



## Teacher Performance Outcomes: The Role of Principal's Leadership and Certification Allowance

Herlina Herlina<sup>1</sup>, Yasir Arafat<sup>2</sup>, Houtman Houtman<sup>3</sup>, Edi Harapan<sup>4\*</sup>

<sup>1,2,4</sup> PGRI University of Palembang, Indonesia

<sup>3</sup> Muhammadiyah University of Palembang, Indonesia

Email: [herlinaromsun1972@gmail.com](mailto:herlinaromsun1972@gmail.com)<sup>1</sup>, [yasurarafat@univpgri-ac.id](mailto:yasurarafat@univpgri-ac.id)<sup>2</sup>, [houtman03@yahoo.co.id](mailto:houtman03@yahoo.co.id)<sup>3</sup>, [ehara205@gmail.com](mailto:ehara205@gmail.com)<sup>4</sup>

Corresponding author: [ehara205@gmail.com](mailto:ehara205@gmail.com) \*

**Abstract.** This research was conducted to empirically determine whether the principal's leadership style and teacher certification allowance influence teacher performance. The implementation of this research uses a quantitative descriptive method. The results obtained from this study are that the principal's leadership is stated to have a positive and significant influence on teacher performance. Teacher certification allowances positively and significantly influence the Performance of State Elementary School teachers in Tungkal Jaya District, Musi Banyuasin Regency. Simultaneously or together, the two independent variables (principal's leadership and certification allowance) positively and significantly influence the Performance of State Elementary School teachers in Tungkal Jaya District.

**Keywords:** Leadership Style, Principal, Certification Allowance, Teacher Performance.

### 1. INTRODUCTION

The definition of educators is regulated in Law Number 20 of 2003 concerning the National Education System (Sisdiknas). Therefore, anyone who implements education can undoubtedly be called an educator. A personal or individual educator certainly has individual qualities in general. These traits include the desire to meet all needs to support their existence in society. Welfare is essential to fulfilling; currently, some allowances are expected to provide welfare and motivate educators to carry out their duties better, such as the certification allowance.

A certification allowance is a form of allowance the government provides to award teachers with professional competence. Istiarini & Sukanti (2012) explained that professional allowances or certifications paid through deconcentration funds are allowances given to non-civil servant teachers and civil servant teachers who are fostered by the provincial education office as well as teachers appointed in the position of supervisor of education units, appointed by local governments or foundations/educational organizing communities both who teach in public and private schools, as well as those who already have an educator certificate and meet other requirements.

It is also essential to understand that an equally important factor is the managerial role of an educational institution; in this case, in school, it means the school management process in question. The principal is the highest managerial leader in a school institution. Therefore, the principal has a vital role in the success of learning in the school. The principal, as the highest leader, certainly has a distinctive leadership style, and the leadership of a school principal contributes to improving the quality of learning in schools carried out by teachers (Irawan et al., 2024; Marisya et al., 2023). The appropriate leadership today is democratic. Indrafachrudi (2006) states that there will be cooperation between the principal team, teachers, and other employees to achieve common goals. All decisions are taken through deliberation and mutual agreement. The principal values teachers' opinions and provides opportunities to develop their initiative and creativity. The principal encourages teachers to develop their skills and try new methods. The principal is wise in the division of duties and responsibilities. The principal is friendly and always willing to help teachers and other employees by providing advice and guidance (Nuswantoro et al., 2023).

Similar research has been conducted by several researchers before, namely conducted by Hakim & Yahya (2014), with the results of the study stating that leadership style has a positive effect on improving the Performance of teachers of SMA PPMI Assalam Surakarta for the 2011/2012 Academic Year, which is acceptable. This is based on multiple linear regression analysis. Based on the description above, conducting similar research at the State Elementary School in Tungkal Jaya District is essential. This is considered necessary; it is suspected that there are differences in perception and views from the school community regarding the leadership style of school principals, and there are still some teachers who need to receive teacher certification allowances or professional teacher allowances. To emphasize the focus of this study, the title is "The Influence of Principal's Leadership Style and Teacher Certification Allowance on the Performance of State Elementary School Teachers in Tungkal Jaya District."

This study provided an overview of the influence of the principal's leadership style on teacher performance at SD Negeri Tungkal Jaya District. To give an overview of the effect of certification allowances on teacher performance at SD Negeri Tungkal Jaya District. To provide an overview of the influence of the principal's leadership style and certification allowances on teacher performance at SD Negeri Tungkal Jaya District.

