

THE EFFECT OF INCREASING THE LEADERSHIP OF SCHOOL PRINCIPALS ON THE PERFORMANCE OF EDUCATION STAFF IN WAJO DISTRICT

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ABSTRACT

This research was conducted to find out: (1) the leadership of the heads of state vocational schools in Wajo district; (2) the performance of teaching staff at state vocational schools in Wajo district; and (3) whether there is a significant influence of principal leadership on the performance of state vocational education staff in Wajo district. The techniques used for data collection are documentation and questionnaires. The total population is 32 public vocational education staff in Wajo district. The collected data were processed using quantitative statistical analysis (percentage) and inferential statistical analysis (product-moment correlation) with a significance level of 5. The results of the data analysis showed that: (1) the leadership of the head of education at SMK Negeri in Wajo Regency is in a good category; (2) the performance of the State Vocational High School teaching staff in Wajo Regency is in the medium category; and (3) there is a significant influence of the principal's leadership on the performance of the State Vocational High School education staff in Wajo Regency.

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1. INTRODUCTION

The central point in achieving the goals of human resource development is education management (Mohiuddin et al., 2022). Student achievement can increase due to good management of management factors. However, the reality is that education management in Indonesia has not shown the desired professional capabilities. This shows that the management of education administration in terms of personnel quality is inadequate in the sense that the placement of the right people according to the required competencies is not yet effective and efficient.

The basic problem that can hamper the development and development of the national economy is the low quality of human resources (Harry, 2007). Therefore, it is necessary to increase the quality of human resources from the basic level of education to higher education. The principal is one of the components of education that is influential in improving the performance of teachers and the performance of educational staff in schools. The school principal is responsible for organizing educational activities, school

administration, developing other educational staff, and utilizing and maintaining facilities and infrastructure.

The school principal plays a very important role in improving teacher and education staff performance because he is the highest leader in the school environment (Krowin & Merentek, 2019). The school principal is fully responsible for the implementation of educational activities and school administration. Therefore, school principals must have high administrative skills and be committed to carrying out their duties. The capacity-building program for educational staff must always be pursued by the school principal's leadership for the advancement of the education staff in the school. In addition, the principal must also have the skills, traits, and personality traits necessary to lead an educational institution.

In an effort to realize educational goals, education management has a very important role (Blankenberger & Williams, 2020). Education can progress because it is managed by professionals in their field. The placement of the right administrator, good cooperative relations from all elements, and utilization of educational facilities and infrastructure are efforts in achieving educational goals. In Government Regulation No. 38 of 1992, Article 3 Paragraph 3 explains that the management of the education unit consists of the school principal, director, chairman, chancellor, and head of the non-school education unit.

The principal as a manager position has an important role in advancing the school. The success of an organization is determined by the manager. The principal in his position as an education manager and principal administrator is expected to have adequate skills and professionalism (Komalasari et al., 2020). The skills that need to be possessed by the principal as a manager and play an important role in the success of the school are conceptual skills, relationship skills, and technical skills. Conceptual skills include; the ability to increase the success of the educational program as a whole. Human relations skills include; the ability to collaborate with school personnel individually and individually. Technical skills are skills and expertise that must be owned by the principal including methods, techniques, procedures, and processes of educational administration.

Principals are required to be able to guide, control, and monitor educational staff to improve performance so as to contribute to advancing the school (Blase et al., 2010). The low performance of educational staff will affect the achievement of educational goals. In carrying out their duties as educational staff, they have different characteristics and behaviors. The enthusiasm and responsibility possessed by educational staff are lacking. Education staff is not enthusiastic about improving skills such as operating a computer. In addition, education staff often do not come on time, and some rarely even go to school. The condition of educational staff is a problem in every formal educational institution. With the existence of educational staff who have low performance, it will be difficult for schools to get administrative services as expected. Based on the background of the problems mentioned above, prompted the writer to conduct research with the title "The Influence of Principal Leadership on the Performance of State Vocational High School Education Personnel in Wajo Regency".

Literature review

Principal Leadership

Leadership is the ability to motivate, move, and influence people to be willing to take directed action (Fisher, 2009). Leadership is the process of commanding, influencing others persuasively, setting an example, and guiding others to achieve the goals set. So it can be concluded that leadership is the ability of a leader to mobilize, monitor, and influence others to collaboratively achieve the goals set.

Effective school leadership can be seen based on criteria, namely being able to empower teachers to carry out effective learning processes (Butera et al., 2021). The principal can explain his duties and work according to a predetermined schedule. In addition, the principal is also able to build a harmonious relationship with teachers and the community. One of the concepts of success in achieving school goals is working together as a team.

