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The Effect of Principal Leadership and Teacher Intellectual Ability on Teacher Performance (Study of Public High School Teachers in Ambon City)

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Abstract

Strong leaders tend to lead by example. This tendency will then make school principals as leaders more often do things themselves. This study aims to: to analyze and explain the influence of the principal's leadership and teachers' intellectual abilities on teacher performance. The population in this study were all high schools in Ambon City. The sampling technique uses criteria. The number of respondents is 86 teachers. ⁷ Using the Multiple Linear Regression analysis method with SPSS vs 23 Software. The research results prove that: Principal leadership has a significant positive effect on teacher performance. The intellectual ability of teachers influences the performance of teachers in high schools in Ambon City.

Kata Kunci: *Leadership, intellectual ability, performance*

Abstrak

Pemimpin yang kuat cenderung memimpin dengan memberi contoh. Kecenderungan ini kemudian akan membuat kepala sekolah sebagai pemimpin menjadi lebih sering melakukan sesuatu sendiri. Penelitian ini bertujuan untuk: untuk menganalisis dan menjelaskan pengaruh kepemimpinan kepala sekolah dan kemampuan intelektual guru terhadap kinerja guru. Populasi dalam penelitian ini adalah seluruh sekolah Menengah Atas di Kota Ambon. Teknik pengambilan sampel menggunakan kriteria. Jumlah responden 86 guru. ⁸ Menggunakan metode analisa Regresi Linier Berganda dengan Software SPSS vs 23. Hasil Penelitian ⁸ membuktikan bahwa: Kepemimpinan kepala sekolah berpengaruh signifikan positif terhadap kinerja guru. Kemampuan intelektual guru berpengaruh ⁴ terhadap kinerja guru Pada Sekolah Menengah Atas di Kota Ambon.

Keyword: *Kepemimpinan, kemampuan intelektual, kinerja*

INTRODUCTION

In an institution or organization there must be a leader who is responsible for leading the institution, as well as schools. School is a formal organization engaged in the field of education, in short, school is an educational institution. For this reason, in the school there is also a leader known as the principal. Just like other public organizations, the principal as a leader has a very important role in the ongoing process of education in schools. In addition, the effectiveness of teaching and learning activities in schools is also influenced by the leadership of the principal. Thus, the effective leadership of school principals is an important thing that deserves attention.

According to Ronald Williamson (2011) in his article entitled "The Importance of the School Principal", research shows that effective school principal leadership is very important in schools. When a school has effective principal leadership, the school is far more likely to be effective and have a positive impact on student achievement. This is because school principals have an important role in improving school quality, such as playing a central role in setting school directions, articulating common goals, and aligning school programs and resources to achieve the stated vision. If a school principal does not have good and effective leadership, then it will have an impact on all activities carried out in the school. A quality school is also influenced by the ability of the teaching staff.

The low quality of teaching staff is one of the problems of education in Indonesia. Not all teachers are able to teach material according to their respective competencies. According to UNESCO's 2016 Global Education Monitoring Report (GEM), education in Indonesia ranks 10th and last for teacher quality among 14 developing countries. In addition, there was a significant increase in the number of teachers, namely 382 percent or more than 3 million from 1999 to 2000. This number is not comparable to the number of students, which is only around 17 percent. With this number of teachers, there are still 52 percent of teachers who do not have professional certification and 25 percent who do not meet teaching qualifications. On the other hand, the instruments for realizing maximum school performance have not been directly proportional to the results achieved. Various circumstances such as the lack of ability/quality of teacher resources, leadership that does not support teacher performance, and a series of other problems are a challenge for every organization in the field of education that wants change and is a challenge to be improved in responding to these demands, so schools must be able to improve performance and professionalism. Problems in this study: 1. Does the leadership of the school principal affect teacher performance 2. Does teacher work ability have a significant effect on teacher

performance in high schools in Ambon City?.

RESEARCH METHODS

The research design according to Umar (2007), is a structured and comprehensive work plan regarding the relationships between variables arranged in such a way that the research results can provide answers to research questions.

