

Contribution of a School Principal's Leadership Competencies and Compensation for the Performance of Teachers in State High Schools in Bandung, Indonesia

Budiman^a, ^aUIN Sunan Gunung Djati Bandung, Email: budiman@gmail.com

Achieving the goals of the school, both in terms of quantity and quality, depends very much on the people who are members of the school institution. The success of the school can be seen from the success of the teacher's performance at the school. Several factors affect teacher performance, one of which is the leadership competency of the principal and compensation. Therefore the study aims to determine the contribution of principals' leadership competencies and compensation to the performance of teachers in Bandung's high schools. The population in this study were all educators in Bandung City Senior High School who were certified, but the determination of the number of samples was calculated by the Slovin formula with an error of 10%. The measurement instrument used in this study was a questionnaire. The results of the study showed that there was an influence on the competency of the principal's leadership and compensation on the teacher's performance both partially and simultaneously.

Key words: *Education, leadership competence, compensation, teacher performance.*

Introduction

Education has a very important role to increase human resources to answer the demands of increasingly complex times. School as a unit of formal education organisation is a workplace for a group of people (school principals, teachers, staff, and students) to achieve educational goals. Achieving the goals of the school, both in terms of quantity and quality, depends very much on the people who are members of the school institution. School success is largely determined by teachers and principals (Abdigapbarova et al., 2016).

To improve the quality of education, both individually and in groups, teachers are expected to have good performance in carrying out their duties in school. Teacher performance can be seen and measured based on specifications or competency criteria that must be possessed by each teacher. Teacher performance can be assessed from the aspect of basic abilities that must be possessed by a teacher known as "teacher competency" (Rahman, 2006).

With regard to the competencies that professional teachers need to have, the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers article 8 and the Minister of National Education Regulation Number 13 of 2007 concerning School Principal Performance Standards says that there are four competencies that must be possessed by teachers, namely: pedagogic, professional, personal (personal) competence, and social (social) competency (Ahmed, 2019; Villalobos, 2018).

Teacher performance can be influenced by several factors. According to Malthis and Jackson (2001), there are several factors that affect performance, namely: their abilities, motivation, support received, the existence of the work they do, and their relationship with the organisation. Meanwhile, according to Gibson (2008), there are 3 factors that influence performance: (1) Individual factors (ability, skills, family background, work experience, social level and demographic). (2) Psychological factors (perception, role, attitude, personality, motivation and job satisfaction). (3) Organisational factors (organisational structure, job design, leadership, reward system or reward system).

Of the several factors that affect the performance of teachers the one that became the centre of attention, is the leadership competency of the principal and the compensation received by the teacher. Principal competence is a number of abilities that must be possessed by a school principal. This ability can be seen or seen after being actualised in the attitudes and behaviours of the principal (Mulyasa, 2003). Meanwhile, according to the Minister of National Education Regulation No. 13 of 2007 concerning Principal / School Standards, principals must have personal, managerial, entrepreneurial, supervisory, social, administrative, educational, leadership, innovator, and motivator competencies (Khedri & Kritsis, 2018).

The leadership competency of the school principal will affect the performance of teachers (Karweti, 2010; Septiana et al., 2013; Arifin, 2018; Kasmiati, 2018; Ismail, 2017; Latriyani & Herawan, 2013). Aside from the principal's leadership competency, another factor influencing teacher performance is the compensation received by the teacher (Rohani, 2004; Brotosedjati, 2012; Latriyani & Herawan, 2013; Habibi, 2013; Ismail, 2017; Kasmiati, 2018).

According to Sastrohadiwiryo (2005), compensation is the compensation for services or rewards provided by the organisation to the workers, because the workers have contributed

energy and thoughts for the progress of the organisation in order to achieve the goals set. Meanwhile, according to Panggabean (2008), compensation is any form of award given to employees as a remuneration for the contribution they provide to the organisation.

From the data obtained at the data and statistics centre on education and culture, the level of performance of high school teachers in Bandung is still not optimal. Factors causing the teacher's sub-optimal performance were the lack of competency of the principal and the lack of compensation received by the teacher himself. Based on the description, the purpose of this study is to determine the contribution of school principals' leadership competencies and compensation to the performance of teachers in Bandung City High Schools.

