

**TEACHER'S PERFORMANCE MODEL IN PUBLIC SENIOR HIGH  
SCHOOL IN MEDAN**  
**(Relationship between Principal's Leadership Style and Principal's Supervision  
Implementation)**

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**ABSTRACT**

This study aimed to determine the teacher's performance model in Public Senior High School in Medan which is associated with the principal's leadership style and the principal's supervision implementation.

The research population was 21 senior high school teachers in Medan City, of which 80 people were selected as samples using proportional random sampling.

Teacher's performance data were obtained by using questionnaires. Before the data collection tool is used, first, tested the validity and reliability. To find out the validity of questionnaires and teacher's performance, the Product Moment Correlation formula is used with valid criteria if  $r_{\text{count}} > r_{\text{table}}$  at the 0.05 significance level. To find out the reliability of the questionnaires, the Point Biserial formula is used with the criteria  $r_{\text{count}} > r_{\text{table}}$ .

The results showed that: (first) there was a significant positive relationship between contingency leadership style and teacher's performance with a regression equation  $\hat{Y} = 1.12 + 0.82 X_1$ . The correlation coefficient was 0.672; (second) there was a significant positive relationship between the implementation of principals' democratic supervision and teacher's performance with a regression equation  $\hat{Y} = 0.32 + 2.18 X_2$ . The correlation coefficient was 0.332; and (third) there was a significant positive relationship between contingency leadership style and the implementation of democratic supervision of the principal with teacher's performance with multiple regression equations  $\hat{Y} = 52.43 + 0.42 X_1 + 0.52 X_2$ . The double correlation coefficient was 0.786. If the details of each independent variables were carried out, then the relationship of contingency leadership style made an effective contribution of 64.92% and the relative contribution of 42.82% while the implementation of democratic supervision of the principal made an effective contribution of 72.15% and the relative contribution of 45.91%.

Based on the results of this study, it could be concluded that the leadership style and implementation of supervision of the principal was quite significant in defining (influencing) the teacher's performance in Public Senior High Schools in Medan.

**Keywords:** Principal's Leadership Style, Supervision Implementation, and Teacher's Performance in Public Senior High School in Medan City

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The teacher's position as a leader among his/her students is responsible for organizing and controlling the class and creating a conducive situation so that students gain maximum learning experiences. Therefore, the teacher's duty is not only as a provider of knowledge but also creates learning situations to generate learning experiences and stimulates their creativity.

The teacher is said to be an educator and mentor. Teacher as an educator because besides giving knowledge, also as the transfer of values, instilling mental values and attitudes and training various skills to deliver students toward maturity. Therefore, the teacher must have a good personality and can be a role model so that they can humanize humans. For that reason, the teacher must also carry out guidance activities, namely guiding students and providing an environment that is in accordance with the goals and objectives that are intended. (Sadiman, 2000).

Performance is a work that is concrete, can be observed, can be measured (Irawan, Motik, and Sakti, 1997: 11). Observable and measurable work results show that the work can be accounted for. According to As'ad (1987: 47), performance is the success level of a person in carrying out his/her work duties. Both of these meanings emphasize someone's success in carrying out his/her duties, but it should not be overlooked that human's work does not always produce real manifestations. Therefore, Maier (1987: 156) said that job performance as someone's success in carrying out work. Success in carrying out work is a manifestation of someone's performance in a job. This opinion is actually as same as before, but more emphasis on the implementation of the work itself.

From the description above, it can be concluded that the responsible teachers will try to carry out their functions and roles by understanding the goals outlined and preparing themselves in managing education and teaching in the classroom so that they can carry out their main duties, such as: educating, teaching, guiding, managing the class that he/she leads, and fostering students who are his/her care.

The principals' ability to apply leadership styles and implement supervision in a democratic manner will be seen by improving the quality of education in their schools. Principals with their influences will make teachers be innovated such as having new ideas to improve processes, results, or educational services in a better way. This innovation is a change towards a helpful and useful improvement. So, the initiative to improve teacher's performance is largely in the hands of the principal as a leader.

Technical skills are the ability to use tools, procedures or specific ways in particular fields. The relationship skills between humans are the ability to be able to work with others in peace. Conceptual skills are mental abilities to coordinate and integrate all organizational needs and activities.

The principal will be able to provide instruction, guidance to teachers, and other school's personnel if he/she truly understands and masters the duties that must be carried out. The level of success in achieving the stated goals is a challenge for every principal. Therefore, every principal needs to have knowledge, skills, or management art for an effort to increase the success of school management. In this connection, Kant (in Hersey and Blanchard, 1982) suggested that all leaders need: (a) technical skills, (b) relationship skills between humans and (c) conceptual skills.

In contingency leadership style, a person's leadership style is based on orientation, namely: leadership style that is oriented towards the relationship and the duty. Leaders with relationship-oriented leadership styles prioritize harmonious relationships with subordinates and establish relationships between fellow teachers. The leader sees his/her subordinates as co-workers.

