


The Influence of Principal Leadership and Teacher Professionalism on Teacher Performance at Kandis Public Elementary School, Siak Regency

 <https://doi.org/10.31004/jele.v10i3.881>*Irasari 

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A B S T R A C T

This study aims to examine the combined influence of principal leadership and teacher professionalism on the performance of teachers at public elementary schools in Kandis District, Siak Regency. Employing a quantitative approach, the research was conducted at Cluster III Sultan Syarif Kasim II, which comprises four schools: SD 003, SD 006, SD 012, and SD 020. The sample consisted of 45 teachers who had participated in the Teacher Performance Assessment (PKG) program. Data were analyzed using inferential statistical methods. The findings reveal that principal leadership has a significant influence on teacher performance, contributing 39.5%, while teacher professionalism also significantly affects teacher performance, contributing 22.9%. Furthermore, the combined influence of principal leadership and teacher professionalism accounts for 53.3% of the variation in teacher performance, with the remaining 46.7% attributed to other factors.

Keywords: *Leadership, Principal, Teacher Professionalism, Teacher Performance.*

Article History:

Received 06th May 2025

Accepted 18th May 2025

Published 21st May 2025



INTRODUCTION

Teachers are professional educators whose primary responsibilities include educating, teaching, guiding, directing, training, assessing, and evaluating students across early childhood, primary, and secondary education pathways. A teacher must possess academic qualifications, professional competence, educator certification, physical and mental health, and the ability to realize educational objectives effectively. Currently, the government is implementing programs to enhance teacher competence, including certification programs. As professionals, teachers are expected to carry out core teaching activities such as planning, delivering, and evaluating learning processes, guiding and training students, and performing additional duties related to their main responsibilities.

Teacher performance is significantly influenced by individual characteristics, which include knowledge, skills, abilities, motivation, beliefs, values, and attitudes. These individual characteristics are, in turn, shaped by both organizational and job-related factors. A variety of elements impact teacher performance, including internal factors such as individual and psychological aspects, as well as external or situational influences.

One of the key factors affecting teacher performance is the leadership of the school principal. Principal leadership is a critical aspect that should receive serious attention, as effective leadership can enhance both individual and collective work performance, ultimately improving organizational effectiveness. According to Husein (2016:130), a principal is a teacher who possesses the ability to lead and manage all school resources efficiently to achieve shared educational goals.

The leadership of the principal must be accountable and results-driven. The principal's role is vital in determining the quality of student learning outcomes, as well as influencing teacher productivity and motivation. Teacher performance and morale are closely linked to the principal's capacity to foster a positive working environment and to motivate teachers to align their efforts with the school's established policies and programs. When principal leadership is effective, it can lead to increased teacher productivity and improved student achievement.

In addition to principal leadership, teacher performance is also influenced by teacher professionalism. According to Fathurrohman (2012:39), professionalism, which supports the smooth execution of a teacher's duties, is influenced by two main factors: internal and external. Internal factors include interest and talent, while external factors relate to the environment, facilities and infrastructure, and various training programs attended by teachers.

Efforts to enhance teacher professionalism are carried out through certification, which serves as a scientific process requiring both moral and academic accountability. Teacher certification involves a rigorous assessment of eligibility and appropriateness based on predefined criteria. This process aims to reinforce the competency standards that must be met by both teachers and lecturers in accordance with their respective fields of expertise.

Based on a preliminary survey I conducted with several principals at public elementary schools in Kandis District, it was found that some teachers were still reluctant to improve the quality of their performance. Although many teachers had long years of service, their learning tools remained incomplete, and the lesson plans they prepared lacked creativity. Additionally, many teachers struggled with classroom management, and much of the administrative work was simply reused from year to year, with only the dates updated. If these issues are left unaddressed, they can negatively affect students. The resulting impact includes boredom and a lack of interest in learning, which ultimately leads to reduced academic achievement. Students may lose their motivation to learn, their performance may decline, and their overall character development could be hindered. When teachers are unable to foster an engaging learning environment, students are less likely to be inspired or enthusiastic about their education.

Teachers who fail to carry out their roles professionally can significantly hinder the development of students and the overall performance of the school. When teachers do not maximize their potential, especially in planning and delivering effective lessons, managing classrooms, and completing educational administration properly, the learning process becomes less effective. This situation is unfortunate, considering the strategic role of teachers in shaping the quality of education. Therefore, improving teacher performance is essential, and it must be supported by strong school leadership and the continuous development of teacher professionalism.

