

## The Influence of the Teacher Performance Appraisal System and Principal Leadership on the Quality of Teacher Performance at TK Tunas Harapan Nusa

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### ABSTRACT

This study aims to investigate the effect of teacher performance appraisal and principal leadership on the quality of teacher performance in Tunas Harapan Nusa Kindergarten (TK) in West Manokwari District. This research uses field research, with quantitative research using a correlational approach. The instrument used is a questionnaire. In this study, the population and saturated samples taken were all teachers at Tunas Harapan Nusa Kindergarten, which had a population of 12 people and were used as saturated samples in this study. Quantitative data analysis using IBM SPSS Statistics 22 Based on the results, the probability number in the significance level is 0.00, where the significance level  $\alpha = 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted. This shows that there is an influence of teacher performance appraisal and principal leadership on the quality of teacher performance at Tunas Harapan Nusa Kindergarten in West Manokwari District. The coefficient of determination in the regression model with an adjusted  $R^2$  value of 0.751 means that 75.1 percent of the quality of teacher performance can be explained by teacher performance appraisal and principal leadership.

**Keywords:** *Teacher Performance Appraisal, Principal Leadership, Teacher Performance Quality*

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### INTRODUCTION

The importance of education is in line with the function and purpose of education itself, which is to educate the nation's life as mandated in the 1945 Constitution. In order to realize this mandate, the government has tried to develop the education sector in a planned, directed, and gradual manner and integrate it with the overall development of the nation's life, both in the economic, science and technology, and social and cultural fields. This is done so that Indonesia's human resources are able to compete with those from other countries.

Improving the quality of Indonesian education and improving the ranking on the PISA assessment can be realized by maximizing the existence and improvement of early childhood education. the existence of early childhood education (PAUD), because PAUD is

the first foundation for the development of children so that they can become qualified individuals. Kindergarten (TK) is the only formal education pathway in the PAUD scope that is tasked with preparing superior generations in the future who are also able to take part and compete in a climate of global competition. Kindergarten, as one of the most basic educational services, is tasked with preparing children who have intelligence in all aspects of development. Kindergarten functions as the initial foundation of a nation's education, so kindergarten in Indonesia must be a quality kindergarten. Kindertgartens that are able to provide optimal and maximum services to children Kindergarten institutions are said to be qualified if they are able to meet the eight standards of PAUD, which include developmental achievement standards, content standards, process standards, standards of educators and education personnel, infrastructure standards, management standards, financing standards, and assessment standards (Regulation of the Minister of National Education of the Republic of Indonesia No. 58 of 2009 concerning PAUD Standards). In order to fulfill ECD standards and achieve educational goals, various efforts are needed. Improving the quality of school management cannot be done by one person alone but also requires cooperation with all school members under the command of the principal as the leader in an educational institution. (Widiastuti, 2021).

In principle, the government has made various efforts to improve the quality of education in Indonesia. This declaration is regulated by Law No. 1. Law No. 32/2004 on Regional Autonomy regulates the consequences of regional authority, including in the field of education. Through regional autonomy, local governments seek to improve the quality of education in their regions through various supporting facilities. Some of these supporting components include administrative personnel, educational technology personnel consisting of principals, teachers, and students, as well as financial managers, including the role of school committees in accelerating school progress, especially the integrity of facilities. These components will determine the quality of education output as seen from the number of graduates (students) with the expected competencies. The results of education will be of high quality if graduates (students) are able to continue at a higher level of education and are more integrated with the business world. (Apriana et al., 2019; Kristiawan & Asvio, 2018; Maryanti et al., 2020; Tobari et al., 2018).

Educators are the ones who are always in the front row for the success of education, especially in teaching and learning activities, because they are the ones who interact directly with their students. This important role will determine the success of children's ability to understand any knowledge taught. As the holders of the key elements in the education system at school, educators have a very important role. Even if there is a good learning curriculum supported by adequate facilities and infrastructure and sufficient costs for educational operations, if the educator himself does not have quality interactions with students, then all of that will not mean much or produce changes for children. Mutakin (2015), as cited by Pratiwi (2021), states that the role of teachers in transforming educational inputs is so important that many experts state that in schools, there will be no change or improvement in quality without changes and improvements in the quality of teachers. (Pratiwi et al., 2021).