Literature Review and Hypothesis

Leadership

Leadership is the ability to influence others, this has the intention to achieve the goals set. In influencing people, the leader can do it through motivation that can move someone to do something that the leader wants to do. The ability to influence others identifies communication and interaction between the leader and the follower. Thus, leadership consists of leaders and followers.

Meanwhile, according to Mulyasa (2009), the principal's leadership is one of the factors that can encourage schools to realise the vision, mission, goals and objectives of their schools through programs that are implemented in a planned and gradual manner. In the new paradigm of educational management, the principal must at least function as an educator, manager, administrator, supervisor, leader, innovator and motivator (EMASLIM). The success of the principal's leadership can be measured using the sixth dimension of the function.

Compensation

According to Dessler (2007), compensation is all forms of wages or rewards that apply to employees and arise from their work, and have two components. There are direct financial payments in the form of wages, salaries, incentives, commissions, and bonuses, and there are indirect payments in the form of financial benefits such as insurance money and holiday money.

According to Panggabean in Sutrisno (2009), compensation can be divided into two, namely direct compensation and non-direct compensation. Direct compensation is compensation that is felt directly by the recipient, in the form of salary, benefits, incentives, which are the

employee's right and the company's obligation to pay. While indirect compensation is compensation that cannot be felt directly by employees, namely benefits and services (service allowances). Benefits and services are additional compensation (financial or non-financial) given based on company policy towards all employees in an effort to improve their welfare. Such as holiday allowances, pensions, official clothing, sports and travelling.

The Performance

Husdarta (2009), in general, the formation of performance is caused by three factors, namely: (1) capability factor is a function of knowledge, skills and technological capabilities because these factors can provide indications of possible limits, performance can be achieved; (2) the effort factor is a function of the needs of facilities, expectations and rewards. Some of the many individual abilities that can be realised are very dependent on the level of the individual and/or group motivation, so that they can devote as much effort or effort as possible; and (3) the opportunity / opportunity factor for individuals or subordinates to be able to use their abilities and efforts in meaningful places in their work.

Hypothesis

The leadership competency of the school principal will affect the performance of teachers (Karweti, 2010; Septiana et al., 2013; Arifin, 2018; Kasmiasi, 2018; Ismail, 2017; Latriyani & Herawan, 2013). Aside from the principal's leadership competency, another factor influencing teacher performance is the compensation received by the teacher. If the compensation received by the teacher is felt to be appropriate, the teacher's performance will increase (Rohani, 2004; Brotosedjati, 2012; Latriyani & Herawan, 2013; Habibi, 2013; Ismail, 2017; Kasmiasi, 2018).

Based on the description above, the hypothesis of this study is as follows:

H1: Principal's leadership competency has a positive and significant effect on the performance of high school teachers in Bandung.

H2: Compensation has a positive and significant effect on the performance of high school teachers in Bandung.

H3: Principal's leadership competency and compensation simultaneously have a positive and significant effect on the performance of high school teachers in Bandung.

Method

The research method used in this study is a survey research method with a quantitative approach (Hamdi & Bahrudin, 2015). The location of this study was conducted at 41 Public Senior High Schools in Bandung, Indonesia. The selection of research sites is based on the

ease of obtaining data, and the results of the research can provide input to writers and teachers who are in the area of the City of Bandung. The population in this study were all teachers in the State Senior High School (SMA) in the city of Bandung, amounting to 517 teachers. In this study, because the study population was known and the data were homogeneous, the number of samples was drawn using a random sampling technique, so that the research sample was 221 teachers.

Data collection techniques in this study used a closed questionnaire so that respondents' answers can be kept confidential. Hypothesis testing is done by correlation and regression tests. Then the results of data processing are discussed with reference to the theories that underlie this research to determine whether the results support the theory or not so that conclusions, implications and recommendations can be made.