## 2. LITERATURE REVIEW

### Definition of Leadership

The term leadership has many limitations. To get a simple picture of leadership, it is necessary to relate it to practical experience, which has been felt in the daily process of group life. A person's leadership process can influence teachers to want to do something to achieve educational goals at school. These are forms of actions that can be categorized as a leadership process. Leadership is the process of affecting, directing, and coordinating all activities of an organization or group to achieve the goals of the organization and group (Harapan, 2019; Slamet et al., 2021). The leadership applied by the school principal has a significant influence on the success of the school organization. If used in education, educational leadership is the ability to invite, influence, move, guide, and direct people involved in education to achieve goals. In activities to move or motivate others to take actions that are always directed to the achievement of organizational goals, various ways can be done by a leader (Trstenjak et al., 2022). This method reflects the leader's attitude and views towards the person he leads, which also gives an idea of the form, type, or style of leadership that is carried out.

Through sound leadership, teachers can also optimize learning with good academic qualifications. Teachers must have at least D4/S1 academic qualifications and learning agents competencies, including personality, pedagogical, professional, and social competencies. Haslina et al. (2020) state that educator certificates evidence teachers' competence as formal learning agents. Minimum academic qualifications are obtained through higher education, and educator competency certificates are obtained after passing certification exams. Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers states that educator certificates are given to teachers who have met the academic qualifications and competencies requirements as learning agents. An educator certificate is given to someone who has completed an educator professional education program and passed the educator certification test. Teacher certification is granting educator certificates to teachers who have met the requirements. Teacher certification aims to determine the feasibility of teachers in carrying out their duties as professional educators, improve learning processes and outcomes, improve teacher welfare, and increase teacher dignity to realize quality national education (Government of the Republic of Indonesia, 2005:9).

In Article 8, it is stated that teachers must have academic qualifications, competencies, educator certificates, physical and spiritual health, and have the ability to realize the goals of National Education (Government of the Republic of Indonesia, 2005:8). Article 9 of the Law on Teachers and Lecturers states that academic qualifications as referred

to in article 8 are obtained through higher education in the diploma four programs. Teacher and Lecturer Law Chapter 1 Article 1 competency is a set of knowledge, skills, and behaviors that teachers or lecturers must possess, live, and master in carrying out professional duties. Article 10, paragraph (1), states that teacher competence, as referred to in Article 8, includes pedagogical competence, personality competence, and professional competence obtained through professional education. Likewise, paragraph (2) states that further provisions regarding teacher competence, as referred to in paragraph (1), are regulated by government regulations. According to Muslich (2007), teacher certification grants educator certificates to teachers who have met teacher competency standards. Mulyasa (2019, p. 33) states that an educator certificate is a formal proof of a professional, while teacher certification is a process of giving recognition that a person has the competence to carry out educational services in a particular academic unit after passing the competency test organized by the certification body.

### **Definition of Certification**

Samani & Samani (2006, p. 8) stated that certification for in-service teachers is the process of granting educator certificates for in-service teachers. The certification can be followed by teachers with undergraduate academic qualifications (S1) or diploma four (D-IV). The certification is organized by universities that organize education personnel procurement programs accredited and placed by the minister of national education. Suparlan & Ed (2006, p. 25) argues that teacher certification is the process of granting educator certificates to teachers. Educator certificates are awarded to teachers who have met the professional standards of teachers. Experienced teachers are required to create quality educational systems and practices (Agustin & Purwanto, 2023; Astirini Swarastuti et al., 2024). From some of the opinions above, the author concludes that teacher certification is a process of granting educator certificates to teachers who have met teacher competency standards. It is essential to understand that Law Number 20 of 2003 concerning the National Education System has clearly defined that "educators are educational personnel who are qualified as teachers, lecturers, counselors, learning teachers, widyaiswara, tutors, instructors, facilitators, and other designations in accordance with their specificity, as well as participating in organizing education" (Ministry of National Education, 2003:3). Therefore, the measurement of Performance must also be adjusted to the regulations that bind the teaching profession. The term performance linguistically comes from the English "performance," which comes from the word to perform, so etymologically, it has several

appropriate inputs or definitions, namely entering, running, performing, fulfilling or carrying out obligations, describing a character in a game, carrying out or perfecting responsibilities, doing something expected by someone.