What is still a problem facing education in Indonesia is that the quality of education has not reached the expected level at every level of education, especially at the level of education for early childhood, or PAUD. The portrait of early childhood education that seems to be handled only by the government and even the institution itself does not serve children well. Educators who stand to teach without any preparation do not even understand the basic concepts of early childhood education and what the learning characteristics of children in the foundation phase are, making the learning process run without any planning or goals to be achieved (Wahyuni et al., 2022) .

Teachers as educators should know and understand the inherent responsibilities that exist in themselves as educators who are not just teaching children but educators who have professional slogans whose duties are to educate, teach, guide, train, assess, and evaluate students. The National Education System of 2003, number 20, (2003) explains that educators, in this case including teachers, are professionals who are tasked with planning, implementing, and evaluating learning outcomes. This role is very important because teachers will be assessed for their performance in helping to realize the goals of national education and determining the high and low quality of education.(Pratiwi et al., 2021)

Based on this, it is necessary to encourage teachers or educators to improve their quality. Because this will maximize the performance of teachers in carrying out their main task, which is not only educating children but also shaping them into a generation that is smart, characterized, and ready to face various challenges in the world.

Principal leadership is defined as the principal's ability to influence teachers, both individually and in groups, to have special abilities or expertise in the field of teaching. (Starlinsky et al., 2022). Principals are leaders of educational institutions that organize the resources of educational institutions to jointly realize the vision and mission of the institution, so it can be said that the principal is the spearhead who is responsible for organizing and coordinating human resources to build advanced and quality educational institutions. Principals are required to master and know the nature of leadership and the strategies for improving it. (Mubarok, 2020).

The role of the principal includes a series of actions taken by the principal to carry out planning, develop communication skills, empower human resources, and create a positive culture in the school environment. (Aimang & Rahman, 2019).

Leadership is one of the most important factors in an organization because most of its success or failure is determined by its leadership. This is in accordance with the opinion of Febriyanti et al. (2022) that the role of leadership will greatly determine the success of an organization in achieving the goals that have been set (Febriyanti et al., 2022). Leadership in question is a process when someone leads, guides, influences, or controls the thoughts, feelings, or behavior of others (Nur Hamiyah, 2010). Furthermore, (Hamid, 2018) argues that the success or failure of an organization in achieving predetermined goals depends on the leadership applied.

Principal leadership is very influential in determining the progress of educational institutions. Seeing various problems in the world of education, school principals are expected to be able to innovate and provide ideas for the right solution to dealing with

existing problems. A superior and quality educational institution must have a vision, mission, and goals for its implementation. The principal has the ideals of the institution in the form of a vision so as to be able to lead the educational institution he leads in a better direction. The principal is a leader who can influence the attitudes and behaviors of his subordinates to work together to achieve school education goals. (Lestari et al., 2020; Widiastuti, 2021)

According to Wahyudin (2009), leadership can be defined as a person's ability to mobilize, direct, and influence the mindset and way of working of each member to be independent in working, especially in making decisions for the sake of accelerating the achievement of predetermined goals. Principals must be able to be a source of inspiration for the development of schools in general and act as leaders who have the ability to be designers, facilitators, and motivators. Therefore, the appointment of the principal should be based on managerial and leadership skills and not on rank. (Akbar, 2019)

Research on performance appraisal has been conducted by several researchers. Siti Muawanatul Hasanah (2021), in her research entitled Analysis of the Concept and Implementation of Teacher Performance Appraisal, states that the concept of teacher performance appraisal (PKG) has two domains, namely first, to assess the teacher's ability to apply all the components that exist and are needed in the learning process. Second, to calculate the credit score earned by teachers related to their performance. Teacher performance analysis can be implemented for four teacher competencies. (Hasanah, 2021)

Yumna Shanaz (2021), in her research on the relationship between work motivation and the performance of Laweyan PAUD teachers, concluded in her research that there is a strong relationship between work motivation and the performance of PAUD teachers during the pandemic. The conditions of change that occur suddenly do not necessarily reduce the enthusiasm of teachers in realizing performance with the motivation that teachers have as a driving force to continue working. The equation in this study is that researchers also discuss teacher performance related to work motivation. The difference from the research that researchers do is the influence of the teacher appraisal system and leadership on teacher performance. Wayan (2021), in his article "Teacher Performance in View of the Principal's Leadership Style and Work Motivation," said that the determinant of the success of PAUD is the head of the unit in achieving a desired goal. The more appropriate the leadership style applied, the better the performance of the teachers, which will also have an impact on their motivation (Jaya, 2021). There are similarities in this study with the research that the researchers conducted, namely discussing teacher performance and leadership, but the difference is that this study does not examine the effect of the performance appraisal system as the researchers are doing (Jaya, 2021).

