

THE INFLUENCE OF LEADERSHIP STYLE AND WORK STRESS ON ELEMENTARY SCHOOL TEACHER PERFORMANCE

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ABSTRACT

The purpose of this study is to investigate: (1) The Effect of the Principal's Leadership Style on the Performance of Teacher Teachers. (2) The Effect of Work Stress on the Performance of Teacher Teachers. (3) The Effect of Leadership Style on Elementary Teacher's Work Stress. The population referred to in this study was all elementary school teachers of the 5 Korwil District of Pinang Tangerang City, totaling 164 teachers, the sample was 116 teachers taken randomly. The analysis technique used is a path analysis. Based on the results of the study and discussion, it can be concluded a number of important things as follows: 1) There is a positive and significant direct influence on the principal's leadership style on the performance of the Teacher. This is also evidenced from the results of $t_{count} > t_{table}$ ($23,497 > 1,981$) and the path coefficient value of 0,973. 2) There is a positive and significant direct influence on work stress on the performance of the Teacher. This is also evidenced from the results of $t_{count} > t_{table}$ ($-2,788 > 1,981$) and the path coefficient value of -0.129. 3) There is a direct and significant direct influence on the principal's leadership style on the work stress. This is evident from the results of the value of $t_{count} > t_{table}$ ($20,723 > 1,981$) and the path coefficient value of 0.889. with sig. (2-tailed) of 0.002. This means that the principal's leadership style with work stress has a significant relationship and in the weak category.

Keywords: *Leadership Style, Work Stress, Teacher Performance*

INTRODUCTION

The role of school supervisors has a positive contribution to improving the quality of education. Teacher performance is the performance carried out by the teacher in carrying out his duties as an educator. The quality of teacher performance will greatly determine the quality of educational outcomes, because teachers are the party that has the most direct contact with students in the education/learning process in school education institutions. Teacher performance is a very determining

factor for the quality of learning/education which will have implications for the quality of educational output after completing education at school.

One of the factors that influence performance is leadership. The principal's leadership is also one of the factors that can determine the performance of a teacher, because the principal as a leader should be able to direct his subordinates to do or act to achieve the school's goals. Leadership issues always give an interesting impression, because an organization will succeed or fail, one of which is determined by the quality of leadership.

In addition to leadership, work stress also affects performance. According to Government Regulation (PP) Number 19 of 2005 concerning National Education Standards chapter VI article 28 paragraph 3 it is stated that teachers as learning agents at the levels of primary and secondary education as well as early childhood education must have four competencies including: (1) Pedagogical competence is the ability managing student learning includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various competencies; (2). Personal competence is a personality ability that is steady, stable, mature, wise, and authoritative, setting a role model for students and having noble character; (3). Professional competence is the ability to master learning material broadly and in depth which enables them to guide students so that after taking a certain learning process, they can meet the expected competency standards; (4). Social competence is the ability of educators as part of society to communicate and interact effectively with students, fellow educators, educational staff, parents or guardians of students and the surrounding community. With so many responsibilities and demands of a teacher, the teaching profession is a profession that is prone to stress.

Based on the author's initial observations in Cluster 5, Pinang District, Tangerang City, it is suspected that there are still teachers with low performance, this situation can be seen when teachers cannot complete their teaching targets according to the lesson plans. At the time the learning took place there were still students who paid less attention to the lesson and there were still many students whose grades were remedial. This is caused by several factors, including the leadership of the principal who has not been able to maximize teacher performance. In addition, work demands and environmental pressures cause work stress. The state of teacher stress in Cluster 5, Pinang District, Tangerang City has not supported teachers to work comfortably. This can be seen by the teacher being impatient, both in socialization and when dealing with students in class, irritable, sensitive or easily offended, apathetic, lack of concentration in teaching, forgetful, sensitive to criticism directed at him, often absent (not included). work for various reasons, work/teaching productivity is low or down.

