

Analysis of leadership quality and communication ability towards teacher performance

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Abstract

Many factors can make teacher performance more optimal, for example, the leadership quality and communication skills of the school principal. This article aims to: (1) describe the leadership quality of the principal of the Muhammadiyah Oil and Gas Vocational School in Cilacap; (2) describes the communication skills of the head of the Muhammadiyah Migas Vocational School Cilacap; (3) describe the performance of SMK Muhammadiyah Migas Cilacap vocational teachers; (4) determine the influence of the quality of school principal leadership on the performance of SMK Muhammadiyah Migas Cilacap teachers; (5) find out the influence of school principals' communication skills on the performance of Cilacap Vocational High School Muhammadiyah teachers; and (6) find out the influence of leadership quality and communication skills of principals on the performance of SMK Muhammadiyah Migas Cilacap teachers. This research is a quantitative study using descriptive analysis and multiple regression analysis. The population in this study were 33 teachers in Muhammadiyah Migas Vocational School Cilacap. Data collection techniques used a closed questionnaire method. Descriptive analysis results show that: (1) The quality of the principal's leadership can be classified in good categories, (2) The communication skills of the principal can be classified in either category; and (3) Teacher performance is included in the classification of good categories. Furthermore, the results of the regression analysis showed that: (1) there was a positive influence on the quality of the principal's leadership on the teachers' performance; (2) there is a positive influence of communication skills on the performance of teachers; (3) and there is a positive influence on the quality of the principals' leadership and communication skills together on the performance of the teachers.

Keywords: communication skills, leadership quality, school principal, teacher performance

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INTRODUCTION

Leadership is the key to opening an organization's success, leadership is defined as the exercise of authority and decision making. A leader has an important role both in managing, organizing, guiding, supervising and evaluating all programs carried out by members who are led (Marsongko, 2009). Thus, leadership is an activity to influence the people or members who are led so that they achieve goals in an organized manner. Leadership in this case is the principal as a central point in the success of efforts to improve teacher performance, so that teachers can become a professional education as stipulated in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Chapter XI article 39 paragraph 2, stated that "Educators are professionals who are tasked with planning and implementing the learning

process, assessing learning outcomes, conducting mentoring and training as well as conducting research and community service, especially education at universities". The article points to the teacher, that the teacher is an educator who is at the same time a professional who is responsible for the implementation of learning activities, ranging from planning the implementation of learning to evaluation and follow-up in learning.

The principal as a leader must be able to include: protecting or protecting subordinates, encouraging morale, as well as being an example for teachers in improving performance. In order to anticipate this phenomenon, the principal is expected to use the human approach. That is, the treatment of superiors must be more democratic and reflected in the terms of protecting, motivating and imitating subordinates with the limits of ability that are balanced with cognitive, affective and psychomotor domains. The balance of the mastery of the realm, in turn is able to support the work optimization of subordinates or teachers while still being controlled by the existing rules. If a leader or principal is authoritarian or does not care about his / her subordinates / teacher, so is the reciprocity that will be given by the teacher, they will behave individually and not communicate well between all parties in relation to efforts to achieve optimal performance. So, it will decrease the quality of teacher work (Wildan, 2017).

The reality on the ground, shows that there are still many factors that can affect the level of teacher performance used as a benchmark for the success of schools in carrying out their duties and functions. Therefore, several factors that emerge and become the reasons of elementary school teachers and still need attention from all parties, both superiors and friends in professional organizations are factors: the quality of the principal's leadership and communication skills will be used as a reference to improve or improve the performance of private vocational school teachers in particular. In addition, there is still an authoritarian headmaster's pattern of leadership that does not pay attention to the values of humanity of teachers, a work climate that is not conducive between peers, and a work culture that is not based on an awareness of duties and responsibilities, so this results in low efforts to improve optimal performance (Kartono, 2016).