Research on leadership has also been conducted by researchers. Herni Mulatsih (2018), in her research title The Effect of the Democratic Leadership Style of the Head of PAUD and Teacher Professionalism on the Quality of PAUD in Gemuh Kendal District, states that leadership is important in an educational institution. It takes someone who is able to have leadership that supports and facilitates, which of course will also increase teacher motivation. Principals who care and play an active role in helping teachers overcome

challenges, provide support, and facilitate training or professional development will provide great confidence and support for teachers (Herni Mulatsih et al., 2018). There are also similarities in this study with what the researcher is doing, namely highlighting leadership, but this researcher does not highlight teachers directly, while the researcher examines teachers directly in one education unit.

S. Purwoko (2018), in his research entitled *The Effect of Principal Leadership, Teacher Commitment, Teacher Work Discipline, and School Culture on Vocational Teacher Performance*, states that there is a positive and significant effect of principal leadership on teacher performance, as well as teacher commitment and discipline and school culture on teacher performance (Purwoko, 2018). The similarity of this study is that the leadership of the head of the unit affects performance. The difference is related to the discussion of the teacher performance appraisal system.

Darmianus Harefa et al., in their research entitled *Transformational Leadership Style of Principals in PAUD Management*, stated that transformational principal leadership can foster the quality of early childhood education governance. With high moral and ethical standards, leadership will be able to inspire and be an example for all educators, education personnel, and students. (Harefa et al., 2021) Arief Juneirul Pratama and M. Giatman, in their research entitled *Analysis of Principal Leadership Style on Teacher Performance in Vocational High School Literature Study*, stated that a good leadership style will further improve the performance of teachers, and a democratic leadership style has a positive effect on teacher performance because it is able to encourage the participation of teachers and school employees in decision-making (Pratama & Giatman, 2023). The equation in this study is to highlight the same thing, namely leadership and teacher performance. The difference is that the researcher took the scope at the early childhood educator level, while the previous researcher's research scope was at a vocational high school.

According to Sugiyono (2019), research variables are anything in any form determined by the researcher to be studied so that information about it is obtained, and then conclusions are drawn. To determine the measurement scale of each variable, the examiner must use statistical tools so that the variable calculations can be carried out correctly. The operational definition is the variable used in the study. In this study, the variables are divided into two categories, namely:

1. Dependent Variable

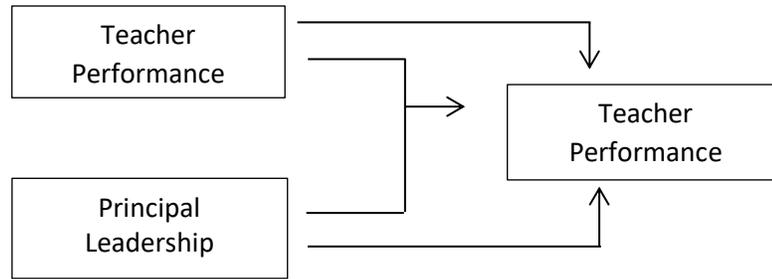
The dependent variable or resultant variable is the variable that is influenced by or becomes influenced by the independent variable (Sugiono, 2019). The purpose of this variable is to find out how much it affects the independent variable. In this study, the influence or dependent variable is the quality of teacher performance (Y).

2. Independent Variables

Independent variables or independent variables are variables that affect or cause changes or the emergence of dependent variables (bound), according to Sugiono (2019). Independent variables are methods used in this study to determine whether or not independent variables influence other variables. Before testing the research hypothesis, it is necessary to identify the variables that will be involved in this study. In

this study, the independent variables are teacher performance appraisal (X1) and principal leadership (X2).

