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The Interaction of the Effect of Principal's Leadership and Educational Financing on Junior High School Teachers' Performance

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Abstrak

Kepemimpinan sekolah berperan penting dalam efektivitas guru, karena pemimpin sekolah berperan dalam mengelola layanan pengajaran dan personel, kurikulum, siswa, dana pendidikan, fasilitas, dan bahkan hubungan. Tujuan penelitian ini adalah untuk menguji interaksi pengaruh kepemimpinan sekolah dan pembiayaan pendidikan terhadap kinerja guru sekolah menengah di Kabupaten Mahakam Ulu. Sebanyak 128 orang dan sampel sebanyak 104 orang guru berpartisipasi mengisi angket dalam penelitian ini. SPSS Statistics digunakan untuk analisis data dengan analisis deskriptif dan analisis regresi. Hasil penelitian ini menunjukkan bahwa kepemimpinan sekolah mempengaruhi 38% efektivitas guru, 55% dana pendidikan, dan 66% gabungan kepemimpinan sekolah dan dana pendidikan. Tujuan dari penelitian ini adalah untuk meningkatkan kedudukan kepala sekolah dalam dewan sekolah agar mengikuti pendidikan yang tidak terlalu bergantung pada pihak lain. Oleh karena itu kepala sekolah memiliki peran yang sangat penting dalam meningkatkan mutu sekolah. Oleh karena itu, revitalisasi kepala sekolah diperlukan karena sangat berpengaruh terhadap peningkatan kualifikasi dan efektivitas guru untuk mewujudkan sekolah yang berkualitas.

Kata Kunci: kepemimpinan kepala sekolah, pembiayaan pendidikan, kinerja guru

Abstract

Because the principal oversees services for teaching and education personnel, teaching programs, students, educational financing, facilities, and community connections, the principal's leadership has a significant impact on teacher performance. This study intends to ascertain how the leadership of the principal and educational funding affects junior high school teachers' performance in the Mahakam Ulu District. With a sample of 104 teachers and a population of 128, this study is quantitative. The methods of observation, surveys, and documentation are used to collect data. SPSS Statistics was utilized for data analysis, including regression and descriptive analysis. According to the study's findings, principle leadership has a 38% impact on teacher performance, education financing has a 55% impact, and principal leadership and financing together have a 66% impact. This study has implications for school leadership that will help administrators deliver instruction that is less reliant on outside sources. As a result, the principal is crucial to raising the standard of the school. To develop great schools, school principals must be revitalized because they have a significant impact on raising teacher performance and competency.

Keywords: principal leadership, education financing, teacher performance

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INTRODUCTION

Teachers, who are the center of education, play a big part in determining how well students do in school. Teachers must be capable of regulating learning and have a positive attitude toward their work, according to Regulation of the Minister of National Education No. 16 of 2007 concerning academic qualification criteria and teacher competencies. Teachers who work diligently, ethically, and with integrity will be able to demonstrate this good attitude in their work. To maintain the standard of education, professional development of teacher performance can be carried out utilizing an electronic portfolio (Gaduh et al., 2020; Maisyaroh et al., 2017).

The teacher's attitude to carry out the task well and professionally show effective performance is influenced by the work motivation needed by the teacher (Hanim et al., 2020; May et al., 2020). In connection with this study, the researchers made previous observations. The observations showed that many teachers worked less responsibly and enthusiastically in their duties. This teacher performance problem is evidenced by the lack of teaching preparation, arriving late to school, and lack of initiative in doing a job. In school leadership, the principal is a motivator (Darling-Hammond & Berry, 2016). The role of motivators is realized by providing motivation, dredging and changing teachers to implement discipline, and increasing performance effectiveness to recognize changes and progress in schools (Reddy et al., 2020). The principal's policy is to implement school management in managing the educational institution he leads. Thus, whether the teacher's performance is effective depends on the principal's influence in driving the teacher's performance (Dwiyono et al., 2022).