Some of the results of previous research have many factors that can affect employee performance. Research conducted by Fauziah, et.al (2021) states that: Leadership and work stress affect teacher work commitment in special schools in North Jakarta. Research conducted by Eriani (2015) stated that leadership and teacher work stress had a significant effect on improving teacher performance. Melly's research (2016) concluded that principal leadership, work stress, and teacher competence together have a significant influence on teacher performance.

Teacher Performance

Performance in Latin comes from the word Job performance or performance which means work performance or actual achievement achieved by someone (Mangkunegara, 2017). People with high performance are called productive people and conversely people whose performance levels do not reach the standard level are said to be unproductive or low performers. Performance is a work result that is achieved by someone in carrying out their duties on skills, effort and opportunity (Hasibuan, 2013).

There are three theoretical dimensions of performance, namely the administrative dimension includes the activities of planning, organizing implementation, providing directions, fostering and developing, making changes, the human dimension includes working team development, motivating,

building working relationships, communication openness, listening to other parties, acting with integrity, adaptability, and technical dimensions include analyzing problems, speaking effectively, formulating policies, achieving work results, commitment to work, and influencing others (Asro'i, 2013).

From the definitions of performance above, there are several things that are of concern in performance. First, performance is the result of tasks, second, performance is related to time and third, performance is related to quality.

The teacher is a professional educator where he is required to make every effort to carry out his profession as well as possible. As a professional, the teacher's duties as educators, teaching and training should have an impact on students. Teachers should be able to continuously improve their performance which is the capital for the success of education. Teacher performance is a set of real behavior shown by a teacher to his students. These real behaviors include planning, managing implementation, assessing process results, diagnosing learning difficulties, and revising learning programs (Soediyarto, 2012).

In relation to the teaching profession, teacher performance includes aspects of: (1) professional skills in the teaching and learning process; (2) social skills in the teaching and learning process; and (3) personal abilities in the teaching and learning process (Natawijaya, 2019). Almost the same opinion was expressed by Joni in (Arikunto, 2012) explaining that there are three competencies that must be possessed by teachers, namely: (1) professional competence; (2) personal competence; and (3) social competence. Professional competence, meaning that the teacher must have extensive and deep knowledge of the field of study to be taught as well as methodological mastery in the sense of having knowledge of theoretical concepts, being able to choose the right method and being able to use it in the teaching and learning process. Personal competence, meaning that the teacher must have a solid personality attitude, exemplary so that it becomes a source of identification for both students and society in general. Social competence means that teachers must have the ability to communicate socially with their students as well as with fellow teachers, principals, administrative staff, and members of the community in their environment.

Based on the description of teacher performance above, it can be synthesized that teacher performance is a picture of the work of a teacher related to the task he is carrying out and is based on the professional responsibility of the teacher.

METHOD

The approach used in this study uses a quantitative approach, because the data obtained is realized in the form of numbers and analyzed based on statistics. The participants were all teachers at Cluster 5 Elementary School Korwil Pinang District, Tangerang City, totaling 164 teachers with a sample of 116 teachers taken at random (random sampling). The analysis technique used is path analysis.

FINDINGS AND DISCUSSION

Based on the statistical analysis that has been described above, it can be seen the values of the statistical results on each variable and the level of influence between variables. These results serve as the basis for the discussion of research, as follows:

The Influence of the Principal's Leadership Style on Teacher Performance

Based on the results of the t test analysis, it shows a tcount value of 23.497. The tcount value is then compared with the ttable value with $df = 114$ and the value is 1.981. After comparison it turns out that the value of tcount is greater than ttable ($23.497 > 1.981$). Likewise with the significance level (p-value), in the table above it is known that the significance probability value (Sig.) = 0.000. This means that the Sig value $< \alpha$ value ($0.000 < 0.05$), it can be concluded that H_0 is rejected and H_1 is accepted.

Based on the analysis of the correlation coefficient (r_{xy}) between the Principal's Leadership Style (X1) and teacher performance (X3) a value of 1.087 is obtained with Sig. (2-tailed) of 0.000. This means that the value of Sig. (0.000) $< \alpha$ (0.05). The coefficient value is 1.087. Thus it can be concluded that there is a significant relationship between the Principal's Leadership Style and teacher performance in the medium category.

