

THE INFLUENCE OF THE SCHOOL PRINCIPAL'S PARTICIPATIVE LEADERSHIP STYLE, INFRASTRUCTURE AND EMOTIONAL INTELLIGENCE ON PRIMARY TEACHER PERFORMANCE

Marulas PARDEDE¹, ISTARYATININGTIAS², Abd Rahman A. GHANI³

SDN Kembangan Utara 06 Pagi

Pardedemarulas@gmail.com

ABSTRACT

This research was conducted with the aim of determining the impact of the principal's participative leadership style, infrastructure and emotional intelligence on the performance of elementary school teachers in Kembangan District, West Jakarta. This research is quantitative because the data analyzed is in the form of numbers obtained from respondents' answers which were distributed to 85 elementary school teachers. The research is contextual operational in nature by using hypothesis testing to make temporary guesses regarding the influence of the independent variable on the dependent variable. Data collection was carried out using a Google Form questionnaire with a horizontal time is cross sectional. The results of research conducted with the help of Smartpls statistical software are that the principal's participative leadership style has no effect on teacher performance, while infrastructure and emotional intelligence have an influence on teacher performance

Keywords: Participative Leadership Style, Infrastructure, Emotional Intelligence, Teacher Performance

INTRODUCTION

Teacher quality is one of the main factors that must be considered to ensure a quality and competitive education system. As a learning agent who is a facilitator, engineer and motivator for students, the quality of teachers determines the high and low quality of education which has an impact on the strength and weakness of human resource competitiveness. Teacher performance is closely related to what teachers do in the classroom and how this has an impact on increasing student achievement. When teachers have good performance, it will have an impact on improving the quality

of their students' education. However, if teachers have poor performance, it will be difficult to achieve students who have achievements (Rismita et al., 2020). Teachers as educators who have direct contact with students must have special expertise in the academic field which is useful in supporting a teacher in educating students (Yantoni, 2020). The existence of teachers is an important component in the process of delivering education. Teachers have a big role and responsibility in creating students who have achievements and noble morals, so it is mandatory for every teacher in the world of education to have competence in their field (Yusuf et al., 2021).

The quality of teacher performance in Indonesia was stated by the Educational and Cultural Human Resources Development Agency (BPSDMPPK), which explained that there are still many teachers who do not pass competency and certification tests, test results are poor, and there are still many teachers who do not meet qualification standards. A PISA (Program for International Student Assessment) survey published in 2019 shows that Indonesia is in 74th place out of 79 countries, meaning that the quality of education in Indonesia is still low, this is triggered by various educational problems, one of which is the low performance of teachers as a workforce. educators (Kemendikbud, 2020).

Research conducted by Yusuf et al. (2021) suggests several factors that can improve teacher performance in schools, namely the participative leadership of the school principal, facilities and infrastructure. The big role of the Principal determines what and how work is carried out in the school he leads. The leadership of the principal who pays high attention to teachers, is open, cool, can adapt to teachers, is smiling, sympathetic, full of understanding, and believes that teachers are able to carry out the tasks assigned to them and will make them carry out these tasks happily and fully. responsibility (Novita et al., 2023).

The facilities and infrastructure used as learning media are used as an effort to eliminate verbalism in the teaching and learning situation itself. Angrainy et al. (2020) in their research explains that every educational unit has an obligation to improve facilities and infrastructure in order to create a good teaching and learning process. In the world of education, facilities and infrastructure have a positive impact on the sustainability of education in achieving educational goals, both directly and indirectly. Likewise, if the existing facilities and infrastructure are not good, students' interest in learning will decrease. This has an impact on decreasing student learning achievement. Providing good and complete infrastructure will support school activities to achieve optimal results. However, there are still schools whose infrastructure is not yet complete, some even have complete infrastructure, but teachers are not utilizing them so that the teacher's performance is not optimal because there are still teachers who use conventional media in the learning process (Elfiza et al., 2022).