The cost of education is essential and cannot be separated from the implementation of the teaching and learning process (Amon et al., 2021). Sufficient school financing, good education, and adequate infrastructure can affect the performance of effective learning and guaranteed teacher welfare. Strategic financing and planning can be a control and evaluation in financial management (Lorensius & Ping, 2021; Tesfaye & Ababa, 2018) The use of effective and efficient education budgets is expected to improve the quality of educational services through teacher performance. Education financing influences learning facilities. Every utilization of financing facilities must be based on the principle of efficiency in the quality and quantity of the implementation of education and equipment.

Education financing in Mahakam Ulu Regency in 2019 was realized for the construction of twenty-four schools and teacher residences, and forty-two schools were also renovated. Based on the results of observations and interviews with the principal in junior high school, laboratory, and library facilities are inadequate to support learning activities. In addition, the minimum wage data of education and education personnel follow the East Kalimantan Regional Minimum Wage. The increase in school buildings must be balanced with adequate infrastructure and human resources to optimize their utilization. The utilization cannot be separated from the influence of financing management that can be managed by the school so that it can support the procurement and planning of learning facilities (Shaturaev, 2021). The two input instruments keep improving the quality of education through the teaching and learning process in schools.

Transparent and accountable financing management also motivates teachers to perform their duties and performance well. The financing/education budget management in Mahakam Ulu Regency high school has not met the standards. Education financing management must be transparent and accountable and apply the principles of good governance (Saragih, 2019). In managing school finances, the principal must hold firm and carry out the principles of good management consistently and continuously, transparency, accountability, and responsibilities simultaneously (Pujowati & Lestari, 2019). If the principal ignores any three variables, it can improve the teacher's performance.

Head of primary and secondary education, Dinas Pendidikan Mahakam Ulu Regency, based on the interview results that the ratio of school to students in Mahakam Ulu is 1:126 while the percentage of teachers to students is 1: 6. This ratio is above the ideal national average; the perfect balance of teachers and intermediate students is 1:24. Based on these data, the quality of education in Mahakam Ulu should be better. However,

reality proves another, the score of the National Examination at the junior high school level in 2019, Mahakam Ulu ranks last in the city district in East Kalimantan with an average score of 45.54. The average score on a national examination result is one of the indicators that can prove the improvement or not of the quality of education. On the other hand, the low quality of education in Mahakam Ulu Regency is also due to comparing the number of newly certified junior high school teachers, reaching 6.8%.

A recent study by Rahmadoni (2018) found that a performance-based education financing system functions as an intervening variable in the relationship between leadership and organizational commitment to teacher performance. Even though it is at the planning stage, the input used in the preparation is still rough estimates based on trends and not yet supported by valid data (Drummer et al., 2018). Currently, the implementation of performance-based budgeting in schools to improve teacher performance is still not optimal due to the problem of proper performance measures, so only limited to complying with statutory provisions. Departing from several existing research studies, this study intends to deepen knowledge about the influence of Principal Leadership and Education Financing on Teacher Performance, especially regarding the issue of implementing performance-based budgeting, especially in the context of newly expanded districts, such as the current Mahakam Ulu District. Based on the above problems, researchers strongly assume that the low performance of teachers is influenced by many factors, including the leadership of the principal and education financing. Therefore, this study aims to determine the influence of the principal's leadership on teacher performance and the impact of education financing on the performance of junior high school teachers in Mahakam Ulu Regency in East Kalimantan.

