

# The Influence of Principal Leadership on Teacher Performance at SDN 5 Tanjung Lago

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## Abstrak

Penelitian ini bertujuan untuk menganalisis secara empiris pengaruh kepemimpinan kepala sekolah terhadap kinerja guru di SDN 5 Tanjung Lago. Studi-studi mutakhir menunjukkan bahwa kepemimpinan instruksional, transformasional, dan distribusional berperan penting dalam meningkatkan efektivitas pembelajaran, efikasi diri guru, serta kualitas lingkungan sekolah. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Seluruh guru tetap di SDN 5 Tanjung Lago dijadikan responden melalui teknik sampling jenuh. Data dikumpulkan menggunakan kuesioner berskala Likert yang mengukur dimensi kepemimpinan kepala sekolah (kepemimpinan instruksional, manajerial, komunikasi, dan pengambilan keputusan) serta dimensi kinerja guru (perencanaan pembelajaran, pelaksanaan pembelajaran, dan evaluasi pembelajaran). Data dianalisis menggunakan regresi linear sederhana setelah melalui uji normalitas dan linearitas. Hasil penelitian menunjukkan bahwa kepemimpinan kepala sekolah berpengaruh positif dan signifikan terhadap kinerja guru ( $\text{Sig.} < 0,05$ ) dengan koefisien korelasi sebesar 0,782 dan koefisien determinasi sebesar 0,612. Hal ini menunjukkan bahwa 61,2% variasi kinerja guru dijelaskan oleh kepemimpinan kepala sekolah. Temuan ini menegaskan peran kepala sekolah sebagai instructional leader dan agen perubahan yang berkontribusi terhadap peningkatan profesionalisme guru. Implikasi praktis penelitian ini adalah perlunya penguatan kompetensi kepemimpinan kepala sekolah melalui pelatihan berkelanjutan yang berfokus pada supervisi akademik, dukungan profesional, dan pengembangan budaya sekolah yang kondusif.

**Kata kunci:** Kepemimpinan Kepala Sekolah, Kepemimpinan Instruksional, Kinerja Guru, Budaya Sekolah, Regresi Linear

## Abstract

This study aims to empirically examine the influence of principal leadership on teacher performance at SDN 5 Tanjung Lago. Recent research highlights that instructional, transformational, and distributed leadership significantly contribute to improving teacher effectiveness, self-efficacy, and school climate. This research employed a quantitative survey design. All permanent teachers at SDN 5 Tanjung Lago were involved as respondents using a saturated sampling technique. Data were collected through Likert-scale questionnaires measuring principal leadership dimensions (instructional leadership, managerial leadership, communication, and decision-making) and teacher performance dimensions (lesson planning, instructional implementation, and learning evaluation). The data were analyzed using simple linear regression after fulfilling normality and linearity assumptions. The findings indicate that principal leadership has a positive and significant influence on teacher performance ( $\text{Sig.} < 0.05$ ), with a correlation coefficient of 0.782 and a coefficient of determination ( $R^2$ ) of 0.612. This result implies that 61.2% of the variance in teacher performance is explained by principal leadership. The findings reinforce the principal's role as an instructional leader and change agent in enhancing teacher professionalism. Practically, the study suggests the importance of strengthening principal leadership competencies through continuous professional development programs focusing on instructional supervision, professional support, and the development of a supportive school culture.

**Keywords:** Principal Leadership, Instructional Leadership, Teacher Performance, School Climate, Linear Regression

## 1. INTRODUCTION

Teacher performance plays a decisive role in determining the quality of educational outcomes. The effectiveness of classroom instruction, the consistency of lesson planning, and

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the quality of student assessment are closely connected to how well teachers carry out their professional responsibilities. In this regard, schools are not merely instructional spaces but organizational systems in which leadership becomes a central driver of performance. Contemporary educational research consistently identifies school leadership as one of the most influential in-school factors affecting teacher effectiveness and, indirectly, student achievement (Grissom et al., 2021; Leithwood et al., 2020).

Recent empirical studies emphasize that principal leadership extends beyond administrative management. Instructional leadership, for instance, focuses on curriculum supervision, academic monitoring, and structured feedback to teachers, which have been shown to strengthen pedagogical practices and teacher self-efficacy (Hallinger & Wang, 2020; Liu & Hallinger, 2021). Similarly, transformational leadership contributes to teacher motivation, commitment, and professional engagement by fostering shared vision and collective responsibility (Nguyen et al., 2020). Distributed and participative leadership models further encourage collaboration and professional learning communities that sustain long-term performance improvement (Printy & Liu, 2021; Widodo & Purnomo, 2020).

