

THE ROLE OF THE PRINCIPAL LEADERSHIP ON EDUCATION QUALITY MEDIATED BY TEACHER PERFORMANCE

^{1*}Novtri Mariatie, ²Barliani Dewi Setyawati, ³Taufiq Rachman

¹Magister Management, Economic and Business Faculty, Pelita Bangsa University, Bekasi

² Magister Management, Economy Faculty, Trisakti University, Jakarta

³ Magister Management, Economic and Business Faculty, Pelita Bangsa University, Bekasi

Author's email: ¹novtri.m@gmail.com; ²barlianisetyawati@yahoo.com; ³tfqman@gmail.com

Corresponding author : ¹novtri.m@gmail.com

Abstract

This research examines the model of the influence of the principal leadership on education quality with the mediating variable of teacher performance in Central Cikarang District of Bekasi Regency. The research used a quantitative approach with a sample of 100 teachers in Central Cikarang District of Bekasi Regency. Analysis using a structural model processed by SMARTPLS 3.0 software. The result of the research is principal leadership has no affect the quality of education, and the principal leadership has an effect on teacher performance. Teacher performance does not mediate the principal leadership on the quality of education.

Keywords: *Principal Leadership, Education Quality, Teacher Performance*

1. INTRODUCTION

The development of education is currently entering the stage of global competition and Indonesian nation must prepare itself, especially in building an advanced and prosperous economy. To face global competition, quality human resources are needed. One of the efforts that can be done is by organizing quality education so it will produce quality human resources. By providing quality education to the next generation of the nation, Indonesian nation can compete in the international world while supporting national development (Kelana, 2021).

High quality education will produce high quality of human resources and have competent competitiveness. To be able to realize a high quality of education, it must be accompanied by a high quality of service to students (Anggraeni et al., 2016). Regarding the quality of education has been widely discussed and used as a research (Kelana, 2021; Di & Riau, 2021; Jufni & Saputra, 2020).

In improving the quality of education can be influenced by many things. Several things that can improve the education quality such as principal leadership and teacher work motivation (Langi et al., 2021); principal leadership and teacher teaching performance (Jufni & Saputra, 2020). Other researchers also proposed several things that could affect the quality of education, such as the principal and teacher competencies (Nurman et al., 2018); principal leadership, school climate and teacher competence (Susanto, 2018); principal leadership and organizational culture (Sujana, 2018).

The leadership of the principal has an important role in the success of education quality in the school it leads (Sulastri et al., 2017). In carrying out the duties, a principal must have strategies in improving quality to produce quality outcomes and outputs (Lovedly, 2020). Principals who are able to manage well and have high competence will guarantee the quality education of high-quality education (Prasetijo & Samidjo, 2019).

The results of research on principal leadership on the quality of education still give different results. There are findings that the principal leadership affects the quality of education (Langi et al., 2021; Lovedly, 2020; Prasetijo & Samidjo, 2019) while other findings revealed that the principal leadership had no effect on education quality (Timor et al., 2018).

Seeing at the gap shows that there is a need for further research on the principal leadership. Although there are findings that have no effect, but the principal leadership is an important thing that must be investigated. Therefore, this research will include the performance of teachers as a liaison of the principal leadership on the quality of education.

Teachers are human resources who become determinants, perpetrators and planners in achieving educational goals (Anggraeni et al., 2016). Teachers as facilitators in the process of teaching and learning activities and have a role in the high and low quality of education produced (Darmawati, 2019).

Good teacher performance can be seen from their high dedication in carrying out their duties and responsibilities and also having a high commitment to their work (Wahyuni et al., 2020). High teacher performance towards the process of teaching and learning activities will result in good work performance and success in achieving established educational goals (Fahmi et al., 2016).

This research is important because the quality of education has a very meaningful meaning for educational institutions and has received a lot of attention from researchers. This research seeks to find common ground from the research gap that previously had different finding by including teacher performance in mediating the principal leadership on the quality of education. The purpose of this research is to find out the influence of the principal leadership on the quality of education with mediation variables of teacher performance in Central Cikarang District of Bekasi Regency.

2. Methodology

2.1. Model Development

2.1.1 Education Quality

The quality of education is the process of education (input) and educational results (output) obtained within a certain period of time (Timor et al., 2018). In improving the quality of education must be concern to the aspects of the process in the achieving of results and aspects of the quality of the results achieved (Anggraeni et al., 2016). Quality educational processes and outcomes are interrelated, therefore must be formulated as well as possible in setting the educational goals to be achieved (Hardiyanti et al., 2021).

