

REVIEWING TEACHER PERFORMANCE: A LESSON FROM JUNIOR HIGH SCHOOL TEACHERS

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ABSTRACT:

This study aims to determine how principal leadership influences teacher performance through organizational commitment and Organizational Citizenship Behavior in SMP Negeri (Junior High School) teachers in Magelang Regency. This study used a quantitative approach with a population of all SMP Negeri teachers in Magelang regency. The sampling technique used is Probability Sampling with Simple Random Sampling, while the data collection technique used a questionnaire. Data analysis used: (1) descriptive statistics; (2) Multiple Regression; and (3) Path Analysis. The results showed that the principal's leadership significantly affected SMP Negeri's performance in Magelang Regency through organizational commitment and OCB. The better the principal's leadership, the better the teacher's account will be.

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ABSTRAK:

Penelitian ini bertujuan untuk mengetahui pengaruh kepemimpinan kepala sekolah terhadap kinerja guru melalui komitmen organisasi dan Organizational Citizenship Behavior pada guru SMP Negeri di Kabupaten Magelang. Penelitian ini menggunakan Pendekatan Kuantitatif dengan populasi data seluruh guru SMP Negeri di Kabupaten Magelang. Teknik pengambilan sample menggunakan Probability Sampling dengan Simple Random Sampling, sedangkan teknik pengumpulan data menggunakan kuisioner. Analisis data menggunakan: (1) Statistik Diskriptif; (2) Regresi Ganda; dan (3) Analisis Jalur (Path Analysis). Hasil penelitian menunjukkan bahwa kepemimpinan kepala sekolah berpengaruh secara signifikan terhadap kinerja guru SMP Negeri se-Kabupaten Magelang melalui komitmen organisasi dan OCB. Hal ini menunjukkan bahwa semakin baik kepemimpinan kepala sekolah maka kinerja guru juga akan semakin meningkat.

Kata Kunci: *Komitmen Kepemimpinan, Perilaku Organisasi Masyarakat, Kepemimpinan Kepala Sekolah.*

INTRODUCTION

Teachers are a key element in the education system in schools (Direktorat Tenaga Kependidikan Direktorat Jenderal Peningkatan Mutu Pendidik Dan Tenaga Kependidikan Departemen Pendidikan Nasional, 2008). The quality of teacher performance greatly determines the quality of educational outcomes in schools because teachers are the most natural element in contact with students. Given the importance of the role of teachers, schools need to improve teacher performance to achieve the goals set.

Education can run well and maximally through careful and programmed planning. There will be no change or improvement in school quality without changes and modifications in the quality of teachers (Imron & Warsah, 2019). The interaction of teachers with students is the essence of education and learning in schools. If the process is not carried out properly, then the other components of the school, such as curriculum, infrastructure, costs, and so on, will not mean much.

Based on the observations of researchers in Malang Regency, most of the teacher's performance decreased. It can be seen in several phenomena that occur, including: (1) Teachers lack enthusiasm in completing tasks related to learning tools, (2) some teachers do not have a good learning program, (3) teacher creativity in choosing learning strategies has not been maximized, and



(4) there are still teachers who prioritize their interests rather than carrying out their duties as a teacher.

In addition, the researcher also found that some teachers did not have good performance, which was indicated by the existence of teachers in carrying out their profession as teachers only to the extent of teaching as assigned to them. In terms of discipline, teachers are still less disciplined when entering and leaving class. Likewise, in terms of advancing schools, teachers are less involved in improving the quality of schools. Similarly, in writing scientific papers, some teachers still rarely write and are less active in participating in scientific forums to develop the quality of their profession.

The achievement of teacher performance is influenced by several factors, including all elements in the school that have not synergized optimally with each other, unprofessional leaders, unprofessional educators with various competencies, lack of organizational commitment, and unfulfilled facilities and infrastructure. However, these factors can be overcome by leaders or principals who can guide, train, and motivate their subordinates well and professionally.

