



## The Influence of Principal's Leadership and Teacher Professionalism on the Quality of Learning in Elementary Schools

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Article Info	Abstract
<b>Article History</b> Received: May 2023 Revised: May 2023 Published: June 2023  <b>Keywords:</b> Leadership, Learning Quality Principal, Teacher Professionalism  Doi: <a href="http://dx.doi.org/10.23960/E3J/v6i1.97-103">http://dx.doi.org/10.23960/E3J/v6i1.97-103</a>	This study aims to: 1) determine the influence of the principal's initiative on the nature of learning in SD Cluster Mawar Kecamatan Kotabumi (2) determine the effect of the instructor's impressive skills on the nature of learning at SD Cluster Mawar, Kotabumi sub-district (3) examine the impact between the authority of the principal and the extraordinary skills of educators together on the nature of learning at SDN Cluster Mawar Kotabumi District. This study used a quantitative descriptive method and ex post facto approach. Using the Slovin formula, the study sample included 67 people out of a total population of 198 people. The study involves a probability procedure to examine the data, specifically the group evidence. The data analysis involves collecting data through questionnaires and documentation, and multiple and direct linear regression formulas are used. Results show a significant influence between principal initiative and instructor impressive skills on learning quality and between principal leadership and instructor skills on learning quality. To improve the quality of learning, collaborative efforts between the principal's administration and teachers' professional skills must be enhanced.

### INTRODUCTION

Changes that need to be considered are improvements in the field of schooling. Because education is wholly owned and used for oneself, family, nation, and country, it is something that every country must do. The nation's quality is not only measured by the quality of its development but also by the quality of its education (Winatha et al., 2021), which describes the quality of its human resources. How the guidance and learning process is planned, managed and implemented determines the quality of education. In addition, solid school board support will affect students' learned person, character and mental improvement (Maskun et al. 2020). By Writers (2016) research, educators have an essential role in the work of a breakthrough nature by acting as demonstrators, pioneers of learning spaces, brokers, facilitators, and evaluators. These five positions can influence the outcome of learning ideas better.

Educators are an active factor that significantly determines the results of training because it is a variable that is closely related to the interns in the implementation of daily activity in the school environment. Educators are responsible for conducting educational experiences in learning spaces. By the research of Hakim et al. (2021), educators and the nature of students in a school have a positive impact, where human resources must be well supervised to achieve successful students. Dewi (2015) argues that for a teacher to fulfil his responsibilities optimally, a professional teacher has unique competencies and skills in teacher education. This shows that besides formal schooling, teachers must understand learning strategies and master pedagogic science.

The impressive skills of educators illustrate the great nature of schooling because educators are the main factor that provides the best assistance and guidance for students to become excellent and best according to society (Karissa, 2021), in accordance with the exploratory consequences of Indah et al. (2021), which states that professional educators positively impact the quality of learning. A similar exploration was put forward by Dewi and Khotimah (2020) that there is a positive influence between the impressive skills of educators in working on the nature of schooling, considering that their exams

must continue to develop the instructor's special skills so that later they will be better. Far superior true to form.

Impressive skills should be present in every teacher (Rahmawati et al., 2022). But in reality, some educators still need to recognise and fulfil their role as educators. Many educators prefer to leave the knowledge as is. Zubaidah (2015) states, in line with the findings of field observations, that most teachers show discipline only when leaders are present at school; If teachers know the leader is not there, they often lack self-control because they have a strong sense of independence. This is so that the most skilled teachers need the help of groups that play an essential role, such as school administrators and managers. In addition, the headmaster is ultimately responsible for completing the learning exercises, given the source of the data and the school outcomes he coordinates.

In fostering and supervising schools, primary school administrators must understand the needs of teachers, students, and the community in the school. The opinion of Borotoding et al. (2021) shows that the correct view of the school as a unique collaboration is necessary for effective and complex school leadership so that the director can prepare each subordinate to fulfil the vision and mission of the school. This indicates that a competent principal will inspire all school residents to improve their leadership competence. To properly fulfil his obligations as a principal, the principal should be able to master, master, and carry out various activities related to his abilities as a chairman and supervisor and have sound capabilities. Directors who understand these skills will easily know a person's perspective, items, and intentions, especially instructors and students who understand. By the research of Nurani and Sarino (2017), the village head's authority in influencing his subordinates to complete their obligations well is to set an example and provide direction and inspiration to educators to carry out their duties well. In general, the school's internal and external factors affect the quality of learning. You are judging from internal factors that influence it, such as low adequacy of training and educational experience, lack of foundation, inconsistent educator behaviour, and low quality of educational strategies and programs. Meanwhile, cooperation between parents and the community to support quality education has not been optimal due to external factors.