For more details, see the following research framework:



**Figure 1. Thinking Framework Chart**

**Description:**

-  Indicates variables, where the variables of Teacher Performance Appraisal, Principal Leadership, and Teacher Performance Quality
-  As a symbol of partial influence
-  As symbols affect simultaneously

For more details, see the following research framework: Based on the framework, the hypotheses proposed in this study are:

1. Teacher performance appraisal has a significant effect on the quality of teacher performance at Tunas Harapan Nusa Kindergarten.
2. Principal leadership has a significant effect on the quality of teacher performance at Tunas Harapan Nusa Kindergarten.
3. Teacher performance appraisal and principal leadership jointly affect the quality of teacher performance at Tunas Harapan Nusa Kindergarten.

**METHODOLOGY**

This research uses field research, which is quantitative research. This research uses statistical processing numbers. Quantitative research is based on the philosophy of positivism, which emphasizes objective phenomena and is studied quantitatively (Arikunto, 2002), with a correlation approach.

The population in this study was all teachers at Tunas Harapan Nusa Kindergarten, and the saturated sample taken was all teachers at Tunas Harapan Nusa Kindergarten, whose population was 12 people, making the saturated sample in this study as many as 12 people. In this study, data processing was done using SPSS (Statistical Program for Social Sciences) Version 22 software. This aims to process data quickly and precisely. The statements in this questionnaire were tested for validity and reliability.

## RESULTS AND DISCUSSION

### RESEARCH RESULTS

The results of the validity of this study are as follows:

**Table 1. Results of Instrument Validity Test Analysis**

Item No	R Count	R Table	Decision
1	0.713	0.361	Valid
2	0.762	0.361	Valid
3	0.713	0.361	Valid
4	0.533	0.361	Valid
5	0.501	0.361	Valid
6	0.713	0.361	Valid
7	0.713	0.361	Valid
8	0.802	0.361	Valid
9	0.802	0.361	Valid
10	0.802	0.361	Valid
11	0.570	0.361	Valid
12	0.570	0.361	Valid
13	0.802	0.361	Valid
14	0.802	0.361	Valid
15	0.802	0.361	Valid

Based on Table 1, the results of the instrument validity trial obtained 15 valid instruments. The valid instruments will be used in research at Tunas Harapan Nusa Kindergarten.

Based on table 2, the Cronbach's alpha value is 0.970, which means that the measuring instrument for the quality of education services variable used in this study can be said to be reliable or trustworthy.

**Table 2. Reliability Testing Results**

#### Reliability Statistics

Cronbach's Alpha	N of Items
.970	15

Regression analysis in this study aims to obtain the results of the allegations of the hypothesis, namely the effect of teacher performance appraisal and principal leadership on the quality of teacher performance. The calculation results for the multiple linear regression analysis in this study can be seen in Table 3.

**Table 3. Multiple Linear Regression Results  
Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.281	2.263		.774	.008
Teacher Performance Appraisal	.322	.484	-.327	.645	.523
Principal Leadership	.915	.481	.962	.896	.065

a. Dependent Variable: Teacher Performance Quality

Based on Table 3 above, the regression equation is obtained:

$$Y = a + b_1 X_1 + b_2 X_2 + \epsilon$$

$$Y = 6.281 + 0.322 X_1 + 0.915 X_2$$

Based on the results of the above equation, it can be concluded as follows:

- a) The constant value of 6,281 indicates that if there is no increase in the teacher performance appraisal variable, the principal's leadership is 0, and the quality of teacher performance is 6,278.
- b) Teacher Performance Appraisal (X1) has a positive effect on the quality of teacher performance (Y) with a regression coefficient of 0.322. This value can be interpreted as meaning that if the teacher performance appraisal variable increases by one unit, the quality of teacher performance will increase by 0.312, with the assumption that all other independent variables are constant or fixed.
- c) Principal leadership (X2) has a positive effect on the quality of teacher performance (Y), with a regression coefficient of 0.036. The coefficient value of 0.036 means that if the principal leadership variable increases by one unit, the amount of teacher performance quality will increase by 0.915, assuming all other independent variables are constant or fixed.