One of the key external factors that influence teacher performance is the leadership of the principal. As the leader of the school, the principal holds the responsibility to manage, direct, and empower teachers and staff to perform at their best. Effective leadership can create a supportive environment that motivates teachers, improves morale, and fosters a culture of accountability and innovation in teaching practices. When principals demonstrate strong leadership, they can drive meaningful changes that lead to higher teacher productivity and better student outcomes.

In addition to leadership, teacher professionalism is another vital factor that contributes to performance. Professionalism involves a teacher's competence, commitment, and continuous improvement in their role as educators. According to Fathurrohman (2012), professionalism is influenced by internal factors such as interest and talent, as well as external factors like facilities, work environment, and participation in professional development programs. Certification is one method used to ensure that teachers meet specific professional standards, and it serves as a tool to promote moral and academic accountability in the education sector.

Based on observations and a preliminary survey conducted at several public

elementary schools in Kandis District, it was found that some teachers still exhibit poor performance, especially in areas such as lesson planning, classroom management, and the development of creative teaching methods. Incomplete administration and repeated use of outdated learning materials further exacerbate the issue. These conditions can reduce students' motivation and negatively impact their learning outcomes. Thus, this study aims to examine the extent to which principal leadership and teacher professionalism influence the performance of public elementary school teachers in Kandis District, Siak Regency.

Teacher Performance

According to Mulyasa (2013:88), performance is defined as "a person's work performance as demonstrated through appearance, actions, and achievements, which are the accumulation of knowledge, skills, values, and attitudes possessed by the individual." Similarly, Prawirosentono (2000:2) defines performance as "the work results that can be achieved by an individual or a group within an organization in order to achieve objectives legally and appropriately." In line with this, Nawawi (2006:6) states that performance consists of three main elements: ability, effort, and opportunity, all of which lead to work outcomes.

Performance, in general, refers to the accomplishment of organizational goals and may be measured through various outputs—both quantitative and qualitative—as well as flexibility, reliability, and the extent to which organizational expectations are met. Specifically, teacher performance can be understood as a manifestation of work behavior characterized by flexibility, rhythm, and procedural alignment, resulting in outcomes that fulfill requirements of quality, speed, and volume (Alawi, 2018). In this context, teacher performance reflects the successful implementation of their professional duties and responsibilities within the educational process.

Drawing from the aforementioned definitions, it can be concluded that teacher performance is the result of work efforts in achieving established educational goals. Through performance, we can measure the extent to which teachers fulfill their roles as professional educators. Therefore, teacher performance must align with predetermined standards to ensure the effectiveness and success of the educational process.

Indicators commonly used to assess teacher performance include: (1) planning instructional activities, (2) implementing the learning process, (3) demonstrating assessment skills, (4) analyzing assessment results, and (5) carrying out appropriate follow-up actions. These indicators serve as benchmarks to evaluate the quality and effectiveness of a teacher's contribution to student learning and educational outcomes.

Principal Leadership

According to Juwono, as cited in Yahdiyani (2020), leadership is defined as a method by which an individual can influence others in such a way that they consciously follow and comply with the leader's directions. Rivai, as also quoted in Yahdiyani et al. (2020), conceptualizes leadership as: (a) a process of influencing or setting an example by a leader to their followers in the effort to achieve organizational goals; (b) the art of influencing and directing people through obedience, trust, and enthusiastic cooperation in attaining shared objectives; (c) the ability to influence, inspire, and guide the actions of individuals or groups toward desired goals; and (d) a dynamic process involving three essential elements—leaders, followers, and specific situations—aimed at achieving collective success.

In the context of school management, effective principal leadership is critical in improving educational outcomes. The indicators used to measure a principal's leadership capabilities include: (1) educational ability, (2) personal competence, (3) relational or interpersonal skills, and (4) intellectual capacity. These indicators reflect the multifaceted nature of school leadership and its direct impact on the teaching and learning process.

Teacher Professionalism

The term "professional" refers both to a formal title and the manifestation of work performance aligned with the expectations of a specific profession. Recognition of someone as a professional may be both formal (e.g., certification) and informal (e.g., peer acknowledgment). Professionalism, in this context, refers to a mental attitude that embodies commitment to consistently uphold and improve the quality of one's profession. According to Surya (2015:89), a highly professional teacher demonstrates this attitude through a strong commitment to continually enhance their competencies, adapt to contemporary developments, and maintain relevance in an ever-changing educational environment.

Teaching is a profession that demands a wide range of skills. These skills are developed through targeted training, both in the form of focused skill exercises and comprehensive, self-directed professional development. The implementation of Law No. 20 of 2003 on the National Education System has been elaborated through Government Regulation No. 19 of 2005 concerning National Education Standards, which mandates the application of eight core standards: content, process, graduate competence, educators and education personnel, infrastructure, management, financing, and educational evaluation.