In order to guarantee the quality of education, there must be eight standards that must be filled as stated in Government Regulation No. 19 of 2005: "National Education Standards are minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia consisting of eight standards, such as Content Standards, Learning Process Standards, Educational Assessment Standards, Educator and Education Personnel Standards, Infrastructure Facilities Standards, Management Standards, Educational Financing Standards." (Langi et al., 2021).

2.1.2. Principal Leadership and Education Quality

The leadership of principal is an ability that must be possessed by a principal in leading, directing, influencing, mobilizing, encouraging, guiding, exemplary, and assisting human

resources in the school environment to carry out educational programs in schools in order to achieve the educational goals that have been determined and have an influence on the quality of education produced (Hadi, 2017; Sulastri et al., 2017). In leading a school, a principal must have educational abilities, personal abilities, relational abilities, intellectual abilities, organizational abilities (Kosim, 2017). With these abilities will have a positive influence on the quality of education.

This agrees with the results of research findings that the leadership of the principal has a positive effect on the quality of education (Susanto & Mattalata, 2018). This underlies the presumption that the better principal leadership, the higher education quality produced.

H1: Principal Leadership affects Education Quality

2.1.3. Principal Leadership and Teacher Performance

The leadership of the principal has a role in leading, directing and influencing teachers in carrying out their work so the teacher performance will be achieved optimally (Sulastri et al., 2017). Principal leadership can be said to be successful if it can improve teacher performance through various training and coaching (Romadhon et al., 2018) and by paying attention to feelings and needs of teachers (D. Handayani, 2019). Leadership has an influence on good or bad performance and also on improving its performance (Candra et al., 2019).

There are several studies with similar findings (Hasan et al., 2017; Sauri et al., 2018; Romadhon et al., 2018; Caksana, 2019) where the principal leadership has a positive effect on teacher performance. This can be the basis to assuming that the better principal leadership, the better teacher performance.

H2: Principal Leadership affects Teacher Performance

2.1.4. Teacher Performance and Education Quality

Teacher performance is the level of achievement of results for the implementation of duties and responsibilities as a teacher (Sauri et al., 2018). Teachers play an important role in every process of teaching and learning activities and quality educational outcomes (T. Handayani & Rashid, 2015). The performance of teachers is important in improving the quality of education, as stated in Law No. 20 of 2003 concerning the National Education System that "Teacher performance is one of the keys to success." Teacher performance can be determined by the following, such as planning learning, mastering learning materials, and evaluating learning outcomes (Caksana, 2019).

Other research yielded similar findings (Mulyani et al., 2012; Jauhari, U. Asmara & Wahyudi, 2014; Timor et al., 2018; Hardiyanti et al., 2021) where high teacher performance will improve the quality of education. This underlies the presumption that the better teacher performance, the better education quality produced.

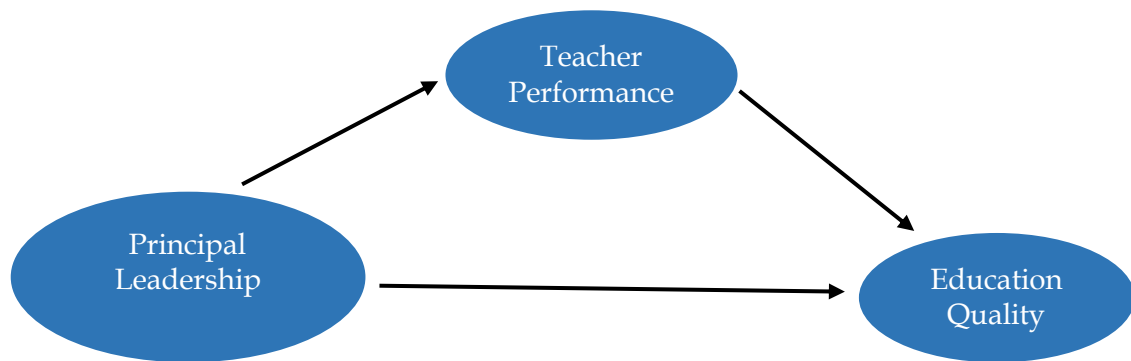
H3: Teacher Performance affects Education Quality

2.1.5 Principal Leadership, Teacher Performance and Education Quality

A principal should be able to lead with high integrity, strong discipline, and be able to adapt to the environment and also be able to reveal everything well so as to motivate and improve the teacher performance to carry out their duties and responsibilities optimally (Sauri et al., 2018). A teacher who can provide optimal performance will be able to improve the quality of education in order to achieve the goals set (Timor et al., 2018).

