

Contribution of Principal Leadership in Improving Teacher Performance Productivity of Public Senior High Schools in Banten Province

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ABSTRACT: This research was conducted in Banten Province with two main objectives. First, to describe in depth the level of supervision implementation by principals using the development model approach, as well as the level of professionalism of teachers in public senior high schools. Second, to evaluate the extent to which Principal supervision using the development model contributes to improving Teacher professionalism. The research approach used is quantitative method with correlational design. The number of respondents in this study were 27 Principals and 27 Public Senior High School teachers in Serang Regency, Serang City and Cilegon City who were proportionally selected from various schools, with data collected through instruments in the form of questionnaires. Data analysis used correlation analysis and linear regression analysis with the SPSS version 25 program. The results of data analysis showed that there was a significant relationship between the Principal's leadership and the productivity performance of Public Senior High School teachers in Banten Province. This is based on the variable significance value $(0.009) < \alpha (0.05)$, then H_0 is rejected and H_a is accepted. In addition, the value of the correlation coefficient (pearson correlation) of 0.450 indicates the category of the relationship between the leadership of the Principal and the productivity of the performance of high school teachers in the Medium category. Thus, the leadership of the Principal is one of the factors that has a significant and potential relationship in optimizing the productivity of the performance of Public Senior High School Teachers in Banten Province in carrying out their professional duties and responsibilities.

KEYWORDS: Principal Leadership, Productivity, Teacher Performance, Banten.

INTRODUCTION

The issue of leadership is one of the interesting and important themes of study for the sustainability of an educational institution. Hasibuan (2017: 115) states that the leadership of a leader is one of the success factors of the organization which will have an impact on the performance of all human resources owned by the organization. if a leader has good leadership to his subordinates, the greater the chance of achieving more optimal organizational performance and vice versa. This is considering the leader as someone who is an agent of change who in his behavior will influence others more than the behavior of others who influence them.

Organizations or educational institutions need leaders to advance, develop and bring the institutions they lead to a better direction. A person who occupies a leadership position in the managerial of an organization has an important role, especially for the internal organization concerned and also to deal with the outside of the organization. Mulyasa (2018: 73) defines leadership as the ability to mobilize, influence, motivate, invite, direct, advise, guide, order, command, prohibit, and even punish when necessary, and foster with the intention that humans as management media want to work in order to achieve administrative goals effectively and efficiently.

Senior High School and its equivalent as an upper secondary level educational institution has a leader called the Principal. Principals generally play a role in planning functions, human resource management, infrastructure management, learning, coaching, inter-school relations, school administration, supervision, innovation and mobilization (Mulyasa, 2018: 75). In relation to human resource management, the Principal manages all levels under him, such as teachers, school administrative staff and other school staff in accordance with their respective duties and functions. Sudadio (2024: 211) states that leadership is very important in pursuing the quality desired by each school. Schools will progress if led by principals who are visionary, have managerial skills, and personality integrity in making quality improvements. In order to create a functional and effective school in achieving customer expectations, it is necessary to create new things in educational organizations, such as teaching methods, effective financing, new teaching tools/technology and appropriate materials. In other words, the leadership behavior of the

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Principal will affect the productivity of the school Teacher's performance. This underlies the study which was then compiled in a study with the title "Contribution of Principal Leadership in Improving Teacher Performance Productivity of State Senior High Schools in Banten Province".

Problems related to teacher satisfaction with the principal's leadership behavior are generally reflected in the following symptoms: **1) Principal leadership** is not optimal in providing motivation and professional development for teachers, **2) The principal's** lack of initiative in applying transformational and participative leadership styles, **3) There are still teachers** who have below-standard performance in carrying out their duties and functions. In this study, the researcher formulated the following research questions: **1) How is** the level (category) of the relationship between the Principal's leadership towards improving the productivity of SMAN Teachers' performance in Banten Province?, **2) Is there a significant** relationship between the Principal's leadership towards improving the productivity of high school teachers' performance in Banten Province?