**Table 4. Results of t test X1 with Y  
Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	7.037	2.299		3.070	.004
Teacher Performance Appraisal	.589	.120	.606	4.835	.000

a. Dependent Variable: Teacher Performance Quality

Based on the above calculations, it can be concluded that "there is a significant effect of Teacher Performance Appraisal on the Quality of Teacher Performance" is **proven**.

**Table 5. X<sub>2</sub> T Test Results With Y Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.194	2.243		2.775	.009
Principal Leadership	.610	.115	.644	5.436	.000

a. Dependent Variable: Teacher Performance Quality

Based on the above calculations, it can be concluded that "There is a significant influence of Principal Leadership on the quality of Teacher Performance" is **proven**.

**Table 6. F test results X<sub>1</sub> and X<sub>2</sub> on Y ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	378.708	2	189.405	14.196	.000 <sup>b</sup>
Residual	520.812	39	13.354		
Total	899.729	41			

a. Dependent Variable: Teacher Performance Quality

b. Predictors: (Constant), Principal Leadership, Teacher Performance Appraisal

Based on the above calculations, it can be concluded that the hypothesis "There is an effect of Teacher Performance Appraisal and Principal Leadership simultaneously on the Quality of Teacher Performance" is **proven**.

**Table 7. Test Results of the Coefficient of Determination (R<sub>2</sub>) Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.649 <sup>a</sup>	.421	.751	3.654

a. Predictors: (Constant), Principal Leadership, Teacher Performance Appraisal

Based on Table 7 above, the results of the coefficient of determination in the regression model with an adjusted R<sup>2</sup> value of 0.751 mean that 75.1 percent of the quality of teacher performance can be explained by teacher performance appraisal and principal leadership. While the remaining 24.9 percent is influenced by other variables not included in this research model.

## DISCUSSION

This study highlights the significant role that teacher performance appraisal and principal leadership play in shaping and improving teacher performance quality at Tunas Harapan Nusa Kindergarten. The findings from this study provide important insights into how the interaction and contribution of these two factors impact the development of teacher performance quality so as to create an optimal learning environment for children in the early education stage at Tunas Harapan Nusa Kindergarten.

The results of the analysis show that teacher performance appraisals can be used to develop teacher performance profiles as input in the preparation of the Continuing Professional Development (CPD) program. Minister of State-PAN and RB Regulation No. 16/2009 on the Functional Position of Teacher and its Credit Score stipulate that the results of teacher performance appraisals can be used to build a teacher performance profile as part of the creation of a Continuing Professional Development (CPD) program. If this can be done correctly and objectively, the government's goal of producing smart, broad, and competitive people will be realized faster. Later, the results of the teacher performance assessment can be used to determine the credit score and to create a teacher performance profile when building the continuing professional development (CPD) program (Muslimin, 2020).

Furthermore, the results show that effective leadership from school principals has positive implications for various aspects of education quality, one of which is the quality of teacher performance. Principals who are able to develop the school's vision and mission in a participatory manner, communicate effectively, and manage resources wisely play an important role in creating a learning environment that supports students' academic and social growth. This finding is in line with previous research (Leithwood et al., 2004), which confirms that principal leadership has a direct effect on the quality of teacher performance.

Overall, this study provides a comprehensive view of how the influence of the school committee and principal leadership plays a role in shaping the quality of education in kindergartens in Manokwari Barat sub-district. The findings have important implications for education policy development and strategic planning at the school and local government levels to ensure that children in the region have access to and experience quality education.

## CONCLUSION

Based on the results of the analysis and hypothesis testing that have been carried out, the following conclusions are obtained:

1. There is a significant influence of teacher performance appraisals on the quality of teacher performance in kindergarten at Tunas Harapan Nusa. Hypothesis testing shows a significance of  $0.000 < 0.05$ .
2. There is a significant influence of principal leadership on the quality of teacher performance in kindergarten at Tunas Harapan Nusa. Hypothesis testing shows a significance of  $0.000 < 0.05$ .

Teacher performance appraisal and principal leadership have a simultaneous influence on the quality of teacher performance in kindergarten at Tunas Harapan Nusa. The coefficient of determination in the regression model with an adjusted R<sup>2</sup> value of 0.751 means that 75.1 percent of the quality of teacher performance can be explained by teacher performance appraisal and principal leadership.

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