

**THE INFLUENCE OF PRINCIPAL LEADERSHIP, SCHOOL POLICIES,
AND TEACHER PERFORMANCE ON THE QUALITY OF ELEMENTARY
SCHOOLS IN ACEH UTARA DISTRICT
(SURVEY OF ELEMENTARY SCHOOL SUPERVISORS IN NORTH ACEH REGENCY)**

Abdul Hadi¹, Zainuddin Iba²

Management Master Study Program, Faculty Of Economics And Business, Universitas Islam
Kebangsaan Indonesia (UNIKI)
Email: abdulhadi@gmail.com

ABSTRACT

This study aims to determine the influence of principal leadership, school policies and teacher performance on the quality of elementary schools in North Aceh District. This type of research is quantitative and uses descriptive analysis methods and causality analysis. The population and sample in this study were 30 elementary school supervisors in North Aceh District. The data analysis technique used is path analysis with SPSS. Based on the results of the descriptive research, it can be concluded that the principal's leadership, school policies, teacher performance and the quality of elementary schools in North aceh district are good. Based on the results of causality research, it can be concluded that the principal's leadership influences school quality, school policy influences school quality, teacher performance influences school quality, school principal's leadership influences school policy, school principal's leadership influences teacher performance, school policy influences performance teacher, the principal's leadership influences school quality through school policy, the principal's leadership influences school quality through teacher performance, school policy influences school quality through teacher performance. Principal leadership, school policies, and teacher performance simultaneously influence the quality of elementary schools in North Aceh District.

Keywords: Principal Leadership, School Policy, Teacher Performance, School Quality

INTRODUCTION

School is one of the educational organizations as a place to achieve national development goals. The success of educational goals in schools depends on the human resources in these schools, namely principals, teachers, students, administrative staff, and other education personnel. In addition, it must also be supported by adequate facilities and infrastructure. To form human beings who are in accordance with national development goals, which in essence aim to improve the quality of human beings and all Indonesian society that is advanced, modern based on Pancasila, qualified educators are needed as mandated in RI Law No. 20 of 2003.

Based on Law Number 20 of 2003 concerning the national education system, it is explained that formal education is a structured and tiered educational path consisting of basic education, secondary education, and higher education. Formal educational institutions are at the forefront of developing human resources in Indonesia considering that formal education is still the mainstay in educating the public. Both at the elementary, middle and higher levels, formal educational institutions are always relied on to make Indonesian people more qualified. Therefore, educational actors such as teachers, school principals, education supervisors and education boards in carrying out their duties and functions are expected to be able to work together as a complete system so as to create quality education.

School quality is also influenced by teacher performance as stated by Sulistyorini (2001). Bernardin and Russel define performance as a record of outcomes resulting from certain job functions or activities over a certain period of time (Fathurrohman and Suryana, 2012). Teacher

performance is the culmination of three interrelated elements, namely skills, effort, nature of circumstances and external conditions. Skill levels such as experience, ability, interpersonal skills and technical skills. While external conditions are the extent to which external conditions support work productivity (Sulistiyorini, 2001).

School quality cannot be separated from the influence of good school principal leadership. A leadership style that does not support subordinates will fail in the process of implementing quality improvement management. Supposedly, the principal is able to understand the school as a system in which one part is interrelated with other parts. Therefore, the principal should act more as a leader than as a manager (Maswan, 2015). Leadership is an activity or action of a person who has the ability to influence, motivate, invite, direct, advise, guide, order, order, prohibit, and punish the behavior of a person or group and foster with the aim of achieving administrative goals effectively and efficiently. (Nasution, 2016; Chairunnisa, 2016; Priansa, 2011).

The Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for School Principals has stipulated that the Principal is expected to be able to carry out his functions as both a manager and a leader. The additional task of the Principal to control and guide teachers in the education unit can be carried out with the right leadership style. Principal leadership is very influential in optimizing teachers so they can work well in the education unit.

Hasbullah (2016) states that the Principal's Leadership influences school policy. Pratiwi, Prasetyo, Shabrina (2021) stated that the Principal's leadership must be able to improve teacher performance.

