

The Influence Of School Principal Leadership And Teacher Commitment On Teacher Performance At Madrasah Aliyah Negeri 1 Bireuen

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ABSTRACT

This research aims to analyze, 1) The influence of the principal's leadership on teacher performance at Madrasah Aliyah Negeri 1 Bireuen. 2) The influence of teacher commitment on teacher performance at Madrasah Aliyah Negeri 1 Bireuen. 3) the influence of the principal's leadership and teacher commitment on teacher performance at Madrasah Aliyah Negeri 1 Bireuen. The approach used in this research is a quantitative approach. This research is classified as quantitative because the data analysis is quantitative or statistical in nature. The samples taken were all 45 Madrasah Aliyah Negeri 1 Bireuen teachers, with 22 civil servant teachers and 23 non-civil servant teachers, with details of 14 men and 31 women.

INTRODUCTION

Teacher performance in educational institutions is a crucial issue and requires each institution to organize and improve it according to the dimensions of space and time. Moreover, educational institutions are appointed to carry out their main tasks and functions in a disciplined and timely manner. This demand is a global trend which, whether we like it or not, must be met in order to harmonize teacher performance in educational institutions, which accelerate external change by using various approaches. Performance is the result of work in terms of quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. (Mangkunegara, 2014:67). Many factors influence teacher performance, including competence, safe working conditions, opportunities to develop abilities, sense of belonging, work motivation and work discipline. However, in this study, researchers will only examine teacher performance which is influenced by the principal's leadership and teacher commitment. Handoko explained (2014:6), leadership is a relationship between a person and other people, leaders are able to influence other people to be willing to work together on related tasks to achieve the desired goals. The essence of leadership is essentially following the wishes of other people or subordinates to follow the wishes of the leader, which is what causes a person to become a leader. In other words, leaders will not be formed if there are no subordinates. The success

of a school essentially lies in the efficiency and effectiveness of a school principal's performance. Furthermore, another factor that influences teacher performance is commitment. Sahertian (2016:44) states that commitment is a person's tendency to feel actively involved with a full sense of responsibility. A person's commitment to carrying out the tasks given to him is not the same for everyone. The realization of commitment in an organization depends on how we build responsibility to have a strong intention to carry out the goals within the organization. Based on preliminary observations and interviews with several teachers at Madrasah Aliyah Negeri 1 Bireuen, according to information I obtained from several teachers at Madrasah Aliyah Negeri 1 Bireuen, the principal's leadership is not good enough because the principal is not firm enough in implementing discipline to all school members and The principal does not control the rules book or the teacher is absent periodically so that the principal does not know the performance of teachers at Madrasah Aliyah Negeri 1 Bireuen. Furthermore, facts on the ground also show that there are still several teachers at Madrasah Aliyah Negeri 1 Bireuen who state that they do not know the school's vision and mission, and admit that they have not tried to find out what the school's vision and mission are. They think that the school's vision and mission are school administrative tasks that are prepared only to meet the requirements as a school that has a vision and mission. In fact, a teacher should be aware that the school's vision and mission are values and goals that are understood and accepted by all members of the school organization, including teachers, who work together to realize the school's vision and mission with a series of efforts and activities.

Relevant Previous Research

In preparing this research, the author first studied several theses related to this research. This is done as a basis for reference and also as empirical proof of the educational theories they have discovered, including:

Table 1. Previous Research Results

No	Researcher	Research Title	Research result
1	Herry, Bukman Lian and Yessi Fitriani (2020)	The Influence of Principal Leadership and Teacher Commitment on the Professional Performance of Teachers at PGRI 1 Palembang Middle School	The analysis test results show that there is a positive influence between the principal's leadership and teacher commitment together on the professional performance of teachers at PGRI 1 Palembang Middle School.
2	Nana Triapnita Nainggolan, Rotua Siahaan and Lora Ekana Nainggolan (2020)	The Impact of Teacher Commitment on Teacher Performance at SMP Negeri 1 Panei	The results of hypothesis testing show that teacher commitment has a positive and significant influence on teacher performance