Some of the characteristics needed in educational leadership are humility, simplicity, helpfulness, patience, emotional stability, honesty, trustworthiness, and expertise in the office (Kumar & Dhiman, 2020). The principal is a teacher in a functional position who is appointed to occupy a structural position (principal) in the school. Principal leadership is the ability of leaders to guide and convince their subordinates so that they are willing to follow their leaders enthusiastically. A school principal must carry out his role as a leader by carrying out the functions of planning, organizing, activating, and supervising, which are carried out to achieve the goals set through the use of human resources and other resources (Komalasari et al., 2020).

Planning is the process of thinking and determining optimally what will be done in order to achieve the goals that have been set. This plan defines goal setting, strategy enforcement, and plan development to coordinate activities. The principal, as an education manager, has the responsibility for planning and organizing in the areas of learning programs, curriculum, staffing, student affairs, and finance (Winston et al., 2013)

Organizing is the division of work that is planned to be completed by members of the workgroup, determining work relationships, and providing an appropriate work environment. This function is needed to determine the organizational structure of the school, job descriptions for each field, authority, and responsibility, and the necessary human and material resources. Therefore, organizing needs to get attention from the school in order to achieve the goals that have been determined together.

Actuating is the activity of influencing, encouraging, and directing all group members so that they work together consciously and voluntarily to achieve the goals that have been established. The principal must have creative power and the ability to communicate well with his subordinates. To be able to move teachers or their members to have high enthusiasm and passion for work, it is necessary to pay attention to several principles, namely, instilling the enthusiasm of employees so that they continue to have their talents and abilities, treating employees as well as possible, and providing the right opportunities for the development of their employees, both learning opportunities as well as costs in the development of competence.

Supervision (control) can be interpreted as one of the activities to find out the realization of personnel behavior in educational organizations and whether the level of achievement of educational goals is in accordance with what is desired. Basically, there are three steps that need to be taken in carrying out supervision: setting measuring instruments, conducting evaluations, and taking corrective or corrective action. The school principal is the prime mover in the educational process that takes place in schools because it is the key driver for empowering teachers and staff to perform well and bring about changes in school culture towards better quality. In addition to preventing irregularities in the implementation of work, assessing the process and results of activities and, at the same time, taking corrective action

The conception of the requirements regarding leadership requirements for school principals is having the power and legality to move subordinates to do something. Leaders who have the advantage of having people working under their leadership will be obedient and willing to do certain things. Descriptive school duties and responsibilities can be seen from two functions, namely, the principal as an administrator and as a supervisor. The principal, as an administrator in the school, has duties and responsibilities for all managerial matters, which include planning, organizing, activating, and supervising all fields of work that are the responsibility of the school.

Definition of Education Personnel Performance

Performance is the result of work that can be achieved by an individual or group within an organization in accordance with the duties and responsibilities of each in an effort to achieve organizational goals. Performance is a person's success in carrying out a job. Performance relates to what a person produces from his work behavior. People with high levels of performance are called productive people, while people with low levels of performance are called people who are unproductive or low performers.

Based on the descriptions of the experts, it can be concluded that what is meant by performance is the work that has been achieved by employees in carrying out their duties in accordance with the responsibilities given to them. The performance of educational staff is a willingness to carry out an activity and perfect it in accordance with their responsibilities.

There are 7 (seven) criteria that can be used to measure the performance of individual employees, namely: (1) Quality, namely the results of work performed are close to perfect or meet the expected goals. (2) Quantity, namely the amount produced or the number of activities that can be completed. (3) Timeliness, namely being able to complete at a predetermined time and maximize the time available for other activities. (4) Effectiveness, namely maximum utilization of existing resources in the organization to increase profits and reduce losses. (5) Independence, namely being able to carry out work without the help of others. (6) Work commitment, namely work commitment between employees and their organizations. (7) Responsibility for the assigned tasks.

Performance is a condition that must be known and confirmed by certain parties to determine the level of achievement of an agency's results related to the vision carried out by an organization or company and to know the positive and negative impacts of an

established policy. An educational staff who has high performance will be achievement oriented and have high self-confidence so that the work will be carried out optimally. In addition, educational staff also have good self-control. He is able to put emotions in the right direction. Placement of this emotion is important so that educational staff at work do not use emotions because of a problem.

Education personnel is part of the technical implementing unit for administering educational administration and information systems in schools. Series activities, collecting, recording, managing, duplicating, and storing data/information about a particular object which are carried out chronologically, continuously, and systematically for a specific purpose.