Based on the background description above, the researcher took the title "The Influence of Principal Leadership, School Policy, and Teacher Performance on School Quality in North Aceh District (Survey of School Superintendents in North Aceh District)".

THEORETICAL BASIS

Definition of Leadership

Leadership can be defined as a pattern of behavior designed to integrate organizational goals with individual goals to achieve a certain goal. Experts try to classify existing leadership using a certain basis. The basis that is often used is the task that is felt to be carried out by the leadership, the obligations that the leader expects to be received by subordinates and the philosophy adopted by the leadership for the development and fulfillment of the expectations of the subordinates.

The following is a definition of leadership according to experts, including: Leadership is defined as the overall pattern of a leader's actions, both visible and invisible to his subordinates (Rivai and Sagala (2010). Meanwhile Hasibuan (2013) states that leadership is a way for leaders to influence their subordinates so that they want to work together and work productively to achieve organizational goals.

Definition of School Policy

Caldwell and Spinks (1989) in Beare, et al (2017) state that school policy is a statement about how goals are achieved which are carried out together and provides a framework for

implementing school programs. Schools have a number of policies, depending on their size and program. Many policies will provide a framework for decisions related to intra-curricular and extra-curricular curricula. Other policies will affect all areas of the curriculum; for example: homework, assessment and reporting. Another category of policy will concern student management such as discipline, field studies, and process management in general regarding policy over decision-making or community involvement. Schools may establish policies on the development of reading skills, setting high expectations for all students and goals such as ensuring that every student can achieve a high level of reading ability at all student ages and in a variety of settings. Caldwell and Spinks (1989) in Beare, Caldwell, Millikan (2018) recommend a model of policy formulation based on whether the issue of general satisfaction with existing practices in schools and based on disapproval of ongoing practices among staff or other school members. In addition, he suggested that policy statements should not be made in a concise manner, or in a longer manner so that policies will rarely be read and changed.

Definition of Performance

Performance comes from the notion of performance. There are also those who provide an understanding of performance as a result of work or work performance. However, performance actually has a broader meaning, not only the result of work, but also how the work process takes place. Phrases such as output, efficiency and effectiveness are often associated with productivity (Gomes, 2013). The work results in quantity and quality are achieved by an employee in carrying out their duties in accordance with the responsibilities given (Mangkunegara, 2019). Thus, performance is work performance or work results both in quality and quantity achieved by a person in accordance with the responsibilities given to him and how to do the work and the results achieved from the job. Performance is about what is done and how to do it (Sembiring, 2021).

METHOD

Method used

As explained in the previous chapter, this study seeks to answer the formulation of the problem posed. Basically there are two research objectives, namely to answer descriptively the formulation of the problem descriptively and to answer the formulation of the problem with causality verification. Descriptive research is research that aims to obtain a description of the variable characteristics of the principal's leadership, school policy, teacher performance, and school quality. The nature of the verification research is to test the truth of a hypothesis which is carried out through data collection in the field, where in this study the influence of the principal's leadership, school policies, teacher performance, and the quality of elementary schools in North Aceh District will be tested.

Considering that this research is descriptive and verification, the research method used is a descriptive survey and an explanatory survey method. The type of investigation in this study is causality. This research is included in the cross-sectional category, namely information from a portion of the population (sample of respondents) collected directly from the location empirically with the aim of knowing the opinion of some of the population on the object under

study, namely the leadership of the principal, school policies, teacher performance, and the quality of elementary schools in North Aceh District.

Time and Place of Research

The time for this research was planned for approximately six months which included preparation, pre-research, preparation to the form of a research proposal report and research results. The location of the research was carried out at an elementary school in North Aceh District.

Research Population

Sugiyono (2019) population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. The population is the totality of all possible values, either the result of counting or measurement, quantitative or qualitative, and certain characteristics regarding a complete and clear set of objects whose properties you want to study. The population used in this study were elementary school supervisors in North Aceh District, totaling 30 people.