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3	Yunus Russamsi, Hanhan Hadian and Acep Nurlaeli (2020)	The Influence of Principal Leadership and Teacher Professional Improvement on Teacher Performance at Asy-Syifa 2 Elementary School, Bandung City during the Covid-19 Pandemic	The results of the research show that the influence of the leadership of school principals and professional teachers is very dominant on the performance of teachers at SD Asy-Syifa 2 Bandung City with a level of influence of 52.1%, and the remaining 47.9% is determined by other factors.
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METHOD

The approach used in this research is a quantitative approach. This research is classified as quantitative because the data analysis is quantitative or statistical in nature. According to Sugiyono (2013:7) quantitative research methods are research methods where research data is in the form of numbers and analyzed using statistics. The research stages were carried out by collecting sources from primary data. The data collection techniques used consisted of questionnaires, interviews and observations.

DISCUSSION

Principal's leadership

A leader is someone who is able to influence other people in carrying out their duties to achieve a goal. According to Hasibuan (Fajrin & Susilo, 2018: 118), a leader is someone who uses his leadership authority to direct other people and is responsible for that person's work in achieving a goal. A leader must have a leadership spirit in carrying out his duties as a leader. This is because the spirit of leadership is the main milestone of an organization (Fajrin & Susilo, 2018: 119). Leadership is an ability that a person has in carrying out his duties as a leader. According to Handoyo (2014: 130) Leadership is the ability to influence other people with certain goals. Until now, leadership is a factor that is considered very important. Leadership is also a factor that influences the effectiveness of an organization, in fact almost all human life is influenced by leadership. Handoko (in Andreastuti, 2014: 19) defines leadership as an ability that a person has to influence other people so that they are able to work to achieve targets. According to Gibson et al. (in Muniroh, 2015: 11) "Leadership is an effort to use various types of influence that are not coercive to motivate organizational members to achieve certain goals.

A Duties and Roles of the School Principal

In developing the quality of education in schools, a school principal has duties and roles that must be carried out. The main duties of a school principal based on Article 15 of Minister of Education and Culture Regulation Number 6 of 2018 concerning the Assignment of Teachers as School Principals are as follows:

1. The school principal's workload is entirely to carry out the main managerial tasks, entrepreneurship development, and supervision of teachers and education staff.

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2. The principal's work section aims to develop schools and improve school quality based on 8 (eight) national education standards.
3. In the event that there is a shortage of teachers in an educational unit, the principal can carry out learning or mentoring duties so that the learning or mentoring process continues in the educational unit concerned.
4. The school principal who carries out learning or mentoring duties is an additional task outside of his main duties.
5. The workload for school principals assigned to SILN apart from carrying out the workload also carries out the promotion of Indonesian culture.

Apart from that, the duties and roles of school principals according to the Department of Education and Culture (Mulyasa, 2014:97-98), are divided into seven main sections, namely: as an educator, as a manager, as an administrator, as a supervisor, as leader (leader), as an innovator, and as a motivator. The explanation of the duties and roles of the school principal is described as follows:

1. Principal as educator (educator)
2. Principal as Manager
3. Principal as Administrator
4. Principal as Supervisor
5. Principal as Leader
6. School Principals as Innovators
7. The Principal as a Motivator

Commitment

In line with Hermawan, Oei (2015) believes that commitment (organizational commitment) emphasizes a person's dedication or dedication to their work. This is the relative strength of recognition of an individual's inner involvement in a particular organization. Employees who have high commitment will view their work as a very important need in their lives. Commitment also reflects the employee's desire to always be involved in activities in their organization. Commitment is a person's psychological bond with an organization which is characterized by strong trust and acceptance of its goals and values, a willingness to strive to achieve the interests of the organization, and a strong desire to maintain one's position as a member of the organization (Glorita, Riana, & Priartini, 2014). Furthermore, Noe et al (2014) stated that commitment is the level to which an employee identifies himself with the organization and is willing to make hard efforts for the interests of the organization. From the several definitions above, it shows that commitment is an individual's attachment to the organization he or she joins, where the characteristics of commitment include, among other things, a person's loyalty to the organization, willingness to use effort on behalf of the organization, compatibility between one's goals and the organization's goals.