Kartono (Santris, 2019) made the criteria for school principals that in their daily life they need to have the following capacities: (1) Cultural flexibility is a requirement to manage, recognize and accept the differences that exist within the organization; (2) communication skills, namely influential leaders must be able to communicate, both in writing, verbally and non-verbally; (3) Skills in human resource management, which are related to leaders in their efforts to improve the learning atmosphere, designing training programs, disseminating information and experiences, predicting final results, conducting career counseling, creating organizational changes and adapting to all parties; and (4) Creativity as a leader.

The principal has a strategic position in directing and supporting teacher activities to form teacher commitment in schools (Susanto, 2013). An outstanding teacher commitment will be developed through exemplary and building good communication from the principal to the teacher. As a result, teachers will feel they belong to the school and have an inner bond with the school.

In addition, the leadership of a professional school principal will also grow and optimize organizational citizenship behavior. In carrying out their

duties and work, a teacher needs encouragement, guidance, and direction from their leaders. Leadership is the ability to influence a group towards the achievement of goals. Every leader can have a leadership style that is different from one another, and no one leadership style is better or worse than another. (Anjari, 2017).

Positive behavior of employees or organizational members who have organizational citizenship behavior will support individual performance and organizational performance to promote better organizational development (Ahdiyana, 2010). Therefore, the principal's leadership impacts individual performance in the organization, both directly and mediating organizational citizenship behavior.

Organizational commitment is an individual employee's emotional statement always to be involved in an organization where he works and is located (Mc. Shane, L.Steven and Mary Ann, 2008). It means that organizational commitment is a moving picture of employees manifested by their attachment to a particular organization. Luthans (Luthans, 2006) strengthen organizational commitment has several elements, namely: (1) a strong desire to retain a member in a particular organization; (2) A solid will to defend and defend the name of the organization; and (3) Belief in and acceptance of the values and goals of the organization in which he is involved. In other words, commitment is an attitude that reflects employee loyalty to the organization where members can focus their attention on the success and progress of the organization on an ongoing basis. When there is an increase in commitment, the performance will also increase (Jajang Adiftya, 2014).

Organizational citizenship behavior is also assumed to influence individual performance in the organization (Robbins, 2006). Organizations will function more effectively if employees make contributions that exceed their formal duties. Employees who work in high-performance organizations have better organizational citizenship behavior than those who work in organizations with less good understanding. Organizational citizenship behavior can facilitate organizational performance by "lubricating" the social engine of the organization (MC. Bolino, Turnley, W.H., Bloodgood, 2002). It shows that teachers' organizational citizenship behavior greatly influences their



participation in decision-making so that it has a significant impact on the success of schools in achieving their goals.

Departing from the above background of this study seeks to reveal how the influence of the principal's leadership through organizational commitment and Organizational Citizenship Behavior on the performance of state junior high school teachers in Magelang Regency.

METHODS

This study uses a quantitative approach (Creswell, 2008) which is correlational with Path Analysis. The population in this study were all-state junior high school teachers in Magelang Regency, totaling 1916 teachers. Sampling was carried out by lottery using probability sampling technique with simple random selection, a random sampling technique without regard to the existing strata in the population (Sugiyono, 2015). The sample in this study amounted to 200 teachers (10% of the total population). Data were collected using a questionnaire. Data processing is carried out through the SPSS Series 24 Program, with several analytical techniques, namely (1) Descriptive Statistics, (2) Multiple Regression, (3) Path Analysis (Sugiyono, 2014).