Other research expressly states that the performance of teachers as a mediation (Kosim, 2017). This becomes a foundation to suspect that the principal leadership encourages teacher performance which can ultimately improve the quality of education.

H4: Principal Leadership through Teacher Performance affects Education Quality



Source: Model development, 2021

Figure 1. Research Design

Table 1. Variable Operationalization

Variables/Concepts	Indicator	Scale
Education Quality (Langi et al., 2021)	Content standards Education financing standards Educators & education personnel standards Facilities & infrastructure Standards	1-10
Principal Leadership (Kosim, 2017)	Educational abilities Personal abilities Relational abilities Intellectual abilities Organizational abilities	1-10
Teacher Performance (Caksana, 2019)	Planning the learning process Mastering learning materials Evaluating learning outcomes	1-10

Source: Summary of theory, 2021

2.2.Data Collection

This research was conducted to teachers from an early childhood education/kindergarten school, elementary school, junior high school, and senior high school level located in Central Cikarang District of Bekasi Regency. The research population is all teachers located in Central Cikarang District of Bekasi Regency with the sample of some teachers studied which amounted to 100 teachers.

Data collection in this research uses questionnaires shared through google form so the respondents can directly fill out questionnaires and data can be directly received and processed by the researchers. Questionnaires were measured using a bipolar scale of 1-10 with criteria 1 for strongly disagree and 10 for strongly agree (Mulyanto &Wulandari, 2010).

2.3. Analysis Methods

This research uses a quantitative approach with the aim of analyzing the influence of principal leadership on the quality of education through teacher performance. The analysis tool used to process data is Smart PLS 3.0 software.

In the analysis, the outer and inner models were tested (Chin & Newsted, 1999). To test validity using outer testing which loading outer with cut off $> 0,7$. To test the reliability of Cronbach's Alpha with a cut off $> 0,7$ and a value of pc (composite reliability) with a cut off $> 0,8$.

R² is used to test the inner model as a structural model and coefficient estimation. Cut off for endogenous latent variable R² $> 0,2$. Standard estimates with p-value cut off $< 0,05$ to test path relationships in structural models.

Hypothesis testing between research variables. The influence between variables consists of influences between variables either directly or indirectly that use mediation. If the cut off p-value $< 0,05$ then the decision taken is significant.

3. RESULT

Based on the results of questionnaires that have been distributed, the data obtained from the research respondents were 100 teachers located in Central Cikarang District of Bekasi Regency. The results of the analysis in the form of respondent data and analysis results.

3.1. Respondent

The research data were obtained from 100 respondents of teachers in the Central Cikarang District of Bekasi Regency with characteristics summarized in table 2.

Table 2. Respondent Data

Variable	Sum	Percent
<i>Gender</i>		
-Female	60	0,6
-Male	40	0,4
<i>Age</i>		
-Over 45 years	17	0,17
-Between 36 - 45 years	43	0,43
-Between 25 - 35 years	34	0,34
-Under 25 years	6	0,6
<i>Last Education</i>		
-Master Degree	10	0,1
-Education Bachelor	52	0,52
-Non-Education Bachelor	23	0,23
-Diploma/High School	21	0,21
<i>Teaching Experiences</i>		
-Over 10 years	48	0,48
-Between 5 - 10 years	44	0,44
-Under 5 years	20	0,2
<i>Teaching Level</i>		
-Early Childhood Education/Kindergarten	30	0,3
-Elementary	21	0,21
-Junior High	34	0,34
-Senior High	27	0,27

Source: Processed questionnaire results data, 2021

Table 2 shows the respondents' data, such as teachers who became the sample of 100 people. Most of the respondents were female, in the age range between 36-45 years, with the last education of education bachelor, teaching experiences more than 10 years, and teaching at junior high level.

3.2. Analysis

The results of outer test used for testing validity and reliability are presented in table 3.