A Factors Affecting Commitment

Commitment to an organization does not just happen, but through a fairly long and gradual process. Commitment to an organization is also determined by a number of factors:

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According to Steers in Sopiah (2016: 156), three factors influence an employee's commitment, including:

1. The personal characteristics of employees include their tenure in the organization, and the different needs and desires of each employee.
2. Job characteristics, such as task identity and opportunities to interact with co-workers.
3. Work experience, such as the reliability of the organization in the past and the way other workers express and discuss their feelings about the organization

According to David in Sopiah (2016: 157), there are factors that influence employee commitment to the organization, namely:

1. Personal factors: age, gender, education level, work experience, personality.
2. Job characteristics: scope of position, challenges in the job, role conflict in the job, level of difficulty in the job.
3. Structural characteristics: the size of the organization, the form of the organization, the presence of labor unions, the level of control exercised by the organization.
4. Work experience: employees who have longer work experience compared to less long work experience have different levels of commitment.

Teacher Performance

Teacher performance is all of the teacher's efforts and abilities in carrying out the learning process to achieve the goals of education. According to Smith (in Suyatminah, 2013: 88) "performance is performance is output derives from processes, human otherwise, meaning that performance is the result of a process carried out by humans." According to Srinalia (2015: 195), teacher performance explains that "teacher performance is basically the performance or performance carried out by teachers in carrying out their duties as educators". Meanwhile, according to Madjid (2016:16) "Teacher performance is the dominant factor in determining the quality of learning". Teacher performance is defined as the ability that a teacher has in carrying out his duties at school/madrasah and carrying out responsibility for students with his guidance and improving student learning achievement (Hasbi & Yusman, 2016: 71). The important role of teacher performance in the quality of education, in fact the role of teachers cannot be replaced. This is in line with Nasution's opinion (in Subhan, 2014: 1) "teachers play an important role in increasing the intelligence of students, because teachers have the task of being direct implementers of the educational process which cannot be replaced by any sophisticated media."

A Factors that Influence Teacher Performance

According to Madjid (2016:13) the factors that influence teacher performance are:

1. Internal factors Internally, teacher performance is determined by the abilities and skills possessed by the teacher himself. This is related to the knowledge obtained by teachers during education or what is usually called pre service education. Apart from that, work motivation also influences teacher performance, which is related to the motivation of each teacher when choosing teaching as their profession.
2. External factors The work environment is one of the factors that influence teacher performance, especially the physical environment and school environment where

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teachers work, such as the school structure developed, school culture, principal leadership and school climate which also determine a teacher's performance.

In line with this opinion, Srinalia (2015:199) reveals the factors that influence teacher performance, namely:

1. Factors from within oneself (Internal) Factors from within oneself are as follows:
 - a. Intelligence
 - b. Skills and abilities
 - c. Talent
 - d. Abilities and interests
 - e. Motif
 - f. Health
 - g. Personality
 - h. Ideals and goals in work
2. Factors from outside oneself (External) Factors from outside oneself are as follows:
 - a. Family environment
 - b. Work environment
 - c. Communication with the principal
 - d. Facilities and infrastructure

CONCLUSION

The influence of the Principal's Leadership and Teacher Commitment greatly influences Teacher performance. The principal's Leadership must pay attention to the balance between understanding the task situation and maintaining good relationships with teachers, administrative staff and students. because a good leader is one who is able to balance carrying out tasks and building good relationships. And Teachers should have a high willingness to improve their quality in teaching at school and also continue to comply with existing norms so that they can carry out organizational duties in accordance with what is expected, because the best way to increase commitment is to behave in accordance with organizational norms. In an effort to improve the performance of Madrasah Aliyah Negeri 1 Bireuen teachers, teachers must be more active and responsible in carrying out their duties as educators because this influences the success of teaching and learning activities at Madrasah Aliyah Negeri 1 Bireuen.

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