FINDINGS

Principal Leadership

The principal's leadership variable is categorized into four categories: excellent, good, poor, and very poor. The results of descriptive statistical analysis on the Leadership of State Junior High School Principals in Magelang Regency can be seen in Table 1 below:

Table 1.
Leadership of the Principals of Public Junior High Schools in Magelang Regency

| No | Interval | Amount | Persentage | Predicate |
|----|----------|--------|------------|-----------|
| 1 | > 80 | 110 | 55% | Excellent |
| 2 | 61 – 80 | 87 | 44% | Good |
| 3 | 40 – 60 | 3 | 1% | Poor |
| 4 | < 40 | 0 | 0 | Very Poor |

Based on the table above, 55% of teachers stated that the principal's leadership was in the excellent category. It shows that most of the principals are

considered to have been able to carry out their duties under their competencies, both personality, managerial, supervisory, entrepreneurial, and social competencies.

Teacher Organizational Commitment

Organizational Commitment variables are categorized into four categories: excellent, good, poor, and very poor. The results of descriptive statistical analysis on the Organizational Commitment of State Junior High School Teachers in Magelang Regency can be seen in table 2.

Table 2. The commitment of State Middle School Teachers in Magelang Regency

| No | Interval | Amount | Percentage | Predicate |
|----|----------|--------|------------|-----------|
| 1 | > 80 | 50 | 25% | Excellent |
| 2 | 61 – 80 | 139 | 70% | Good |
| 3 | 40 – 60 | 11 | 5% | Poor |
| 4 | < 40 | 0 | 0% | Very Poor |

Based on table 2, of the 200 respondents studied, the highest percentage shows that teachers have an organizational commitment with a good predicate. Therefore, it can be said that State Junior High School teachers in Malang Regency already have a responsibility to their institution, both practical dedication, continuance commitment, and normative commitment.

Teacher Citizenship Behavior

Variables of Teacher Citizenship Behavior are categorized into four categories: excellent, good, poor, and very poor. The results of descriptive statistical analysis on the Citizenship Behavior of State Junior High School Teachers in Magelang Regency can be seen in Table 3 as follows:

Table 3. Citizenship Behavior of State Junior High Schools in Magelang Regency

| No | Interval | Amount | Percentage | Predicate |
|----|----------|--------|------------|-----------|
| 1 | > 80 | 102 | 51% | Excellent |
| 2 | 61 – 80 | 98 | 49% | Good |
| 3 | 40 – 60 | 10 | 5% | Poor |
| 4 | < 40 | 0 | 0 | Very Poor |

Based on the table above, 51% of teachers have excellent civic behavior. It illustrates that teachers are considered to have excellent organizational citizenship behavior towards their institutions, caring behavior/providing



assistance to co-workers, loyalty to the organization, sportsmanship, commitment to the organization, and contributing more than expected.

Teacher Performance

Performance variables are categorized into four categories, namely excellent, good, poor, and very poor. The results of descriptive statistical analysis on the performance of state junior high school teachers in Magelang Regency can be seen in Table 4.

Table 4. Performance of State Junior High School Teachers in Magelang Regency

| No | Interval | Amount | Persentage | Predicate |
|----|----------|--------|------------|-----------|
| 1 | > 80 | 88 | 44% | Excellent |
| 2 | 61 – 80 | 112 | 56% | Good |
| 3 | 40 – 60 | 0 | 0 | Poor |
| 4 | < 40 | 0 | 0 | Very Poor |

Based on the table above, of the 200 respondents studied, 56% of teacher respondents have teacher performance in the excellent category. The results of these illustrate that the performance of SMPN throughout Magelang district on the great variety. Teachers are judged to carry out their duties, both from academic competence, personality, social, and professional.

The Influence of Principal Leadership on Teacher Performance Through Organizational Commitment

The results of the path analysis of the influence of the principal's leadership on performance through the organizational commitment of state junior high school teachers in Magelang can be seen in table 5.