The word quality in general is often terminated and is the same as the word quality. In connection with the understanding of the quality of leadership of school principals in this case refers to the effective leadership of principals who are expected to stimulate quality education, and which can be measured from the position to participate in the intellectual life of the nation and promote national culture. According to Martoyo (2014), leadership is the overall activity in order to influence people to want to work together to achieve a goal that is desired together. These two series of words can emphasize that efforts to influence others to achieve common goals appear to be the main thing. Judging from its development, Thierauf, Klekamp, and Geeding in Martoyo (2014) suggested three leadership concepts, namely: Leadership is within the individual leader, Leadership is a function of the group, and Leadership is a function of the situation. "Leadership is within the individual leader, is a concept that views leadership as an ability in the form of traits that are carried from birth by a leader. Leadership is a function of the group, a concept that considers that the essence of leadership is more emphasized on the nature of a group than on the personal nature of the leader. Leadership is a function of the situation, is a concept that views leadership as an interaction of various internal and external factors of the organization. Examining the opinion above, then to achieve leadership that is high, in this case a leader, namely the principal who

is identical to the effective headmaster. Effective school principals are leaders who are able to provide inspiration and good examples for teachers, staff, and other employees (Somad, 2014). The theory was adopted to achieve the quality of school principal leadership in SMK. Paul Harsey and Kenneth H Blanchard (Anwar, 2013) suggested that leaders and followers actually do not have to always be in a hierarchical position; superiors - subordinates, but a leader who can potentially work with potential followers too, no matter boss, colleague or subordinate. Thus, the principal's life in the school, especially in the learning process, is a hierarchical relationship that is structurally a relationship between a leader and all school members (teachers, students, parents of students, and school committees). Teacher potential and student potential can be equally utilized in an effort to improve learning activities and as an effort to improve the quality of education in accordance with the objectives.

Somad (2014), argues that quality and effective leadership includes three elements, namely: leadership that: (1) is able to empower the full potential of the school optimally, all teachers, staff and other employees feel involved in achieving the goals that are has been determined by the school; (2) able to provide satisfaction for school stakeholders; (3) able to provide inspiration and good examples for teachers, staff, and other employees. These three elements of effective leadership must be succinctly supported by the ability to empower optimal school potential, the ability to satisfy all school stakeholders, and the ability to inspire and set a good example for all elements in the school. Based on the various theories put forward above, the theory of principals 'leadership quality referred to in the researcher refers more to the theory of quality principals' leadership theories that embrace Mulyasa's theory (2017), which is summarized with the following criteria: (1) Empowering teachers in the process of learning activities, (2) Completing the right tasks and work, (3) Establishing a harmonious relationship with the community, (4) Applying appropriate leadership principles, (5) Working with a management team, and (6) Realizing the goals of the school.

In addition to the quality factor of the principal's leadership, the communication ability factor also influences the performance of teachers in schools. Communication skills are someone who has the ability to communicate well, they have the characteristics of: clever organizing thoughts in the form of clear speeches, using speech that is pleasant to hear, able to attract the attention of others; able to overcome and reduce the ambiguity inherent in the organization, and give instructions to members talking to each other to build the environment and understand new situations that require the acquisition of shared information (Alma, 2015).

Djamarah (2017) defines communication as the process of delivering a statement or information by someone to someone else. That understanding involves more than just words used in conversation but also facial expressions, breaking point, vowels and so on. Furthermore, Alma (2015) stated that someone who can communicate means that they are good at organizing thoughts into clear speech forms, using speech that is pleasant to hear, able to attract the attention of others. Thus, to create good communication, this is always followed by honest and consistent behavior in the conversation will be able to help someone in developing a future career. While Sagala (2013) states, that communication is a personal process, because the meaning or understanding obtained is basically personal. However, communication is dynamic. Interaction is a hallmark of the continuity between the communicator and the communicant well.

Based on the opinions described above, it can be concluded that communication skills are qualifications possessed by someone who supports the process of delivering a message by the communicator to the communicant and causes certain effects that are followed by honest and consistent behavior in talks that can help someone in developing a future career. The linkage in this research communication theory adopts from Alma Theory (2015) which is summarized by researchers, that someone who has the ability to communicate well, they have the characteristics namely: clever organizing thoughts into clear speech forms, using pleasant speech be heard, able to attract the attention of others; able to overcome and reduce the ambiguity inherent in the organization, and give instructions to members talking to each other to build the environment and understand new situations that require the acquisition of shared information. While the elements contained in communication, including: Purpose, ideas and feelings, the codification process of the message by the sender; the process of sending a message to the recipient; presence of channels or channels; the process of decoding messages by the recipient; responses by message recipients; and the possibility of obstacles (Supraktinyo, 2015).