Research Sample

The sample according to Sugiyono (2019) is part of the population. The research sample is part of the population taken as a data source and can represent the entire population. The sample that is the target of the research is the elements that are in the population. Saturated sampling is a sample that represents the total population which is usually done if the population is considered small or less than 100, then all members of the population are used as research samples. Meanwhile, according to Arikunto (2013) if the total population is less than 100 people, then the total sample is taken as a whole, but if the population is greater than 100 people, then 10-15% or 20-25% of the total population can be taken. Based on this research, because the total population is not more than 100 respondents, therefore the research sample is all elementary school supervisors in North Aceh District, totaling 30 people.

RESULTS AND DISCUSSION

Respondent Characteristics

The characteristics of the respondents in this study consisted of elementary school supervisors in North Aceh District. Total The number of elementary school supervisors in North Aceh District is 30 people. This research was realized by taking samples from all members of the elementary school superintendent population in North Aceh District.

The questionnaire is considered valid if the statements on the questionnaire are answered in full and there is only one answer for each statement. Table 4.1 is a table for distributing research questionnaires, namely :

Out of 30 respondents it can be seen that 37% of elementary school supervisors in North Aceh District are male, while 63% of elementary school supervisors are female. It can be concluded that elementary school supervisors in North Aceh district are dominated by women. According to Robbins (2006), that there are no consistent differences between men and women

in leadership skills, problem solving, analytical skills, competitive drive, work motivation, abilities, socializing, and work performance.

From 30 respondents it can be seen that elementary school supervisor in North Aceh District the age of teachers aged 31-50 years is as much as 60%, meanwhile elementary school superintendent 40% aged > 50 years. Can be concluded that elementary school supervisor in North Aceh District dominated by elementary school superintendent aged 31-50 years. According to Ardhana (2012) that age affects the physical and mental conditions of the workforce, abilities, and responsibilities. So it can be concluded if elementary school superintendent those in productive or young age tend to have better physical and mental conditions, are creative, and are agile. Whereas elementary school superintendent in old age, their physical condition tends to decline, but they are more tenacious, professional, and responsible.

From 93 respondents it can be seen that elementary school supervisor in North Aceh District 17% have experience as supervisors for <5 years, elementary school superintendent 31% have experience as supervisors for 5-10 years, and elementary school superintendent 51% have experience as supervisors for >10 years. Can be concluded that elementary school superintendent who has experience as a supervisor in K North Aceh district dominated by elementary school superintendent who has experience as a supervisor for >10 years. According to Fahmi (2014) that the longer the work experience, the more mature the work experience one has.

Instrument Validity Test

The validity test was carried out to determine the instrument's ability to measure research variables. The validity test is used to obtain research results where there are similarities between the data collected and the data that actually occurs on the object under study. A valid instrument means that it is measured using a valid measuring instrument (Sugiyono, 2016). The validity test was carried out to see the closeness of the relationship between two variables in a research instrument. The measuring tool used in this study is the Pearson Product Moment correlation with the following formula:

$$r = \frac{n(\Sigma XY) - (\Sigma X) \cdot (\Sigma Y)}{\sqrt{\{n(\Sigma X^2)\} \cdot \{n \cdot (\Sigma Y - \Sigma Y^2)\}}}$$

Information :

r = Correlation coefficient between X and Y variables

n = Number of respondents

X = Respondent's total score

Y = Total score of each respondent's statement

ΣX = Sum of scores in the X distribution

ΣY = Sum of scores in the Y distribution

The validity testing criteria are:

1. If r count > r table then the questionnaire items are declared valid
2. If r count < r table then the questionnaire items are declared invalid

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The validity test was calculated based on 30 initial questionnaires, and processed with SPSS 26 for Windows software with a confidence level of 5% ($\alpha = 0.05$). A questionnaire will be said to be valid if the calculated product moment correlation coefficient value is greater than the product moment table correlation coefficient value, namely 0.361, meaning that r is said to be valid, $r > 0.361$ (Sugiyono, 2016). The results of validity testing in this study can be seen in the table below:

Table 1 Results of the Principal Leadership Validity Test (X1)

