The analysis of the principal's leadership impact on teacher performance through teacher competence and compensation as mediator

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Article Info	ABSTRACT
	The competence of teachers is a crucial aspect that warrants increased attention in order to ensure the success of the teaching process. This study aims to determine whether teacher competence mediates the influence of the principal's leadership on teacher performance in private high schools throughout Kuningan Regency; To find out that compensation mediates the influence of the principal's leadership on teacher performance in private high schools throughout Kuningan Regency. This research is categorized as a type of quantitative research with survey techniques. The data analysis technique used is parallel multiple mediator models. And the sample used is 131 teachers in private high schools in Kuningan Regency. Based on the results of the study, it can be concluded that: Principal leadership influences teacher performance. This means that the more effective the principal's leadership, the higher the teacher's performance; Teacher competence fully mediates the influence of the principal's leadership on teacher performance in Private High Schools throughout Kuningan; Teacher compensation partially mediates the influence of the principal's leadership on teacher performance in private high schools throughout Kuningan.

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Introduction

Education is an effort made by humans to expand the horizons of their knowledge in order to shape their values, attitudes, and behaviors. The viewpoint presented by Nugraha (2019), which emphasizes that the goal of education is to improve the quality of human life on both the individual and the collective levels in social life, is a good illustration of this point of view. One of the fundamental requirements of a human being that is frequently perceived as falling short of requirements is education. The poor standard of our educational system is to blame for this. The low quality of education is caused by a number of factors, including low teacher performance, raw input from students, frequently changing curriculum, educational processes, and educational output, and frequent curricular shifts.

The low performance of teachers is suspected to be one of the main causes of the low quality of education, therefore various alternatives need to be sought to improve teacher performance. Teachers are the spearheads of education because they directly seek to influence, foster, and develop students' interests and talents and are required to have the basic abilities needed as educators, mentors, and instructors, and these abilities are

reflected in their competencies(Dina, Yohanda, Fitri, umnia Hakiki, & Sukatin, 2022).One alternative that can be done in order to improve teacher performance is with regard to leadership carried out by the principal. The principal as the person responsible for quality control in schools is able to guide, shape and develop teachers in the learning process at school. For this reason, the role and leadership function of a school principal must be further improved, besides that the increase in teacher competence is very influential in order to motivate them to improve their performance.

Based on the results of the pre-research conducted regarding teacher performance evaluation conducted by the head of SMA which includes aspects of the learning process, use of time at work and collaboration with others at work as well as in making learning programs, carrying out learning, conducting evaluations, carrying out analysis and carrying out follow-up from the results of the analysis by showing the following results:

Table 1. Teacher Performance Assessment at Private High Schools in Kuningan 2018-2020

Name of schools	Number of teachers	Assessment Percentage % (Academic Year)			Average
		2018	**2019**	**2020**	
SMA Islam Ainur Rafiq	26	94,5	92,5	90,5	92,5
SMA Manbaul Ulum	20	85	80	78	81
SMA ITUS	30	95	92	91	92,7
SMA Pertiwi Cilimus	25	80	79	75	78

The results of the performance assessment carried out by the principal show that the performance of teachers in several private high schools in Kuningan District from 2018/2019 to 2020/2021 shows a decline every year. At Ainur Rafiq Islamic High School in 2018 it was 94.5% which was an assessment of the administration made by the teacher and an assessment of learning activities and in 2019 it got 92.5 and in 2020 it was 90.5 here it has decreased every year, it is also the case in Manbaul Ulum High School, ITUS High School and Pertiwi Cilimus High School which experience a decline in performance every year.

One of the factors that influence teacher performance is the leadership of the school principal. In this case leadership is meant is the ability of the principal to lead or manage teachers, employees or staff to work and perform as well as possible in order to achieve school goals (Mulyasa, (2022); Ohide & Mbogo (2017);Hui et al., (2013)).