Allan Tucker (1992) argued that leadership is the ability to influence or encourage a person or group of people to work voluntarily to achieve certain goals or targets in certain situations. In essence, leadership is the ability to influence other people to be willing to do work voluntarily in achieving their intended goals. In leadership, there are leaders, followers, and certain situations.

The principal is an education leader who has a very large role in developing the quality of education in schools. The development of work morale, harmonious cooperation, interest in the development of education, a pleasant working atmosphere, and the development of professional quality among teachers are largely determined by the quality of principal's leadership.

Educational supervision is to conduct supervision, observe or guide and stimulate the activities of other people with a purpose for improvement. Educational supervision is carried out to supervise the course of the education process. The implementation of educational supervision in schools was as one of the aspects of educational administration activities.

One of the principal's duties is to carry out academic supervision. To carry out academic supervision effectively, interpersonal conceptual and technical skills are needed (Glickman, al., 2007). Therefore, every principal must possess and master the concept of academic supervision which includes: understanding, goals and functions, principles and dimensions of the substance of academic supervision.

Academic supervision carried out by principals, among others, are: (1) understanding concepts, principles, basic theories, characteristics and developmental trends in every field of development of creative learning, innovative, problem solving, critical thinking and entrepreneurial instincts, (2) guiding teacher in compiling syllabus for every field development in schools or subjects in schools based on the content standards, competency standards and basic competency and principles of curriculum development, (3) guiding teachers in selecting and using learning strategies/methods/techniques that can develop various potential students, (4) guiding teachers in carrying out learning/guidance activities (in class, laboratory, and/or in the field) to develop the students' potential, (5) guiding teachers in managing, caring for, developing and using learning media and facilities, and (6) motivating teachers to utilize Information and Communication Technology (ICT) in the development of process learning.

Rifai (1986) argued that the implementation of effective supervision must be given assistance or guidance. The assistance that was provided to teachers was the assistance in an effort to improve the teachers' ability in the instructional field rather than assistance in other fields. Furthermore, it was emphasized that the assistance given to teachers is assistance that can improve

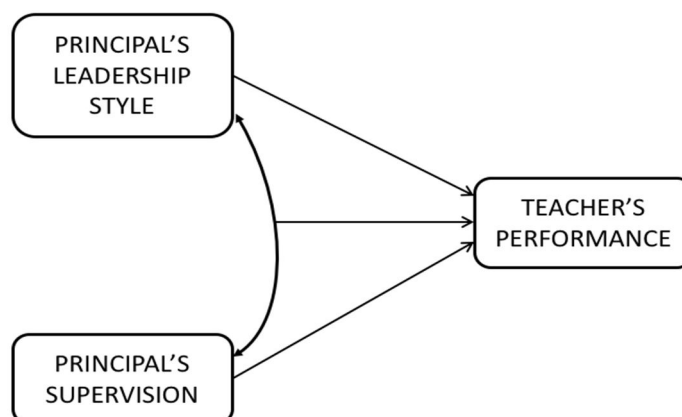
teachers' ability in teaching, not improving in terms of rank, career or social welfare because it includes personnel administration.

Lazaruth (1994) expressed several principles that must be considered and carried out by education supervisors or principals in carrying out supervision activities so that they are truly effective in achieving their objectives such as (1) Supervision must be constructive, (2) Supervision must be realistic (3) Supervision must be democratic, and (4) Supervision must be objective.

The concept of democratic supervision contains cooperative ideas and cooperation between teachers and supervisors to solve teaching problems. This supervision emphasizes the growth of teachers, teachers' participation in teaching development, and the development of independent skills for teachers. Thus, the supervisor (principal) becomes an advisor, mentor co-workers, and teacher's assistants. The concept of supervision is felt right where there is no longer a gap between supervisors and teachers, leaders and subordinates because all of them are equal, they work together as co-workers in solving teaching problems.

Researchers suspect that contingency leadership and the implementation of democratic supervision have not fully gone well. In the preliminary observations that the researchers did, there were some teachers who claimed that the leadership style and implementation of the democratic supervision of the principal were not good and appropriate. Based on the issues and results of the observations above, the researcher feels the needs to examine the contingency leadership style and the implementation of democratic supervision and its relationship with the teacher's performance.

The purpose of the study framework can be formulated, namely: (1) Effect of Principal's Leadership Style on Teacher's Performance, (2) Effect of Principal's Supervision Implication on Teacher's Performance, and (3) Effect of Principal's Leadership Style and Principal's Supervision Implications on Teacher's Performance Public Senior High School in Medan City.



**Figure 1:**  
**Research Framework**

### **Research Methods**

Based on the problems and objectives that have been set, the research method that was used was the survey method with the technique of giving questionnaires to all respondents included in this study. The method used in this study could also be classified in the ex post facto method. Bungin said that if the research aimed at exposing ongoing events, this would be called post facto research.

This study included three variables, two of which consist of independent variables namely leadership style ( $X_1$ ) and implementation of supervision ( $X_2$ ), while the third variable was the dependent variable namely teacher's performance ( $Y$ ).