According to Sari & Aima (2024), "Performance is an activity that is carried out to carry out, and complete tasks and responsibilities in accordance with the expectations and goals that have been set". Tobari (2015) states that "performance is defined as the work of an employee, a management process or an organization as a whole where the work results can be shown concrete evidence and can be measured (compared to predetermined standards)." Performance is a word to describe the achievements or results obtained from the activities carried out. The term performance comes from the English word "performance" which comes from the word to perform, so etymologically it has several appropriate inputs or definitions, namely: 1) entering, executing, executing; 2) fulfilling or carrying out obligations; 3) describing a character in a game; 4) carry out or improve responsibilities; 5) doing something expected by someone (Harapan et al., 2022).

Ristianey et al. (2021) stated that "the requirements for performance assessment must meet certain measures or standards, meaning that performance measures are carried out according to performance indicators as a measuring tool." Currently, the public still demands teachers or educators, especially with the teacher certification policy. However, the implementation of teacher certification, which is expected to have an impact on improving teacher performance, cannot be said to be successful as a whole because there are still teachers who need to be more significant in enhancing their Performance through the certification. Apart from all that, a teacher or educator must be professional. According to Mulyasa (2019), "Professional teachers are required to have mastery of the content of the field of study, understanding the characteristics of students, acting out educational learning, as well as the potential for professionalism and personality development." In the context of teacher performance assessment, it is also necessary to understand that professional teachers must be able to master the four groups of competency standards, namely first, mastery of the field of study including an understanding of the characteristics and substance of the source of teaching materials (Melati, 2013), a sense of the relevant discipline with a broader context (Sarimaya, 2008), the use of the methodology of the relevant science to verify and solidify the concepts studied (Syafaruddin, 2008). Second, the understanding of student characteristics includes an understanding of various characteristics of students, an understanding of the stages of student development in multiple aspects and their application (Nasar et al., 2023; Purwanto & Rosyidin, 2024; Umar et al., 2023).

Third, mastery of educational learning consists of understanding the basic concepts of the educational process and learning in the field of study. Fourth, personality and professional development includes the development of religious intuition, personality national intuition, and other supportive attitudes. Through this description, an objective and comprehensive assessment of teacher performance can be carried out. Several previous studies supported this research, such as (Hakim and Yahya, 2014 Haslina et al., 2020 and Istiarini and Sukanti, 2012).

### **3. RESEARCH METHOD**

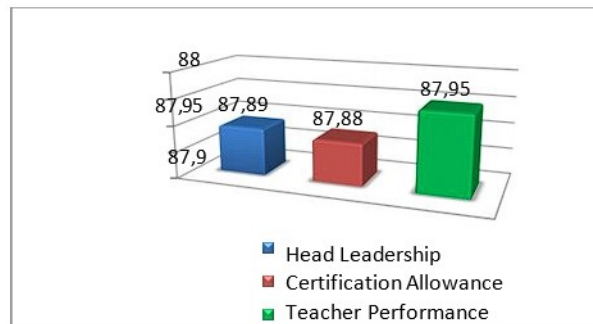
This research was carried out at SD Negeri Tungkal Jaya District, Musi Banyuasin. Regarding the method, Hamid (2014) explained that the research method is a series of ways or activities to conduct research based on fundamental assumptions, philosophical and ideological views, questions, and issues faced. Some researchers call it a research tradition. Furthermore, Sugiyono (2019, p. 13) argues that "research methods are a scientific way to obtain data with certain purposes and uses."

Therefore, quantitative research methods are considered appropriate for the implementation of research. As defined by Agustin et al. (2023), "quantitative research method is defined as a research method based on the philosophy of positivism, used to research on a certain population or sample, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical to test hypotheses that have been determined." Therefore, in this study, the method used is a quantitative research method.

The population in this study consisted of 109 teachers spread across 28 State Elementary Schools, for which a sample obtained through purposive sampling technique was used as many as 37 people from 7 State Elementary Schools in Tungkal Jaya District. Primary data obtained from questionnaires is used to obtain accurate research data. Documentation techniques carry out the supporting or secondary sources. The data is then analyzed through a classical assumption test to determine the correct p. The data analysis was done through simple partial testing and simultaneous multiple analysis.