Items	Question	R count	R table	Test results
1	KKS1	0.532	0.361	Valid
2	PSC 2	0.564	0.361	Valid
3	PSC 3	0.588	0.361	Valid
4	PSC 4	0.426	0.361	Valid
5	PSC 5	0.403	0.361	Valid
6	PSC 6	0.631	0.361	Valid
7	PSC 7	0.464	0.361	Valid
8	PSC 8	0.601	0.361	Valid
9	PSC 9	0.752	0.361	Valid
10	KKS10	0.581	0.361	Valid
11	PSC 11	0.727	0.361	Valid
12	PSC 12	0.551	0.361	Valid
13	PSC 13	0.476	0.361	Valid
14	PSC 14	0.689	0.361	Valid
15	PSC 15	0.553	0.361	Valid
16	PSC 16	0.638	0.361	Valid
17	PSC 17	0.693	0.361	Valid

Source :Data Processed by Researchers (2022)

Table 2 Results of School Policy Validity Test (X2)

Items	Question	R count	R table	Test results
18	KS 1	0.691	0.361	Valid
19	KS 2	0.725	0.361	Valid
20	KS 3	0.646	0.361	Valid
21	KS 4	0.735	0.361	Valid
22	KS 5	0.733	0.361	Valid
23	KS 6	0.691	0.361	Valid
24	KS 7	0.721	0.361	Valid

Source :Data Processed by Researchers (2022)

Table 3 Teacher Performance Validity Test Results (Y)

Items	Indicator	R count	R table	Test results
25	KG1	0.398	0.361	Valid
26	kgs 2	0.431	0.361	Valid
27	kgs 3	0.438	0.361	Valid
28	kgs 4	0.622	0.361	Valid
29	kgs 5	0.371	0.361	Valid
30	kgs 6	0.623	0.361	Valid
31	kgs 7	0.735	0.361	Valid
32	kgs 8	0.681	0.361	Valid
33	kgs 9	0.655	0.361	Valid
34	kgs 10	0.624	0.361	Valid

Source :Data Processed by Researchers (2022)

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Table 4 School Quality Validity Test Results (Z)

Items	Indicator	R count	R table	Test results
35	MS1	0.429	0.361	Valid
36	MS 2	0.523	0.361	Valid
37	MS 3	0.713	0.361	Valid
38	MS 4	0.628	0.361	Valid
39	MS 5	0.493	0.361	Valid
40	MS 6	0.531	0.361	Valid
41	MS 7	0.654	0.361	Valid
42	MS 8	0.611	0.361	Valid

Source :Data Processed by Researchers (2022)

The results of the data instrument test that has been carried out on each item are said to be valid if $r \text{ count} \geq r \text{ table}$ with $r \text{ table} = 0.361$. Based on the table above, the results of the variable validity test show valid results which can be said that the statements on the questionnaire in each item can reveal something that will be measured by the questionnaire conducted by the researcher.

Instrument Reliability Test

According to Sugiyono (2016) states that a reliable instrument is an instrument which when used several times to measure the same object will produce the same data. Meanwhile, according to Lupiyoadi & Ikhsan (2015: 54) states that reliability means that an indicator is reliable enough to be used as a data collection tool and refers to the level of reliability. To determine reliability in this study, researchers used the Cronbach Alpha (α) method to calculate it. The results of the Cronbach Alpha test (α) will determine whether the indicators used are reliable or not. It is said to be reliable if it gives a Cronbach Alpha value (α) > 0.60. The reliability test in this study is to use SPSS 26 for Windows. The formula for Cronbach Alpha (α) is as follows:

$$R = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

Information :

R = reliability index

k = Number of statement items

$\sum \sigma_b^2$ = Total variance of the items

σ_t^2 = total variance

Table 5 Instrument Reliability Test Results

Variable	Cronbach's Alpha	Cronbach's Alpha Variable	Information
Leadership	0.60	0.769	Reliable
School Policy	0.60	0.831	Reliable
Teacher Performance	0.60	0.913	Reliable
School Quality	0.60	0.947	Reliable

Source :Data Processed by Researchers (2020)

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Based on the reliability testing conducted, it can be seen that the value of Cronbach's Alpha is > 0.60 , so it can be concluded that the questionnaires in this study are reliable or consistent, that is, can be trusted or relied upon so that they can be used as instruments in research.