To assess teacher professionalism, the Teacher Performance Assessment system is used. This system evaluates a teacher's ability to perform their duties through competency-based measurements. These competencies include pedagogical, personal, social, and professional aspects (Ministry of National Education, 2011). The PKG score serves as a comprehensive indicator of how effectively a teacher embodies and applies professional principles in their educational practice.

METHOD

This study employs a quantitative approach with a causal research design, aiming to determine the influence of principal leadership and teacher professionalism on teacher performance. The research focuses on identifying whether these independent variables (principal leadership and teacher professionalism) significantly impact the dependent variable (teacher performance). The study utilizes three data collection techniques: observation, questionnaires, and documentation, which together provide a comprehensive understanding of the variables under investigation.

The analysis includes both descriptive and inferential statistical methods. Descriptive statistics are used to summarize and describe the characteristics of the data collected, while inferential statistics are employed to test hypotheses and determine the relationships between variables. Data processing was conducted using Microsoft Excel for organizing and summarizing data, and SPSS version 24.0 for Windows was used for in-depth statistical analysis. This methodological approach ensures the reliability and validity of the findings in assessing how leadership and professionalism contribute to teacher performance.

FINDINGS AND DISCUSSION

Analysis Descriptive

Table 1. Descriptive Analysis of Research Variables

Interval	Category	F	Percentage (%)
< 36.4	Very Bad	4	8.9
36.5 - 40.8	Not good	5	11.1
40.9 - 45.2	Enough	19	42.2
45.3 - 49.6	Good	13	28.9
>49.7	Very good	4	8.9
Amount		45	100

Based on the results of descriptive analysis where the majority of respondents, namely 19 people (42.2%) stated that the principal's leadership was in the sufficient category and only 4 people (8.9%) stated that the principal's leadership was in the very poor category. Thus, it can be concluded that the principal's leadership at Kandis State Elementary School, Siak Regency is already in the fairly good category.

Table 2. Descriptive Analysis of Research Variables

Interval	Category	F	(%)
<78.37	Very Bad	4	8.9
78.37 - 81.22	Not good	4	8.9
81.22 - 84.08	Enough	20	44.4
84.08 - 86.93	Good	11	24.4
>86.93	Very good	6	13.3
Amount		45	100

At the level of teacher professionalism, the majority of respondents, namely 20 people (44.4%) have a good professional level and 4 people (8.9%) have a very bad and bad professional level. Thus, it can be concluded that teacher professionalism is in the fairly good category.

Table 3. Descriptive Analysis of Research Variables

Interval	Category	F	(%)
<54	Very Bad	7	15.6
54 - 58	Not good	10	22.2
58 - 62	Enough	18	40.0
62 - 66	Good	6	13.3
>66	Very good	4	8.9
Amount		45	100

As well as teacher performance where the majority of respondents, namely 18 people (40%) have sufficient performance and only 4 people (8.9%) have very good performance. Thus it can be concluded that the performance of teachers at Kandis State Elementary School, Siak Regency is already in the category of quite good in carrying out their role as educational staff who build the young generation in the future .

Testing Hypothesis

The following are the results of testing the research hypothesis used in this study:

Table 4. First and Second Hypothesis Testing

Variables	T Count	Sig	R Square
$X_1 * Y$	5,298	0,000	39.5%
$X_2 * Y$	3,579	0.001	22.9%

First Hypothesis

The results of the first hypothesis test explain that the null hypothesis is rejected because $t \text{ count} > t \text{ table}$ ($5.298 > 2.01669$) with a significant value ($0.000 < 0.05$). So it can be concluded that H_0 is rejected and the alternative hypothesis is accepted explaining that the principal's leadership has a significant contribution to teacher performance at Kandis State Elementary School, Siak Regency. The magnitude of the influence of the principal's leadership on teacher performance by 39.5%.

Second Hypothesis

The second hypothesis test where the t-count value $>$ t-table ($3.579 > 2.01669$) with a significant value ($0.001 < 0.05$). So it can be concluded that H_0 is rejected and the alternative hypothesis is accepted explaining that teacher professionalism has a contribution to teacher performance at Kandis State Elementary School, Siak Regency. While the magnitude of the influence of the principal's leadership on teacher performance by 22.9%.

Table 5. First and Second Hypothesis Testing

Variables	F Count	Sig	R Square
$X_1 * Y$	23,999	0,000	53.3%

Third Hypothesis

The value of f count $>$ f table ($23.999 > 3.22$) with a significant value ($0.000 < 0.05$). So it can be concluded that H_0 is rejected and the alternative hypothesis is accepted explaining that the leadership of the principal and teacher professionalism have a significant influence on teacher performance. The magnitude of the influence of the leadership of the principal and teacher professionalism on teacher performance is 53.3%.