With the quality of the principal's leadership and good communication skills, teachers are expected to further improve their professional performance so that they can realize optimal work results. Thus, teachers are also expected to be able to develop innovative learning models up to the effort to achieve students' complete learning. by still basing on the learning procedures or systems set by the teacher. This means that since the teacher makes a plan of learning activities up to evaluating the learning outcomes students need to get a special assessment from the supervisor or the principal. This aims to find out the teacher is able to achieve work optimization in a professional manner.

According to Law No. 14 of 2005 concerning Teachers and Lecturers, Teachers are professional educators whose main task is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education, basic education, and middle education. Byars and Rue (2004) suggested that "Performance refers to the degree of accomplishment of the tasks that make up an individual is fulfilling the requirements of a job." Byars and Rue's opinion means that performance refers to the degree of completion of tasks that complete the job someone. This reflects how well a person is in carrying out the demands of a job. The same thing stated Moqvist (2003), that the definition of performance comes from the English translation of performance, that is actual accomplishment as distinguished from potential ability, capacity, or aptitude which means the achievement of actual achievement that is different from the potential ability, ability, or talent. Even more clear are the definitions put forward by Byars and Rue (2004), namely "... to the degree of accompaniment of the tasks that up an individual's job. It reflects how well an individual is fulfilling the requirements of the job, "that is, performance leads to a level of achievement of the tasks performed by someone. This illustrates how capable people meet the demands of the job they have or are their job. To achieve maximum performance, teachers must try to develop all their competencies and also take advantage of and create a situation that exists in the school environment in accordance with applicable rules. Performance is a measure that includes the effectiveness and efficiency in achieving goals and efficiency which is the ratio of effective output to input needed to achieve that goal (Robbins, 2008). Thus, the performance can be said as a person's work behavior to achieve goals. Work behavior which in turn influences work outcomes, there are two factors, namely: (1) internal factors,

such as skills and efforts, and (2) external factors, such as: economic conditions, government policies, curriculum changes, etc. Based on this description, it can be concluded that the performance of vocational school teachers is a performance that shows the level of success of vocational school teachers in carrying out work tasks that include the ability of teachers to carry out a series of teaching and learning processes with all their expertise to produce satisfactory results in order to achieve educational goals.

Muhammadiyah Migas Vocational School, Cilacap, is one of the private Vocational Schools in Cilacap Regency which is still relatively young, but has good public interest. This can be stated by the always increasing interest in entering the SMK. With complete facilities, professional teachers, quality leadership, effective communication from all parties, various learning methods, as well as various excellent features such as: professional employment, namely teachers with a bachelor's degree, various academic and non-academic achievements have been achieved, such as champion I drew district level posters, champion II pencak silat district level, and carried 10 medals at the Al-Qur'an Olympics (OLIQ), as well as advanced school infrastructure, such as: learning computers, administrative computers, LCD projectors, laptops, telephone and multimedia rooms, meeting rooms, and learning models by consistently applying the 'English Day Program'. These various phenomena cannot be separated from the factors of leadership quality and communication to the teacher performance.

So far, there has been no study whether the quality and communication skills of school principals affect the performance of teachers at the Muhammadiyah Vocational High School in Cilacap. Referring to the problems that have been discussed, the researchers intend to analyze the quality of the principal's leadership and communication skills on the performance of the teachers of the Muhammadiyah Migas Vocational School in Cilacap.

RESEARCH METHOD

This research is correlational quantitative research. The research design is presented in Figure 1.

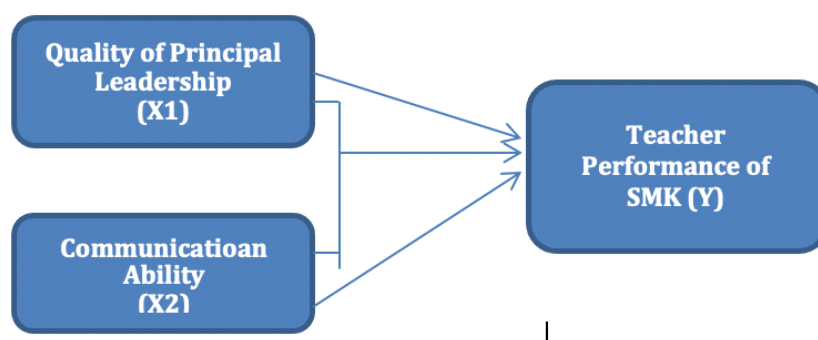


Figure 1. Research design

The study was conducted at the Muhammadiyah Oil and Gas Vocational School in Cilacap. While the research took place from August to November 2019.

