



## The correlation between school principal's leadership and teacher's productivity during covid-19 pandemic

Febycia Mellania Putri<sup>1✉</sup>, Laily Nur Aisyah<sup>2</sup>, Senny Weyara Dienda Saputri<sup>3</sup>,  
Muhammad Habibu Rahman<sup>4</sup>

<sup>1, 2, 3</sup> Universitas Jember, Indonesia

<sup>3</sup> Universitas Pembangunan Panca Budi Medan, Indonesia

✉ [febyciamellania18@gmail.com](mailto:febyciamellania18@gmail.com)

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### Abstract

Teachers' productivity can't be separated from how the school principal's leadership acts in leading institutions. The lack of communication between the principal and the teachers in implementing emergency learning during the pandemic becomes the background of the study. This article aims to determine the correlation between the school principal's leadership and teachers' productivity during the COVID-19 pandemic. Ten teachers became the respondents of the study. The type of research is correlational research using rank-order formula. The method used in this study was quantitative data analysis. The result showed a good relationship between the school principal's leadership and teachers' productivity. The manual calculation showed that  $r_{count}$  was 0.745, higher than  $r_{table}$  (0.576). In percentage, the value obtained was 55.5%, and 44.5% of the value was affected by other factors. The criterion used was  $n=10$  with  $r_{table} = 0.576$  at a 95% significant level. The study found that the principal's control was very influential in maintaining the quality of education during a pandemic.

## INTRODUCTION

The way leaders communicate, interact, and behave with others to influence others in doing something is called leadership (Masyhud, 2017; Mesiono, 2021; Sundarkrishnaa, 2015). A process carried out by a leader in managing his group members to achieve organizational goals cannot be separated from the performance of his subordinates (Mustiningsih, 2013). Leadership is an effort to motivate, excite, arouse, direct, influence, move, or mobilize others using certain styles or methods that lead to better cooperation to achieve goals optimally in organizations or institutions (Danim, 2012; Masyhud, 2017). Leadership is inseparable from the principal's efforts or ways to influence, direct, regulate, guide, and move teachers, staff, students, and related parties to work together to achieve common goals (Kurniawan, 2017). How principals lead their institutions is the essence of leadership. As stated in article 12, paragraph 1 of PP 28 of 1990 that "the principal is responsible for the implementation of educational activities, school administration, coaching other educational staff, and the

utilization and maintenance of facilities and infrastructure (Erwinsyah, 2017; Masyhud, 2017; Sundarkrishnaa, 2015).

One of the essential tasks of the principal as a school leader is directly related to how the principal influences, leads, and regulates people in the school so that they voluntarily want to play a role in achieving common school goals (Hafid, 2017; Wahjosumidjo, 2011)(Hidayat, 2018). The principal's duties are the core tasks of other managerial tasks (Masyhud, 2017; Mesiono, 2021; Umi et al., 2019). Besides the principal, the teachers who are in the school environment are also an essential factor. The teacher is a crucial and dominant factor in formal education in general because the teacher is used as a benchmark and the primary motivation for the students (Hafid, 2017; Kunandar, 2011). Teachers, as professional educators have many roles that must be done to shape students' personalities, prepare human resources, and advance the nation. Teachers are professional educators with special skills to educate and teach students in early childhood education through formal education: primary and secondary education (Aspi STAI Rakha Amuntai et al., 2022; Sopian, 2016; Susilo & Sarkowi, 2018).

Education has a significant meaning. It is a process of transforming cultural values from generation to generation (Hidayat, 2018; Sadiman, 2009). Education has a role in the nation's progress because education forms quality students (Usman, 2002). To realize this ideal, a teacher serves as the center of learning. Therefore, teachers are required to teach according to their competence and expertise. Teachers greatly influence the success of learning in institutions (Sopian, 2016). Every teacher is expected to gradually achieve a degree of professional criteria by following established standards (Suparlan, 2006). Based on Law no. 20 of 2003 concerning the National Education system, educators and education staff are obliged to (1) create a meaningful educational atmosphere, (2) have a professional commitment to improving the quality of education, (3) set an example and maintain the good name of the institution, profession, and position based on the trust given to him (HM, Manizar, 2017; Murni, 2003).