Professional teachers motivated by the principal's leadership must provide quality teaching. The exploration of Usnaldi and Safitri (2020) revealed that there is a positive and significant impact of the principal's authority and impressive educator skills on the nature of mastery; it means that in terms of the administration of the head and instructors, the more skilled in performing their obligations, then the nature of learning will increase.

Drive pioneers can build a decent work environment and support their subordinates to continue working as experts for quality learning. The learning experience's character directly correlates with student learning outcomes (Suroto et al., 2020). According to Kosim's research in 2017, the principal's leadership impacts teacher performance to improve the quality of learning. According to Fitriyah & Santosa's (2020) research, the principal's leadership can also affect the quality of education.

Although there has been much research on the role of principals and educators in improving the quality of education, there seem to be unmet gaps in previous studies. For example, how exactly is the dynamic relationship between principals, educators, and students in the ever-changing context of modern learning? In addition, previous studies have not explicitly examined the impact of external variables such as government education policies, technological developments in education, and ongoing sociocultural changes. Filling that knowledge gap will be the novelty of this research. This study will outline a more complete and holistic picture of the factors that affect the quality of education by involving internal school factors such as principal leadership and educator quality.

## **METHODS**

### **Types of Research**

Strategy is a method of getting work done. Research strategy is essential for research data collection. In this case, the study applies a quantitative descriptive approach based on the type of data analysed. Sundari (in Khotimah dan Dewi, 2020: 287) focuses on handling real problems when exploration is complete. This kind of examination uses *ex post facto*, as shown by Sugiyono's (2010: 7) *ex post facto* research, in which factors determining an event's potential cause and effect are examined after the fact.

## Data Analysis

For data collection in the study, questionnaires were used. Sugiyono emphasised (2019: 199) that Respondents were given several questions or multiple explanations to be answered in survey data collection techniques. The tests used in this review consist of queries that can be assessed. The test instrument has 35 questions. In Mawar Kotabumi sub-district, questionnaires were sent to teachers and principals of SD Negeri 1 Rejosari, SD Negeri 02 Rejosari, SD Negeri 03 Rejosari, SD Negeri 04 Gapura and SD Negeri Sumber Arum. These schools were respondents in this study. The Likert scale is the measurement scale used in this study. Sugiyono emphasised (2019: 146) that The Likert scale estimates individuals' or groups' mindset, feelings, and impressions about friendly habits.

Teachers from SD Cluster Mawar in Kotabumi Regency participated in this study. A total of 198 people attend SD Cluster Mawar. At the same time, the model in this study was taken from the local area with a sensitive error rate of 10%. The safety of the sample respondents that can be taken from needs to be established using the Slovin equation, where the example obtained is 67 people. Data as information obtained is known to be ordinary and homogeneous so that it is traced by speculative examination testing, especially essential tests of information investigation.

The purpose of data normality testing is to determine the normality of data is to determine whether the average of different variables conforms to the assumption of a normal distribution or not. Use the normal try recipe in this review. Chi Square  $\chi^2$ . compare  $\chi^2_{count}$  with  $\chi^2_{table}$  for  $\alpha=0.05$  and degrees of freedom (dk) = k-1, then match on a Chi-Squared table with the decision rule, if  $\chi^2_{count} \leq \chi^2_{table}$ , so that it is obtained that the data distribution is normal, and if  $\chi^2_{count} \geq \chi^2_{table}$ , then the data distribution is categorized as abnormal—the stages of managing the data using Microsoft Office Excel 2010.