Table 5. The Influence of Principal Leadership on Performance Through Organizational Commitment

| Direct Influence | | | | | | |
|--------------------|---|-------|---------------|--|-------------|----------------------|
| N0 | Path Coefficient | Beta | Test tp value | Coefficient | Information | Influence Proportion |
| 1 | $X_1 \longrightarrow X_2$ | 0.456 | 0.000 | 0.205 | Sign | 20.5% |
| 2 | $X_2 \longrightarrow Y$ | 0.483 | 0.000 | 0.341 | Sign | 34.1% |
| 3 | $X_1 \longrightarrow Y$ | 0.102 | 0.000 | 0.049 | Sign | 4.9% |
| Indirect Influence | | | | | | |
| | $X_1 \longrightarrow X_2 \longrightarrow Y$ | | | $0.456 \times 0.483 = 0.220$ $0.220 > 0.102.$ | | |
| | | | | Indirect Influence = 22% | | |

Based on the data in table 5, the path coefficient of the principal's leadership on organizational commitment (X1-X2) is 0.456, and the path coefficient of corporate responsibility to teacher performance (X2-Y) is 0.483. Thus, the principal's leadership indirectly affects teacher performance through organizational commitment as an intervening variable (X1-X2-Y) of $0.456 \times 0.483 = 0.220$. The coefficient of the direct influence of the principal's leadership on teacher performance (X1-Y) is 0.102, so $0.220 > 0.102$

Based on the data analysis, the influence of principal's leadership on teacher performance through teacher organizational commitment of State Junior High School teachers in Magelang Regency is significant. It shows that organizational commitment is influenced by the principal's leadership and affects teacher performance.

From the results of this study, it appears that the principal's leadership affects teacher performance through organizational commitment. In addition, if the principal's leadership is good, then the teacher's corporate responsibility is also getting better, which impacts increasing teacher performance.

The indirect effect of principal's leadership on teacher performance through teacher organizational commitment is also more significant than the direct effect of principal's leadership on teacher performance. It indicates that teacher organizational commitment can strengthen the influence of the principal's leadership on teacher performance and ultimately improve organizational performance.

The coefficient value of the principal's leadership variable, teacher organizational commitment, and teacher performance shows a positive direction. It can be interpreted that the better the principal's leadership, teachers' organizational commitment, and teacher performance are also increasing. In other words, the principal's leadership has a positive and significant effect on teacher performance through organizational commitment.

The Influence of Principal Leadership on Teacher Performance Through Citizenship Behavior

The results of the path analysis of the influence of the principal's leadership on teacher performance through the organizational behavior of state junior high school teachers throughout the Magelang Regency can be seen in Table 6 below.



Table 6. The Influence of Principal Leadership on Teacher Performance Through Citizenship Behavior

| Direct Influence | | | | | | |
|---------------------------|---|-------------|----------------------|-----------------------------------|--------------------|-----------------------------|
| NO | Path Coefficient | Beta | Test tp value | Coefficient | Information | Influence Proportion |
| 1 | $X_1 \longrightarrow X_3$ | 0.410 | 0.000 | 0.269 | Sign | 26.9% |
| 2 | $X_3 \longrightarrow Y$ | 0.398 | 0.000 | 0.261 | Sign | 26.1% |
| 3 | $X_1 \longrightarrow Y$ | 0.102 | 0.038 | 0.049 | Sign | 4.9% |
| Indirect Influence | | | | | | |
| | $X_1 \longrightarrow X_3 \longrightarrow Y$ | | | $0.410 \times 0.398 = 0.163$ | | |
| | | | | $0.163 > 0.102.$ | | |
| | | | | Indirect Influence = 16.3% | | |

The path coefficient of the principal's leadership on organizational citizenship behavior (X_1 - X_3) is 0.410, and the path coefficient of civic organizational behavior on performance (X_3 - Y) is 0.398. Then the principal's leadership has an indirect effect on performance through organizational citizenship behavior as the intervening variable (X_1 - X_3 - Y) is ($0.410 \times 0.398 = 0.163$). Therefore, the coefficient of the direct influence of the principal's leadership on teacher performance (X_1 - Y) is 0.163, then $0.163 > 0.102$.