Another factor that can also support improving teacher performance is emotional intelligence. Human resource management policies and practices in schools must encourage a work environment that promotes emotional intelligence to increase teacher creativity, motivation and performance which is useful as an important predictor of performance outcomes that reflect teacher job satisfaction in teaching (Alwali & Alwali, 2022). Employees who have high emotional intelligence will be able to survive and control their emotions when facing heavy workloads and pressures so that they can control themselves and avoid work stress which can reduce the employee's performance (Goleman, 2016). Emotional intelligence will encourage employees' moods to become calmer so they can work well and tend to show persistence in facing work challenges, as a result employee performance will increase and can directly increase the job satisfaction felt by employees (Hameli & Ordun, 2022). Sometimes a leader gives orders based on things that are subjective in nature or prefer personal ones. Subordinates or people they lead also often cannot accept the policies made by their leaders. As for personal factors, they tend to prejudice the policies being made. There is often blame between leaders and those led, subordinates often consider themselves as coolies and must obey all orders from their superiors. As a result, many subordinates harbor their ideas. On the other hand, superiors often consider themselves superior and

experienced compared to their subordinates. Ideally, a superior must also understand the desires and aspirations of his subordinates.

METHOD

This type of research uses a quantitative approach which is carried out by analyzing questionnaire answers from respondents which are measured on a 1-5 Likert scale. Research is operationally contextual because it emphasizes the involvement of researchers in collecting research data (Sugiyono, 2019). The population in this study were elementary school teachers in the Kembangan District, West Jakarta, totaling 562 people. The sampling technique uses a purposive sampling method where samples are selected based on criteria. The criteria for the research sample are that the respondent is an elementary school teacher who teaches in the Kembangan area of West Jakarta who is certified or has civil servant status. Determining the sample size used the Slovin formula so that the sample was 85 respondents. Data collection techniques were carried out using a Google Form questionnaire. Respondents' answers will be measured using a 1-5 Likert scale.

FINDINGS AND DISCUSSION

Reliability test results can be obtained through analysis of Cronbach's alpha and composite reliability values through the rules applied. Cronbach's alpha is used to measure the lower limit of the reliability value of a construct, while composite reliability measures the actual value of reliability. Each variable tested is said to be reliable if the value of Cronbach's alpha and composite reliability is above 0.6 (Hair et al., 2021). The following are the results of reliability testing.

Table 8 Reliability Test Results

Variabel	Cronbach Alpha	Composite Reliability	Keterangan
Participative Leadership	0.975	0.976	Reliabel
Infrastructure	0.903	0.907	Reliabel
Emotional Intelligence	0.934	0.936	Reliabel
Teacher Performance	0.946	0.948	Reliabel

From the table above, each variable has a value that meets the reliability criteria using the Cronbach's alpha and composite reliability methods, namely above 0.6. Therefore, each variable contained in the research is reliable or reliable.

Hypothesis test

In testing the hypothesis, in looking at the relationship between variables used by researchers in this research, they will look at the T statistic value and P value which are the reference for determining the significant influence of the relationship between exogenous and endogenous latent variables. Researchers use a significance level of 5% and the research results can be said to be significant at an alpha of 5% if the T statistic value is >1.96 and the P value is <0.05 , then the hypothesis is accepted. Hypothesis testing using Smart PLS bootstrapping.

Tabel 9 Path Coeffisien

Analisis	Original sample	Sample Mean	Standard Deviation	T Statistics	P Value
KE →KG	0.657	0.647	0.100	6.601	0.000
KP →KE	0.306	0.336	0.142	2.150	0.032
KP →KG	-0.038	-0.007	0.162	0.231	0.817
KP →SP	0.671	0.688	0.061	10.978	0.000
SP →KE	0.480	0.454	0.140	3.428	0.001
SP →KG	0.212	0.198	0.088	2.403	0.016

Based on the path coefficient table above, it can be seen that if the range of p values obtained from the research results shows a number in the range -1 to 0 then it is said to have a negative relationship, and if it is in the range 0 to 1 then it has a positive relationship between the two variables.

1. The Influence of Participative Leadership on Teacher Performance

From the table above, the path coefficient value is obtained to test the first hypothesis, namely that participative leadership has a significant influence on teacher performance. The T statistic obtained was 0.231 (T-Statistic < 1.96) and the P value was 0.817 (P-Value > 0.05). So it can be stated that Ho1 is accepted and Ha1 is rejected, it can be concluded that participative leadership has no influence on teacher performance

2. The Influence of Infrastructure on Teacher Performance

From the table above, the path coefficient value is obtained to test the second hypothesis, namely that infrastructure has a significant influence on teacher performance. The T statistic obtained was 0.2403 (T-Statistic > 1.96) and the P value was 0.016 (P-Value < 0.05). So it can be stated that Ha2 is accepted and Ho2 is rejected, it can be concluded that infrastructure has an influence on teacher performance.