Faisal (2013) defines a population identical to the subject of research, that is, it refers to the person / individual or group used as the unit or unit (case) under study. So, it can be said that the population is the total number of subjects to be studied. Considering the number of subjects that are affordable

for all to study, this type of research includes population research. The population in this study were all 33 Muhammadiyah Vocational High School teachers in Cilacap. Thus, a total of 33 teachers all used as research sub-subjects as well as research samples.

Data collection methods in this study used a questionnaire or questionnaire and documentation. Azwar (2016) provides a questionnaire or questionnaire definition is a form of data collection instrument that is very flexible and relatively easy to use. The reason for using the questionnaire method, because with these methods researchers can save, time, energy and money. On the basis of other considerations, both practically and methodologically, the filling is done directly by respondents using a type of direct and closed questionnaire, because the answers are already available, and respondents only need to choose alternative answers that are already available.

The instrument used for data collection in this study was a questionnaire, which was developed into 25 items using each Likert scale. This means that answers that support questions / statements are given a high score, whereas answers that don't support are given a low score. The gradations on the Likert scale are: SA (Strongly Agree) given a score of 5; S (Agree) score 4; N (Neutral) is given a score of 3; TS (Disagree) was given a score of 2; and STS (Strongly Disagree) was given a score of 1 (Sugiyono, 2014) Furthermore, after scaling with a Likert scale, further items were arranged, for leadership quality variables developed into 25 items, the communication skills questionnaire was developed into 25 items, and questionnaires teacher performance was also developed into 25 items: A good measurement must meet the validity requirements. "Validity is a measure that shows the levels of validity or validity of an instrument" (Arikunto, 2017). To determine the level of validity of items, the value of the correlation coefficient will be compared with the value of the correlation coefficient table with a significance level of 5% Test the validity of the measuring instrument, first look for the correlation price between the parts of the measuring instrument as a whole by correlating each item measuring instrument with a total score which is the sum of each score score with the formula Pearson Product Moment, provisions for validi test bag is if $r_{count} > r_{table}$ then the instrument is valid and if the opposite is invalid. The results of the validity test on all three instruments were valid items, but there were no missing items, because the items had $P > 0.05$, and all three instruments were ready to be used to retrieve the actual data. As for the reliability tests of the three instruments, it shows that the reliability level of a reliable means that it can be trusted and can be relied upon. According to Allen & Yen (1994), the reliability of the problem is said to be good if it has an Alpha coefficient of not less than 0.70. Because the cognitive ability test reliability is greater than 0.70, the reliability is high. The results of the reliability test conducted by computerizing the SPSS program Version.18 for the instrument of leadership quality of the principal obtained an Alpha reliability coefficient (rii) of 0.977; communication skills obtained reliability coefficient of 0.973; and obtained a reliability coefficient of 0.974 because the results of the coefficients obtained from the three instruments are all greater than 0.70, it can be categorized as having a high reliability.

The analysis technique used is quantitative descriptive analysis. According to Suryabrata (2011) "descriptive research is research that intends to make a description (description) of situations or events". This type of quantitative research because the research involves the process of data collection, data analysis and data interpretation, as well as writing research results (Creswell,

2016). This means that research plays the numbers from the acquisition of data sources or information from respondents obtained through a questionnaire. The analysis used in this research is quantitative descriptive analysis, using multiple regression analysis. However, before the significance of the research was conducted, this study used three classic assumption test models, namely: (1) Normality test by looking at the P-P Plot of Regression Standardized Residual graph. (2) Linearity test with the Anova wan way model and see the F value; (3) Multicollinearity test that can be seen from the value of tolerance and VIF (Variance Inflation Factor) in the regression model.