A homogeneity test plan is to determine whether the varieties in the disaggregated sample information are categorized as homogeneous or not. The estimates in this review use the F test at critical levels.  $\alpha=0,05$ . If the test rules are  $F_{count} > F_{table}$ , then the variant is not homogeneous, while  $F_{count} < F_{table}$ , so the variant is classified as homogeneous. Data management stages are used with the help of Microsoft Office Excel 2010.

The linearity test is useful to determine whether the independent factor (X) and variable (Y) have a unidirectional relationship (relationship) and are adjusted first to variable X and then variable Y. Test. This review linearity test uses the F test as a must in direct recurrence examination. Next is to determine the  $F_{table}$  with the provision that the numerator dk (k-2) and the Denominator dk (n-k). Then, a result of the  $F_{calculate}$  value is compared to  $F_{table}$ , which is then determined by decision rules; if  $F_{calculate} \leq F_{table}$ , it can be concluded that the two variables have a linear relationship. However, if  $F_{calculate} \geq F_{table}$ , this means that there is a non-linear relationship between the two variables. Microsoft Office Excel 2010 was used to carry out the data management procedure for this study.

## RESULTS AND DISCUSSION

### A. Results

Before performing linear analysis and homogeneity, the data needs to be tested for normality. The consequence of habitual test estimation for variable Y gives  $\chi^2$  count = 9.863, meaning that variable Y information is transmitted regularly. The result of the normality test of X<sub>1</sub>, the variable obtained  $\chi^2$  count = 11.870, means that the variable data X<sub>1</sub> is normally distributed. In addition, the side effects of the normality test on the X<sub>2</sub> factor resulted in the number  $\chi^2$  = 4.979, which implies that information in the X<sub>2</sub> factor is often sparse.

The homogeneity test is carried out based on the previous normality test, revealing that data Y, X<sub>1</sub> and X<sub>2</sub> are normally distributed—the consequence of searching for a translation  $F_{count}$  with  $F_{table}$  for  $\alpha= 0.05$ . Based on the table above results from the homogeneity test between variable X1 and variable Y, it is obtained that  $F_{count} = 1.159 \leq F_{table} = 1.504$ . This is because the data is homogeneous. The homogeneity test results of the variable X2 with Y  $F_{count} = 1.075 \leq F_{table} = 1.504$  show that the data is homogeneous.

Data is said to be normally distributed and homogeneous based on the result of normality testing and homogeneity testing mentioned above; Therefore, a linearity test is performed. The side effects of variable linearity tests are shown in the table above. With the variable Y, X1 finds that  $F_{\text{count}} 1.540 \leq F_{\text{table}} = 1.828$  means that the data is linear. Leading to the results of the linearity test of variable X2 with variable Y, it is obtained that  $F_{\text{count}} = 0.613 \leq F_{\text{table}} = 1.828$ , which means that the data is linear.

## **B. Discussion**

Side effects of the examination that have been disclosed above need further discussion to explain the results. These talks centred on the consequences of the speculation testing that had already been completed.

### **The Influence of Principal's Leadership on the Quality of Learning at SD Cluster Mawar Kotabumi District**

The consequences of the led exploration show a critical impact of the initiative of supervisory learning ideas in the Rose Cluster classroom school near Kotabumi. With an R-squared security coefficient of 0.5864, the effect of vital initiatives on the nature of learning was 58.64 per cent, while other non-exam questions were 41.36 per cent. This is to the results of the exploration presented by Lovedly (2020) that the achievement of the goals of school educational institutions depends largely on regulating the ability and authority of the principal as an educational pioneer. By the study presented by Susanto and Mattalata (2018), increasing the quality and duties of school principals will further develop educators' implementation, affecting the nature of coaching in schools.

In addition, considering the results of the examination by Sowiyah et al. (2021), the administrative authority of the principal in the calculated ability includes the cooperation of educators in the system to make a decent school. The examination of Suwartini (2017) shows the positive and massive impact of the principal's management on the quality of training. The use of administrative signs by the principal depends on the study of Mutmainah (2016) that the principal's authority is assessed from character, information, understanding of vision and mission, ability to decide, and ability to deliver. Typical reactions are behavioural adjustments as a type of value learning. Thus, this finding is in line with Mulyasa's (2012) findings that (1) the presentation of the principal contributes significantly to the nature of learning; (2) Implementation by the teacher affects the idea of learning; (3) The quality of learning is significantly affected by the performance of school administrators and teachers.