This study was designed to examine and analyze the influence of the principal's leadership, teacher work ability and teacher performance. To answer the problems that have been formulated, the goals to be achieved and at the same time test the hypotheses of this research design: This research is a type of survey research, namely research that takes samples from a population using a questionnaire as the main data collection tool (Singarimbun in Singarimbun and Effendi, Ed., 1999). The research location is a high school in Ambon City. The unit of analysis in this study was teachers at senior high schools in Ambon City, totaling 336 people.

As previously mentioned, the respondents in this study were all high school teachers in Ambon City, totaling 336 people. Thus the sampling technique is using the criteria: have worked for more than 5 years and have passed teacher certification, then the number that meets the sample criteria is 86 people who are sampled.

Data collection technique

The method used in collecting research data. Specifically in this study, data collection techniques were used, including: (1) Questionnaire, the main tool for collecting data in this study is a questionnaire submitted to respondents who are closed. To quantify the data obtained from respondents who are actually qualitative in nature, a Likert-type measurement scale is needed. (2) Documentation, namely by studying existing documents at the company related to research problems.

Data analysis method

Based on the theoretical framework and hypothetical framework in this study, the analysis used is multiple regression analysis). The use of this analysis technique aims to test the research hypothesis that can explain the influence between the identified variables. The multiple regression equation formula is as follows:

$$Y = a + bX_1 + bX_2 + \epsilon$$

Information :

a = Constant

b = Relationship coefficient

X1 = Principal Leadership
 X2 = Teacher's Intellectual Ability
 Y = Teacher Performance
 ϵ = standard error or interference error

RESULTS AND DISCUSSION

Multiple Regression Calculation Results

In data processing using linear regression, it was carried out to prove the relationship between the independent variables and the dependent variable, namely the influence of the principal's leadership (X1), teacher intellectual ability (X2), on the performance of State High School Teachers in Ambon City. The results of multiple regression calculations can be seen in table 1 below:

Table 1. Regression Analysis Results

Variable	<i>Unstandardized Coefficients (B)</i>	t count	Sig.	Information
Principal Leadership (X1)	0.390	4.123	0.002	Signifikan
Teacher Intellectual Ability (X2)	0.385	4.561	0.009	Signifikan
R	0.907			
R Square	0.828			
Adjusted R Square	0.761			
F count	14.878			
Sign. F	0.000			

The regression model based on the results of the analysis with the help of the SPSS 23 program can form a regression equation as follows:

The interpretation of the equation is:

- $\beta_1 = 0.390$ parameter value or regression coefficient β_1 explains that for each principal leadership variable (X1) the teacher's performance (Y) will increase by the value of the regression coefficient β_1 or in other words an increase in the performance of State High School Teachers in Ambon City requires a principal leadership variable school of 0.390, assuming the other independent variables remain the same.
- $\beta_2 = 0.385$ parameter value or regression coefficient β_2 explains that every increase in the teacher's intellectual ability variable (X2) then the teacher's performance (Y) will increase by the value of the regression coefficient β_2 or in other words every

increase in the performance of State High School Teachers in Ambon City requires a variable work environment of 0.385, assuming the other independent variables remain constant.

Hypothesis test

In order to prove whether the independent variable partially has a significant influence on the dependent variable, an analysis is carried out using the t-test method. The following is a table showing the results of the t test and the magnitude of t table 2. at a significance of 5% or $\alpha = 0.05$

Table 2. Hypothesis Testing Results

Num.	Hypothesis	Value	The Status
1.	Principal leadership has a positive effect on the performance of State High School Teachers in Ambon City	t count = 4.123 t table = 1.658 Sig = 0 .000	Reject H0 and Accept Ha (H1 accepted)
2.	Teachers' intellectual abilities have a positive effect on the performance of public high school teachers in Ambon City	t hitung = 4.561 t table = 1.658 Sig = 0.000	Reject H0 and Accept Ha (H1 accepted)

Testing the First Hypothesis (H1).

The first hypothesis (H1) states that there is an influence of the principal's leadership on the performance of public high school teachers in Ambon City. The result of the calculation of the calculated t value of the path coefficient in this relationship is 4,123 and the significant value (p -value = 0.000) is smaller than 0.05 ($\alpha = 5\%$) then Ho is rejected, so it can be said that the principal's leadership variable has a positive effect and significant to the teacher's performance variable then Ha is accepted. The results of calculating these values prove that the results of the study support the first hypothesis (H1), the principal's leadership significantly improves the performance of public high school teachers in Ambon City.