RESULTS AND DISCUSSION

Data description

Data on the quality of school principals' leadership

Data on the quality of school principals' leadership was obtained with an instrument in the form of a closed questionnaire with 25 items, the score used in the questionnaire was 1 - 5, the maximum score = 125; Minimum score = 25, mean (M) = 75 and standard deviation (SD) = 12.5. Based on the results of data analysis, the maximum score = 120; minimum score = 83 average = 108.45; median = 111; mode = 117; and standard deviation = 8.94. As for the frequency distribution of school principals' leadership quality scores is shown in Table 1.

Table 1. Distribution of school principals' leadership qualities

Interval	Frequency	Percentage	Comulative Percentage
110 – 115	4	12,12	100,00
105 – 110	7	21,21	87,88
100 – 105	6	18,18	66,67
95 – 100	4	12,12	48,49
90 – 95	1	3,03	36,27
85 – 90	5	15,15	33,34
80 - 85	6	18,18	18,18
Total	33	100.00	--

Based on the data in Table 1, then for categorizing data on the leadership quality of the principal of the SMK Muhammadiyah Migas Cilacap Vocational School, it is classified in Table 2.

Table 2. Principal's leadership qualities

Category	Frequency	Percentage (%)
High (over 87)	27	81,81%
Medium (62– 87)	6	18,18%
Low (Less than 62)	0	00,00%
Total	33	100%

Table 2 above shows data on the quality of leadership of the principal of SMK Muhammadiyah Migas Cilacap 81.81% in the high category and the remaining 18.18% in the moderate category. Thus it is stated that most of the leadership qualities of the SMK Muhammadiyah Oil and Gas Vocational School Cilacap are in the good category. Based on the frequency distribution in Table 5 above, it is histogrammed as presented in Figure 2.

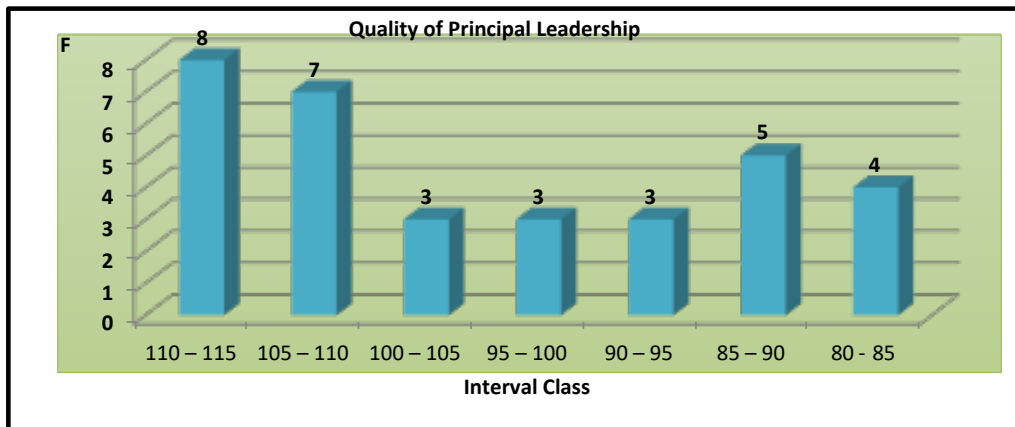


Figure 2. Histogram of principals' leadership qualities

Data communication capabilities (X2)

Principal communication data obtained with the instrument in the form of a closed questionnaire with 25 items, the score used in the questionnaire is 1 - 5, the maximum score is 125; Minimum score = 25, mean (M) = 75 and standard deviation (SD) = 12.5. According to the results of data analysis the maximum score = 118; minimum score = 81; average = 95.57; median = 97; mode = 85; and standard deviation = 11.23. The frequency distribution of communication ability scores is shown in the following Table 3.

Table 3. Distribution of principals' communication skills

Interval	Frequency	Percentage	Commulative Percentage
110 - 115	3	9,09	100,00
105 - 110	5	15,15	90,91
100 - 105	5	15,15	75,76
95 - 100	4	12,12	60,61
90 - 95	1	3,03	48,49
85 - 90	3	9,09	45,46
80 - 85	12	36,36	36,36
Total	33	100.00	--

Based on the data in Table 3, then for categorizing data on the leadership qualities of the principal of the SMK Muhammadiyah Migas Cilacap Vocational School are classified in Table 4.

