior of teachers partially has a low effect on the quality of graduates in Public Junior High Schools in the Percut Sei Tuan district, mainly influenced by service orientation, integrity, commitment, discipline, and cooperation. 0.341. This shows that the work behavior of teachers affects the quality of



graduates by 34.1%, and other factors by 65.9%. The leadership of the principal and the work behavior of the teacher simultaneously have a moderate effect on the quality of graduates at the State Junior High School in the Percut Sei Tuan district. The value of the influence of the principal's leadership and teacher's work behavior together on the quality of graduates at the State Junior High School in Percut Sei Tuan district is 0.439. This shows that the principal's leadership and teacher work behavior affect the quality of graduates by 43.9%. Based on the conclusions above, the researcher suggests: To the principal of a public junior high school in the Percut Sei Tuan sub-district to further improve his leadership, especially in the dimensions of understanding and mastery of educational goals (purposes). in order to improve the quality of graduates in SMP Negeri in Percut Sei Tuan district; To the teachers at the State Junior High School in the Percut Sei Tuan sub-district to further improve work behavior, in order to improve the quality of the graduates at the State Junior High School in the Percut Sei Tuan sub-district; and To the teachers and principals at the State Junior High Schools in the Percut Sei Tuan sub-district to work together to support each other to improve the quality of graduates

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