



THE INFLUENCE OF LEADERSHIP ON TEACHER'S PERFORMANCE DURING PANDEMIC COVID – 19

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Abstract

The presence of the March 2020 pandemic has changed the way people live, including governance in schools. Online learning is the best option to avoid the widespread spread of covid-19. This pandemic is certainly very influential on the culture shown by school leaders. Strong school culture is a force that can unite goals, create motivation, commitment, and loyalty for all school members, and provide the necessary structure and control without relying on formal bureaucracy. School culture is expected to improve school quality, performance, and quality of life which is expected to have healthy, dynamic or active, positive, and professional characteristics. However, in the implementation process, the principal's leadership and the implementation of school culture are still not optimal, which can be seen in the existing problems and affect the teachers' performance in schools. So the purpose of this study is to determine the contribution of principals' leadership and school culture to teacher performance. This research is an ex-post-facto research type with a correlation study using quantitative research methods. The data collection instrument was carried out using a non-test method in the form of a questionnaire instrument and a documentation study. The results obtained in this study indicate a significant influence between the principal's leadership and school culture on teacher performance.

Keywords: Leadership, Teacher Performance, Covid-19

A. Introduction

Various efforts have been made by the Aceh government in improving the quality of education as a whole, both in the province and in the districts/cities. The presence of the COVID-19 pandemic has changed the behavior of learners from face-to-face activities to an online learning system. As a result, parents are very doubtful about their children's success in the teaching and learning process. These doubts in recent years student achievement in learning have not been encouraging. This is evidenced by achieving the quality of education in Aceh Province, which occupies the lowest position at the national level. This data was revealed from the Higher Education Entrance Test Institute (LTMP), which released the evaluation results of the Computer-Based Written Examination for the 2020 State Higher Education Entrance Test (UTBK SBMPTN).

The report describes the average assessment of the Scholastic Potential Test (TPS) of school students from all provinces in Indonesia who take the UTBK SBMPTN. TPS is a test that measures cognitive abilities, namely general reasoning and understanding abilities, that are important for success in formal schools, significantly higher education. This ability includes four general reasoning, reading comprehension, and writing assessments. Then general knowledge and understanding, and finally quantitative knowledge. Based on the overall assessment, the quality of education in Aceh Province is listed as one of the provinces with the lowest TPS scores nationally.

The ability of students in college entrance examinations is, of course, also influenced by two important aspects of the education system developed at the district/city elementary and junior high school levels, 1) principal leadership, 2) academic culture built in schools, 3) organizational

climate in schools, 4) unprofessional teacher performance, 5) low Teacher Competency Exams, 6) low learning motivation for both teachers and students, 7) weak education governance. These two aspects also contribute to the quality of Aceh's education, especially in Banda Aceh. When the school principal's leadership culture is not yet professional, and the competence of teachers in the field of study is low, as is stated in the mastery of teachers in the field of Social Education Studies (IPS), it leads to mastery of students in social life.

The Banda Aceh City government has made various efforts in order to improve the quality of education both before and during the COVID-19 pandemic to get to Aceh Carong, and this is evidenced by the placement of a 20% budget each year to the Education and Culture Office such as improving the quality of teachers through the program, MGMP, and KKG. However, these efforts have not obtained satisfactory results, and it is suspected that one of the inadequacies is influenced by the principal's leadership, who is not yet professional.

Even though every teacher who is appointed as a school principal in Banda Aceh City has passed through a strict selection by the Ministry of Education and Culture, but the results in the field from some of the authors' initial studies have not been satisfactory, so that it leads to performance and satisfaction achievements that have not been maximized and in the author's opinion, important issues to be studied in depth through scientific research. Moreover, the presence of COVID-19 has also greatly affected the leadership of school principals. How does the principal overcome this problem, and which habits can still be maintained in school management. Based on these problems, the importance of principal leadership can change teachers' performance in the teaching and learning process in schools.

B. Method

Data collection in this study was carried out on all junior high school principals and all Social Education teachers who were actively teaching in the last three years, starting from 2019-2022. In the city of Banda Aceh. Given the very large number of populations, to obtain valid and reliable research data, samples were selected purposively by determining zones based on regions so that the data could be represented. This study uses two approaches to data collection. First, data were collected using a survey to answer the first formulation. Second, to obtain data on the influence of leadership, it is carried out experimentally based on predetermined provisions.

Survey Approach

1. Documentation

This data is collected to support various activities that have been carried out by school principals, both in the form of policies and in the form of calls or data that have been made by social studies teachers on the implementation of principal school policies. This data will be processed as a percentage and then analyzed and narrated by referring to relevant theories and research results.

2. Questionnaire

This instrument is used to determine the policies made by the leadership to measure the motivation of social studies teachers in their performance culture based on the principal's policies and to measure the achievement of the school principal's performance culture and the obstacles it faces.