Table 4. Principal's communication skills

Category	Frequency	Percentage (%)
High (Over 87)	21	63,63%
Medium (62 - 87)	12	36,36%
Low (Less than 62)	0	0.00%
Total	33	100%

Table 4 shows the data of the communication skills of the principal of SMK Muhammadiyah Migas Cilacap 63.63% in the high category, and the remaining 36.36% in the medium category. This means that some of the communication

skills of the headmaster of the Muhammadiyah Migas Vocational School Cilacap are in the good category. Based on the frequency distribution of the table above, it is presented in Figure 3.

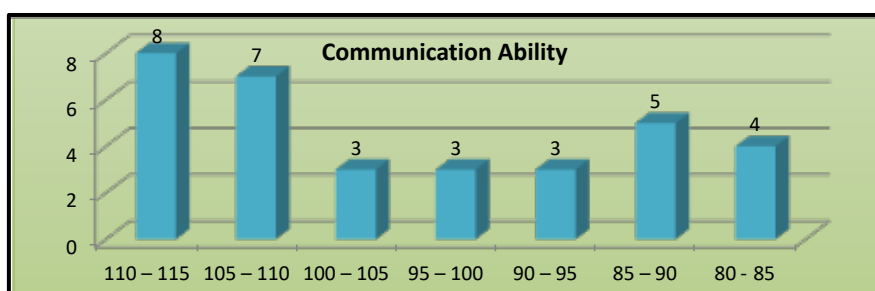


Figure 3. Histogram of communication skills

Teacher performance data (Y)

Teacher performance data obtained with an instrument in the form of a closed questionnaire with 25 items, the score used in the questionnaire is 1 - 5, the maximum score = 125; Minimum score = 25, mean (M) = 75 and standard deviation (SD) = 12.5. According to the results of data analysis the maximum score = 114; minimum score = 82; average = 100; median = 104; mode = 108; and standard deviation = 11.23. Furthermore the frequency distribution of teacher performance scores is shown in Table 5.

Table 5. Distribution of teacher performance

Interval	Frequency	Percentage	Commulative Percentage
110 - 115	8	24,24	100,00
105 - 110	7	21,21	75,76
100 - 105	3	9,09	54,55
95 - 100	3	9,09	45,46
90 - 95	3	9,09	36,37
85 - 90	5	15,15	27,28
80 - 85	4	12,12	12,12
Total	33	100.00	--

Based on the data in Table 5, then for categorizing data on the performance of SMK Muhammadiyah Migas SMK Cilacap teachers are classified in Table 6.

Table 6. Teacher performance

Category	Frequency	Percentage (%)
High (Over 87)	29	87,87
Medium (62 - 87)	4	12,12
Low (Less Than 62)	0	00,00
Total	33	100

From Table 6 above, it shows that the data of the communication skills of the principal of SMK Muhammadiyah Migas Cilacap 87.87% is in the high category and the remaining 12.12% is in the medium category. This can be interpreted that some of the communication skills of the SMK Muhammadiyah Migas SMK Cilacap school principals are in the medium category. Based on the frequency distribution in table 6 above, it is histogrammed as Figure 4.

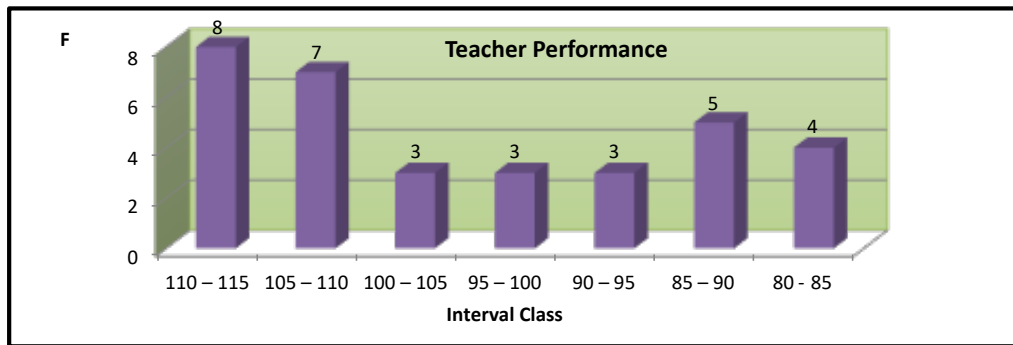


Figure 4. Histogram of communication skills

Classical assumption test

Normality test

Normality test is done to see whether the residual value is normally distributed or not. Normality test aims to test one of the basic assumptions of multiple regression analysis, namely the independent and dependent variables must be normally distributed or close to normal (Ghozali, 2006). This normality test is an agreement to state whether the principal's leadership score, communication skills, and teacher performance data from the population are normally distributed or not. Testing whether the data is normal or not in this study uses SPSS version 18 statistics through the One Sample Kolmogorov-Smirnov Test. The normal test method for data distribution is carried out by looking at the significance value of the variable, if the significance is greater than 0.05 at an alpha significance level of 5%, then it shows the normal data distribution.

