The Influence of Principal's Situational Leadership and Teacher's Professionalism on Teacher's Performance

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Abstract – This study aimed at examining the effect of the principal's situational leadership style and teacher's professionalism together on teacher's performance in primary schools. The sample of this study were 32 teachers in three primary schools. The data were collected using questionnaire and documentation. Data were analyzed using SPSS program. The results showed that there is influence of the principal's situational leadership style on the teacher's performance of SD Negeri in Penuguan; there is influence of teacher's professionalism on the teacher's performance of SD Negeri in the Penuguan; and there is influence of the principal's situational leadership style and teacher's professionalism together on the teacher's performance of SD Negeri in Penuguan.

Keywords – Principal Situational Leadership, Teacher's Professionalism, Teacher's Performance

I. INTRODUCTION

Professional teachers are the main keys to smooth and successful learning. Because only professional teachers can create an active situation for students in learning activities. Professional teachers are believed to be able to deliver students in learning to find, manage, integrate their acquisition, and solve problems related to knowledge, attitudes, and values or life skills (Lian et al, 2018; Wandasari et al, 2019; Salwa et al, 2019). Professional teachers are believed to be able to make students think, behave and act creatively. The form of teacher professionalism must be demonstrated during the learning process. There are three missions that must be carried out by the teacher in the learning process. According to Zahroh (2015), the three missions are professional missions, humanitarian missions, and citizenship missions.

Rochman (2011) said that teachers directly confront students to transfer knowledge and technology while educating with positive values through unmatched guidance and example. The presence of teachers in education is crucial, because their obligation is not only to transfer

knowledge, but also to internalize values to students (Kristiawan et al, 2019; Fitria et al, 2019). To equip teacher professionalism requires good teacher performance in the tasks he entails and delivers learning material in accordance with his expertise as a teacher. Leadership style is a pattern of consistent **behavior** that is applied by the leader through other people through the behavior that the leader shows when influencing others, as perceived by others (Andriani et al, 2018). Style is not a matter of how leaders think about their own behavior in leading, but how perceptions of others, especially follower about the behavior of their leaders (Mulyadi, 2009; Renata et al, 2018).

Through the leadership style that a leader will be able to transfer some values such as emphasis on the group, the support of teachers and employees, tolerance of risk, criteria for change and so on the other hand employees will form a subjective perception of the basic values that exist in the organization in accordance with the values that leaders want to convey through their leadership style (Andriani et al, 2018). To adjust between values, we need a process called socialization; this process will work well if new employees will feel happy with the work environment they occupy. No

different from teachers and students at a school will certainly feel happy and the teaching and learning process will run well.

The Principal is able to do his duties and carry out his functions well too. To maintain and improve the performance of its employees requires a leader who uses a situational leadership style, a leader who in addition to having personal ability is also able to read the situation of his subordinates and his work environment. One effective way to improve one's work performance is by creating conditions that support the creation of one's individual basic needs (Irmayani et al, 2018; Tobari et al, 2018). Conversely, no favorable conditions will preclude the possibility of fulfilling various work achievements of a person (Nawawi, 2006).

Conditions that hamper the fulfillment of basic personal needs include the existence of various organizational weaknesses and management, for example not achieving the good understanding that comes from peers or from their own superiors, less attention to human factors (abuse of power). Related to this problem, Sedarmayanti (2009) suggests that leaders should start, trying to get to work talking about what their complaints are.

According to Mulyasa (2013), there are several factors that make a leader can improve the achievements and performance of his subordinates. First, the leader meets the needs of his subordinates regarding the effective work. Second, leaders provide training, guidance and support needed by their employees. In an effort to improve employee performance, the leadership role is very important, because the success or failure of an objective achieved by an organization depends on its leadership.

The success or failure of a school in displaying teacher professionalism satisfactorily depends a lot on the quality of the leadership style used by the principal and the performance of the teacher himself, so it will indirectly have a direct effect on teacher performance and teacher professionalism. The improvement of teacher professionalism is supported by the skills and performance of the teacher himself who is inseparable from the situational leadership behavior of the principal. A good headmaster always pays attention to the knowledge of teacher skills in his work, because teacher performance is the responsibility of the principal. There are several factors that make a leader can improve the professionalism of teachers and the performance of their subordinates. First, the leader meets the needs of his subordinates regarding the effective work. Second, leaders provide training, guidance

and support needed by their employees (Apriana et al, 2019; Fathurrocmann et al, 2019; Murtiningsih et al, 2019).