One of the decisions of the principal in improving teacher performance can be done by paying attention to the material and knowledge aspects of a teacher, such as the competence possessed by teachers. A teacher who has good skills and abilities will be able to improve his performance. Teachers who do not have good competence will affect the quality of activities both inside and outside the classroom. Teacher competence is a manifestation or actualization of potential that must be developed by the teacher. Teachers as the spearhead of education providers are the main component that must have a number of reliable competencies that are able to produce students who have life skills both in general and specific (general life skills and specific life skills). (Amalia & Saraswati, 2018);(Eton, Sammy, Yiga, & Fabian, 2019).

Apart from the quality of knowledge possessed by a teacher to improve his performance, a school principal also needs to pay attention to the compensation or rewards given to the teacher so that the teacher is enthusiastic about improving his performance. Compensation is what a worker receives in return for the work they provide. (Sutrisno in Gunawan & Onsardi, 2020). Compensation is a factor that affects the work of employees. With compensation that is in accordance with the workload given, a teacher will improve his performance indirectly (Fatima & Ali, 2016);(Kumar, 2016);(Wekesa & Nyaroo, 2013);(Pepra-Mensah, Adjei, & Agyei, 2017).In this research, competency and teacher compensation variables were added to be used as mediating variables to differentiate them from previous studies.

Based on this background, researchers are interested in conducting research entitled "An Analysis of Principal Leadership Impacts on Teacher Performance Through Teacher Competence and Compensation as a Mediator".

Method

In accordance with the problems and objectives to be achieved in this study, this research is categorized as a type of quantitative research with survey techniques (Sugiyono, 2015). This survey research is limited to research where data is collected from a sample of the population to represent the entire population.

Site and Participants

The population in this study were all private high school teachers in Kuningan Regency, namely 194 people from nine private high schools in Kuningan Regency. The determination of the number of samples is by using the Slovin Formula, which obtained a total sample of 131 teachers. The sampling technique used is proportionate random sampling.

Data Collection Technique

In every research, to be able to obtain data, data collection techniques are needed. The data collection technique in this study is by using questionnaire. Questionnaires are used to collect data regarding the variables of school principal leadership, teacher competence, teacher competency and performance.

Data Analysis Technique

After testing the instrument in the form of validity and reliability tests, the next step is to analyze the data using:

Mediation Model Test: Parallel Multiple Mediator Models

Based on the framework that has been discussed previously, the research model built is the parallel multiple mediator model. The research model of parallel multiple mediator models can be described as follows:
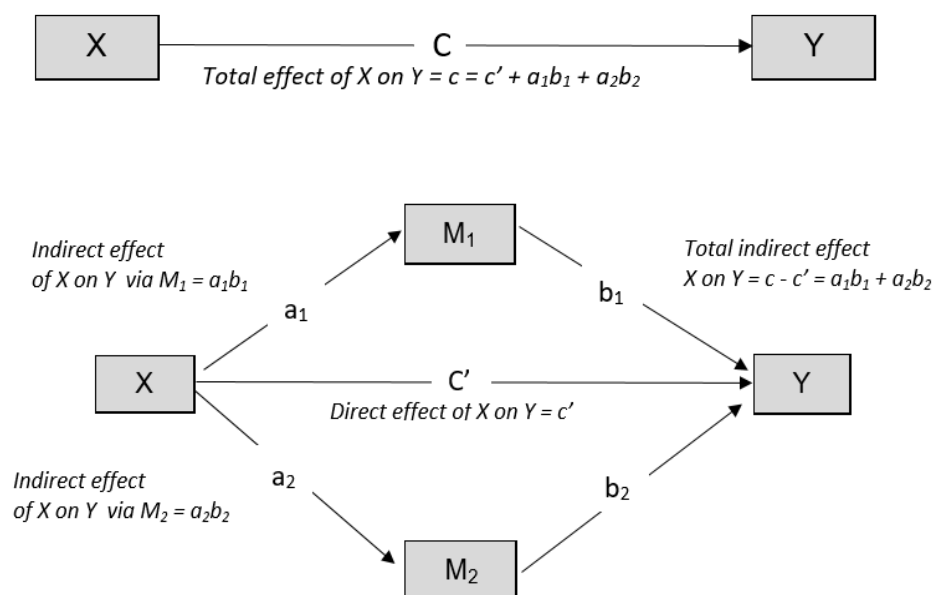