THEORETICAL FRAMEWORK

Leadership

Leadership is the ability to influence a group towards achieving a vision and mission of a goal, according to Robbins and Judge (in Indak, 2016: 280). Meanwhile, Wibowo (2016: 280) states that leadership is about influencing, motivating, and enabling others to contribute towards the effectiveness and success of the organization of which they are members. A person who occupies the position of leader in the managerial of an organization has an important role, not only internally for the organization concerned but also in dealing with parties outside the organization. Newstrom in Wibowo (2016: 280) states that leadership is the process of influencing and supporting others to work enthusiastically towards achieving goals.

Miswan (2017: 6) states leadership behavior as a leadership style whose focus is not on the traits or characteristics of the leader but on the action of interaction with people around his work and on a group of people or subordinates. Therefore, every leader must pay attention to the organizational situation that can be utilized in realizing the function of leadership behavior with the cooperation and assistance of the people he leads. In addition, Hidayat (2017: 23) states that leadership behavior is an effort to influence people to participate in achieving common goals. Because leaders are always in contact with their subordinates, subordinates are very concerned about how leaders pay attention to them.

Reza (2015: 34) states that operationally there are 5 leadership functions, namely: **1) Instructive Function:** The leader functions as a communicator who determines what (the content of the order), how, (how to do the order), when (when to start, do and report the results), and where (where to do the order) so that the decision can be realized effectively. So that the function of the person being led is only to carry out orders, **2) Consultative Function:** Leaders can use this function as a two-way communication. It can be used if the leader in an effort to determine the decision that requires consideration and consultation with the people he leads, **3) Participation Function:** This function the leader tries to activate the people who are led, either in making decisions or in carrying them out. Each member of the group gets the same opportunity to participate in the activities of the tasks, according to their respective positions, **4) Delegation Function:** Leaders provide delegation of authority to make decisions. This function is the trust of a leader to the person entrusted with the delegation of authority by performing responsibly, **5) Control Function:** This function assumes that effective leadership must try to be able to organize the activities of its members in a structured manner in effective coordination, so as to enable the achievement of maximum common goals.

Performance Productivity

Conceptually, productivity according to Blecher in Wibowo is the relationship between the output or results of the organization and the required input (Wibowo, 2016: 15). Productivity can be quantified by dividing outputs by inputs. Increasing productivity can be done by improving the productivity ratio, by producing more or better outputs with a certain level of resource input. Robbins and Judge (2017:33) suggest that productivity is the ratio between the results achieved (output) and the role of labor per unit time. This labor participation is the use of resources and is efficient and effective.

Teacher work productivity is the power of teacher work in the form of abilities and skills in carrying out the main tasks that teachers have in relation to their profession which results in the quality of education and teaching in accordance with the standards set both on a school and national scale (Sudjana, 2021: 13). Sudjana (2021:13) states that there are three main tasks of teachers, namely as teachers, mentors and class administrators. The three tasks of the teacher are the main tasks of the teaching profession. The teacher as a teacher emphasizes more on the task of planning and implementing teaching. In this task the teacher is required to have a set of knowledge and technical teaching skills, in addition to mastering the knowledge or material to be taught.

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RESEARCH METHOD

This research uses a quantitative approach with associative research type. The purpose of this approach is to determine the relationship between two variables, namely Principal leadership (variable X) and Teacher performance productivity (variable Y). This research was conducted using a survey method through distributing questionnaires to State Senior High School Public Senior High School Teachers in Banten Province. The research approach used in this field study is quantitative because it produces objective and measurable data, allowing generalization of results to a larger population (Creswell, 2014: 50-74). By using standardized instruments such as questionnaires, researchers can collect data systematically and consistently (Neuman, 2014: 200-220). Presentation of data in tables and graphs facilitates interpretation (Field, 2013: 270-275).

This field study was conducted in senior high schools in three upper secondary cities and regencies in Banten Province, namely senior high schools in Serang Regency, Serang City and Cilegon City which were selected proportionally from various schools. The time span of the research was in May-June 2025. This study involved 27 principals and 27 teachers of senior high schools in Banten Province as samples, which included senior high schools in Serang City, Serang Regency and Cilegon City. The sampling technique used was purposive sampling, which was chosen to ensure that the participants came from schools that represented the Principals and Teachers in the region.