To improve employee performance, the leadership role is very important, because the success or failure of an objective achieved by an organization depends on its leadership. And this is an obligation for every leader to be able to lead his subordinates to work according to the instructions given so that it will create conditions and work environments that encourage the emergence of work activities in achieving organizational goals effectively and efficiently.

Based on preliminary observations that researchers have done in the Banyuasin District Selat Penuguan District Elementary School, the results of the interview with the Regional Coordinator of the Banyuasin, stated that the professionalism of teachers teaching in Banyuasin elementary schools was not considered optimal. This is due to the lack of ability possessed by teachers such as: 1) lack of ability to master teaching materials; 2) lack of ability to arrange teaching programs; 3) implementing the teaching program has not yet led to K13; 4) lack of ability to assess the results and teaching and learning process that has been done and there are still teachers who when doing learning only provide assignments to work on problems from student worksheets where the teacher is just silent without explaining the learning that was carried out; 5) the work atmosphere is less conducive with regard to the leadership of the school principal which is deemed not in accordance with the conditions of the teachers in the school they lead.

Regarding the above problems, solutions can be taken based on referrals from expert opinions and research results that are focused on increasing teacher professionalism through the principal situational leadership and improving teacher professionalism through teacher performance. Lamiang (2017) said to increase teacher professionalism must increase the influence of the principal's situational leadership and the teacher's performance itself. Some things that leaders must do are 1) must be flexible in overcoming teacher problems; 2) trying to synchronize the interests and goals of the organization with the personal goals of the subordinates; 3) trying to make his subordinates more successful than himself; 4) trying to prioritize cooperation and team work in an effort to achieve goals. Harahap (2018) said the better the motivation of the principal and situational leadership of the principal shown to the teacher, the better the teacher's performance and the professionalism of the teacher himself in carrying out the tasks he was carrying. The principal's situational leadership style is very influential

on the overall performance of teachers performed and of course the teacher's professionalism itself will be better, it should be a benchmark for the performance of teachers performed on their profession. The principal's leadership attitude reflects his subordinates. Efendi (2010) adds that the better the situational leadership style of the principal will have a very positive impact on improving teacher professionalism.

Based on the background of the problem that has been described, the researcher feels confident to study and apply through research "The Effect of the Principal Situational Leadership Style and Teacher Professionalism on Primary School Teacher Performance in the Strait of Penuguan District". Siagian (2007) explains that the situational leadership style is a leadership style that focuses on the suitability or effectiveness of the leadership style in accordance with the maturity of followers in relation to certain tasks. It is emphasized by Miftah (2012) that situational leadership is based on interrelation 1) number of instructions and directions given by the leadership; 2) the amount of social support given by the leadership; 3) the level of readiness or maturity of the followers shown in carrying out specific tasks, functions or specific objectives.

Based on the above understanding, it can be understood that situational leadership style is an art or behavior to influence someone in accordance with their work in order to achieve the desired goals. In this study that the principal's leadership is the ability to move the resources that exist in a school and be used optimally to achieve the desired goals.

Then regarding professionalism, Danim (2010) argues that professionalism is a dynamic endeavor in the context of optimizing the application of tasks to become professional by increasing the quality of competency elements. Teacher professionalism is defined as the conditions, direction, values, objectives, and quality of expertise and authority in the field of education and teaching relating to one's work that is used as a livelihood.

Besides dedicating themselves and serving the nation, the main task of the teacher is to educate, guide, train, and develop the curriculum (curriculum set). A profession is a position or occupation that demands certain expertise. This means that positions cannot be carried out or held by just anyone who is not trained and is not specifically prepared to do the work so that it can only be said to be professional. But through the process of education and training that is prepared specifically for the field it carries.

Professional teachers must have teacher competencies obtained through teacher education such as (S1-PGSD,

Education, AKTA Education) obtained and special education for the field. The teacher's competence is obtained through so-called professionalization which is carried out both before a person goes through the profession (pre-service training) or after undergoing a profession (in-service training) (Kristiawan, 2017).