Professional teachers always want to improve their knowledge and skill competencies (Danil, 2009; Muhson, 2012; Priansa & Somad, 2014). Teachers must keep up with existing changes. As is well known, at the beginning of 2020, the world was shaken by the Covid-19 (Romadlon, 2020). It forced face-to-face learning to be stopped, and a new policy emerged: learning from home. During a pandemic, teachers are expected to be creative and adaptive to pandemic emergency learning policies (Basar, 2021; Hasanah, 2020; Sulastri et al., 2020).

Guiding, fostering, and developing the potential of students to the maximum in pandemic emergency learning cannot be separated from maximum teacher work productivity (Basar, 2021; Hasanah, 2020; Sulastri et al., 2020). Teachers' work productivity is essential to improve their ability, desire, movement, and effort by properly utilizing resources to support and enhance the performance of an institution to achieve the purpose of the institution (Aspiyah & S, 2016; Danim, 2012; Faslah & Savitri, 2017).

As educators, teachers are a determining factor in improving the quality of education in schools (Dalyono & Agustina, 2016; Nasution, 2003; Sulastri et al., 2020). Providing various types of training and professional education for teachers is very much needed to increase teacher work productivity. Teachers who have participated in many kinds of training and professional education have optimum work productivity (Danil, 2009; Lailatussaadah, 2015). Therefore, an educator must increase his work productivity by carrying out his duties and obligations because future education requires the professional skills of a teacher to improve the quality of schools in a better direction. Here, the role of the principal is also significant. If there is no response or movement from the principal, then it will not work as it should (Kurniawan, 2017; Mustiningsih, 2013; Susanto, 2018). This statement is in line with the opinion by (Wahjosumidjo, 2011), who states that the leadership function plays an essential role because apart from being a driver, it also controls all teacher activities to increase their productivity.

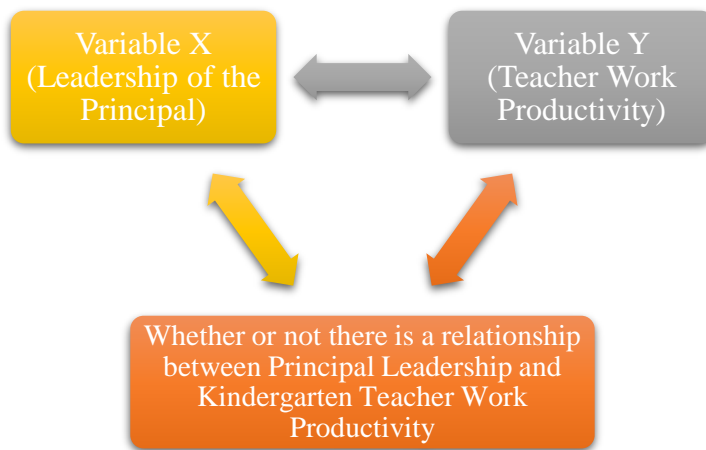
Based on Permendikbud No. 13 of 2007 concerning the standards of principals, the principal leadership competencies that school principals must master include personal competence, managerial competence, entrepreneurial competence, supervisory competence, and social competence (Hasanah, 2020; Mariana et al., 2020; Mulyasa, 2010). Leadership is one of the critical things in managing an organization or group (Kurniawan, 2017; Masyhud, 2017; Mesiono, 2021). Therefore, in their work activities, teachers cannot be separated from how the principal's leadership acts in leading the institution. To increase work productivity, principals need to pay attention to how teachers can improve work performance related to work productivity related to the teacher's working attitude and willingness (Sondang P, 2009). Teacher work productivity does not only arise from within a teacher but also from external encouragement (Noor, 2009; Nurmalinga, 2016). Several things that trigger the emergence of teacher work productivity include responsibility, self-development, teacher achievement, and teacher salaries (Aspiyah & S, 2016; Noor, 2009).