Table 3. Outer Model

Variables/Indicators	Outer Loading	Cronbach Alpha	Composite Reliability	Conclusion
Education Quality		0,873	0,912	Reliable
-Content standards	0,823			Valid
-Education financing standards	0,852			Valid
-Educators & education personnel standards	0,894			Valid
-Facilities & infrastructure standards	0,829			Valid
Principal Leadership		0,854	0,895	Reliable
-Educational abilities	0,834			Valid
-Personal abilities	0,783			Valid
-Relational abilities	0,741			Valid
-Intellectual abilities	0,783			
-Organizational abilities	0,828			
Teacher Performance		0,772	0,868	Reliable
-Planning the learning process	0,792			Valid
-Mastering learning materials				Valid
-Evaluating learning outcomes	0,836			Valid
	0,858			Valid

Source: Processing Results, 2021

The outer test results presented in table 3 are that all indicators on each variable are declared valid because the results obtained have been greater than 0,7. All variables have also been reliable because they have met the cut offs used in the research (Cronbach alpha education quality: 0,873; principal leadership: 0,854 and teacher performance: 0,772, greater than 0,7 while the composite reliability of education quality: 0,912; principal leadership: 0,868, greater than 0,8).

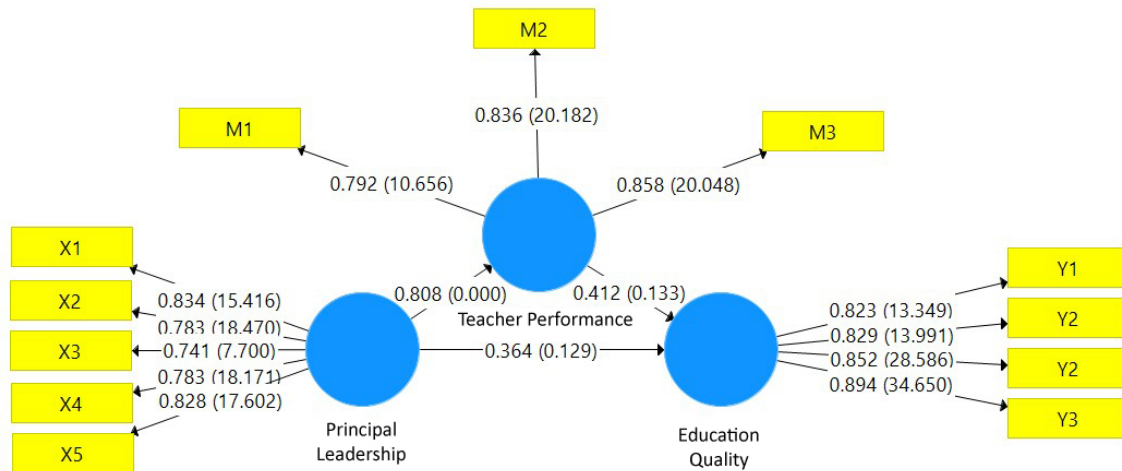
Table 4. Model Testing Index

Endogenous Variable	Cut of Value	Result Analysis	Model evaluation
R^2			
-Education Quality	$\geq 0,20$	0,652	Fit
-Teacher Performance	$\geq 0,20$	0,545	Fit

Source: Processed Primary Data, 2021

The model is acceptable because all endogenous variables have R square value greater than 0,2. Endogenous education quality variables have R square value of 0,652 or in a

moderate category as well as endogenous variables of teacher performance with a value of R square 0,545 included in the moderate category.



Source: Research data processed, 2021

Figure 2. Results of Analysis

Figure 2 shows the estimation of the indicator to the variables and the relationship between variables. All indicators have contributed to forming their respective variables. Indicator X1 is the main indicator forming the principal the leadership of 0,834; M3 as the main indicator forming teacher performance of 0,858; Y3 as the main indicator of education quality by 0,894.

Table 5. Estimation

Flow	Kind	Std. Estimates	P-Value	Conclusion
Principal Leadership → Education Quality	Direct	0,364	0,129	Insignificant
Principal Leadership → Teacher Performance	Direct	0,808	0,000	Significant
Teacher Performance → Education Quality	Direct	0,412	0,133	Insignificant
Principal Leadership → Teacher Performance → Education Quality	Indirect	0,333	0,142	Insignificant

Table 5 shows the flow of influences between variables in the model. The principal leadership directly has no effect on education quality, the principal leadership directly affects teacher performance, and the teacher performance directly has no effect on education quality. Teacher performance does not mediate the principal leadership on education quality.