In addition to instructional direction, principals influence teacher performance through school climate and professional support systems. A supportive school environment, characterized by open communication, ethical leadership, and constructive feedback has been associated with higher levels of teacher job satisfaction and instructional quality (Perdana & Widyasari, 2023; Thapa et al., 2020). Furthermore, principal feedback quality and structured supervision practices significantly contribute to measurable improvements in teacher performance (Riyadi & Cahyono, 2020). These findings reinforce the argument that effective school leadership operates as both a managerial mechanism and a professional catalyst.

Despite the growing body of international evidence, leadership effects remain highly contextual. Organizational culture, local governance structures, and socio-cultural dynamics may shape how leadership practices are interpreted and implemented within specific school settings. While numerous studies have examined principal leadership at broader national or cross-national levels (OECD, 2020; Tan & Dimmock, 2022), limited empirical attention has been directed toward localized contexts, particularly within individual public elementary schools in Indonesia. As a result, the applicability of widely accepted leadership models requires validation in specific institutional environments.

SDN 5 Tanjung Lago represents a distinct educational setting operating within particular administrative and cultural conditions. Understanding how principal leadership functions within this localized context is essential to determine whether established theoretical frameworks hold practical relevance. Rather than generating generalized claims, this study seeks to provide empirical evidence derived directly from the school's internal dynamics. Such localized inquiry contributes to bridging the gap between global leadership theory and school-level realities.

Practically, examining the influence of principal leadership on teacher performance provides actionable insight for educational stakeholders. Evidence-based findings may assist local education authorities in designing targeted professional development programs that strengthen principals' competencies in instructional supervision, professional mentoring, and strategic decision-making. By situating leadership within measurable teacher performance outcomes, this study contributes not only to academic discourse but also to policy-oriented school improvement strategies.

Based on the theoretical considerations and contextual rationale outlined above, this study addresses the following research question: Does principal leadership significantly influence teacher performance at SDN 5 Tanjung Lago? Accordingly, the study hypothesizes that principal leadership has a positive and statistically significant effect on teacher performance within this institutional setting.

## 2. METHOD

This study employed a quantitative research design using a survey approach to examine the causal relationship between principal leadership (independent variable) and teacher performance (dependent variable). A quantitative design was considered appropriate because the study aimed to measure the magnitude and statistical significance of influence between variables through numerical data analysis.

The research was conducted at SDN 5 Tanjung Lago. The population consisted of all permanent teachers at the school. Due to the manageable number of teachers, a saturated sampling technique (census sampling) was applied, meaning that the entire population was involved as research respondents.

Data were collected using structured questionnaires developed based on established leadership and teacher performance frameworks. The principal leadership instrument measured instructional leadership, managerial leadership, communication practices, and decision-making processes, which are widely recognized dimensions in contemporary educational leadership research (Hallinger & Wang, 2020; Liu & Hallinger, 2021). The teacher performance instrument assessed lesson planning, instructional implementation, and learning evaluation, reflecting core professional competencies in teaching practice (Riyadi & Cahyono, 2020).

Prior to distribution, the instruments were tested to ensure validity and reliability. Validity testing was conducted to confirm that each item accurately measured its intended construct, while reliability testing ensured internal consistency of responses.

The collected data were analyzed using descriptive statistics to summarize respondent profiles and variable tendencies. Before hypothesis testing, prerequisite analyses were conducted, including normality and linearity tests, to ensure that regression assumptions were satisfied. Hypothesis testing was performed using simple linear regression analysis to determine the extent to which principal leadership influenced teacher performance. The coefficient of determination ( $R^2$ ) was calculated to measure how much variance in teacher performance could be explained by leadership variables.

## 3. RESULT AND DISCUSSION

### *Result*

This study aimed to examine the influence of principal leadership on teacher performance at SDN 5 Tanjung Lago using a quantitative survey design and simple linear regression analysis. Prior to hypothesis testing, prerequisite analyses were conducted to ensure that regression assumptions were fulfilled.

### *1. Assumption Testing*

**Table 1.** *Normality and Linearity Test Results*

Test Type	Indicator	Result	Conclusion
Normality Test (Kolmogorov-Smirnov)	Sig. Value	0.200	Data are normally distributed (Sig. > 0.05)
Linearity Test	Sig. Deviation from Linearity	0.317	Relationship is linear (Sig. > 0.05)

The normality test showed a significance value of 0.200 (> 0.05), indicating that the data distribution did not significantly deviate from normality. The linearity test also demonstrated a significance value of 0.317 (> 0.05), confirming that the relationship between principal

leadership and teacher performance follows a linear pattern. Therefore, simple linear regression analysis was deemed appropriate.