DISCUSSION OF RESEARCH RESULTS

Principal leadership has dimensions from the highest score to the lowest, namely the dimensions of an official representative from the school, making difficult decisions, behavior as a communication channel, thinking analytically and concessionally, being responsible for all actions taken by subordinates, the ability to deal with various problems, building cooperation relations, and a mediator or intermediary. Based on the results of the above calculations show that the principal's leadership value obtained was 1866 or 73.33% in the good category. Based on these results, it shows that there are still problems related to the leadership of the Elementary School Principal in North Aceh District, namely that the Principal lacks supervision of his subordinates and also of the implementation of the learning process. In addition, the principal lacks the ability to study or analyze problems that occur, does not try to be good with co-workers, and lacks the ability to make difficult decisions.

School policies have dimensions from highest to lowest scores, namely cognitive and psychomotor dimensions, and affective. Based on the calculation results above, it shows that the school policy score obtained is 806 or 74.04% which is in the good category. Based on these results, it shows that there are still problems related to elementary school policies in North Aceh District, namely elementary school policies that do not show an orientation towards increasing the capacity of thought and intellectual power to develop and master technology, they do not show an orientation towards increasing thinking capacity and intellectual power to explore knowledge, showing less orientation on increasing the ability to develop technical skills, and showing less orientation on increasing the ability to develop practical skills.

Teacher performance has dimensions from the highest score to the lowest, namely the dimensions of work quality, initiative in work, work and communication skills, and accuracy/speed of work. Based on the calculation results above, it shows that the value obtained is 1120 or 74.53% which is in the good category. Based on these results, it shows that there are still problems related to the performance of elementary school teachers in North Aceh District, namely elementary school teachers do not use media or learning resources in class, are unable to plan teaching programs in class, and are unable to interpret research results to improve quality of classroom learning.

School quality from the highest score to the lowest, namely the dimensions of the availability of educators and education staff, education funding, learning infrastructure and facilities, and the learning process. Based on the calculation results above, it shows that the value obtained is 888 or 74% which is in the good category. Based on these results, it shows that there are still problems related to the quality of elementary schools in North Aceh District, namely that schools do not receive educational funding from non-government, the learning process is less oriented towards mastery of theory and memorization in all fields of study, the

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availability of teachers and educational staff is inadequate, and the availability of learning facilities and infrastructure in schools is inadequate.

Principal leadership has a significant effect on school quality by 0.591 or 59.1%. The results of this study are in line with the results of research and theory put forward by Abdullah (2017), Achmad (2016), Ajepri (2016), Maswan (2015), Istanto (2014), Saifulloh, Muhibbin, Hermanto (2012), and Sagala (2010). The principal has a very important role to improve the quality of the institution he leads. This is because, in the school he leads there will be changes towards the expected quality standards. The right role and the appropriate function must be carried out by a school principal to achieve this goal. In addition, the principal must have the spirit of struggle as an agent of change in improving the quality of education he leads towards the set quality standards.

School policies have a significant effect on school quality by 0.673 or 67.3%. The results of this study are in line with those revealed by the results of research conducted by Mulyasa (2014), Istanto (2014), Samad (2012), Saifulloh, Muhibbin, Hermanto (2012), and the Director General of Basic Education, Ministry of National Education (2003). Elementary schools in North Aceh District have implemented National Education Standards by having several policy programs that are used to improve the quality of their educational output by maximizing three, national education standards, namely process standards, graduate competency standards, and infrastructure standards.

Teacher performance has a significant effect on school quality by 0.643 or 64.3%. The results of this study support previous research by Fahmi and Hardiansyah, (2018), Abdullah, (2017) Hasbullah (2016), Hidayat (2014), Istanto (2014), Saifulloh, Muhibbin, Hermanto (2012), Sulistyorini, (2001). The teacher's performance in improving school quality is as follows: (a) preparing teacher books and student books before the learning process, (b) understanding student books and teacher books, (c) making lesson plans as needed with some adjustments, (d) the teacher always inserts moral messages during the learning process, (e) to increase student learning interest, the teacher applies a reward and punishment system, (f) the teacher develops students' cognitive potential in learning, (g) providing learning tools and media, both real media and using LCDs, (h) preparing assessment instruments. And efforts to improve teacher performance in the context of improving education quality are as follows: (a) attending training in the form of the latest curriculum training and (b) teacher certification program.