Figure 1. The research model of parallel multiple mediator models

Table 2. Research Hypothesis, Statistical Hypothesis, and Test Criteria

Research Hypothesis	Statistical Hypothesis	Test Criteria
Principal Leadership Has a Positive Influence on Teacher Performance	$H0 = c \leq 0$; $Ha = c > 0$; $H0 = c' \leq 0$; $Ha = c' > 0$.	t test statistics $H0$ is rejected if $p \leq 0.05$, one way test
Teacher competence mediates the influence of the Principal's Leadership on Teacher Performance	$H0 = a1 \leq 0$; $Ha = a1 > 0$; $H0 = b1 \leq 0$; $Ha = b1 > 0$.	t test statistics $H0$ is rejected if $p \leq 0.05$, one way test
Compensation mediates the effect of Principal Leadership on Teacher Performance	$H0 = a2 \leq 0$; $Ha = a2 > 0$; $H0 = b2 \leq 0$; $Ha = b2 > 0$.	t test statistics $H0$ is rejected if $p \leq 0.05$, one way test

The test conditions are as follows (Kusnendi, 2018): 1) If c' is significant and its value does not change (c' = c), it is indicated that M does not mediate the influence of X on Y. This means that the influence of X on Y occurs directly and is not mediated by M; 2) If c' is significant but the value decreases (c' < c), or c' < ab (indirect effect) it is indicated that partial mediation has occurred. That is, M partially mediates the effect of X on Y; 3) If c' the value decreases (c' < c) becomes insignificant, full mediation (full, perfect or complete mediation) is indicated. That is, M fully mediates the influence of X on Y. The influence of X on Y occurs indirectly, namely through M.

Results and Discussions

Test I: *The Effect of Principal Leadership on Teacher Performance*

Table 3. The Effect of Principal Leadership on Teacher Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.236[a]	.055	.048	12.527

a. Predictors: (Constant), Principal Leadership

ANOVA[a]						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1188.996	1	1188.996	7.576	.007[b]
	Residual	20244.653	129	156.935		
	Total	21433.649	130			

a. Dependent Variable: Teachers' Performance
b. Predictors: (Constant), Principal Leadership

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	32.351	7.485		4.322	.000
Principal Leadership	.227	.083	.236	2.753	.007

a. Dependent Variable: Teachers' Performance

Based on the test results, R2yx = 0.055 was obtained with a value of Fcount = 7,576 (p = 0.007), which means the test is significant. This shows that the Principal's Leadership influences Teacher Performance. This means that the high or low effectiveness of the principal's leadership will have an effect on increasing teacher performance.

To determine the effect of the principal's leadership variable on teacher performance, the Coefficient of Determination R2m1x = 0.055 is obtained. It means that the degree of the influence of the principal leadership variable on teacher performance is 5.5%. So it can be concluded that 5.5% of the teacher's performance variable is influenced by the principal's leadership while 94.5% is influenced by other variables. Next, to find out, increase the error coefficient (εy) = √(1-0.055) = √0.954 , so that the value of εy = 0.972 is obtained.

From the results of hypothesis testing and path coefficients above, it is known that:

$Y = i_0 + cX + eY$
$Y = 32.351 + 0.227 X + 0,972 εy$

Test II: *Teacher competence mediates the influence of the principal's leadership on teacher performance*
Testing the Equation Model II was carried out to analyze Teacher Competence to mediate the influence of the Principal's Leadership on Teacher Performance.

Table 4. Teacher competence mediates the influence of the principal's leadership on teacher performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.554[a]	.307	.296	10.776

a. Predictors: (Constant), Teacher Competence, Principal Leadership

ANOVA[a]						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6571.071	2	3285.536	28.296	.000[b]
	Residual	14862.578	128	116.114		
	Total	21433.649	130			

a. Dependent Variable: Teacher Performance
b. Predictors: (Constant), Teacher Competence, Principal Leadership

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	6.320	7.488		.844	.400
Principal Leadership	.140	.072	.145	1.943	.054
Teacher Competence	.472	.069	.509	6.808	.000
a. Dependent Variable: Teacher Performance					

Based on the test results, obtained R2yx + ym1 = 0.307 with a value of Fcount = 28,296 (p = 0.000), which means the test is significant. This shows that the Principal's Leadership influences Teacher Performance. This means that both the principal's leadership will have an effect on improving teacher performance.