Several studies are considered relevant in this research, including research conducted by (Ulya & Zulminiati, 2019) on the relationship of principal leadership to paud teacher performance. The results showed that the coefficient of determination of the principal's leadership was 0.719. The correlation coefficient between the principal's leadership on teacher performance in PAUD was 0.517. It means that the administration of 51.7% on the performance of PAUD teachers was significant at the 5% level. It can be concluded that the principal's leadership has a positive relationship with the performance of PAUD teachers. Research conducted by (Sari et al., 2016) about the relationship between principal's leadership and the work performance of PAUD teachers found that the research results obtained  $r_{count}$  of 0.53 and  $r_{table}$  of 0.361, at the 5% (0.05) significance level. Therefore,  $H_0$  is rejected, and  $H_a$  is accepted. It can be concluded that there is a relationship between the principal's leadership on the performance of PAUD teachers. From several relevant studies presented, the relevance of this research is to discuss the relationship between principals' leadership and teacher work productivity. The fundamental difference between this research and previous research is the research method used, the number of subjects, and the different research locations

## **METHODS**

This type of research is correlational research with a quantitative approach. In this research, the researchers used the level correlation data analysis technique. Level correlation is used to determine whether there is a relationship between two variables whose data is in the form of levels or rankings, with the number of subjects being less than 30. The researchers determined the research subjects based on the population. The number of individuals in the people is the measured population. As for this study, the researcher used a population and sample technique because the respondents in this study were only in one institution in Patrang District, Jember Regency. This study's subjects were ten teachers at AP Kindergarten, Jember Regency. The data collection method used was a questionnaire. The data collection instrument in the form of a questionnaire was carried out by giving several written questions to the respondents to be answered. In this study, the researcher used a closed questionnaire to believe that the answer had been provided for the respondent and the respondent only gave a check or tick on the solution that had been prepared. The quantitative analysis used in this research was the correlational analysis to see whether or not there is a relationship between principal leadership (variable x) and teacher work productivity (variable y). The correlation

analysis used was the level correlation analysis because the data used was tiered data. The Frame of Thinking thought in this research can be seen in Figure 1.



**Figure 1.** The Frame of Thinking

## RESULTS AND DISCUSSION

### A. Result

This study's primary data was the principal's leadership (variable X) and teacher work productivity (variable Y). This data was obtained by distributing questionnaires to research respondents, namely all ten teachers in Ar-Roudhoh Patrang Kindergarten. The questionnaire consisted of thirteen statement items for variable X and seven for variable Y. The analysis of the relationship between principal leadership and teacher work productivity obtained the results of manual calculations of 0.745. This value is more significant than 0.576 (with  $n = 10$  and 95% confidence level), so it can be concluded that the relationship between principal leadership and teacher work productivity in Ar-Roudhoh Patrang Jember Kindergarten has a good relationship ( $H_0$  is rejected). The relationship between each indicator is described to clarify the field findings. The results of the hypothesis analysis of the relationship between principals' leadership and teacher work productivity can be seen in table 1.

**Table 1.** Results of Hypothesis Analysis between Indicators and Variables

Teacher's	Competence	Competence	Competence	Competence	Social
Work	Personality	Managerial	Entrepreneurship	Supervision	Competence
Productivity					

Principal Leadership					
Responsibility	0.722	0.591	correlation	sufficient	0.688
Achievement	(sufficient	(slightly		correlation)	(sufficient
Self- Development	correlation)	low			correlation)
Salary					

Based on the data above, the inherent relationship between the personality competence of the principal, if it is associated with the work productivity of teachers, is 0.722. The data shows a good relationship. The results of the relationship between the managerial competence of principals and teacher work productivity are 0.591. These data show a relatively low relationship. The relationship between principals' entrepreneurial competence and teacher work productivity results is 0.613. The data shows a good relationship. The results of the relationship between the supervisory competence of the principal on the work productivity of teachers obtained the results of 0.613. These data indicate that there is a good relationship. The relationship between the principal's social competence and teacher work productivity results got the results of 0.688. These data suggest that there is a good relationship. The correlation was obtained from manual calculations using 0.576 (n = 10 and 95% confidence level).