The variable contingency leadership style was the application of the leadership style of a leader (Principal). Principal's leadership method indicators consisted of a combination of (1) duty behaviour and (2) relationship behaviour. Data on contingency leadership style would involve these two combinations of behaviours.

The implementation of democratic supervision variable was cooperative supervision and cooperate with the teachers' participation in teaching development based on mutual understanding, mutual recognition, mutual respect, respect for each opinion and being aware of the differences of each individual in solving teaching problems and improving teaching that consisted of four indicator components, namely: (1) individual supervision, (2) group supervision, (3) clinical supervision, (4) classroom observation. Data on the implementation of democratic supervision would involve the four components.

The teacher's performance variable was the result of work or something achieved, work performance shown by the teacher or the ability to work in accordance with the function and role of the teacher in carrying out the duties and responsibilities which consisted of six indicators: (1) discipline, (2) learning plan (3), carry out teaching and learning interactions (4), assess student achievement (5), implement follow-up results of student learning achievement assessments, and (6), task loyalty. Therefore, the data of the teacher's performance in Senior High School in Medan City would concern the six sub-variables.

### **Relevant Research**

M. Nur Amin, (2001) examined the relationship between the understanding of school rules and leadership style with the performance of the principal in Senior High School in Padang City. The results of his research such as there was a positive and meaningful correlation between the understanding of school rules and leadership style with the performance of the principal.

Parlaungan Siregar, (2004) examined the effect of education and teaching experience on the teacher's ability to teach in Public Senior High School 2 in Kisaran. The results of his research showed that the success and progress of a school were essentially not dependent on physical

luxuries, facilities, and infrastructure available, but more dependent on the ability of the teacher itself.

Antonuis Remigus Abi, (2008) examined the role of emotional intelligence in the principal's leadership over Budi Murni2 Medan Tuntungan. The results of his study concluded that the education manager, namely the principal of Budi Murni 2 Senior High School in Medan, carried out the duties of leadership towards its members on the basis of emotional intelligence which contained: self-awareness, self-control, empathy, and art in influencing school members. This conclusion gave meaning that the principal's leadership relatively had a highly emotional intelligence. As the implication, the principal's self-awareness could help school members to improve solid teamwork and had empathy that had impact on harmonious relationships.

Tunggul Sitorus, (2007) examined the relationship of supervision and self-actualization with the performance of high school Biology teachers in Medan City. The results of hypothesis testing indicated that there was a meaningful positive relationship between supervision and teacher's performance and there was a positive and meaningful relationship between self-authorization and teacher's performance.

Sukisman, (2008) examined the work culture of teachers at Senior High School 2 in Medan. The results of this study indicated that principal as the reflection of leadership who adhered to the contingency leadership style and the implementation of democratic supervision was very supportive to improve teacher's performance. Leaders with duty and relationship-oriented leadership styles really helped to improve teacher's performance better. Because the principal always moved and directed the teacher in carrying out his/her duties well and achieved predetermined goals in an atmosphere of good and familiar relations.

### **Research Population and Samples**

The research population was 21 senior high school teachers in Medan City which 80 were selected as samples using proportional random sampling.

Data collection techniques used in the research were the questionnaires for teachers who were sampled in the research. Narul stated that the purpose of using the questionnaires, namely: (1) obtaining relevant information to the purpose of the study, and (2) obtaining information with the highest reliability and validity. A questionnaire will be given to the teacher.

### **Conclusions, Implications, and Recommendations**

Based on the results of the analysis and hypothesis testing, the conclusions can be drawn as follow: (1) The higher the leadership style, the higher the teacher's performance. (2) The better implementation of principal's supervision, the higher the teacher's performance. (3) If the leadership style and implementation of the principal's supervision were jointly increased, the teacher's performance would increase too, and (4) The relative contribution of the contingency leadership style toward the teacher's performance in Medan City was 38.96%, while the effective contribution

was 38.76%. This means that the relative contribution of the leadership style is greater than the effective contribution of the leadership style to improve the teacher's performance in the Public Senior High School in Medan.

The results of this study indicate that the leadership style and implementation of the supervision of the principal contribute towards teacher's performance by 78.60%. Thus, it can be said that the existence of these two variables can determine the increase of teacher's performance so it needs to be a concern for principals, especially principals of Public Senior High Schools in Medan City.

Based on the conclusions and implications of the research, the authors would like to put forward some suggestions as follows: (1) It is expected that principals, especially in Public Senior High School in Medan, should improve their leadership style and implementation of supervision of the principal so that teacher's performance can improve, (2) To improve teacher's performance, the principals must improve the contingency leadership style, namely by fostering good and intimate relations between principals and teachers and between teachers and teachers. (3) Teachers can show their performance in carrying out their duties routinely and continuously as an effort to achieve educational and teaching goals through the initial learning activities, core learning activities and final learning activities accompanied by the principal's leadership style and the implementation of supervision of the principal and (4) For the next researcher, it is recommended to increase the number of samples, use instruments other than those used in this study, and develop a number of research variables that might influence the performance of the teachers in Medan City.

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