Furthermore, teacher's performance is a learning process as an effort to develop existing activities to become better activities, so that educational goals that have been set are achieved well through a learning activity carried out by the teacher in accordance with the targets and objectives. Zahroh (2015) defines performance as a reflection of the overall way a person sets his goals. A good teacher works with careful plans so that the planned objectives can be achieved. Performance differences between one person and another in a work situation is due to differences in the characteristics of individuals. Basically, Performance is influenced by two factors, individual and situation. On the individual factor, if someone sees a high performance is a path to meet their needs, then he will follow that path. Whereas the situation factor states that performance is the result of interaction between motivation and basic abilities. If motivation is high but basic ability is low, then performance will be low and if ability is high but motivation is low then performance will be low, or vice versa (Tobari et al, 2018).

There are several factors that affect teacher's performance, 1) personal factors, including elements of knowledge, skills, abilities, confidence, motivation, and commitment possessed by each individual teacher; 2) leadership factors, including aspects of the quality of managers and team leaders in providing encouragement, enthusiasm, direction and work support to teachers; 3) team factors, including the quality of support and enthusiasm provided by colleagues in a team, trust in fellow team members, cohesiveness and closeness of team members; 4) system factors, including work systems, work facilities provided by school leaders, organizational processes and work culture in the organization (Buchori, 2009).

To improve teacher performance include, among others: 1) receiving new attendance well; 2) giving new teaching assignments in accordance with the fields and competencies that are mastered by new teachers; 3) establish and implement teacher working groups in the field of study and teacher deliberations in the field of similar studies (MGMP) as a forum for teachers to discuss planning problems and solving problems that occur in class; 4) conduct administrative and academic supervision of new teachers as

material for improvement and determine policies; 5) establishing coaching both administrative, academic, and new teacher careers; 6) provide opportunities for new teachers to take part in training both at schools, districts, provinces and at the national level; 7) rewards outstanding teachers and punishes lazy and problematic teachers; 8) giving additional tasks to new teachers; 9) forming family ties in their respective schools with meetings held at the home of family ties members.

Assessing teacher performance in schools is not a simple matter. Need a good communication within the school itself to set a good assessment standard. Good teacher performance appraisal standards don't just show up. There needs to be an agreement from the party that will assess (the principal) and the teacher who will be assessed. In this way a mutual understanding is reached that the teacher performance appraisal process is not at all looking for mistakes but solely for improving performance so that schools can run better in practice. As well as how schools can help teachers to be better at doing learning in class.

II. METHODS

This study used a quantitative approach, because all data is realized in the form of numbers, and analyzed using statistics. It directed at solving problems by describing the results of the research. According to Sugiyono (2014), descriptive research is intended to provide a clearer picture of social situations by focusing on certain aspects and often shows the influence between various variables. This research includes quantitative research using the ex post facto approach. Ex post facto research is a systematic empirical search where researchers cannot directly control

the independent variables because events have occurred. So in this study researchers are not required to provide treatment of the independent variables, but examine the facts that have happened/have been done by research subjects, then measure the effects of these independent variables on certain dependent variables (Arikunto, 2010).

The population in this study was 14 public elementary schools in Penuguan consist of 119 teachers. The population is teachers with Civil Servant status who teach at Banyuasin Primary School Year 2019/2020. This research was conducted by using a questionnaire. Questionnaire is given to respondents in the form of questions/statements that must be answered by the teacher. The questionnaire is given relates to the research variable the principal's situational leadership style and teacher's professionalism on improving the performance of elementary school teachers.

The research sample is a portion of the number and characteristics possessed by the population (Sugiyono, 2014). We only take research samples using the cluster random sampling area technique. The technique used in sampling is determined based on homogeneous travel area. Data were analyzed using simple correlation data analysis techniques and multiple regressions by using SPSS for Windows Version 21 program. The stages of the analysis included: 1) descriptive analysis; 2) requirements analysis test; 3) hypothesis testing (Sugiyono, 2014).

III. RESULTS AND DISCUSSION

1. Normality Test

Data normality test on the influence of the principal's situational leadership style and teacher professionalism on the teacher's performance can be seen in the following table.