The research instrument was a questionnaire designed to measure two research variables, namely:

Each variable X statement item is arranged on a Likert scale of 1-5 with the following alternative answers:

Table 1 Scale Likert Variable X

Score	Category
1	No Contribution
2	Contribute
3	Contribute Sometimes
4	Highly Contributing
5	Highly Contributing

Source: Processed data from various sources, 2025

Each variable Y statement item is arranged on a 1-4 Likert scale with the following alternative answers:

Table 2. Likert Scale Variable Y

Score	Category
1	Not always
2	Always
3	Sometimes
4	Very Alway

Source: Processed data from various sources, 2025

The data analysis in this study used statistical analysis with the SPSS version 25 program. The research instrument test is related to testing the feasibility of the questionnaire as a data collection tool (Sugiyono, (2022:53). Validity test, used to measure the level of validity or accuracy of the research instrument, meaning that the instrument or questionnaire statement items on each variable can be used to measure what should be measured or the research variable (Sugiyono, 2022:53). The validity test uses Pearson Product Moment correlation analysis. The decision of an item is declared valid or accurate if the value of $r_{count} > r_{table}$ (0.3), but if the value of $r_{count} < r_{table}$ (0.3) then the item is declared invalid or inaccurate.

The reliability test shows the extent to which the measurement results can be trusted, reliable or consistent in measurement. The reliability test uses Cronbach's alpha. Sugiyono,(2022:53). states the criteria in the reliability test, if the Cronbach alpha value > 0.60 , then the instrument of a variable is declared reliable or reliable. The classic assumption test is used to determine whether the research data has met the assumptions or requirements of good research data. The normality test is used to determine whether in the regression model, the residual value of the regression has a normal distribution (Ghozali, 2021:95). The coefficient of determination test is used to measure the model's ability to explain variations in fixed variables. The coefficient of determination is known from the R Square value from the statistical test output (Ghozali, 2021:95). Correlation analysis is used to

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measure the category or degree of relationship of a variable X to variable Y. Correlation analysis uses the Pearson product moment correlation method.

In this study, the hypothesis test uses a significance test which is used to determine whether there is a significant relationship between the independent variable and the fixed variable. The research hypothesis design is as follows:

H₀ (Null Hypothesis): There is no significant relationship between the Principal's leadership and the productivity teacher performance of Public Senior High Schools in Banten Province.

H_a (Alternative Hypothesis): There is a significant relationship between the Principal's leadership and the productivity of high school teachers' performance in Banten Province.

The criteria for acceptance of the research hypothesis at the 0.05 significance level are as follows:

If the significance value < alpha (0.05), then H₀ is rejected and H_a is accepted. This means that there is a significant relationship between the leadership of the Principal and the productivity of the performance of high school teachers in Banten Province.

If the significance value > alpha (0.05), then H₀ is accepted and H_a is rejected. This means that there is no significant relationship between the leadership of the Principal and the productivity of the performance of high school teachers in Banten Province.

RESEARCH OF RESULTS

The data analysis of this study using the SPSS version 25 statistical program obtained the results described below:

Test Instrument Test

The research instrument test is related to testing the feasibility of the questionnaire as a data collection tool (Sugiyono, (2022:53). The research instrument test stages consist of validity and reliability tests. The validity test is used to measure the level of validity or accuracy of the research instrument, meaning that the instrument or questionnaire statement items on each variable can be used to measure what should be measured or the research variable Sugiyono, (2022:53). The decision of an item is declared valid or accurate if the value of $r_{count} > r_{table}$ (0.3), but if the value of $r_{count} < r_{table}$ (0.3) then the item is declared invalid or inaccurate. The validity test uses the Pearson product moment correlation method using the SPSS Version 25 program.

The validity test results are presented in the table as follows:

Table 3 Validity Test of Research Variables

Item number	r_{count}	r_{table}	Explanation
Principal Leadership Variable (X)			
Statement items No 1_X	0,513	0,3	Valid
Statement items No 2_X	0,501	0,3	Valid
Statement items No 3_X	0,564	0,3	Valid
Statement items No 4_X	0,804	0,3	Valid
Statement items No 5_X	0,681	0,3	Valid
Statement items No 6_X	0,497	0,3	Valid
Teacher Performance Productivity Variable (Y)			
Statement items No 1_Y	0,750	0,3	Valid
Statement items No 2_Y	0,871	0,3	Valid
Statement items No 3_Y	0,828	0,3	Valid
Statement items No 4_Y	0,853	0,3	Valid
Statement items No 5_Y	0,837	0,3	Valid

Source: Processed by researchers, 2025

Based on Table 3, it is known that all items on each research variable obtained a value of $r_{count} > r_{table}$ (0.3), indicating that all items are declared valid or accurate in measuring the research variables.

