

Conference Paper

Principal's Leadership Style and Influence Workload Against Teacher Performance

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Abstract.

This study attempts to examine teacher performance as influenced by the principal's leadership and workload. This study seeks to reveal the effect of the principal's leadership style and workload on teacher performance. While the specific target to be achieved in this research is to serve as information material in the development of science, especially in the field of education and teacher training. The approach used is quantitative with the type of associative research. This study focuses on three variables, namely the principal's leadership style (variable X1), teacher workload (X2), and teacher performance (Y). All state high school teachers in Makassar City were used as the study population. As many as 163 of the total population were used as research samples taken using proportional random sampling technique. Data was collected using questionnaires, observation, and documentation techniques. Data were obtained through a questionnaire instrument and analyzed using inferential statistics. The results of the data analysis show: 1) the principal's leadership style has a positive and significant effect on teacher performance; 2) workload has a positive and significant effect on teacher performance; 3) the principal's leadership style and teacher's workload together have a positive and significant influence on teacher performance.

Keywords: leadership, workload, teacher performance

1. Introduction

Talking about educational issues cannot be separated from the teacher, because the teacher is a component in the education system and the teacher is a component that greatly determines the success of the learning process which ultimately determines the success of students [1][2][3]. Learning is a series of processes of teacher and student activities that take place in certain situations where learning objectives are deliberately created to be achieved.

Teacher performance is still a concern of the government because teacher performance is one of the factors that determines the level of student learning outcomes which ultimately determines the quality of education. [4][5][6]. To improve the quality of education, it is necessary to pay great attention to teacher performance, both in

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planning lessons, implementing learning, and assessing learning outcomes. The quality of graduates as a parameter of education quality can be used as a performance benchmark by teachers [7][8][9].

The level of teacher performance is influenced by several factors, especially in managing educational institutions. School management is inseparable from the style used by the leader or principal in carrying out his role as a leader [10][11][12]. The leadership style adopted by the principal will depend on the condition of the subordinates he leads. Each school principal has a different leadership style and no leadership style is the best or most effective for all situations, depending on the circumstances and conditions of each subordinate [13][14][15].

The leadership style that can be carried out by the principal is an autocratic, democratic, and laissez faire leadership style. Leadership with a democratic style is considered a modernist and participatory leadership style, because in carrying out this leadership style, all members are invited to actively participate in contributing their thoughts and energy in order to achieve the goals to be achieved by the organization [16][17].

In addition, one of the factors that determine teacher performance is the level of workload assigned to them. In some areas, the teacher's workload includes operating capacity, which is more than it should be. School superintendents, principals and teachers should carry out a workload of 40 (forty) hours in 1 (one) week at the base administrative unit [18]. Regulations concerning Teachers and Lecturers, state that teachers have a minimum workload of 24 (twenty four) face-to-face hours each week and a maximum of 40 (forty) face-to-face hours a week [19]. In the same regulation it is also stated that the teacher's workload includes activities: designing the learning process, carrying out the learning process, as well as assessing learning outcomes, guiding, training students, and carrying out additional tasks attached to the main activities in accordance with the teacher's workload [20][21]. However, in some schools where the number of teachers is limited, they are given a teaching load of up to 50 hours a week. This causes the teacher to be less able to complete his workload properly.

2. Method

Quantitative approach is the approach used in this research with associative research type. This approach is used to obtain data that requires instruments and types of numerical data and to interpret phenomena that are directly related to the existing data in the study.

The population in this study was all 1,629 State Vocational School teachers in South Sulawesi (including honorary teachers). The sample taken was 10 percent of the population, namely as many as 163 people using a proportional random sampling technique with a simple random technique.

The collected data were analyzed using descriptive analysis techniques with the percentage formula while to answer the hypothesis, the data were analyzed using inferential statistics (multiple regression analysis). To find out the partial significant effect of the regression model of organizational culture variables and work commitment on teacher performance variables, a partial regression coefficient test (t-test) is used.