To determine the magnitude of the principal's leadership variable on teacher performance, the Coefficient of Determination R2yx+ym1 = 0.307 is obtained. It means that the magnitude of the teacher's competence mediates the influence of the head's leadership variable on teacher competence by 30.7%. So it can be concluded that 30.7% of the teacher performance variable is influenced by the principal's leadership while 68.3% is mediated by other variables. Next, to find out, increase the error coefficient $(\varepsilon y) = \sqrt{(1-0.307)} = \sqrt{0.693}$, so that the value of $\varepsilon y = 0.832$ is obtained.

From the results of hypothesis testing and path coefficients above, it is known that:

Y = i2 + c'X + bM1 + ey
Y = 6.320 + 0.140 X + 0.472 M1 + 0.832εy

Test III: *Compensation mediates the influence of the Principal's leadership on Teacher Performance*
Testing the Equation Model III was carried out to analyze Compensation mediating the influence of the Principal's Leadership on Teacher Performance:

Table 9. Compensation mediates the influence of the Principal's leadership on Teacher Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.290[a]	.084	.070	12.385
a. Predictors: (Constant), Compensation, Principal Leadership				

ANOVA[a]					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1801.025	2	900.512	5.871	.004[b]
Residual	19632.624	128	153.380		
Total	21433.649	130			
a. Dependent Variable: Teacher Performance					
b. Predictors: (Constant), Compensation, Principal Leadership					

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	38.476	8.010		4.804	.000
Principal leadership	.305	.090	.316	3.373	.001
Compensation	.361	.181	.187	1.998	.048
a. Dependent Variable: Teacher Performance					

Based on the test results, obtained R2yx + ym2 = 0.084 with a value of Fcount = 5,871 (p = 0.004) which means the test is significant. This shows that Principal Leadership and Compensation have an effect on Teacher Performance. This means that both the principal's leadership and compensation will have an effect on increasing teacher performance.

To determine the magnitude of the principal's leadership variable on teacher performance, the Coefficient of Determination R2yx+ym2 = 0.084 is obtained. Means that the amount of compensation mediates the influence of the head leadership variable on teacher performance by 8.4%. So it can be concluded that 8.4% of the teacher performance variable is influenced by the principal's leadership mediated through compensation

while 91.6% is mediated by other variables. Next, to find out, increase the error coefficient $(\epsilon y) = \sqrt{(1-0.084)} = \sqrt{0.916}$, so that the value of $\epsilon y = 0.957$ is obtained.

From the results of hypothesis testing and path coefficients above, it is known that:

$$Y = i2 + c'X + bM2 + ey$$
$$Y = 38.476 + 0.305\ X + 0.361\ M2 + 0.957\epsilon y$$

The equation of the test results that must be estimated in the causal step strategy is as follows: 1) Equations in the analysis of teacher performance (Y) through the leadership of the school principal (X). The results of the analysis found that the principal's leadership has a significant effect on teacher performance with a significance value of $0.007 <\alpha = 0.050$ and the regression coefficient (c) = 0.227; 2) Equations in teacher performance analysis (Y) through principal leadership (X) mediated by teacher competence (M1). The results of the analysis found that the principal's leadership was significant for teacher performance, after being mediated by teacher competence with a significance value of $0.054 >\alpha = 0.050$ and the regression coefficient (b) = 0.472. Furthermore, a direct effect c' of 0.140 is found, which is smaller than c = 0.227. The influence of the principal's leadership on teacher performance was reduced and not significant $0.054 >\alpha = 0.05$ after being mediated by teacher competence. It can be concluded that this model is included in full, perfect or complete mediation or there is full mediation, meaning that teacher competence fully mediates the influence of the principal's leadership on teacher performance. The influence of the principal's leadership on teacher performance occurs indirectly, namely through teacher competence; 3) Equations on teacher performance analysis (Y) through principal leadership (X) mediated by compensation (M2). The results of the analysis found that the principal's leadership has a significant effect on teacher performance, after being mediated by compensation with a significance value of $0.001 <\alpha = 0.050$ and the regression coefficient (b) = 0.361. Furthermore, it was found that a direct effect c' of 0.305 was greater than c = 0.227. The influence of the principal's leadership on teacher performance increases and is significant $0.001 <\alpha = 0.05$ after being mediated by compensation. It can be concluded that this model belongs to partial mediation, meaning that compensation partially mediates the influence of the principal's leadership on teacher performance. The influence of the principal's leadership on teacher performance occurs indirectly, namely through compensation.