3. The Influence of Emotional Intelligence on Teacher Performance

From the table above, the path coefficient value is obtained to test the third hypothesis, namely that emotional intelligence has a significant influence on teacher performance. The T statistic obtained was 6.601 (T-Statistic > 1.96) and the P value was 0.000 (P-Value < 0.05). So it can be stated that Ha3 is accepted and Ho3 is rejected, it can be concluded that emotional intelligence has an influence on teacher performance.

4. The Effect of Participative Leadership on Emotional Intelligence

From the table above, the path coefficient value is obtained to test the fourth hypothesis, namely that participative leadership has a significant influence on emotional intelligence. The T statistic obtained was 2.150 (T-Statistic > 1.96) and the P value was 0.032 (P-Value < 0.05). So it can be stated that Ha4 is accepted and Ho4 is rejected, it can be concluded that participative leadership has an influence on emotional intelligence

5. The Influence of Infrastructure on Emotional Intelligence

From the table above, the path coefficient value is obtained to test the fifth hypothesis, namely that infrastructure has a significant influence on emotional intelligence. The T statistic obtained was 3.428 (T-Statistic > 1.96) and the P value was 0.001 (P-Value < 0.05). So it can be stated that Ha5 is accepted and Ho5 is rejected, it can be concluded that infrastructure has an influence on emotional intelligence

6. The Influence of Participative Leadership on Infrastructure

From the table above, the path coefficient value is obtained to test the fourth hypothesis, namely that participative leadership has a significant influence on infrastructure. The T statistic obtained was 10.978 (T-Statistic > 1.96) and the P value was 0.000 (P-Value < 0.05). So it can be stated that H_{a6} is accepted and H_{o6} is rejected, it can be concluded that participative leadership has an influence on infrastructure.

CONCLUSION

Berdasarkan hasil pengujian dan pembahasan yang telah diuraikan pada bab sebelumnya maka peneliti dapat mengambil kesimpulan yaitu: Kepemimpinan partisipatif tidak memiliki pengaruh terhadap kinerja guru. Hal ini mengindikasikan masih kurangnya pelaksanaan kepemimpinan partisipatif dalam lingkup sekolah yang menyebabkan guru pasif, dan sulit melakukan kerjasama. Kemudian masih adanya pengambilan keputusan sepihak tanpa melibatkan guru-guru menyebabkan keterlibatan dan kerjasama guru dan kepala sekolah menjadi terbatas. Sarana prasarana memiliki pengaruh terhadap kinerja guru. Kelengkapan sarana prasarana akan menunjang guru dalam proses belajar mengajar menjadi lebih efektif. Kecerdasan emosional memiliki pengaruh terhadap kinerja guru. Ketika guru memiliki kecerdasan emosional maka memperkuat pengendalian diri sendiri dan mampu mengelola siswa agar efisien dalam belajar. Kepemimpinan partisipatif memiliki pengaruh terhadap kecerdasan emosional. Kecerdasan emosional yang tinggi akan membuat seorang pemimpin menyadari bahwa perilaku dan hasil kerja mereka akan dipengaruhi oleh emosional oleh sebab itu mereka akan menilai dan mengatur emosi mereka sendiri. Sarana prasarana memiliki pengaruh terhadap kecerdasan emosional. Sarana pembelajaran akan memberikan manfaat-manfaat yang berbeda tergantung bagaimana guru memberikan tanggapan terhadap sarana pembelajaran yang diberikan tersebut atau yang bisa disebut kecerdasan emosi diri guru. Kepemimpinan partisipatif memiliki pengaruh terhadap sarana prasarana. Kepemimpinan partisipatif seorang kepala sekolah akan berupaya meningkatkan kualitas Pendidikan dan mempermudah proses pengajaran guru kepada siswa. Kepala sekolah yang berpartisipasi cenderung memperhatikan bagaimana sarana prasarana tersedia secara memadai dalam lingkup sekolah yang dipimpinnya agar penyampaian pembelajaran dapat dilaksanakan dengan mudah dan efektif

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