#### 4. FINDINGS AND DISCUSSION

The data can be described in the following diagram based on the grouping of data and the results of the descriptive analysis of the data obtained.



**Figure 1: Descriptive Analysis of the Data**

Based on Figure 1, the overall research sample states that the principal's leadership in each school is included in the excellent category. This can be seen from the average value given by the sample of this study is 87.89. Likewise, the teacher certification allowance positively impacted the research sample because the score obtained was also high, 87.88. The two independent variables stated that the value was high and Performance, which lured in the high category, which was 87.95. The results of the pre-qualification test, namely the data normality test, can be seen in the following table.

**Tabel 1. Result of Normalitas Data One-Sample Kolmogorov-Smirnov Test**

Unstandardized Residual	
N	37
Normal Mean	,0000000
Parameters <sup>a,b</sup> Std. Deviation	1,51776636
Most Extreme Absolute	,108
Differences Positive	,108
Negative	-,093
Test Statistic	,108
Asymp. Sig. (2-tailed)	,200 <sup>c,d</sup>

a. Test distribution is Normal.

b. It is calculated from data.

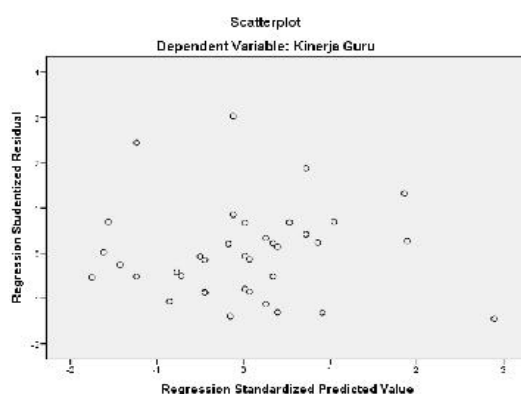
c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

**Source: Data processed, 2020**

Based on the test results, as seen in the table above, the data distribution in this study is usually distributed. Therefore, hypothesis testing can be done through parametric statistical analysis. The conclusion that the data is usually distributed is based on the criteria that have been set: if the significance value is  $> 0.05$ , the data is usually distributed. In this study, the significance value is 0.200, which means  $> 0.05$ , and it is clear that the criteria for normality of data distribution have been met.

To support the above analysis, heteroscedasticity testing is carried out. The Heteroscedasticity test is one of the tests that fall under the category of classical assumption tests and prerequisites; this test is carried out to assess whether there is an inequality in the value of the variants of each residual for all observations on the linear regression model. This test becomes important because if the assumption of heteroscedasticity is not met in the test, then the resulting regression model is declared invalid to be used as a forecasting tool. This test was carried out, and the results can be seen in the following figure.



**Figure 2. Heteroscedasticity Test Results**

The figure above shows a scatterplot of the results of the heteroscedasticity test of the research data. From this figure, it is concluded that this study's data have no symptoms of heteroscedasticity.

### Hypothesis Testing 1

**Hypothesis 1 intended in this study is a test for the first hypothesis, namely:**

$H_1 : H_0$ : It is suspected that there is no influence of leadership style on teacher performance at SD Negeri Tungkal Jaya District

$H_a$ : It is suspected that there is an influence of leadership style on teacher performance at SD Negeri Tungkal Jaya District



The results obtained from the testing of hypothesis 1 above are as follows:

**Table 2. Test Results of Hipotesis 1 “Uji t”**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	35,376	6,543		5,407	,000
Principal Leadership	,572	,082	,764	7,006	,000

a. Dependent Variable: Teacher Performance

*Source: processed data, 2020*

Based on the test results, it is known that the t-value for the principal's leadership variable is  $7.006 > \text{table}$ , which is 2.0301, which means that the alternative hypothesis ( $H_a$ ) for hypothesis 1 testing is declared accepted. Thus, the principal's leadership positively and significantly influences teacher performance. Furthermore, the hypothesis testing analysis can also be carried out by looking at the significance value of  $0.000 < 0.05$ , which means that the alternative hypothesis ( $H_a$ ) for  $H_1$  is accepted.

The following table shows the correlation coefficient, or the magnitude of the relationship, and the determinant coefficient, or the amount of influence of the principal's leadership on teacher performance.