Results and Discussion

The Effect of Principal Leadership Competence on Teacher Performance in Bandung City High Schools

The influence of school leadership competencies on teacher performance in Bandung City High Schools was obtained from the results of data processing carried out with the help of the SPSS program. Based on the results of SPSS processing, it is obtained the R-value which is a symbol of the correlation value, a correlation value of 0.153 can be interpreted that the relationship between the two research variables is in the very low category. Through this table also obtained the value of R Square or determinant coefficient (KD) which shows how good the regression model formed by the interaction of independent variables and dependent variables. The KD value obtained is 40.3% which can be interpreted that the independent variable X1 has the effect of a contribution of 40.3% namely the competency of the principals' leadership towards the Y variable namely the teacher's performance and the other 59.7% is influenced by other factors outside the leadership competence headmaster.

The ANOVA table is used to determine the significance level, from the table it is stated that the influence between the competency of the principal's leadership and the teacher's performance is done by comparing the significance value (sig) with the alpha value (α). Test criteria if the value of $\text{Sig} < \alpha$ (0.05) then H_0 is rejected. The results of the analysis obtained a Sig value of 0.001, according to the criteria determined by $\text{Sig} (0.001) < \alpha$ (0.05) so that H_0 was rejected and H_1 was accepted. This shows that there is an influence between the competency of the principals' performance with the performance of teachers in Bandung City High Schools. Whereas the coefficients table informs the regression equation model obtained with constant coefficients and variable coefficients in the Unstandardized Coefficients column B. Based on this table the regression equation is obtained: $Y = 75.613 + 0.557X_1$.

In this study, the magnitude of the influence of the leadership competence of principals on teacher performance is equal to 40.3%. This shows that the leadership competencies of principals, especially entrepreneurial competencies, have a great influence on teacher performance in high schools throughout Bandung. A good principal's leadership competence will affect teacher performance. Principal competence is a number of abilities that must be possessed by a school principal. This ability can be seen or seen after it is actualised in the attitudes and behaviours of the principal. From some of these theories in accordance with what was discovered by researchers in the field that is with the competence of principals' leadership in particular entrepreneurial leadership owned by the principal can affect the performance of teachers in achieving the expected educational goals.

Effect of Compensation on Teacher Performance in Bandung City High Schools

The effect of compensation on teacher performance in Bandung City High Schools was obtained from the results of data processing carried out with the help of the SPSS program. Based on the results of SPSS processing, it is obtained the R-value which is a symbol of the correlation value, a correlation value of 0.539 can be interpreted that the relationship between the two research variables is in the strong enough category. Through this table also obtained the value of R Square or determinant coefficient (KD) which shows how good the regression model formed by the interaction of independent variables and dependent variables. The KD value obtained is 30.2% which can be interpreted that the independent variable X1 has a contribution effect of 30.2%, namely the compensation of the Y variable, namely the teacher's performance and the other 69.8% is influenced by other factors beyond compensation.

ANOVA table is used to determine the significance level, from the table it is stated that the effect between compensation and teacher performance is done by comparing the significance value (sig) with alpha value (α). Test criteria if the value of $\text{Sig} < \alpha$ (0.05) then H_0 is rejected. The results of the analysis obtained a Sig value of 0.001, according to the criteria determined by $\text{Sig} (0.001) < \alpha$ (0.05) so that H_0 was rejected and H_1 was accepted. This shows that there is an influence between compensation and the performance of teachers in Bandung City High School. While the coefficients table informs the regression equation model obtained with constant coefficients and variable coefficients in the Unstandardized Coefficients column B. Based on this table the regression equation is obtained: $Y = 76.032 + 0.536X_2$.

Based on the results of research conducted by researchers, the magnitude of the effect of compensation on the performance of teachers in Bandung's Public High Schools is 30.2%. With good compensation there is an influence with good teacher performance. This is one thing that is considered important in improving teacher performance even though it is not the only one. The issue of compensation is something that is related to aspects of teacher welfare.

Providing compensation is a complex but important process for any employee. The importance of compensation for teachers is very influential on the behaviour and work results, while for educational institutions compensation reflects efforts to maintain the human resources they have.