Based on the analysis of table 6, it is known that the influence of the principal's leadership on teacher performance through the organizational behavior of State Junior High School teachers in Magelang Regency is very significant. It shows that the principal's leadership influences organizational citizenship behavior. Besides that, organizational citizenship behavior also affects teacher performance.

From the results of this study, it appears that the principal's leadership affects teacher performance through organizational citizenship behavior. Therefore, if the principal's leadership is good, the teacher's civic behavior will affect teacher performance.

The indirect effect of principal's leadership on teacher performance through organizational citizenship behavior is greater than the direct effect of principal's leadership on teacher performance. It indicates that organizational citizenship behavior can strengthen the influence of the principal's leadership on teacher performance and organizational performance.

The coefficient value of the principal's leadership variable, organizational behavior, and teacher performance shows a positive direction. It can be interpreted that the better the principal's leadership, the better the teacher's corporate behavior, which in turn can improve teacher performance. In other words, the principal's leadership has a positive and significant effect on teacher performance through organizational citizenship behavior.

DISCUSSION

Principal leadership has a significant influence on teacher performance through organizational commitment. If the principal's leadership is good, the responsibility of the teacher's organization is also getting better, and this has an impact on increasing teacher performance. Teacher organizational commitment led by principals with good leadership can increase teacher organizational commitment (Aninda et al., 2018). When there is an increase in responsibility, it will be followed by an increase in performance (Aditya, 2014). The role of the principal as an academic supervisor in improving teacher performance is implied to direct and guide teachers to become professional teachers shown by good performance (Masruroh, 2016).

A good principal's leadership impacts the teacher's commitment to the school and then looks at how he or she deals with work professionally. He views that good leadership will also make teachers feel at home and not want to move to another school and think that school is a second home.

Teachers who have exemplary organizational commitment always accept school policies, so teachers work hard to better the school and feel proud to work at the institution. The feeling of pride possessed by the teacher creates a belief to remain in the school. Teachers who have a high commitment will accept wholeheartedly what the school aspires to be.

The leadership role of the principal affects teacher organizational behavior (Anjari, 2017). Employees who work in high-performance organizations have better organizational citizenship behavior than those who work in organizations with less good understanding (MC. Bolino, Turnley, W.H., Bloodgood, 2002). Positive behavior of employees or organizational members who have organizational citizenship behavior can support individual performance and organizational performance to support better organizational development (Ahdiyana, 2010). In the world of education, this process of



organizational citizenship behavior often occurs in work between teachers, between employees, or between teachers and employees (Darmawan, Maisaroh, 2017).

Good leadership and example by the principal will make teachers feel ownership of the school. As a result, teachers feel partly responsible for school activities and do not even mind when they have to sacrifice more time for the sake of the school. It will make the teachers have a good performance.

Teachers have good organizational citizenship behavior indicated by the tendency of the teacher to show behaviors that can increase school effectiveness, both aimed at the organization and to colleagues. Teachers will have more attention to school and do something with seriousness and more than what is assigned by the school. This behavior is supported by work demands and binding rules set by the school.

Ginting (2021) cites Borman as revealing that organizational citizenship behavior can improve organizational performance because through this behavior, organizational social interactions become smoother, disputes are reduced, and efficiency is increased. As a result, teachers and educators who apply OCB will be able to improve their performance. Therefore, OCB behavior is essential for teachers and educators.

Meanwhile, on the other hand, teachers are willing to display an attitude of cooperation and tolerance for less than ideal situations at school, even though sometimes complaints arise. However, these conditions do not hinder a positive attitude towards school. Besides that, teachers who have good organizational citizenship behavior will always be actively involved in school activities because some principals pressure to get teachers engaged in activities.

CONCLUSION

Principal leadership has a direct and indirect influence on teacher performance. Most of the State Junior High School teachers in Malang Regency have exemplary organizational commitment and civic behavior. It is, of course, supported by the leadership of a professional school principal. The influence of the principal's leadership is very significant on teacher performance so that if the principal has good leadership qualities, the teacher's performance will also increase.

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