**Table 3. Correlation Coefficients and Hypothetical Determinant Coefficients 1 ( $H_1$ )**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,764 <sup>a</sup>	,584		1,70450

a. Predictors: (Constant), Principal Leadership

b. Dependent Variable: Teacher Performance

*Source: processed data, 2020.*

Based on the analysis results in the table above, it is known that the R-value is 0.764, which means the correlation coefficient or the magnitude of the relationship between the principal's leadership and teacher performance is 76.4% and is included in the category of solid relationships. The R square value is 0.584, which means the determinant coefficient or the amount of influence of the principal's leadership variable on teacher performance is 58.4%, which means it has a high influence.

## Hypothesis Testing 2

Hypothesis testing is a way to prove the acceptance or rejection of alternative hypotheses. Hypothesis 2 testing in this study is intended to test the following hypotheses:

H<sub>2</sub>: H<sub>0</sub>: It is suspected that there is no effect of certification allowances on teacher performance at SD Negeri Tungkal Jaya District

H<sub>a</sub>: It is suspected that certification allowances affect teacher performance at State Elementary School, Tungkal Jaya District.

The results from the hypothesis testing above are as follows: Table 4. Hypothesis Test Results in 2 "Test t."

**Table 4. Hypothesis Test**

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	35,218	6,039		5,832	,000
Tunjangan Sertifikasi	,569	,075	,790	7,617	,000

a. Dependent Variable: Teacher Performance

*Source: processed data, 2020*

Based on the value contained in the "t" column of 7.617, which is the calculated value for the variable of teacher certification allowance. From this value, it is interpreted in the tTable value, which is 2.0301, which means the tcount > tTable; 7.617 > 2.0301. Thus, the alternative hypothesis was accepted, and it was stated that the teacher certification allowance positively and significantly influenced teacher performance. To strengthen the results of the analysis can also be seen from the significance value of 0.000 < 0.05, which means that the alternative hypothesis (H<sub>a</sub>) is accepted and the statistical hypothesis (H<sub>0</sub>) is rejected.

It has been proven that teacher certification allowances influence Performance, but the extent of the impact has yet to be discovered. For this reason, the correlation and determinant coefficients from the hypothesis test above can be seen in the following table.

**Table 5. Correlation Coefficients and Hypothetical Determinant Coefficients 2 (H<sub>2</sub>)**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,790 <sup>a</sup>	,624	,613	1,62052

a. Predictors: (Constant), Certification Allowance

b. Dependent Variable: Teacher Performance

*Source: data processed, 2019*

From the values in the table above, it is known that R is 0.790, which is defined as the correlation coefficient or the relationship between teacher certification allowances and teacher performance, and is 79.0%. The length of the relationship is included in the close category. In the R square column, it is seen that the value of 0.624 de, found as the determinant coefficient or the amount of influence of the teacher certification allowance variable on teacher performance, is 62.4%, which is included in the high category.

### Hypothesis Testing 3

Hypothesis 3 testing is a hypothesis test that is simultaneous or testing together. This third hypothesis reads:

H<sub>3</sub>: H<sub>0</sub>: It is suspected that there is no influence of leadership style and certification allowances together on teacher performance at SD Negeri Tungkal Jaya District

H<sub>a</sub>: It is suspected that there is an influence of leadership style and certification allowances together on teacher performance at SD Negeri Tungkal Jaya District

The results obtained from the test can be seen in the following table:

**Table 6. Hypothesis Test Results 3 “Uji F”**

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	161,353	2	80,677	33,076	,000 <sup>b</sup>
Residual	82,930	34	2,439		
Total	244,283	36			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Certification Allowance, Principal Leadership

**Source: processed data, 2020**

Based on the results of the analysis of simultaneous testing, which can be seen in the table above, it is clear that the alternative hypothesis (H<sub>a</sub>) is for hypothesis 3 (H<sub>3</sub>). This can be seen from the F<sub>cal</sub> value of 33.076 > the F<sub>table</sub> of 2.87, which means that leadership style and certification allowances influence teacher performance in SD Negeri Tungkal Jaya District. It can be further proven through the analysis of the significance obtained, which is 0.000 < 0.05, which means that the alternative hypothesis (H<sub>a</sub>) is accepted and the statistical hypothesis (H<sub>0</sub>) is rejected.

The following table shows the magnitude of the influence of both independent and independent variables on the bound or dependent variables.