METHOD

This study is quantitative, using a sample of 104 Mahakam Ulu teachers and a population of 128 students in seven schools. From March to June 2022, the study was carried out in junior high schools in the Mahakam Ulu District. A two-way descriptive and regression analysis was used to analyze the data, which were gathered using questionnaires. The research's independent variables were the principal's management (X1) and funding for education (X2). A dependent value is the junior high school teachers' (Y) performance in the Mahakam Ulu Regency (Y). The mean of each variable was determined by descriptive analysis prior to the hypothesis test. The efficient Kolmogorov was used for the data normality test. Smirnov equation (sig-counted). ANOVA was used to examine the homogeneity test when sig. After that, a two-way inferential analysis was used to test the hypothesis at a significance level of 0.05 (5%) in order to determine the relationship between the performance of junior high school instructors and the leadership of the principal as well as the financing and funding of education.

RESULTS AND DISCUSSION

Principal Leadership's Effect on Teachers' Performance

The first claim is that in Mahakam Ulu, East Kalimantan Province, teachers' performance is unaffected by the leadership of the principal. In Table 1, the following findings of statistical calculations can be found:

Table 1. A Straightforward Regression Analysis Showing How Principal Leadership Affects Teachers' Performance

Coefficients					
Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2,456	,220		11,164	,000
Principal Leadership X1	,421	,054	,612	7,821	,000

a. Dependent Variable: Teacher Y Performance

Source: Data processing results, 2021.

The regression equation is shown in Table 1 as follows: $Y = 2.456 + 0.421X_1$. The constant value of 2,456 states that the principal leadership variable has a regression coefficient of 0.421, which means that if the principal's leadership increases by one unit, the teacher's performance will increase by 0.421 units with a value of significance. If there are no other variables that affect teacher performance, the constant value of 2,456 states that. As a result, H_0 is rejected while H_1 is approved because F-count exceeds F-table. Therefore, the leadership of the principal has a considerable impact on the effectiveness of junior high school instructors in the Mahakam Ulu Regency.

Table 2. Correlation Coefficient Test and Coefficients Determination between Principal Leadership (X_1) Against Teacher Performance (Y)

Variable	N	r-count	r-table	R^2	α	Sig
X_1 towards Y	104	0.612	0,1946	0,375	0,05	0,00

The correlation between teacher performance and principal leadership is shown in Table 2 to be r-count (0.612) > (0.1946) r-table with a significant 0.00 0.05. The H_0 theory was disproved. H_a acknowledged that there was a considerable relationship between teacher performance but found no connection between the principal's leadership and student achievement. The principal leadership variable's influence on the teacher performance variable (Y to X_1) with a contribution of 38% of the remaining 62% is a contribution of other factors, according to the determination coefficient (R^2) of 0.38.

This positive and significant influence suggests that the better leadership shown by the principal contributes to the improvement of teacher performance as an educator. Thus, a principal should be an excellent motivator to influence and change the teacher in carrying out his duties towards an effective and better one (Nilda et al., 2020). These findings support previous research that principals can provide influence and change to teachers to implement discipline and effectiveness of performance to realize changes and progress of schools. The policy decided by the principal is the implementation of school management carried out by the principal in managing educational institutions (Gümüş et al., 2021; Warman, Lorensius, et al., 2021). The results of this study also support the research that the effectiveness of the principal leads responsibly and can create a conducive school climate through a leadership style that is firm, disciplined, compassionate, responsible and transparent, and close to the school residents; teacher colleagues, education personnel, students and parents of students. The principal manages the school he leads well so that all the difficult work can be solved together through a comfortable and familial atmosphere (Liu & Hallinger, 2018).

The study's findings are pertinent to the field because they show that effective leadership in terms of planning, organizing, leading, coordinating, and supervising can have an impact on teachers' performance. Teachers are responsible for planning, implementing, assessing, providing direction, and doing other duties. The principal's leadership is crucial in directly affecting teacher performance, altering the caliber of learners, and overseeing instructors as they carry out their duties. The findings of this study are also pertinent to earlier studies showing that a democratic, cordial, and communicative leadership style has a favorable and significant impact on teachers' performance. This finding demonstrates how effective principal leadership has a major impact on teacher performance, enhancing motivation and performance in professional task completion and career growth.