Effect of Principal Leadership Competence and Compensation on the Performance of Teachers in Bandung City High Schools

The influence between the competency of the principal's leadership and compensation on the teacher's performance is obtained from the results of the data processing done with the help of the SPSS program. Based on the results of the SPSS, it can be seen that the influence of principals' leadership competencies and compensation on teacher performance is 40.5% while the other 59.5% can be influenced by other factors beyond the principals' leadership competencies and compensation.

From the ANOVA table, it can be seen the influence of the principal's leadership competency and compensation on teacher performance by comparing the significance value (sig) with the alpha value (α). Test criteria if the value of Sig $< \alpha$ (0.05) then H_0 is rejected. The results of the analysis obtained a Sig value of 0.001, according to the criteria determined by Sig (0.001) $< \alpha$ (0.05) so that H_0 was rejected and H_1 was accepted. This shows that there is an influence of school principals' leadership competence and compensation on teacher performance in Bandung City High Schools.

While the coefficients of the table inform the regression equation model obtained with constant coefficients and variable coefficients in the Unstandardised Coefficients column B. Based on this table the regression equation is obtained: $Y = 72.817 + 0.554X_1 + 0.549X_2$. This means that if the competency of the principal's leadership and compensation is zero then the performance of teachers of the Bandung City High School is 72.817. The regression coefficient of 0.554 X_1 on the leadership competency of the school principal shows that there is a positive relationship between the leadership competency of the school principal and the performance of teachers in Bandung City High Schools. If the competency value of the principal's leadership increases by one unit the teacher's performance increases by 0.554. This is because the principal's leadership competency can encourage and improve teacher performance in the learning process. The regression coefficient of 0.549 X_2 on the compensation showed a positive relationship between compensation and the performance of teachers in Bandung City High Schools. If the value of compensation increases by one unit, the teacher's performance increases by 0.549. This is because the provision of compensation such as allowances, incentives, and rewards can affect teacher performance in teaching and learning.



The magnitude of the influence of the principal's leadership competency and compensation on teacher performance is equal to 40.5% and 59.5% influenced by other factors apart from the principal's leadership competency and compensation. Good school leadership competencies and good compensation will have a good influence on teacher performance. Performance is a work achievement that has been achieved by someone. Work performance or performance is the final result of an activity that has been carried out by someone to achieve a goal. The achievement of this work is also a form of comparison of one's work with established standards. If the work done by someone in accordance with work standards or even exceeds the standards, it can be said that the performance achieved good performance. Based on the description above, the competency of school principals 'leadership and good compensation will have an influence on teacher performance, the principals' leadership competencies and compensation can be applied to improve teacher performance, especially in Bandung City High Schools.

Conclusion

Based on the results of the study note that the leadership competency of school principals has a very low influence on the performance of high school teachers in Bandung. This indicates that the principals' leadership competencies in particular entrepreneurial competencies are not in accordance with what is felt by the teacher in improving their performance to achieve the goals set. Compensation has a strong enough influence on the performance of high school teachers in Bandung, this indicates that the indicators used in measuring compensation variables are in accordance with the conditions of the respondents. Principal's leadership competency and compensation simultaneously have a strong influence on the performance of high school teachers in Bandung. This explains that the competency of the principal and the compensation received by the teacher can have a strong influence in improving teacher performance in state high schools in Bandung.