The Effect of Principal Leadership on Teacher Performance
Based on the results of testing and analysis, it was obtained that the regression coefficient of the influence of the principal's leadership on teacher performance was 0.227. The coefficient is positive, meaning that the principal's leadership has a positive effect on teacher performance, the better the principal's leadership, the better the teacher's performance. Principal leadership has a direct effect on teacher performance by 0.227 or 5.5%. Testing the hypothesis obtained t-count = 2.753 and a significance value = $0.007 <0.050$ meaning that the principal's leadership has a positive effect on teacher performance.

Descriptively, the research conducted shows that the principal's leadership is included in the moderate or medium category, but several things need to be improved, one of which is the approach and supervision of teachers. This is in line with the results of a study conducted byRachmawati (2013); and Khotimah et al.(2023), who reported the results of their study that the results of the principal's leadership had a direct positive effect on teacher performance of 3.03%. In addition, the research results are also in line with the results of studies conducted by Satriadi, (2016) and Erwandi (2019) who reported that there is a very strong relationship/correlation between the principal's leadership variable and teacher performance of 0.826 or has a direct effect of 68.2 %. This means that if the principal's leadership continues to be improved, the teacher's performance will also get better.

The principal as the highest leader who is very influential and determines the progress of the school must have administrative skills, have high commitment and be flexible in carrying out their duties. Good school principal leadership must be able to seek to improve teacher performance through capacity building programs for educational staff. Therefore, the principal must have the personality or characteristics and abilities and skills to lead an educational institution. In his role as a leader the principal must be able to pay attention to the needs and feelings of the people who work so that the teacher's performance is maintained.

Based on the results of the research, it shows that as a leader the principal has the duty to mobilize all existing resources in the school so that they can be empowered to be used optimally in order to achieve the goals that have been set. The good and bad performance of teachers in schools depends heavily on how the principal's leadership influences teacher behavior in carrying out tasks.

Based on the description above, it can be concluded that the principal's leadership is one of the factors that can improve teacher performance. The principal's leadership is able to have a positive influence on teacher

performance, and conversely the worse the principal's leadership, the lower the teacher's performance level. Thus, the hypothesis put forward in this study can be proven true.

Teacher competence mediates the influence of the principal's leadership on teacher performance
Based on the test results and analysis, it was obtained that multiple regression of teacher competence mediates the influence of the principal's leadership on teacher performance of 0.140 with a significance value of 0.054 $>\alpha = 0.050$. Furthermore, a direct effect c' of 0.140 is found, which is smaller than c = 0.227. The effect of the principal's leadership variable on teacher performance was reduced and not significant 0.054 $>\alpha = 0.05$ after being mediated by the teacher competency variable. So, it can be concluded that teacher competence fully mediates the influence of the principal's leadership on teacher performance. The influence of the principal's leadership on teacher performance occurs indirectly, namely through teacher competence.

The competencies needed by school principals include skills in leadership, skills in human relationships, skills in group processes, skills in personal administration and skills in evaluation. Skills in leadership, namely the principal can direct teachers to achieve school goals through activities to increase member participation in preparing school programs, create a conducive work climate, delegate some responsibilities and involve teachers in making decisions and encourage member creativity and provide opportunities for teachers to perform. Increasing teacher competence can be carried out with the initiative of the principal to build the capacity of the teacher.