**Table 7. Correlation Coefficients and Hypothetical Determinant Coefficients 3 (H<sub>3</sub>)**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.813 <sup>a</sup>	.661	.641	1,56177

a. Predictors: (Constant), Certification Allowance, Principal Leadership

**Source: processed data, 2020**

It was concluded that the correlation coefficient or the magnitude of the relationship between the two independent variables (principal leadership and teacher certification allowance) with the dependent variable (teacher performance) of 0.813 or 81.3% was categorized as an extreme relationship level. For the analysis of the determinant coefficient or the magnitude of the influence of independent variables together on the dependent variable is 0.661 or 66.1% and is included in the category of high impact.

Each alternative hypothesis in each hypothesis test is declared accepted or defined as having a positive and significant influence of the independent variable on the bound variable. That way, each test's statistical hypothesis or null hypothesis is declared rejected. The proof was based on the results described in the research sub-results.

The results of this study reinforce the studies conducted by previous researchers, such as those conducted by (Hakim & Yahya, 2014), that leadership style positively affects teacher performance. The same thing has also been proven through research. Likewise, a study conducted by (Wardani, 2015) stated that certification has a positive and significant influence on teacher performance. The same thing is reinforced through research that has been carried out, which shows that the lack of certification impacts teacher performance. Although the previous research was conducted on teachers at the junior high school level and this research at the elementary level, the results obtained are similar. It is similar to the research results (Darmoko et al., 2017). Therefore, at each level of teachers on duty, there is a tendency to perform well if there is good leadership in organizing education management in schools and incentives in the form of teacher certification allowances. As one of the things that has been proven to be able to influence teacher performance, the principal should be aware of his primary duties, functions, and responsibilities. Another thing that must also be considered is ethics and exemplary in a school principal. Through example, it will make it easier to provide motivation and other things needed to optimize

the Performance of teachers under their responsibility (Bonar Siagian & M Bambang Purwanto, 2023; Purwanto et al., 2023).

As it is stated that the principal does not only play the role of a manager but also a leader (Melinda et al. et al., 2023; Ridayani & Purwanto, 2024), it is clear that a manager only plays a significant role in managing while leading is making the right decisions with all aspects considered. Therefore, it is perfect if a school principal can understand the characteristics of each person he leads. That way, emotional closeness can be fostered so everyone's duties can be carried out correctly (Budiyanto et al., 2024).

Based on these descriptions, the researcher can confirm that it is essential for a school principal to have a good attitude toward teachers as a leader in the education unit. Likewise, certification allowances can be continued and given on time to motivate teachers to provide quality education. A teacher also undeniably needs welfare in life as a reward for all his services. Therefore, it is appropriate that teacher certification allowances are given regularly to ensure the adequacy of the needs of teachers and their families. That way, a teacher no longer thinks about doing side jobs to meet daily needs. The existence of teacher certification allowances proves that it can optimize teacher performance.

## **5. CONCLUSION AND RECOMMENDATION**

This study produces information that the leadership of school principals is stated to be able to increase providing a positive and significant influence on teacher performance. Therefore, the alternative hypothesis for test one (Ha1) is declared accepted. Teacher certification allowances are stated to positively and significantly influence the Performance of State Elementary School teachers in Tungkal Jaya District, Musi Banyuasin Regency. Therefore, the alternative hypothesis for test two (Ha2) is declared accepted and rejects the null hypothesis. Simultaneously or together, the two independent variables (principal leadership and certification allowance) positively and significantly influence the Performance of State Elementary School teachers in Tungkal Jaya District. Therefore, the alternative hypothesis to the test of hypothesis three (Ha3) is declared acceptable.

The implications or direct impact of the implementation of this research on the object of research and related parties (stakeholders) so that the leadership of the principal, who is the research sample, will be better in managing or managing the implementation of education in the school-led. Teachers' Performance will be more optimal with the awareness that the principal is a colleague and partner in organizing quality learning, and certification allowances are a form of appreciation for work professionalism.

Based on the conclusions and implications prepared, researchers think several things are essential to give suggestions or inputs in the hope that improvements and corrections can be made. The researcher suggested that school principals enrich their insights to create the right school managerial. Teachers should optimize learning by believing that their responsibilities and roles in educating considerably affect the competencies possessed by students. Researchers and academics can use the results of this research as reference material to carry out similar research.

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