The success of implementing education in schools as an embodiment of teacher performance measures depends on the Principal's Leadership Style in managing the teaching staff in the school. The school principal's leadership style factor is considered to have a significant influence because as the highest leader in the school, his leadership pattern and policies will greatly influence teacher performance. Sutomo in Gunawan (2016) stated that the principal is the highest leader in the school so that the pattern of leadership will be very influential and even very decisive for the progress of the school.

The manifestation of this influence includes the implementation of competencies, for example: implementing managerial competencies in designing curriculum, managing educational staff, managing infrastructure, managing finances, implementing personality competencies in developing a school culture of noble character, implementing supervision competencies in planning, implementing and following up on results supervision and various other forms of implementation in implementing the competence of the Principal will greatly affect teacher performance.

In the Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for School Principals it has been determined that there are five dimensions of competency, namely: personality, managerial, entrepreneurial, supervision, and social. These five competencies must be inherent in the Principal's personality, in order to become an effective leader. Thus, the Principal as an education manager is required to be responsible for all the competencies that have been determined for the realization of a change and development, one of which is teacher performance.

According to (Mulyasa, 2009) that the principal plays a major role in driving the school organization. The principal can carry out his duties well enough to affect teacher performance. Principals who are able to carry out their roles and functions can improve teacher performance and can also improve the quality of education. The Principal's Leadership Style is a factor that can encourage schools to realize school goals and objectives through programs that are implemented in a planned and gradual manner.

This is in accordance with the opinion (Kartono, 2015), which explains that the principal plays a very important role in good school management, which includes the ability to determine organizational goals, motivate the behavior of followers to achieve goals, and influence subordinates in improving the group and culture. With a good principal's leadership style, of course, it can create conditions that allow for the birth of a harmonious and conducive work climate and human relations. In addition, with a good Principal's Leadership Style it can facilitate the achievement of quality education in schools.

Effect of Work Stress on Teacher Performance

Based on the results of the t test analysis, it shows a tcount value of -2,788. The tcount value is then compared with the ttable value with df 114 and the value is 1.981. after comparison it turns out that the value of tcount is greater than ttable (-2.788 > 1.981). Likewise with the significance level (p-value), it is known that the significance probability value (Sig.) = 0.000. This means that the Sig value $< \alpha$ value (0.000 < 0.05), it can be concluded that H0 is rejected and H2 is accepted. So it can be concluded that work stress has a significant effect on the performance of elementary school teachers at Cluster 5 Korwil Pinang District, Tangerang City.

The correlation coefficient (r_{xy}) between work stress (X2) and teacher performance (X3) obtained a value of -0.129 with Sig. (2-tailed) of 0.000. This means that the value of Sig. (0.000) $< \alpha$ (0.05). Thus it can be concluded that there is a significant relationship between work stress and teacher performance in the moderate/sufficient category.

The availability of work stress used by Kindergarten teachers throughout the Tangerang District is currently in the good category or is appropriate and in accordance with the purpose and function (usefulness) of using work stress, namely as a carrier of information (message or lesson content) in learning activities in the classroom, which can make it easier for students to understand or understand the subject matter delivered by educators (teachers), so that students can achieve learning success, because using the right media by the teacher will affect the learning outcomes of the students concerned.

This is in accordance with the opinion (Hamdani, 2011) which states that the availability of work

stress is a medium that carries messages or information that has instructional purposes or contains teaching purposes. This is the same as the opinion (Mais, 2016), that learning media is used in the learning process as a channel for messages between teachers and students so that teaching objectives are achieved.

In addition (Wibawanto, 2017), explains that learning media is a creative medium used in providing subject matter to students so that the teaching and learning process is more effective, efficient and fun. Meanwhile (Yaumi, 2018) states that learning media are all physical forms used by educators to present messages by facilitating students in achieving learning goals. In addition, using the right learning media will certainly make students more enthusiastic, more fun, and more conducive to receiving subject matter.