Teacher Performance and Educational Financing

The second hypothesis (H_0) states that education funding has little impact on junior high school teachers' effectiveness in Mahakam Ulu. The findings of the statistical analysis demonstrated a substantial correlation between education funding and junior high school teachers' performance in Mahakam Ulu Regency. In Table 3, the following findings of statistical calculations may be found:

Table 3. A Straightforward Regression of the Impact of Funding For Education on Teacher Performance

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	,839	,298	,743	2,819	,000
1 educational financing X ₂	,833	,074		11,205	

a. Performance of teachers, a dependent variable.

Table 3 shows a straightforward simple linear regression equation: $Y = 0.839 + 0.833X_2$, which explains the educational financing variable (X_2), teacher performance (Y), and the constant of 0. 839. The teacher's performance will increase by 0. 833 units if variable education financing is increased by one unit, according to its regression coefficient of 0. 833. Based on Table 3, this likewise acquired a significant value of $0.000 < 0.05$ for funding education. This means that H_0 is that there is no substantial impact of education financing on the performance of junior high school teachers in Mahakam Ulu Regency. It may be concluded that the variable of education financing has a positive and significant effect on teacher performance. H_a agreed and rejected the idea that teacher performance is significantly impacted by funding for education. Additionally, Table 4 displays the results of the Product Moment correlation method's determination of a straightforward link between education funding and teacher performance:

Table 4. Correlation Coefficient Test and Determination Coefficiency between Financing (X₂) and Teacher Performance (Y)

variable	N	r-count	r-table	R ²	á	Sig
X ₂ towards Y	104	0,743	0,1946	0,552	0,05	0,00

Table 4 shows the following simple linear regression equation: $Y = 0.839 + 0.833X_2$, which describes the relationship between the education financing variable (X_2) to the teacher's performance (Y) and the constant value of 0.839. The education financing variable has a regression coefficient of 0.833, which means if financing education. If there is an increase of one unit, the teacher's performance will increase by 0.833 units. Based on Table 3, there is also a significant value on education financing of $0,000 < 0.05$. It can be said that the factor affecting how much money is spent on education is beneficial. It has a significant impact on teacher performance, which means that H_0 's argument that education financing has little to no impact on junior high school teachers' performance in the Mahakam Ulu Regency is rejected and H_a agrees that education financing has a significant impact on teacher performance. Furthermore, the results of the calculation of a simple correlation between education financing and teacher performance with the Product Moment correlation method are shown in Table 4.

Principal leadership and funding for education have an impact on teachers' performance.

The third theory holds that principal leadership and educational funding have no discernible impact on teachers' performance.

Table 5. Summary of Multiple Regression Results

Coefficients					
Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	,511	,267	,364	1,916	,058
Principal Leadership X ₁	,250	,044	,589	5,685	,000
1 Education Financing X ₂	,661			9,215	,000

a. Dependent Variable: Teacher performance

Table 5 shows the existence of regression equations $Y = 0,511 + 0,250X_1 + 0,661X_2$. Based on the multiple linear regression equations, it can be explained about the relationship between free variables and bound variables. The constant value of 0.511 indicates that the teacher's performance, caused by an increase in the principal leadership variable, has a regression coefficient of 0.250, affecting the improvement of teacher performance. At the same time, the education financing program has a regression coefficient of 0.661, which affects the improvement of teacher performance by 0.661 units. Furthermore, a double correlation test is carried out, as shown in Table 6 below, to find out the relationship between the three variables between free and bound variables.