**Table Normality Test
One-Sample Kolmogorov-Smirnov Test**

		Principal's Situational Leadership	Teacher's Professionalism	Teacher's Performance
N		32	32	32
Mean		2.9359	3.0609	3.0225
Normal Parameters ^{a,b}	Std. Deviation	.31321	.30684	.24340
Most Extreme Differences	Absolute	.106	.141	.078
	Positive	.106	.141	.070
	Negative	-.089	-.084	-.078
Kolmogorov-Smirnov Z		.602	.798	.441
Asymp. Sig. (2-tailed)		.861	.547	.990

a. Test distribution is Normal.

b. Calculated from data.

Based on the table above, it is known that the influence of the principal's situational leadership style on the teacher's performance is normally distributed. It is known from the results of the analysis obtained a value of $0.861 > 0.05$, and the influence of teacher's professionalism on the teacher's performance also has a normal distribution. It is known from the results of the analysis obtained a value of $0.547 > 0.05$. Thus, the influence between variables in this study together is normally distributed.

Based on the picture above, it appears that the distribution of data is around the diagonal line and nothing is scattered far from the diagonal line, so that the assumption of normality can be met.

2. Homogeneity Test

Homogeneity test of research can be seen in the following table.

**Table Homogeneity Test
Test Statistics**

	Principal's Situational Leadership	Teacher's Professionalism	Teacher's Performance
Chi-Square	9.438 ^a	8.375 ^a	9.438 ^a
Df	16	16	16
Asymp. Sig.	.894	.937	.894

a. 17 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.9.

Based on the table above, it shows that the value was obtained $0.937 > 0.05$. This means that the analysis results obtained are homogeneous.

3. Linearity Test

The linearity test about the influence of the principal's situational leadership style and teacher's professionalism on the teacher's performance in the table below.

**Table Linearity Test X_1 Against Y
ANOVA Table**

		Sum of Squares	Df	Mean Square	F	Sig.
Teacher's Performance * Principal Situational Leadership	(Combined)	1.607	16	.100	6.555	.000
	Between Groups	1.205	1	1.205	78.635	.000
	Deviation from Linearity	.402	15	.027	1.749	.145
	Within Groups	.230	15	.015		
	Total	1.837	31			

Based on the table above, it shows that $F_{\text{count}} < F_{\text{table}}$. The linearity shows $0.145 < 0.005$. Thus the

principal's situational leadership style positively influences the teacher's performance.

Table Linearity X₂ Test Against Y
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Teacher's Performance * Teacher's Professionalism	Between Groups	(Combined)	1.288	16	.081	2.203	.067
		Linearity	.775	1	.775	21.207	.000
		Deviation from Linearity	.513	15	.034	.936	.550
	Within Groups		.548	15	.037		
	Total		1.837	31			

Based on the table above, it shows that $F_{\text{count}} < F_{\text{table}}$. The linearity shows $0.550 < 0.005$. Thus the teacher's professionalism has a positive influence on the teacher's performance.

4. Hypothesis Testing

For the hypothesis of the influence of the principal's situational leadership style on the teacher's performance and the influence of teacher's professionalism on the teacher's performance as shown in the following table.

Table Hypothesis X₁ Test Against Y
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)					
1 Principal's Situational Leadership	.504	.080	.649	6.286	.000

Table Hypothesis X₂ Test Against Y
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)					
1 Teacher's Professionalism	.281	.082	.354	3.433	.002

Based on the table above, the t-count for the principal's situational leadership style variable is 6.286, while the t-table value is 1.996 ($df = 32 - 2 - 1 = 29$). In addition, the significance value is $0.005 < \text{significance level } \alpha = 0.05$. It shows $t_{\text{count}} > t_{\text{table}}$ ($6.286 > 1.996$) and significance value $< \text{significance level } \alpha = 0.05$ ($0.005 < 0.05$), the

hypothesis variable X₁ to variable Y is accepted. This means that there is an influence on the principal's situational leadership style on the teacher's performance.

Furthermore, the hypothesis test for the X₂ variable against the Y variable was obtained 3,433, while the t-table

value was 1,996 ($df = 32-2-1 = 29$). In addition, the significance value is $0.005 < \text{significance level } \alpha = 0.05$. It shows the value of $t\text{-count} > t\text{-table } (3,433) > (1,996)$ and the significance value $< \text{significance level } \alpha = 0.05 (0.005 < 0.05)$, the hypothesis variable X_2 to the variable Y is accepted. This means that there is an influence of teacher's professionalism on the teacher's performance.