Discussion

The results of the correlation analysis indicate that both individually and simultaneously, principal leadership and teacher professionalism have a significant impact on teacher performance at Kandis State Elementary Schools in Siak Regency.

The Influence of Principal Leadership on Teacher Performance at Kandis Public Elementary School, Siak Regency

The results of the study reveal that the principal's leadership significantly contributes to the performance of teachers at Kandis State Elementary Schools in Siak Regency. Leadership in an organizational context refers to a leader's ability to influence the behavior of others to achieve shared goals. It manifests through actions, decisions, and leadership strategies aimed at guiding others toward organizational objectives. In the school setting, the principal's leadership plays a crucial role in creating an environment that supports and motivates teachers to perform their duties effectively.

Principal leadership greatly affects the working climate through policies, interpersonal influence, and support for both teachers and students. A positive leadership style from the principal directly impacts teacher morale, motivation, and ultimately their performance. The better the leadership quality, the greater the potential improvement in teacher performance. As noted by experts, one of the key factors influencing teacher performance is leadership, particularly when it involves motivation, guidance, and support. Effective school leaders foster a work environment that inspires teachers to perform at their best, thereby enhancing the overall quality of education.

The Influence of Teacher Professionalism on Teacher Performance at Kandis Public Elementary School, Siak Regency

The results of the study indicate that teacher professionalism has made a significant contribution to the performance of teachers at Kandis State Elementary School, Siak Regency. Teacher professionalism reflects a teacher's commitment to performing their duties in alignment with the goals of the teaching profession. Being a teacher is not simply about fulfilling daily obligations, but rather about upholding a professional role that encompasses educating, mentoring, training, supporting school program development, and continuously enhancing personal competence. A professional teacher consistently demonstrates responsibility, integrity, and a drive to grow within their role.

Enhancing teacher professionalism is closely tied to improving their performance, especially in the learning process. This performance improvement cannot be separated from

the role of the school principal as a leader. When teachers work in a professional manner, they are more likely to achieve learning objectives effectively and efficiently. The stronger the professionalism of the teacher, the better their performance tends to be. This relationship highlights the importance of supporting teachers' professional growth to ensure they can carry out their duties to the highest standards, ultimately improving the quality of education.

According to Wibowo (2007), several factors influence performance, including personal factors such as clarity of role, competency, motivation, and individual commitment. Strong personal attributes enhance a teacher's ability to perform well, especially when they possess the necessary skills and can utilize available resources effectively. Competence and knowledge in their field, along with a strong commitment to their responsibilities, foster a professional mindset. Such personal dedication is essential in building and sustaining high performance among teachers in fulfilling their educational responsibilities.

The Influence of Principal Leadership and Teacher Professionalism on Teacher Performance at Kandis Public Elementary School, Siak Regency

The leadership of the principal and the professionalism of teachers have a significant influence on teacher performance at Kandis State Elementary School, Siak Regency. A principal's leadership style will be positively received by teachers if it aligns with their expectations and values. When this compatibility exists, teachers are more likely to be motivated and improve their performance. A school leader who can effectively utilize school resources—especially human resources like teachers—will contribute significantly to the enhancement of teacher performance, which in turn leads to overall improvements in educational quality.

Teacher professionalism refers to the commitment and adherence to professional duties that directly influence teacher performance. According to the Ministry of Education and Culture (2002:849), professionalism encompasses the quality, competence, and behavior that are characteristic of a profession or a professional individual. A profession typically requires specific education and skills grounded in science and technology. In the case of teaching, professionalism reflects the teacher's dedication to fulfilling their primary responsibilities effectively. As teachers become more professional, the quality of their performance improves correspondingly.

Therefore, principal leadership and teacher professionalism within a school organization function as a unified system that directly affects teacher performance. There is a positive relationship between effective leadership, teacher professionalism, and improved performance outcomes. The better the school leadership and the more professional the teachers are in carrying out their responsibilities, the greater the likelihood of enhanced teacher performance. Ultimately, this synergy contributes to the overall success and quality of education in the school.

CONCLUSIONS

Both principal leadership and teacher professionalism have a significant influence on teacher performance at Kandis State Elementary School, Siak Regency. Effective leadership from the principal plays a crucial role in motivating teachers to carry out their duties with greater enthusiasm and responsibility. A principal who successfully performs their leadership functions can inspire teachers to improve their work performance. Likewise, a professional attitude among teachers fosters a strong sense of commitment, which is essential for executing their roles as educators effectively. Furthermore, when principal leadership and teacher professionalism are combined, they jointly make a significant contribution to enhancing overall teacher performance in fulfilling their responsibilities.

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