Second Hypothesis Testing (H2):

The second hypothesis (H2) states that the intellectual ability of teachers influences the performance of public high school teachers in Ambon City. the result of the t-test on the path coefficient in this relationship is 4,561 and the significant value (p -value = 0.000)

is less than 0.05 ($\alpha = 5\%$) then H_0 is rejected, so it can be concluded that the teacher's intellectual ability variable influences positively and significant to the variable performance of State Senior High School teachers in Ambon City, then H_a is accepted. The results of calculating these values prove that the results of the study support the second hypothesis (H_2), the intellectual abilities of good teachers will improve the performance of public high school teachers in Ambon City.

Discussion of Research Results

The Effect of Principal Leadership on Teacher Performance in High Schools in Ambon City

The results of this study prove that there is an influence of the principal's leadership on teacher performance in high schools in Ambon City

This study reveals that trust, admiration for leaders in good organizations, influences teacher performance in high schools in Ambon City. This study proves that the trust and admiration of high school teachers in Ambon City towards leaders affects employee performance. These results reveal that the trust that is built in employees towards their leaders affects the performance of these employees.

Principal leaders at high schools in Ambon City are generally able to mobilize employees to carry out relatively heavy/complex tasks for the benefit of the larger organization. Principal leaders at high schools in Ambon City are able to show behavior that can actualize the future vision of a realistic organization, this will encourage or stimulate employees in an intellectual way and be able to dynamize employee work more effectively and efficiently, these conditions will affect the quantity and teacher work quality.

The results of this study also prove that self-confidence, rational actions taken by leaders in terms of making decisions at work have proven to affect employee performance. Leaders who can act, think and behave well and in the end form a sense of admiration by employees, and can handle unusual situations in the organization affect employee performance.

This research also proves that the leadership of school principals in high schools in Ambon City tends to be able to lead better organizations, is able to handle new, unusual assignments and do work that is appropriate for a leader to do, make decisions that can be trusted by subordinates and can overcome problems. obstacles in work, these abilities have been empirically proven to affect the performance of teachers in high schools in Ambon City.

The results of this study are relevant to the results of an empirical study by Bass et al., (2003) and Bono and Judge (2003) who found that leadership influences employee performance.

The Effect of Teacher Intellectual Ability on Teacher Performance in High Schools in Ambon City

The results of the study prove that the intellectual abilities of teachers influence the performance of teachers in high schools in Ambon City. Thus it can be concluded that there is a positive influence between the teacher's intellectual ability variable and the teacher's performance variable at high school in Ambon City. The higher the teacher's intellectual ability, the higher the teacher's performance at high school in Ambon City.

The results of the study show that there is an influence of the teacher's high intellectual abilities, this explains that technical abilities, social skills and conceptual abilities will be able to do office work well, on time and produce a satisfactory performance. In addition, the ability to interact both with colleagues and with outsiders will support the collaborative process needed at work.

Mastery of the equipment used, understanding of changes and technological advances as well as innovations in completing work will certainly support its completion. However, this research only focuses on general skills, expertise, the field of knowledge occupied. That the work is in accordance with predetermined conditions will show that the teacher's low ability can hinder teacher performance which in the end organizational goals cannot be achieved optimally which will increase teacher performance.

This research is supported by the results of Nenny Anggraeni's research, year (2019) entitled The Influence of Ability and Motivation on Employee Performance at Indonesian Arts High Schools. The results of this study also support the results of Fitriani Sarworini's research (2017), entitled the effect of motivation and work ability on the performance of the Indonesian High School of Arts Bandung. And also Fitriani Sarworini's research (2017) Effect of work ability and motivation on employee performance Study at (Department of Population and Transmigration Karang Anyer.

CONCLUSION

The main conclusion in this study refers to the results of the research and discussion (1) School leadership influences teacher performance at high schools in Ambon City. Hypothesis accepted. (2) The intellectual ability of teachers affects the performance of teachers in high schools in Ambon City. Hypothesis accepted.

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