Furthermore, the reliability test shows the extent to which the measurement results can be trusted, reliable or consistent in measurement. The reliability test uses Cronbach's alpha. Nunnally in Sugiyono, (2022:53). states the reliability test criteria, if the cronbach alpha value > 0.60, then the instrument is declared reliable or reliable. The reliability test results are presented in the

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following table:

Table 4 Reliability Test of Research Variables

Variabel	Cronbach's Alpha	Reference Value	N of Item	Explanation
Principal Leadership (X)	0,630	0,6	6 Item	Reliabel
Teacher Performance Productivity (Y)	0,881	0,6	5 Item	Reliabel

Source: Processed by researchers, 2025

Based on Table 4, it is known that each variable obtained a Cronbach alpha value > 0.6, indicating that the instrument (all question items) of each variable is declared reliable or reliable in measuring the research variables.

Classical Assumption Results (Normality Test)

The classic assumption test is used to determine whether the research data has met the assumptions or requirements of good research data. In this study which consists of 2 variables, namely Principal leadership (variable X) with Teacher performance productivity (variable Y) or simple correlation analysis, the classical assumption test used is the normality test only. The normality test is used to determine whether in the regression model, the residual value of the regression has a normal distribution (Ghozali, 2021:95). The data normality test uses the One Sample Kolmogorov Smirnov test. The test criteria are if the value of Asym. Sig (2-tailed) > alpha (0.05) then the data is declared normally distributed or there is no data normality problem.

The results of the data normality test are presented in the table as follows:

Table 5. Normality Test One-Sample Kolmogorov-Smirnov Test

	Unstandardized Residual
N	27
Test Statistic	,158
Asymp. Sig. (2-tailed)	,6

- Test distribution is Normal.
- Calculated from data.
- Lilliefors Significance Correction.

Source: SPSS Output Version 25

Based on Table 5, it is known that the value of Asym.Sig. (2-tailed) value of 0.081 > alpha (0.05), then the research data is normally distributed or there is no data normality problem (Ghozali, 2021:95). Determination Coefficient Test Results

The coefficient of determination test is used to measure the model's ability to explain variations in fixed variables. The coefficient of determination is known from the R Square value from the statistical test output (Ghozali, 2021:95). The results of the coefficient of determination test on the model are presented in the following table:

Table 6 Test Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,450 ^a	,203	,171	2,010

- Predictors: (Constant), Principal Leadership (X)
- Dependent Variable: Teacher Performance Productivity (Y)

Source: SPSS Output Version 25

Based on Table 6, it is known that the R Square value is 0.203. This shows that the variation of Teacher performance productivity variable (Y) can be explained by 20.3% by the Principal leadership style variable, while the remaining 79.7% is explained by other variables not studied. In other words, the percentage of the relationship between the Principal's leadership and the productivity of SMAN teachers' performance in Banten Province is 20.3%.

Correlation Analysis Results

Correlation analysis is used to measure the category or degree of relationship of a variable X to variable Y. Correlation analysis

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uses the pearson product moment correlation method. In this study, correlation analysis was used to determine the category of relationship between Principal leadership (variable X) and Teacher performance productivity (variable Y) obtained from the correlation coefficient value (pearson correlation) from the output of the SPSS version 25 statistical program.

The results of the pearson product moment correlation analysis are presented in the table as follows:

Table 7 Correlation Analysis (Pearson Correlation Value) Correlations

		Principal Leadership (X)	Teacher Performance Productivity (Y)
Principal Leadership (X)	Pearson Correlation	1	.450^a
			,009
		27	27

**. Correlation is significant at the 0.01 level (1-tailed).

Source: SPSS Output Version 25

Based on Table 4.5, it is known that the value of the correlation coefficient (pearson correlation) printed in bold is 0.450. With reference to Table 3.3 Interpretation of the Correlation Coefficient, the correlation coefficient value (pearson correlation) of 0.450 is in the "Moderate" category, because the value is in the value category $0.400 < 0.450 < 0.599$. Thus, the category of the relationship between Principal leadership (variable X) and Teacher performance productivity (variable Y) is in a moderate category.