The results of the research are in line with studies conducted by Amanahtuzuriah et al.(2017); Banani (2017)which states that there is a positive and significant influence between principal leadership and teacher competence on teacher performance, this is indicated by the results of simultaneous hypothesis testing using the F Anova test which shows a significance value of less than 0.05.

Principals have duties and responsibilities in improving teacher competence. Good teacher competence will have an impact on work results so that educational goals can be achieved optimally. The principal as the leader of an educational institution has implications for all components in the school, especially teachers. Good school principal leadership will always foster and develop teacher competence in various activities such as KKG, seminars, workshops and so on, the implementation of which is facilitated by the principal as a leader.

Based on the description above, it can be concluded that the principal's leadership is one of the factors that can improve teacher competence which in turn can improve teacher performance. The principal's leadership is able to have a positive influence on teacher competence, and conversely the worse the principal's leadership, the lower the teacher's competency level. Thus, the hypothesis put forward in this study can be proven true.

Compensation mediates the influence of the principal's leadership on Teacher Performance
Based on the results of the analysis and testing, it was obtained that the influence of the principal's leadership on teacher performance after being mediated by compensation was 0.305. The coefficient is positive, meaning that the principal's leadership has a positive effect on teacher performance after being mediated by compensation, the better the compensation received, the greater the influence of the principal's leadership on teacher performance. Furthermore, it was found that a direct effect c' of 0.305 was greater than c = 0.227. The effect of the independent variable of the principal's leadership on teacher performance increases and is significant 0.001 $<\alpha = 0.05$ after being mediated by the compensation variable. It can be concluded that there is partial mediation, meaning that compensation partially mediates the influence of the principal's leadership on teacher performance. The influence of the principal's leadership on teacher performance occurs indirectly, namely through compensation.

Based on the descriptive results, compensation is included in the moderate or moderate category, but there are things that need to be improved in the provision of compensation in accordance with applicable regulations. This is in line with research conducted by Adriwilza (2013)which states that there is a positive and significant influence between the principal's leadership on compensation. Principal leadership has an important role in managing school activities. As well as having to pay attention to the level of satisfaction at work both providing facilities at work and providing compensation in the form of intensive work, salary and other benefits. The school principal who pays attention to his workforce will make his subordinates in this case is teacher, enthusiastic about carrying out their work.

The research results are in line with a study conducted by Aprijon, (2014); Ridwan (2015)and Saani (2013)who reported the results of their study that jointly or simultaneously school principal leadership and compensation had a positive and significant effect on teacher performance. These results indicate that the better the principal's leadership and the higher the compensation given, the teacher's performance will increase. The success of the principal in leading cannot be separated from work experience as a teacher,

educational background, rank and class. So far, the appointment of school principals has been through rigorous selection taking into account various aspects, both in terms of professionalism, seniority, years of service, certificates owned and aspects of leadership. This will certainly affect the ability of school principals to successfully lead schools. The role of the school principal as an administrator means that school principals must have the ability to manage finances, personnel administration where the principal must pay attention to compensation for teachers for the welfare of their workforce.

Based on the description above, it can be concluded that the principal's leadership is one of the factors that can increase compensation which will ultimately lead to an increase in teacher performance. The principal's leadership is able to have a positive effect on compensation, and so does the increase in compensation received by teachers which has a positive effect on improving performance. Thus, the hypothesis put forward in this study can be proven true.

Conclusions

Based on the results of the research conducted, it can be concluded principal leadership influences teacher performance. This means that the more effective the principal's leadership, the higher the teacher's performance, teacher competence fully mediates the influence of the principal's leadership on teacher performance in private high schools throughout Kuningan. This means that the higher the teacher's competency in mediating, the stronger the influence of the principal's leadership on teacher performance and teacher compensation partially mediates the influence of the principal's leadership on teacher performance in private high schools throughout Kuningan. This means that with the mediation of compensation, the influence of the principal's leadership on teacher performance will be stronger.

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