Table 6. Double Correlation Coefficient Test and Determination Co-Efficiency between Principal Leadership (X1) and Education Financing (X2) to Teacher Performance (Y)

Variable	N	r-count	r-table	R ²	á	Sig
X ₁ . X ₂ to Y	104	0.813	0,1946	0,660	0,05	0,00

With an r-count correlation coefficient of $(0.813) > (0.1946)$ and a significance of 0.000 of 0.05, Table 6 demonstrates the strength of the relationship between principal leadership and education financing (X1.X2) to teacher performance (Y). Accordingly, there is a major impact on teacher effectiveness, school leadership, and educational funding. It also indicates that H₀ is rejected and H_a is approved. While the principal leadership variable (X1) and education financing (X2) both contributed 66% of the remaining 34% to teacher performance (Y), the coefficient of determination of 0.66 indicates that there is still another variable at play. The three hypotheses of this study are significant, according to the outcomes of statistical computations.

The findings demonstrated a favorable and significant impact of both variables—principal leadership and educational funding—on the productivity of junior high school teachers in Mahakam Ulu Regency. The more effectively the principal manages the school's operations, the more productive teachers can teach and manage their monuments. The leadership of the school's principal has a direct impact on how well the students are taught. Schools with strong leadership and accountability can inspire faculty, staff, and students to achieve the institution's vision, mission, goals, and targets in order to enhance teaching and learning and the overall standard of the institution.

Similarly, if the school has adequate funds and can utilize them appropriately and adequately, it can affect teachers' performance. These findings show that the more acceptable the cost of education incurred by schools effectively and efficiently, the higher the standard of the educational process. As a result, one of the key

variables in assessing how well a school is doing is the cost of education. As a result, both the principal's management and the funding of education play a role in enhancing a teacher's performance. The principal is the highest leader who manages the cost of education in the institution he leads. Good leadership positively impacts proper budgeting in completing school infrastructure, completing learning facilities, and fulfilling teacher welfare, which makes teachers responsible in their work to provide maximum results for improving teacher performance.

The findings of the study show that teacher performance is highly positively impacted by the principal's leadership variable. In other words, teachers perform better when the principal is leading well. This is consistent with research by Anggal et al. (2019), which found that teacher performance is highly impacted by the school principal's leadership. It is believed that the effectiveness of the process mediates the effect of the principal's leadership on teacher performance since the proportion of real influence is higher than the direct effect. If the school principal is an effective leader and the school has adequate financing for its operations, graduate teachers will do even better.

A well-constructed budget can act as a roadmap for organizing and guiding performance as well as a monitoring tool for evaluating the administrative effectiveness of school principals. According to goal-setting theory, performance-based budgeting will help businesses operate better by producing exact target results. Clear performance goals will help employees grasp their roles and responsibilities as well as the objectives of the established plans and strategies.

According to the study's findings, there is a direct relationship between the cost of education and teacher performance, and there is also an indirect relationship between the cost of education and process quality, which means that the stronger the cost of education is supported by process quality, the stronger the effect of teacher performance. As a result, teacher performance is positively and significantly impacted by school costs. This study supports studies by Amon et al. (2021) and Zaini et al. (2019), which demonstrate how principal school leadership and education costs together affect teacher performance. It can be claimed that the effectiveness of the process mediates the effect of education costs on teacher performance since the proportion of genuine influence is higher than the direct effect.

CONCLUSION

Following discussion and study findings, the following conclusion can be drawn: First, in Mahakam Ulu Regency, the principal's leadership has a favorable and considerable impact on the performance of junior high school instructors. The leadership of the principal is essential in inspiring, directing, mobilizing, and monitoring teachers' performance in accordance with current regulations. The performance of junior high school teachers in Mahakam Ulu Regency to meet learning needs and utilize the available infrastructure in supporting the smooth learning process and improving school quality is positively and significantly impacted by effective and efficient education financing, according to the second point. Third, the performance of junior high school teachers in the Mahakam Ulu Regency is favorably and considerably impacted by the principal's management and the funding of education. The implementation of the learning process, career advancement, and teacher welfare are three interrelated elements that have an impact on enhancing teacher effectiveness. The principal can serve as an example for instructors looking to develop their potential as well as a more extensive source of funding for the school.

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