Hypothesis Test Results

In this study, the hypothesis test used a significance test which was used to determine whether there was a significant relationship between the independent variable and the fixed variable. The test is by comparing the significance value with the alpha value (0.05), as for the research hypothesis test criteria as follows: 1) If the significance value $< \alpha$ (0.05), then H_0 is rejected and H_a is accepted. This means that there is a significant relationship between the Principal's leadership (variable X) and the productivity performance of teacher Public Senior High Schools in Banten Province.

teachers in Banten Province (variable Y). 2) If the significance value $> \alpha$ (0.05), then H_0 is accepted and H_a is rejected. This means that there is no significant relationship between the leadership of the Principal (variable X) and the productivity of the performance of high school teachers in Banten Province (variable Y).

The results of the Pearson product moment correlation analysis are presented again in the table as follows:

Table 8 Correlation Analysis (Significance Value) Correlations

		Principal Leadership (X)	Teacher Performance Productivity (Y)
Principal Leadership (X)	Pearson Correlation	1	.450^a
			,009
		27	27

**. Correlation is significant at the 0.01 level (1-tailed).

Source: SPSS Output Version 25

Based on Table 4.6, it is known that the significance value (1-tailed) in bold is 0.009. If the significance value (0.009) $< \alpha$ (0.05), then H_0 is rejected and H_a is accepted. This means that there is a significant relationship between Principal leadership (variable X) and Teacher performance productivity (variable Y) of Public Senior High School in Banten Province.

DISCUSSION

Based on the results of the study, it is known that there is a significant relationship between Principal leadership (variable X) and Teacher performance productivity (variable Y) of Public Senior High School in Banten Province. This is based on the significance value of the variable (0.009) $< \alpha$ (0.05), then H_0 is rejected and H_a is accepted. In addition, it is also known that the value of the correlation coefficient (pearson correlation) is 0.450, where the value is in the category of interpretation of the correlation coefficient in the relationship between variables that is "Moderate" ($0.400 < 0.450 < 0.599$). This shows that the leadership of the Principal is one of the factors that has a significant and potential relationship in optimizing the productivity of the performance of Public Senior High School Teachers in Banten Province in carrying out their professional duties and responsibilities.

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The results of this study reflect the importance of Principal leadership for Teacher performance productivity. This is because teachers in order to work well certainly need someone, in this case the Principal as a leader who can provide direction, provide exemplary examples, can provide innovative and creative ideas and constructive criticism, can hear complaints from teachers about the work problems they face so that with the presence of a Principal as a leader, in terms of good leadership it will help teachers in overcoming work problems, increasing teacher motivation, increasing teacher professionalism at work with the accumulation of increased teacher performance productivity in the school where they work.

CONCLUSIONS

Based on the results of the research and discussion, the researcher can draw the following conclusions: 1) The category of the relationship between Principal leadership (variable X) and Teacher performance productivity (variable Y) of Public Senior High School in Banten Province which is the sample in this study is in the "medium" category with a correlation coefficient (pearson correlation) of 0.450, 2) There is a significant relationship between Principal leadership (variable X) with the productivity of Teacher performance (variable Y) of Public Senior High School in Banten Province, with a significance value ($0.009 < \alpha (0.05)$) then H_0 is rejected and H_a is accepted.

SUGGESTIONS

Based on the research conclusions, the authors provide the following recommendations: 1) Principals are expected to continue to improve the quality of leadership, especially in the aspects of supervision, giving awards, and making decisions democratically, 2) Local governments and the Banten Provincial Education Office need to provide training and assistance to school principals in terms of strategic leadership management, 3) Teachers as implementers of learning are encouraged to actively participate in school policy making and improve performance independently and professionally, 4) Future research is recommended to use a larger sample size and consider other variables such as work motivation, school culture, infrastructure, teacher competence, teacher job satisfaction and other variables.

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