### **The Influence of Teacher Professionalism on the Quality of Learning in Mawar Cluster Elementary School, Kotabumi District**

The consequences of past discoveries show an essential impact of the instructor's impressive skills on the nature of mastery in the Rose Cluster Class School, Kotabumi Local. The R-Square coefficient of determination is 0.5655, showing that unrelated factors affect the quality of learning by 43.45% while teaching professionalism is 56.55%. The character of discovery that emerges from educators' exercises is vital. This is to the findings of Dewi and Khotimah's (2020) research which should continue to develop the extraordinary skills of educators so that later they will become better and can work on the nature of schooling more ideally by what the pioneers and all their guardians did. Students anticipate.

In addition, according to Ruhiat's research (2015), because it acts as a facilitator and educates students in improving the quality of learning to achieve satisfactory results, professional teachers are very involved in improving the quality of education. Students will find it easier to get interested in learning if they have qualified teachers, which will result in the quality of teaching not being at the highest level. Then, at that time, testing led by Nurmaida (2020) showed how the nature of learning could be further developed by expanding the skills of outstanding instructors. Professionalism in the classroom is directly correlated with student success.

Based on research conducted by Writers (2016), the use of teacher professionalism indicators is based on the fact that teacher professionalism can be measured from a teacher's professionalism, quality, and capacity. A typical reaction is a behavioural adjustment as a type of value learning. As a result, these findings are the findings of Indah et al. (2021), previously published in a journal titled, showing that their research findings (1) establish a positive and significant influence of pedagogical conditions. About

the nature of learning; (2) The level of professionalism displayed in the classroom significantly and positively impacts students' academic achievement; (3) At the same time, the nature of learning is influenced by educational skills and educators' abilities.

### **The Influence of Principal's Leadership and Teacher Professionalism on the Quality of Learning at SD Cluster Mawar Kotabumi District**

The next incomplete test was the synchronous test. When tried, the initiative of the head and instructor's extraordinary skills affected the nature of mastery in SD Cluster Mawar, Kotabumi Area. The assurance coefficient of R Square is 0.6307, which implies 63.07% of the impact of the instructor's vital initiative and exceptional skills on the nature of acquiring, while other elements outside the study influence 36.93%.

Educators have gone to great lengths to bring impressive management and skills to school administrators with the ultimate goal of working on the nature of training in schools. For students to master the material effectively, educators are encouraged to constantly investigate new ways of thinking and presenting the material. Meanwhile, the principal urged educators to hone their skills to become competent teachers. This is to the research carried out by Usnaldi and Safitri (2020), where there is a tremendously positive influence on the management of school directors and instructor skills highlighted in the idea of preparation. It really implies that Waiting for the organisation of principals and instructors to be better able to fulfil their commitments, then the notion of protests will increase. Research by Jauhari et al. found that (2016) refers to improved principal administration and educator presentation, implying that principals' initiatives and instructors' overall actions influence how instruction is delivered.

In addition, the research findings of Winardi et al. (2017) The dynamics of principal leadership and teacher competence affect the ups and downs of school effectiveness. The authority of the principal, the school environment, and the skills of educators have a significant influence on the nature of training, according to Susanto's (2018) research; As a result, these three essential aspects must be carefully considered. and tenacious

Consequently, this finding is consistent with Suwartini's (2017) findings that (1) there is a real positive impact of 30.9 per cent on the nature of the principal's scientific supervision teaching; (2) A study found that students' academic achievement increased by an average of 20% when their teachers had a higher level of professional expertise; (3) In the Purwakarta government, the quality of education provided by open elementary schools is strongly influenced by the expertise of educators and the principal's outstanding academic supervision of 36.3%.

### **CONCLUSION**

Good leadership can effectively set and manage schools to achieve the goals of the educational institution. Teacher knowledge and skills are also essential in delivering material and the practical learning process. Principals and teachers can complement each other in creating an optimal learning environment. The principal's leadership and the teacher's professionalism are two critical factors in determining the quality of learning. They are interrelated and influence each other in the learning process. To improve the quality of education, it is necessary to improve the principal's leadership and the teachers' professionalism.

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