Based on the research results above, there are differences and similarities between this study and previous research conducted by Ilmiyati Ulya in his research entitled "The Relationship of Principal Leadership to PAUD Teacher Performance in Rimbo Tengah District, Bungo Jambi Regency." This type of research is quantitative, with a correlation research method using the coefficient of determination. The difference between this research and previous research is that the kind of research used is quantitative. The fundamental difference between this research and previous research is the research method used, the number of subjects, and the different research focus.

## **B. Discussion**

The correlation technique is used to determine whether there is a relationship between two variables. The researchers employed Spearman's Rank (Spearman's Rho). The criteria used are n=10 with a value of 0.576 with a significance level of 95%. Based on the research

data, the hypothesis test results were calculated at 0.745, so 0.745 is higher than 0.576. If presented, the value of 55.5% was obtained. Furthermore, the remaining 44.5% is influenced by other factors. Therefore, there is a relationship between the principal's leadership on teacher work productivity. Thus,  $H_a$  is accepted, and  $H_o$  is rejected. Based on the findings and experts' opinions, teachers are the determining factor in improving the quality of education in schools. According to (Harun et al., 2021), leadership is one of the crucial factors that affect the level of teacher work productivity. Leadership is one of the critical things in managing an organization or group. Leadership is also defined as an individual's behavior in leading an organization's activities in achieving common goals. Therefore, in their work activities, teachers cannot be separated from how the principal's leadership acts in leading the institution.

To clarify the findings in the field, the relationship between each indicator variable X and variable Y is described. The relationship between the principal's leadership on the principal's personality competency indicator and the teacher's work productivity of 0.722 can be considered sufficient. Furthermore, the calculation results between the principal's leadership on managerial competence indicators and teacher work productivity obtained a relationship of about 0.591. The calculation results of the principal's leadership on indicators of entrepreneurial competence and teacher work productivity obtained a relationship of 0.613. Furthermore, the calculation results between the principal's leadership on the supervisory competence indicators obtained a relationship of about 0.613. The results of the calculation between the principal's leadership on indicators of social competence and teacher work productivity showed a relationship of about 0.688. So it can be concluded that there is a relationship between the principal's leadership on teacher work productivity.

Based on the analysis, there are differences and similarities between this study and previous research conducted by Ilmiyati Ulya in his research entitled "The Relationship of Principal Leadership to PAUD Teacher Performance in Rimbo Tengah District, Bungo Jambi Regency." The difference between this study and previous research is the number of subjects studied, variables, and the focus of the study discussed. The similarity of this study with previous research is the research method carried out and the results of a positive relationship between principal leadership and teacher work productivity.

## **CONCLUSIONS**

Based on the analysis, this study shows a relationship between principal leadership and teacher work productivity in Ar-Roudhoh Kindergarten, Patrang Jember District. The principal's leadership has contributed to the work productivity of teachers by 55.5%, and other

factors influence the remaining 44.5%. This result is obtained from the effects of data analysis. It is suggested that the principal dig further into matters relating to teacher work productivity. Other factors can increase teacher work productivity, such as progress in a career, a sense of responsibility, and encouragement for achievement. Teachers are expected to carry out their duties and obligations as much as possible to increase work productivity. For other researchers, this research can be used as reference material for further research related to principals' leadership and teacher work productivity. The instrument should be improved so that better research results can be obtained. The number of respondents should also be increased to get accurate results.

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