4.DISCUSSION

4.1.The influences of Principal Leadership on Education Quality

The results of the research found that the principal leadership had no effect on education quality with a coefficient score of 0,364. This shows that education quality in school will remain good and improved even without being influenced by the principal leadership.

The results of this research are inversely proportional to the findings of other previous researches (Langi et al., 2021; Lovedly, 2020; Sujana, 2018; Sulastri et al., 2017; Susanto & Mattalata, 2018) which actually shows that the better principal leadership will be the higher education quality produced. Thus, these findings indicate that the principal leadership of schools in Central Cikarang District of Bekasi Regency has no impact on improving the quality of education at school.

4.2.The influences of The Principal Leadership on Teacher Performance

The research found that the principal leadership positively affected the teacher performance with a coefficient score of 0,808. The better principal leadership will encourage increased teacher contribution by showing better performance.

These findings confirm and strengthens previous findings (Hasan et al., 2017; Sauri et al., 2018; Romadhon et al., 2018; Caksana, 2019) that teacher performance can be influenced by principal leadership, although there are different findings (Giantoro et al., 2019) which revealed that the principal leadership had no significant effect on teacher performance.

This can be the basis that the better principal leadership, the better teacher performance. This proves that principal leadership in Central Cikarang District of Bekasi Regency has a role in improving teacher performance optimally.

4.3.The Influence of Teacher Performance on Education Quality

Teacher performance has no effect on education quality with a coefficient value of 0,412. The reason for rejecting this hypothesis is allegedly because teachers in Central Cikarang District of Bekasi Regency do not always have high performance in improving the quality of education in school.

The results of this research are not in line with previous researches (Mulyani et al., 2012; Jauhari, U. Asmara & Wahyudi, 2014; Timor et al., 2018; Hardiyanti et al., 2021) where teacher performance plays a very important role in improving the quality of education. The better teacher performance, the better education quality produced.

4.4.The Influence of Principal Leadership on Education Quality Through Teacher Performance

There is a finding that principal leadership on the quality of education with teacher performance as an intervening shows an insignificant relationship. Teacher performance is not able to mediate the principal leadership towards education quality.

This research did not succeed in proving the concept although there were similar findings between the principal leadership on education quality (Kosim, 2017), but there were different findings (Timor et al., 2018) which revealed that principal leadership had no effect on education quality. In other words, the findings of this research indicate that principal leadership in Central Cikarang District of Bekasi Regency has no impact on education quality if the path is through teacher performance.

CONCLUSION

The principal leadership does not affect the quality of education, but the principal leadership has an effect on teacher performance. Teacher performance does not mediate the principal leadership towards education quality.

The principal leadership in Central Cikarang District of Bekasi Regency still needs to be further optimized in an effort to improve the quality of education in schools. Likewise, teachers must be able to improve their performance optimally to produce quality education. Further research is expected to conduct further research related to teacher performance who are not able to be a role directly or indirectly as a mediation on education quality. And also research on principal leadership who are not able to be a direct role to education quality.