Principal leadership has a significant effect on teacher performance by 0.421 or 42.1%. The results of this study confirm the results of similar studies conducted by Pratiwi, Prasetyo, Shabrina (2021), Asmarazisa (2018), Abdullah (2017), Yawan (2016), Rahun and Kailola (2016), Satriadi (2016), Sutarno and Suprayitno (2016), Zuhriyah (2015), Kusumayani, Natajaya and Atmadja (2013), Pujiyanti and Handayani (2012), Wahjosumidjo (2011), and Firmansyah (2006) state that the principal's leadership must be able to improve teacher performance.

School policies have a significant effect on teacher performance by 0.653 or 65.3%. The results of this study support the results of research put forward by Suharno (2010) which states that teachers have a duty as educators who provide direction to determine students' learning. For this reason, the teacher must play an active role in placing the position of professional staff,

who work with high performance. School policies must be able to influence everyone involved in the education process, namely teachers and work facilities which ultimately achieve the goals and better school quality.

Principal leadership has a significant effect on school quality through school policies of 0.717 or 71.7%. The results of this study indicate that the leadership of the principal through the formulation of school policies will affect the quality of the school.

Principal leadership on school quality through teacher performance has a significant effect of 0.743 or 74.3%. The results of this study indicate that the principal's leadership through improving teacher performance will affect school quality.

School policy has a significant effect on school quality through teacher performance of 0.420 or 42%. The results of this study indicate that school policies through teacher performance will influence school quality.

Principal leadership, school policy, and teacher performance simultaneously have a significant effect on school quality by 75.8%. The results of this study indicate that the principal's leadership, school policies, and teacher performance together will influence school quality.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research above, the researcher makes a conclusion as follows:

1. The principal's leadership is in the good category with the score obtained being 1866 or 73.33% where the dimensions from the highest score to the lowest are the dimensions of the official representative of the school, making difficult decisions, behavior as a communication channel, thinking analytically and concessionally, responsible for all actions taken by subordinates, the ability to deal with various problems, build cooperative relationships, and mediator or intermediary.
2. School policies are in the good category with the score obtained being 806 or 74.04% where the dimensions from highest to lowest score are cognitive and psychomotor dimensions, And affective.
3. Teacher performance is in the good category with the score obtained being 1120 or 74.53% where the dimensions from the highest score to the lowest are the dimensions of work quality, initiative in work, work ability and communication, and work accuracy/speed.
4. The quality of the school is in the good category with the score obtained being 888 or 74% where the dimensions from the highest score to the lowest are the dimensions of the availability of educators and education staff, educational funding, learning infrastructure and facilities, and the learning process.
5. The principal's leadership has a significant effect on qualityElementary School in North Aceh Districtof 0.591 or 59.1%
6. School policies have a significant effect on qualityElementary School in North Aceh Districtof 0.673 or 67.3%.
7. Teacher performance has a significant effect on qualityElementary School in North Aceh Districtof 0.643 or 64.3%
8. The principal's leadership has a significant effect on policyElementary School in North Aceh Districtof 0.415 or 41.5%.

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9. Principal Leadership significant effect to teacher performance Elementary School in North Aceh District of 0.743 or 74.3%.
10. Policy Schools significantly influence teacher performance Elementary School in North Aceh District of 0.653 or 65.3%.
11. The principal's leadership has a significant effect on quality Elementary School in North Aceh District through school policies of 0.717 or 71.7%.
12. The principal's leadership has a significant effect on quality Elementary School in North Aceh District through teacher performance of 0.743 or 74.3%.
13. School policies have a significant effect on quality Elementary School in North Aceh District through teacher performance of 0.420 or 42%.
14. Principal leadership, school policies, and teacher performance have a significant effect on quality Elementary School in North Aceh District simultaneously by 75.8%.

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