This is in accordance with the opinion (Sumiharsono and Hasanah, 2018) that in addition to being fun, learning media must be able to provide experience and meet individual needs. Likewise with the opinion (Guslinda and Kurnia, 2018), the use of media is expected to foster positive impacts, such as the emergence of a conducive learning process, the occurrence of feedback in the teaching and learning process so as to achieve optimal results. In addition, the use of media in learning can generate new desires and interests, increase motivation and stimulation of learning activities, and even affect students psychologically (Juliantara, 2009). In teaching and learning activities, the teacher acts as a teacher in class with the aim of teaching students, students act in learning, meaning experiencing the process and improving the mental abilities of the students themselves. With the end of the teaching and learning process students will obtain learning outcomes as expected.

The Effect of the Principal's Leadership Style on Work Stress

Based on the results of the t test analysis, it shows a tcount value of 20.723. The tcount value is then compared with the ttable value at a significant level with df 114 and the value is 1.981. after comparison it turns out that the value of tcount is greater than ttable ($20.723 > 1.981$). Likewise with the significance level (p-value), in the table above it is known that the significance probability value (Sig.) = 0.000. This means that the Sig value $< \alpha$ value ($0.000 < 0.05$), it can be concluded that H_0 is rejected and H_3 is accepted. So it can be concluded that the school principal's leadership style has a significant effect on the work stress of teachers at SD Cluster 5 Korwil Pinang District, Tangerang City.

The correlation coefficient (rxy) between the principal's leadership style (X1) and work stress (X2) obtained a value of 0.889 with Sig. (2-tailed) of 0.019. This means that the value of Sig. (0.000) $< \alpha$ (0.05). The coefficient value is 0, which is in the moderate correlation category. Thus it can be concluded that between the Principal's Leadership Style and work stress there is a significant relationship with the weak category.

Leadership is a process that contains elements of influence, cooperation and leads to something and common goals in an organization because leadership has a central role in the dynamics of organizational life. In this case, the principal is an educational leader who is very dependent on the skills and wisdom of the principal in leading a school or institution that is sheltered.

This is understandable because a good quality of education is inseparable from the ability of the principal to lead the institution he manages. The principal as a leader plays a role in directing teachers in carrying out their duties and providing motivation in mobilizing all school personnel to be willing to participate in efforts to develop schools in order to achieve educational goals, one of which is the completeness of infrastructure.

This is in accordance with the notion of leadership put forward by (Suhardiman, 2012), which states that the basic principles of the Principal's Leadership Style are essentially the same as leadership in other organizations, namely trying to influence other people (staff) to participate in achieving goals. previously set. As a leader in a formal institution, the principal has the responsibility for achieving school and educational goals which can be implemented through his efforts to direct and mobilize personnel towards achieving predetermined educational goals. Furthermore, an effective school principal's leadership style can be reflected in his ability to carry out leadership tasks such as directing, motivating, evaluating, and making decisions.

CONCLUSION

Based on the results of research and discussion regarding the influence of leadership style and work stress on elementary school teacher performance in cluster 5, Tangerang city, it can be concluded as follows:

- 1) Based on the analysis of the correlation coefficient (r_{xy}) between the Principal's Leadership Style (X1) and teacher performance (X3) a value of 1.087 is obtained with Sig. (2-tailed) of 0.000. This means that the value of Sig. (0.000) $< \alpha$ (0.05). The coefficient value is 1.087. Thus it can be concluded that there is a significant relationship between the Principal's Leadership Style and teacher performance in the medium category.
- 2) The correlation coefficient (r_{xy}) between work stress (X2) and teacher performance (X3) obtained a value of -0.129 with Sig. (2-tailed) of 0.000. This means that the value of Sig. (0.000) $< \alpha$ (0.05). Thus it can be concluded that there is a significant relationship between work stress and teacher performance in the moderate/sufficient category.
- 3) The correlation coefficient (r_{xy}) between the principal's leadership style (X1) and work stress (X2) obtained a value of 0.889 with Sig. (2-tailed) of 0.019. This means that the value of Sig. (0.000) $< \alpha$ (0.05). The coefficient value is 0, which is in the moderate correlation category. Thus it can be concluded that between the Principal's Leadership Style and work stress there is a significant relationship with the weak category.

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