3. Results

This analysis is intended to see the relationship of the independent variables with the dependent variable whether each independent variable has a positive or negative relationship and this analysis is intended to predict the value of the dependent variable if the value of the independent variable has decreased or increased. The results of the analysis using multiple linear regression are presented in the following table:

TABLE 1: Results of Multiple Linear Regression Analysis.

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	63,689	12,376		4,146	,000
	Principal's Leadership Style	,349	,059	,321	2,312	,000
	Teacher performance	,256	,054	,228	3,421	,003
Dependent Variable: Teacher Workload						

With the regression equation:

$$Y' = a + b_1X_1 + b_2 X_2$$

$$Y' = 63.789 + 0.349 + 0.256$$

The constant is 63.789 meaning that if the principal's leadership style and the teacher's workload are 0, then the teacher's performance is 63.789. The regression coefficient is positive, meaning that there is a positive relationship between the principal's leadership style and the teacher's workload.

3.1. Multiple Correlation Analysis (R)

Multiple correlation analysis is intended to see the relationship of two or more independent variables (principal leadership style and teacher workload) their effect on the dependent variable (teacher performance) simultaneously. This coefficient shows how much the relationship that occurs between the independent variables simultaneously on the dependent variable. The results of the analysis are presented in table 2 as follows:

TABLE 2: Results of Multiple Correlation Analysis.

Model Summary						
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	
1	,519 ^a	,369	,176		5,13517	
Predictors: (Constant), principal's leadership style, teacher's workload						

Table 2 above shows an R of 0.519. This indicates that there is a moderate relationship between the leadership style used by the principal and the teacher's workload on teacher performance.

3.2. Test the Regression Coefficient Together (Test F)

This test is intended to determine whether the dependent variable (teacher performance) is simultaneously positively and significantly influenced by the independent variable (principal's leadership style and teacher's workload). Significant means that the relationship that occurs can apply to the population (can be generalized). The results of the regression coefficient test together (Test F) can be seen in table 3 below;

TABLE 3: Joint Regression Coefficient Test Results (Test F).

ANOVA ^a						
Model		Sum Squares	of df	Mean Square	F	Sig.
1	Regression	1507,631	2	704,316	16,645	,000 ^b
	Residual	6735,771	162	40,908		
	Total	7336,519	163			
a. Dependent Variable: teacher performance						
b. Predictors: (Constant), principal's leadership style and teacher's workload						

Based on the table above, it is found that F count is 16,645 using a 95% confidence level, $\alpha = 5\%$, df_1 (number of variables-1) = 1, and df_2 (n-k-1) or 163-2-1 = 160. Results obtained for F Table of 3.90. $F_{count} > F_{table}$ (16.635 > 3.90) or $sig\ 0.000 < 0.05$.

The results of the analysis using the F test above, it was found that the dependent variable (teacher performance) was significantly influenced by the independent variables (principal leadership style and teacher workload). This shows that the better the principal’s leadership style and the teacher’s workload, the teacher’s performance will increase.

3.3. Partial Regression Coefficient Test (t test)

The t test is used to see whether in the regression model the independent variables of the principal’s leadership style and teacher’s workload partially have a significant effect on the dependent variable (teacher performance). The results of the analysis (t test) can be seen in table 4:

TABLE 4: Partial Regression Coefficient Test Results (t test).

Model	Coefficients ^a				t	Sig.
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
(Constant)	63,689	9,456			6,280	,000
Principal's Leadership Style	,349	,0162	,321		4,340	,000
Teacher Workload	,256	,0163	,228		2,062	,003

a. Dependent Variable: Teacher Performance

3.4. Testing the regression coefficient of the principal's leadership style variable on teacher performance

Based on table 4, the t count is 4.340. The t distribution table shows that $\alpha = 5\%$: $2 = 2.5\%$ (2-sided test) with (df) $n-k-1$ or $163-2-1 = 160$. Two-sided test (significance = 0.025) obtained a t table of 2.23 . Where the value of t count is $6.340 > t$ table 2.23 so that the proposed H_0 is declared rejected. From the results of the t test above, it can be understood that partially teacher performance is significantly influenced by the principal’s leadership style.