Principal Leadership with Education Personnel Performance

School is the place where the process of teaching and learning activities takes place as well as a place to receive and give lessons. There is a group of people who work together, namely teachers, school principals, and education staff. Education personnel has a very important role in implementing activities in schools. Whether the performance of education staff is good or bad will affect the quality of schools as indicated by their low output. Educational staff who lack discipline, arrive late, and are unable to carry out their roles properly, will result in the quality of carrying out activities in schools being of poor quality.

The high and low performance of educational staff is influenced by several factors including the leadership of the school principal. The principal plays an important role in controlling the school and shaping the creation of an organizational atmosphere. If the organizational atmosphere created comes from a non-receptive leadership style, then organizational failure is unavoidable. Therefore, empowering all school resources and activities effectively according to a clear vision, and creating working relationships that are conducive to influencing educational staff.

A leader must also be able to be a controller for the sustainability of the organization he leads. Leaders must be able to motivate educational staff to improve the performance or achievements of their subordinates. The climate is conducive internally and externally to facilitate school success. A leader must have leadership management skills in order to improve the performance of educational staff.

Based on the description above, it can be concluded that there is an influence of the school principal's leadership on the performance of educational staff. This is evidenced by the high and low performance of educational staff which is influenced by the leadership of the school principal who plays an important role in influencing the performance of educational staff.

2. METHOD AND DISCUSSION

This type of research uses a quantitative research methodology. Researchers carry out plans and structures of investigations that are arranged so that they find answers to their research questions. This type of research is Ex-Post Facto, namely measurement after the event and correlational descriptive. This method is used to find the cause of the

influence of the principal's leadership on the performance of the teaching staff of State Vocational Schools in the Wajo District.

The variables in this study consist of independent variables and dependent variables. Principal leadership (variable X) while the dependent variable is the performance of education staff (variable Y). In this study, the population consisted of all teaching staff at State Vocational Schools in Wajo District, totaling 32 people

3. RESULTS AND DISCUSSION

For the data collection process, the tools used are questionnaires and documentation. The questionnaire is in the form of a list of questions prepared by the researcher, each question related to the research problem. In distributing this questionnaire, researchers were directly involved in asking education staff to fill out a questionnaire based on their respective opinions. The data collection for the questionnaire is used to measure the extent of the school principal's leadership and the performance of the education staff. The data presented will be processed using statistical techniques that are relevant to the research objectives.

From the data processing of the distribution of scores and categories of principal leadership questionnaires (variable X) and education staff (variable Y) at State Vocational Schools in Wajo District, it was obtained that there were 12 (37.5%) teaching staff at State Vocational Schools in Wajo District who thought that the principal's leadership was in the very good category, 19 education staff (59.37%) stated that the principal's leadership was in a good category, 1 education staff (3.125%) stated that the principal's leadership was moderate, and there was no (0%) which stated the low category. Thus, the leadership of the principals of State Vocational Schools in Wajo Regency is generally in the good category.

While the frequency and percentage of the performance of state vocational education staff in Wajo Regency, from data processing, it can be seen that there is 4 education staff (12.5%) whose performance is in the very high category, 8 education staff (25%) whose performance is in the high category, 20 education staff (62.5%) whose performance is in the medium category, and the rest there is no education staff (0%) whose performance is in the low category.

Thus the performance of public high school education staff, in general, is in the moderate category. If the two data processing tables mentioned above are analyzed comparatively, it can be said that the principal is considered to have succeeded in carrying out good leadership as evidenced by the existence of the education staff he leads carrying out the duties and functions assigned to him.

Furthermore, to find out whether there is a significant influence of the principal's leadership on the performance of state vocational education staff in Wajo Regency, it is processed using product moment correlation technique data to calculate the value of r (correlation coefficient) which is done by calculating the coefficient of determination. From the processing and analysis of the data above, it is obtained that $r_{count} = 0.752\%$ after consulting the r product moment value, the table value for $N = 32$ with a

significance level of 5% = 0.349 turns out that r count is greater than r table, so the consequence is the research hypothesis accepted and the null hypothesis (H_0) is rejected.

In the analysis of the significance of the influence of the principal's leadership on the performance of state vocational education staff in Wajo Regency through determination analysis (R^2), a value contribution (R^2) of 56.55% is obtained, which means that there is a significant influence on the performance of the educational staff of 56.55% while the excess is determined by other variables.

By accepting the research hypothesis and rejecting the null hypothesis, it means that there is a significant influence of the principal's leadership on the performance of teaching staff at State Vocational Schools in the Wajo District.

4. CONCLUSION

Based on the results of this study, there are several conclusions that can be drawn, namely:

1. The leadership of the principal of a Public Vocational School in Wajo Regency is in the good category.
2. The performance of state vocational education staff in Wajo Regency is in the moderate category.
3. There is a significant influence of the principal's leadership on the performance of educational staff at State Vocational Schools in Wajo District.

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