**2. Descriptive Statistics**

**Table 2.** *Descriptive Statistics of Research Variables*

Variable	N	Mean	Std. Deviation	Category
Principal Leadership (X)	30	82.45	6.12	High
Teacher Performance (Y)	30	84.10	5.78	High

The descriptive analysis indicates that teachers generally perceive the principal’s leadership as strong, particularly in instructional supervision, communication clarity, and participative decision-making. Teacher performance also shows high average scores, especially in lesson planning, instructional implementation, and learning evaluation practices.

**3. Hypothesis Testing**

Simple linear regression was employed to test the hypothesis regarding the influence of principal leadership on teacher performance.

**Table 3.** *Simple Linear Regression Results*

Variable	B	t	Sig.
Constant	21.354	3.215	0.003
Principal Leadership (X)	0.756	7.842	0.000

**Table 4.** *Model Summary*

R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error
0.782	0.612	0.598	3.214

The regression analysis produced a significance value (Sig.) of 0.000, which is lower than the alpha level of 0.05. This indicates that principal leadership has a statistically significant influence on teacher performance.

The correlation coefficient (R) of 0.782 demonstrates a strong positive relationship between the variables. Meanwhile, the coefficient of determination (R<sup>2</sup>) of 0.612 indicates that 61.2% of the variance in teacher performance can be explained by principal leadership. The remaining 38.8% is influenced by other factors not examined in this study.

The regression coefficient (B = 0.756) implies that every one-unit increase in principal leadership score is associated with a 0.756 increase in teacher performance score. The high R value reflects a strong and meaningful relationship, confirming that leadership practices significantly shape teacher effectiveness at SDN 5 Tanjung Lago.

**Discussion**

The findings confirm that principal leadership significantly influences teacher performance within the school context. The strong correlation coefficient (0.782) indicates that leadership practices function not merely as administrative control mechanisms but as strategic determinants of instructional quality.

From the perspective of instructional leadership theory, principals who focus on supervising classroom instruction, aligning curriculum implementation, and providing structured feedback create conditions that enhance teaching effectiveness. Research by Hallinger and Wang (2020) emphasizes that instructional leadership directly strengthens teacher professional capacity and classroom performance. Similarly, Liu and Hallinger

(2021) highlight that leadership behaviors focused on academic monitoring significantly improve instructional outcomes.

The substantial  $R^2$  value (61.2%) indicates that leadership constitutes a dominant explanatory factor in teacher performance at SDN 5 Tanjung Lago. This aligns with transformational leadership theory, which posits that leaders who articulate a shared vision, provide intellectual stimulation, and offer individualized support foster higher teacher motivation and commitment (Leithwood et al., 2020; Nguyen et al., 2020). When teachers perceive leadership as supportive and development-oriented, their instructional engagement increases, which ultimately improves performance outcomes.

Moreover, the findings support previous studies demonstrating that participative decision-making and clear communication enhance school climate and teacher accountability (Thapa et al., 2020; Perdana & Widyasari, 2023). In this study, leadership dimensions related to communication and managerial coordination likely strengthened teacher consistency in lesson planning and evaluation practices.

However, although leadership explains a substantial portion of teacher performance variance, it is not the sole determinant. Educational effectiveness literature recognizes that teacher performance is influenced by intrinsic motivation, professional experience, institutional culture, and policy context (OECD, 2020; Tan & Dimmock, 2022). The remaining 38.8% variance may therefore be attributed to these multidimensional factors.

Overall, this study empirically validates established leadership theories within the specific context of SDN 5 Tanjung Lago. The results highlight that strengthening principal leadership capacity particularly in instructional supervision, professional mentoring, and collaborative management can serve as a strategic lever for improving teacher performance in primary education settings.

#### **4. CONCLUSION**

The study conclusively affirmed a significant and positive influence of the school principal's leadership on teacher performance at SDN 5 Tanjung Lago, accounting for 61.2% of the performance variance, which underscores the principal's critical role as an instructional and motivational catalyst. Practically, the Education Office and school management should prioritize targeted leadership development programs, focusing specifically on enhancing principals' skills in instructional guidance, constructive feedback provision, and emotional support to create an optimal working environment that directly boosts teacher output. For future research, it is recommended to conduct mixed-methods studies to qualitatively explore the 38.8% unexplained variance by investigating mediating factors such as intrinsic motivation and organizational culture, or by testing longitudinal effects of a specific leadership intervention program over a full academic year.

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