3.5. Testing the regression coefficient of the teacher's workload variable on teacher performance

Based on the table above shows that the t count is 3.072. The t distribution table is searched at $\alpha = 5\% : 2 = 2.5\%$ (2-tailed test) with (df) $n-k-1$ or $163-2-1 = 160$. Through a 2-sided test (significance = 0.025) the results obtained are t table of 2.23. Thus the value of t count is $2.062 > t$ table 2.23 so that the proposed H_0 is declared rejected. From the results of the t-test above, it can be understood that partially, teacher performance is significantly influenced by teacher workload.

4. Discussion

Teacher performance as a measure of teacher success in managing learning can be improved through the principal's leadership style and appropriate teacher workload so that teachers can carry out the tasks assigned to them effectively without neglecting other basic tasks. The results of this study indicate that teacher performance is positively and significantly influenced by the principal's leadership style and teacher's workload

From table 4 it is known that the t count is 4.340. The t distribution table is searched for $\alpha = 5\% : 2 = 2.5\%$ (2-tailed test) with degrees of freedom (df) $n-k-1$ or $58-2-1 = 55$. With a 2-sided test (significance = 0.025) the results are obtained t table of 2.23. Because the calculated t value obtained is $4.340 > t$ table 2.23, the proposed H_0 is declared rejected. From these results it can be understood that teacher performance is partially significantly influenced by the principal's leadership style.

While the determination of the analysis obtained the value of R^2 (R Square) of 0.369 or (36.9%). Thus it is understood that the percentage contribution of the independent variable (principal's leadership style and teacher's workload) to the dependent variable (teacher performance) is 36.9%. While the remaining 63.1% is caused by other variables.

Based on the results of the analysis presented. proves that the principal with his leadership style also determines the performance displayed by the teacher. Because of that it can be understood that the style shown by the principal in leading his subordinates (teachers) will have a good impact on the performance shown by the teacher. Exemplary leaders, including the principal, play a role in determining the performance of a subordinate because the leader is made an example and role model by his subordinates. Leaders must set a good example, be well-disciplined, honest, fair and in accordance with their actions. Principals are expected to work closely with teachers because principals cannot do all the work in schools themselves, especially

the task of educating students [10][22]. Therefore, a good school principal needs to delegate some of the tasks and authority to his subordinates. This delegation of tasks and authority is intended so that the running of the organization does not experience obstacles, and avoid elements of abuse of authority.

Principals need to give freedom to teachers to explore their abilities in carrying out their duties. This means that the principal fulfills the role of full delegation of teachers where the principal does not give too many opinions in making decisions but always gives space for teachers to be creative [23][14].

The principal's leadership style and workload are elements that need attention by the government. The principal will influence the way teachers carry out their duties and cause teachers to have the same perspective in carrying out work activities to achieve maximum performance. In addition, the workload is expected to be in line with government policy, namely 40 hours per week. Thus with an appropriate workload it is hoped that it will be able to create maximum work results for teachers so that it becomes a trigger for quality teacher performance as expected [24].

In general, teacher performance can be said to be good and successful if the desired goals can be achieved properly. These objectives include the ability to plan learning, carry out learning, and assess learning outcomes. Teachers are required to be capable of preparing lessons by making collaborative learning implementation plans and teaching materials that are adapted to conditions and situations in the midst of a pandemic online and offline. In addition, a good teacher needs to ensure that the learning process continues even though their students are not at school but are at home. Teachers need to carry out learning innovations that can provide positive solutions through a good design process so that teachers can implement them through a process of maximizing existing media such as online media (online) [19].

The performance shown by the teacher can also be seen as a function of the interaction between motivation, ability, and opportunity, so that in the end the teacher can get job satisfaction. Performance is an appearance to do, describe, and produce something. This is qualitative or physical and non-physical in accordance with the instructions, functions and duties that underlie knowledge, attitudes and skills.

The teacher's performance as a result of his work is caused by the existence of some of the teacher's efforts. On the basis that performance has different values according to work commitment, so that performance has several dimensions, below are the dimensions that build a person's performance.

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