REFERENCES

- Anggraeni, I., Komariah, A., Kurniatun, T.C., & Education, P. A. (2016). Managerial Performance of Principals, Teaching Performance of Teachers and Quality of Elementary Schools. *Journal of Education Administration*, 23(2). <https://doi.org/10.17509/jap.v23i2.5640>.
- Caksana, N. P. E. (2019). Influence of Principal Leadership Style and Work Environment on Teacher Performance with Work Motivation as Intervening Variable on SMAN 1 Tulungagung Naga. *Journal of Applied Management Research (PENATARAN)*, 4(2), 82–92.
- Candra, V., Silaban, P., & Sudirman, A. (2019). Influence of leadership style, school culture and motivation on the performance of private junior highteachers. 6(1), 49–60.
- Chin, W. W. (1998). The Partial Least Squares Approach to Structural Equation Modeling. *Modern Methods for Business Research*, 295, 336.
- Darmawati. (2019). Influence of The Performance of Principals and Teachers on the Quality of Learning in State Elementary Schools in Nongsa District of Batam City in 2016. *Ejournal.Ymbz.or.Id*, 2,192–199.
- Giantoro, H.M., Haryadi, H., & Purnomo, R. (2019). The Influence of Teacher Competence, Headmaster Leadership According to Teacher Perception and Work Motivation On The Performance of State Vocational Teachers in Purbalingga Regency. *Journal of Economics, Business, and Accounting*, 21(2). <https://doi.org/10.32424/jeba.v21i2.1290>.
- Hadi, M. (2017). The Strategy of the Principal in Improving the Quality of Education in Min Buengcala Kuta District Baro Aceh Besar Regency. *Journal of Intellectuals*, 5,17–26.
- Handayani, D. (2019). The Influence of Education and Training, Motivation, and Work Environment on the Performance of Smk Negeribanyuasin Teachers. *Journal of Management Science*, 6(2), 140. <https://doi.org/10.32502/jimn.v6i2.1583>.
- Handayani, T., & Rashid, A. A. (2015). Influence of Principal Leadership, Teacher Motivation, and Organizational Culture on Wonosobo State High School Teacher Performance. *Journal of Accountability of Education Management*, 3(2), 264–277. <https://doi.org/10.21831/amp.v3i2.6342>.
- Hardiyanti, L. Y., Aliyyah, R. R. (2021). Professionalism of teachers as an effort to improve the quality of education in riau province.
- Jauhari, U. Asmara, H., & Wahyudi. (2014). Influence of Headmaster Leadership and Teacher Teaching Performance on the Quality of Private Education Services in Sui Ambawangkabupaten Kubu Raya District. *Journal of Education Administration*, 1(1), 1–15.
- Jufni, M., & Saputra, S. (2020). Teacher Code of Ethics in Improving the Quality of Education. 8(4), 575–580.
- Kelana, E. P. (2021). Program Policy To Improve Teacher Welfare In Order To Improve The Quality Of Education. 13(14), 7–11.
- Kosim, M. (2017). Influence of Principal Leadership on Teacher Performance to Realize The Quality of Learning. *Khazanah Akademia*, 1(1), 31.
- Langi, M. P., Simbolon, B., & Sitepu, I. V. R. (2021). Influence of Headmaster Leadership and Teacher Work Motivation on The Quality of Education in State High School 5 North Toraja (Case Study at State High School 5 North Toraja). 5,1215–1222.
- Lovedly, S. (2020). The Influence of The Principal's Leadership Style on Quality Improvement in SMP

- Negeri 5 Merangin. 6(2), 179–190.
- Mulyani, A., Administration, J., Vol, P., & No, X. I. V. (2012). Quality of Learning at Smk Sekabupaten Purwakarta. *Administration of Education*, 14(1), 86–92.
- Mulyanto, H., & Wulandari, A. (2010). *Research: Methods & Analysis*. Semarang: CV Agung.
- Nurman, M., Yuliejantiningih, Y., & Roshayanti, F. (2018). Influence of Participatory Leadership of Principals and Teacher Competence on the Quality of State Junior High Schools in Bumiayu District of Brebes Regency. *Journal of Education Management (JMP)*, 7(3), 231–247. <https://doi.org/10.26877/jmp.v7i3.3141>.
- Prasetijo, P., & Samidjo, S. (2019). The leadership role of the principal in improving the quality of the school. 1(1), 1–5.
- Sauri, A. S., Widayarsi, W., & Sesrita, A. (2018). Influence of Principal Leadership on Teacher Performance. *Tadbir Muwahhid*, 2(1), 73. <https://doi.org/10.30997/jtm.v2i1.1160>.
- Sujana, I. N. (2018). Leadership of The Principal and Culture Or-ganization Towards Improving the Quality of Education. 12(1), 23–28.
- Sulastri, S., Nurkolis, N., & Rasiman, R. (2017). Influence of Principal Leadership and Work Motivation on The Quality of Elementary Schools in Jepara Regency. *Journal of Educational Management (JMP)*, 5(3), 167–171. <https://doi.org/10.26877/jmp.v5i3.1984>.
- Susanto, B. (2018). The Influence Of Headmaster Leadership , School Climate And Teacher Competence Toward Education Quality In Mts Jeneponto Regency. 1(2), 23–39.
- Susanto, B., & Mattalata. (2018). Influence of Principal Leadership, School Climate and Teacher Competence on The Quality of Education in MTS Jeneponto Regency. *Journal of Management*, 1(2), 23–39.
- Timor, H., Saud, U. S., Suhardan, D., Indonesia, U. P., Guru, K., & School, M. (2018). School quality: between the principal's leadership and the teacher's performance. 1, 21–30.
- Wahyuni, Sri., Satiman. (2020). Influence of Visionary Leadership Style of Principals, Teacher Performance and Learning Facilities On The Quality of Graduates in SMK Pelayaran Samudera Indonesia Medan. 1(3), 56–69.