3. Triangulation

To follow up on the correctness of the data in the questionnaire or the bias given by the respondents, both principals, and social studies teachers assist writers in narrating research data and research findings and research products.

Experimental Approach

This study focuses on pre-experimental designs, namely a one-shot case stadium, and will also compare the three zones sampled in this study. The variables that become the foundation answer the problem formulation regarding 1). The influence of leadership culture on the performance of social studies teachers. 2). The influence of organizational climate on the performance of social studies teachers. 3). The relationship of job satisfaction to the performance of social studies teachers. The data collected based on these variables were analyzed using a correlation test and a different test (r and t-test).

C. Finding and Discussion

Principal's Leadership on Teacher Performance

Based on the study results, it shows that there is a significant influence of principal's leadership on teacher performance in Banda Aceh City, and its contribution is 82%. This means that the presence of the covid-19 pandemic has not had a significant effect on the leadership of the principal in a bad direction. This is because the principal is the highest leader in a school; the principal's leadership pattern will significantly affect the performance of teachers and employees (Pianda, 2018). The principal is fully responsible for what he leads, starting from the staff or employees, teachers, and the school's progress he carries as a leader in [1038]

school. Besides that, the principal should also be able to transform environmental changes to create a conducive school environment through quality learning. in the process of providing education (Fitriani, 2015; Imansyah et al., 2020; Kaiman et al., 2020). The results of this study are in line with research results that show a very significant positive effect between the principal's leadership style on teacher performance (Juniarti et al., 2020).

School Culture on Teacher Performance

Based on the study results, there was a significant influence of school culture on teacher performance in Banda Aceh City. The habits (culture) of school principals and all stakeholders who are school residents have not been seen clearly for behavior that is not following management rules during the covid-19 pandemic. School culture is a value and view shared by all school members. School culture gives meaning to learning activities in the school. If the school culture is weak, then learning activities will not be conducive so that the atmosphere created becomes ineffective and vice versa (Handayani et al., 2020). School culture has a function to form the identity of all school members, facilitate commitment to something broader than personal interests, strengthen the social system, which means it is a social glue that helps unite members in the school by providing appropriate standards for what must be done—carried out in the school environment and functions as a meaning-creating and controlling mechanism which is then able to shape the attitudes and behavior of school members so that the existence of school culture is very important (Azizi Yahya & Nurfaizah Abd Majid, 2011; Nashihin, 2017). The results of this study are in line with the results of research showing that school culture positively influences teacher

performance (Komar, 2020).

Principal Leadership and School Culture on Teacher Performance

The contribution of principal leadership and school culture to teacher performance is 98%. These results indicate that there are still about 2% of teacher performance is influenced by factors, each of which has an impact on teacher performance. These factors are internal factors and external factors. Internal factors come from within the teacher, such as abilities, skills, personality, perceptions, motivation to become a teacher, field experience, and family background (Juniarti et al., 2020). In comparison, the external factors of teacher performance come from outside the teacher, such as salaries, facilities, infrastructure, and physical work environment (Kaiman et al., 2020).

This study shows that the principal's leadership and school culture are related to teacher performance. The high leadership of the principal and the school culture owned by the teacher will have a positive impact on teacher performance. This is because the principal has an important role in realizing educational goals. After all, the principal is an effort to educate/move students and the community in the school environment to achieve the school's educational goals (Imansyah et al., 2020).

The results of this study obtained a significant contribution between the principal's leadership on teacher performance in the city of Banda Aceh with a contribution of 58.70%. School culture is the school's hallmark, character, or character, and image (Santiari et al., 2020). School culture is believed to be able to shape teacher behavior in carrying out activities according to their respective functions and assist teachers in understanding the value and meaning of the work handled at school. Therefore, school culture positively affects teacher performance because

teachers who have a positive school culture will automatically apply the school culture well to all school members. This means that high principal leadership and positive school culture will direct teachers to achieve more optimal performance and be able to improve well teacher performance.

D. Conclusion

There is a significant influence between the principal's leadership on teacher performance. This means that the present pandemic has not significantly affected the weakness of leadership management in schools. These results also indicate that other performance factors affect teacher performance in Banda Aceh City. The contribution of the principal's leadership to teacher performance is certainly strongly influenced by management and several new policies given by the principal during the pandemic on teacher performance in the online teaching and learning process. However, internal and external are also very supportive of the culture displayed in everyday life at school. Internal factors come from within the teacher, such as abilities, skills, personality, perceptions, motivation to become teachers, field experience, and family background. While the external factors of teacher performance come from outside the teacher, such as salaries, facilities, and infrastructure, a physical work environment has not had problems so far. Thus, it can be concluded that the principal's leadership culture is very significant and contributes well to teacher performance in Banda Aceh City

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