Based on data processing with SPSS Version 18, the significance value (sig) of the leadership qualities of the principal was obtained by $0.533 > 0.05$; communication skills of $0.156 > 0.05$; and teacher performance by $0.154 > 0.05$. So it can be concluded that all three data are normally distributed.

Linearity test

The instrument linearity test was used with the F test. The relationship between each variable was stated linear, when $F_{hit} < F_{table}$. The results of data processing with SPSS Version 18 obtained the significance value of the influence of the quality of the principal's leadership on teacher performance by $0.00 < 4.15$; the effect of communication skills on teacher performance by $0.13 < 4.15$. So, it can be concluded that the two relations of influence of each independent variable on teacher performance are all linear, because all the results of F_{count} smaller than F_{table} $N = 33$ are 4.15.

Multicollinearity test

Multicollinearity test is conducted to see from the two independent variables namely the quality of leadership of the principal and communication skills with teacher performance does not occur multicollinearity, with criteria the value obtained must be < 1.00 . Therefore, the two variables do not occur multicollinearity. This is done as a requirement before testing multiple regression analysis.

Hypothesis testing

Based on the Pearson correlation test results and multiple regression analysis, the results obtained:

1. There is a positive influence on the quality of school principals' leadership on the performance of teachers at the Muhammadiyah Migas Vocational School in Cilacap, with the results of $r_{X1Y} = 0.841 > 0.344$.
2. There is a positive influence of communication skills on the performance of teachers of the Muhammadiyah Oil and Gas Vocational School in Cilacap, with the results of $r_{X2Y} = 0.898 > 0.344$.
3. There is a positive influence on the quality of school principals leadership and communication skills on the performance of teachers at the Muhammadiyah Oil and Gas Vocational School in Cilacap, by obtaining the results of R Square or $R^2 = 0.779 > 0.344$., With Freg = $52.889 > 3.32$.

Discussion

Based on the correlation and multiple regression tests conducted show that there is an influence of the quality of the principal's leadership on the performance of the teachers of the SMK Muhammadiyah Migas Cilacap. This means that teacher performance can be influenced by the quality factor of the principal's leadership. Thus giving meaning that the higher the quality of leadership of the principal the higher the teacher's performance. Conversely the lower the quality of leadership of the principal the lower the teacher's performance.

There is an influence of the quality of communication skills on the performance of teachers of the Muhammadiyah Migas Vocational School in Cilacap. Thus the teacher's performance can be influenced by communication ability factors. This means that the higher the communication skills, the higher the teacher's performance. Conversely the lower the communication skills, the lower the teacher's performance.

There is an influence of the quality of the principal's leadership and communication ability on the performance of the Muhammadiyah Vocational High School teachers in Cilacap. This means that teacher performance can be influenced by the quality factor of the principal's leadership. This gives the meaning that the higher the quality of the leadership of the principal supported by effective communication skills, the teacher's performance will also be low. Conversely the lower the quality of the leadership of the principal supported by low communication skills, the teacher's performance is also low.

CONCLUSION

Based on the results of data analysis it can be concluded that (1) The quality of leadership of principals can be classified in good categories, (2) The communication skills of the principal can be classified in either category, (3) Teacher performance is included in the classification of good categories, (4) There is a positive influence on the quality of school principals' leadership on the performance of teachers at the Muhammadiyah Migas Vocational School in Cilacap, (5) There is a positive influence of communication skills on the performance of teachers of the Muhammadiyah Oil and Gas Vocational School in Cilacap, (6) There is a positive influence on the quality of school principals' leadership and communication skills on the performance of teachers at the Muhammadiyah Migas Vocational School Cilacap.

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