REFERENCES

- Abdigapbarova, U. M., Ibrayeva, K. E., Baikulova, A. M., Ibrayeva, M. K., Shalabayeva, L. I., & Zhundybayeva, T. N. (2016). Communication Through Dialogue Between Preschool Children with Leadership Skills. *International Electronic Journal of Mathematics Education*, 11(5), 1343-1350.
- Ahmed, M. F. (2019). The Efficiency Of High School Principals In Baghdad Governorate In Managing Incentives From The Point Of View Of Teachers. *Edición Especial*, 35(21).
- Arifin, M. (2018). Pengaruh Budaya Organisasi, Kepemimpinan Kepala Sekolah dan Motivasi Terhadap Kinerja Tenaga Pendidik di SMPN 2 Paciran (Doctoral Dissertation, UIN Sunan Ampel Surabaya).
- Brotosedjati, S. (2012). Pengaruh Supervisi Kunjungan Kelas oleh Kepala Sekolah dan Kompensasi terhadap Kinerja Guru SD Negeri di Kecamatan Sukoharjo. *Jurnal Pendidikan dan Kebudayaan*, 18(3), 229-243.
- Dessler, G. (2008). *Human Resource Management*. New Delhi: Prentice Hall of India Private Limited.
- Gibson, M. (2008). *Manajemen Sumber Daya Manusia*. Jakarta: Erlangga.
- Habibi, B. (2013). Budaya Organisasi, Kompensasi, dan Kompetensi Pedagogik Serta Pengaruhnya terhadap Kinerja Guru. *Cakrawala: Jurnal Pendidikan*, 7(1).
- Hamdi, A. S., & Bahrudin, E. (2015). *Metode Penelitian Kuantitatif Aplikasi Dalam Pendidikan*. Deepublish.
- Husdarta, H. J. S. (2009). *Manajemen Pendidikan Jasmani*. Bandung: Alfabeta.
- Ismail, T. (2017). Kepemimpinan, Kompensasi, Motivasi Kerja, dan Kinerja Guru SD Negeri. *Jurnal Administrasi Pendidikan UPI*, 24(1), 60-69.
- Karweti, E. (2010). Pengaruh Kemampuan Manajerial Kepala Sekolah dan Faktor Yang Mempengaruhi Motivasi Kerja Terhadap Kinerja Guru SLB di Kabupaten Subang. *Jurnal Penelitian Pendidikan*, 11(2), 73-84.
- Kasmiati, K. (2018). Pengaruh Kompetensi Kepemimpinan Kepala Sekolah dan Kompensasi Guru Terhadap Kinerja Guru di SMA Negeri se Kota Bandung (Doctoral dissertation, Universitas Negeri Bandung).



- Latriyani & Herawan. (2013). Pengaruh Supervisi Kepala Sekolah dan Kompensasi Terhadap Kinerja Mengajar Guru. *Jurnal Administrasi Pendidikan*, 17(1), 96-106.
- Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers.
- Malthis, R. L., & Jackson, J. H. (2001). *Manajemen Sumber Daya Manusia*. Jakarta: Salemba Empat.
- Minister of National Education Regulation No. 13 of 2007 concerning School Principal Performance Standards.
- Mulyasa, E. (2009). *Menjadi Kepala Sekolah Profesional*. Bandung: PT Remaja Rosdakarya.
- Mulyasa, E. (2013). *Manajemen dan Kepemimpinan Kepala Sekolah*. Jakarta: PT. Bumi Aksara.
- Panggabean, M. S. (2008). *Manajemen Sumber Daya Manusia*. Bogor: Ghalia Indonesia.
- Rahman, N. (2006). *Peran Strategis Kepala Sekolah dalam Meningkatkan Mutu Pendidikan*. Bandung: Alqaprint.
- Rohani, N. K. (2004). Pengaruh Pembinaan Kepala Sekolah dan Kompensasi Terhadap Kinerja Guru SLTP Negeri di Kota Surabaya. *Jurnal Pendidikan Dasar*, 5(1), 71-78.
- Sastrohadiwiryo, B. S. (2005). *Manajemen Sumber Daya Manusia*. Jakarta: Badan Penerbit Grasindo Gramedia Jakarta.
- Villalobos, J. V. (2018). Politics as a requirement. On the concept of Human Rights and the right to an autobiography as an ethical category. *Opción*, 34(85-2), 9-19.
- Septiana, R., Ngadiman, N., & Ivada, E. (2013). Pengaruh Kepemimpinan Kepala Sekolah dan Motivasi Kerja terhadap Kinerja Guru SMP Negeri Wonosari. *Jurnal Pendidikan Ekonomi Universitas Sebelas Maret*, 2(1).
- Sutrisno, E. (2009). *Manajemen Sumber Daya Manusia*. Jakarta: Kencana Prenada Media Group.
- Khedri, M., & Kritsis, K. (2018). Metadiscourse in Applied Linguistics and Chemistry Research Article Introductions. *Research in Applied Linguistics*, 9(2), 47-73.