Leaders must treat individuals humanely. Humans in carrying out their activities are always influenced by different personalities, for example the nature, attitudes of values, desires and interests, for that will affect the leadership style as well as at work. Leadership style is a pattern of consistent behavior that is applied by the leader through other people, namely through the behavior that the leader shows when influencing others, as perceived by others. Style is not a matter of how leaders think about their own behavior in leading, but how perceptions of others, especially follower about the behavior of their leaders (Mulyadi, 2009).

Through the leadership style, it will be able to transfer some values such as emphasis on the group, the support of teachers and employees, tolerance of risk, criteria for change and so on the other hand employees will form a subjective perception of the basic values that exist in the organization in accordance with the values that leaders want to convey through their leadership style. To adjust between values, we need a process called socialization; this process will work well if new employees will feel happy with the work environment they occupy. No different from teachers and students at a school will certainly feel happy and the teaching and learning process will run well. The Principal is able to do his duties and carry out his functions well too. In an effort to maintain and improve the performance of its employees requires a leader who uses a situational leadership style, namely a leader who in addition to having personal ability is also able to read the situation of his subordinates and his work environment. In this case the maturity of subordinates is directly related to the right leadership to be applied so that the leader gets adequate obedience or influence. For that the leader must be able to create a work atmosphere that is supported by his subordinates to always work professionally. Not misusing it for personal interests, but to achieve individual goals in the organization so that subordinate work performance can be improved and organizational goals can be achieved more effectively and efficiently.

One effective way to improve one's work performance is by creating favorable conditions for the creation of a

person's basic personal needs (Basic Personal Needs). Conversely, no favorable conditions will preclude the possibility of fulfilling various work achievements of a person (Nawawi, 2016). Conditions that hinder the fulfillment of basic personal needs include various organizational weaknesses and management, for example not achieving mutual understanding (good communication) whether it comes from peers or from their own superiors, less attention to human factors (Abuse of power). Related to this problem, Sedarmayanti (2009) suggests that leaders should start, trying to get to work talking about what their complaints are.

Professional teachers are the main keys to smooth and successful learning in schools. Because only professional teachers can create an active situation for students in learning activities. Professional teachers are believed to be able to deliver students in learning to find, manage, integrate their acquisition, and solve problems related to knowledge, attitudes, and values or life skills. Professional teachers are believed to be able to make students think, behave and act creatively.

The form of teacher professionalism must be demonstrated during the learning process. There are three missions that must be carried out by the teacher in the learning process. These three missions are known as the three missions. According to Zahroh (2015: 19), the three missions are professional missions, humanity missions, and civic missions.

According to Mulyasa (2013), there are several factors that make a leader can improve the performance and performance of his subordinates. First, the leader meets the needs of his subordinates regarding the effective work. Second, leaders provide training, guidance and support needed by their employees. In an effort to improve employee performance, the leadership role is very important, because the success or failure of an objective achieved by an organization depends on its leadership. And this is an obligation for every leader to be able to lead his subordinates to work according to the instructions given so that it will create conditions and work environments that encourage the emergence of work activities in achieving organizational goals effectively and efficiently.

There are several factors that make a leader can improve the professionalism of teachers and the performance of their subordinates. First, the leader meets the needs of his subordinates regarding the effective work. Second, leaders provide training, guidance and support needed by their employees. In an effort to improve employee performance,

the leadership role is very important, because the success or failure of an objective achieved by an organization depends on its leadership. And this is an obligation for every leader to be able to lead his subordinates to work according to the instructions given so that it will create conditions and work environments that encourage the emergence of work activities in achieving organizational goals effectively and efficiently.

IV. CONCLUSION

The success or failure of a school in displaying teacher's professionalism satisfactorily depends a lot on the quality of the leadership style used by the principal and the teacher's performance. It directly influences the teacher's performance and teacher's profession. The improvement of teacher's professionalism is supported by the skills and performance of the teacher himself who is inseparable from the situational leadership behavior of the principal. A good headmaster always pays attention to the knowledge of teacher's skills in his work, because teacher's performance is the responsibility of the principal. This paper concluded that there is influence of the principal's situational leadership style on the teacher's performance of SD Negeri in Penuguan; there is influence of teacher's professionalism on the teacher's performance of SD Negeri in the Penuguan; and there is influence of the principal's situational leadership style and teacher's professionalism together on the teacher's performance of SD Negeri in Penuguan.

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