THE INFLUENCE OF PRINCIPAL LEADERSHIP ROLE AND TEACHER PROFESSIONALISM IN IMPROVING TEACHER PERFORMANCE IN MATARAM CITY WITH EDUCATIONAL QUALITY MANAGEMENT AS A MEDIATION VARIABLE

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ABSTRACT

This study aims to explore the influence of school leadership and teacher professionalism on the improvement of teacher performance in Mataram City, with educational quality management as a mediating variable. The research employs a quantitative approach and uses purposive sampling techniques. Data were collected from all respondents, grouped according to established criteria, tested on each variable, and analyzed using the Partial Least Squares (PLS) method. The results show that the first hypothesis, which states that there is an influence of school leadership on educational quality, is rejected. The second hypothesis, indicating that teacher professionalism affects educational quality, is accepted. The third hypothesis, stating that school leadership impacts teacher performance, is also accepted. The fourth hypothesis, which asserts that teacher professionalism influences teacher performance, is accepted. However, the fifth hypothesis, which indicates the effect of educational quality on teacher performance, is rejected. Conversely, the sixth hypothesis, stating that school leadership significantly influences teacher performance through educational quality, is rejected. In contrast, the seventh hypothesis, indicating that teacher professionalism affects teacher performance through educational quality, is accepted.

Keywords: *role of school leadership, teacher professionalism, teacher performance, educational quality.*

INTRODUCTION

Teacher performance plays a central role in determining the quality of education in a region. Teachers are not only teachers, but also mentors and directors who play a role in shaping the character and abilities of students, which will ultimately determine the future of the nation. The quality of teacher performance is a reflection of the effectiveness of the education system itself, and improving this quality is greatly influenced by various factors, including teacher professionalism and principal leadership.

In Mataram City, the results of the Teacher Competency Test (UKG) show that many teachers have not met the expected competency standards. Most teachers scored below standard, reflecting a gap between the expected teaching quality and the reality in the field. This condition indicates the need for strategic intervention to improve teacher performance, which in turn will have a positive impact on the overall quality of education.

Principal leadership plays a key role in creating a school environment that is conducive to teaching and learning. An effective principal can provide the direction, support, and motivation needed to develop teacher potential. In addition, teacher professionalism is an important factor that supports the improvement of their performance. Professional teachers are able to carry out their duties well, follow teaching standards, and continue to develop scientifically and pedagogically.

However, the main challenge faced in Mataram City is the suboptimal implementation of education quality management. Education quality management should be a strong instrument to ensure quality improvement in every aspect of

education. Unfortunately, approaches that prioritize structural aspects often ignore the importance of management at the micro level. Therefore, this study seeks to further explore how principal leadership and teacher professionalism can contribute to improving teacher performance through the implementation of effective education quality management.

LITERATURE REVIEW
Teacher Performance

Teacher performance is one of the main topics in educational literature, given the important role of teachers in ensuring the quality of learning and student success. According to Darmadi (2018), teacher performance describes a teacher's ability to carry out their professional duties. Teachers who perform well are able to carry out their roles according to established standards, including planning, implementing, and evaluating the teaching and learning process.

Barnawi and Arifin (2017) stated that teacher performance is measured by how well the teacher carries out his/her responsibilities in educating, teaching, guiding, and directing students. This performance is influenced by various factors such as competence, work motivation, and the educational environment in which the teacher works. In the digital era, teachers' ability to utilize technology is increasingly important to increase the effectiveness of learning. Faozan (2022) stated that the use of appropriate technology can help teachers access wider learning resources and increase learning interactivity, although many teachers in Indonesia still have difficulty mastering this technology, which ultimately affects their performance.

Recent research by Sudarman and Syafrudin (2022) also shows that teacher performance is influenced by teacher welfare

and psychological conditions. Heavy workloads without adequate appreciation often reduce their performance. Therefore, a balance between work demands and compensation is important to support improved teacher performance.

Education Quality Management

Educational quality management is a systematic approach designed to improve the quality of education through the implementation of clear standards and procedures. Arinda (2018) explains that quality management is a management effort in directing educational institutions to achieve continuous quality improvement. Dalmeri (2016) adds that the purpose of quality management is to ensure the conformity between the educational process and the expected results, providing satisfaction for all stakeholders, including students, parents, and the community.

With the advancement of technology and globalization, education quality management now also involves the integration of technology in the education process. According to Murtafiah (2022), quality management in the digital era focuses on the use of technology in monitoring teacher performance, distance learning, and efficient management of school data.

Yahya and Alkadri (2020) highlighted that one of the challenges in implementing education quality management in Indonesia is the minimal participation of parents and the community in decision-making related to education, even though they have an important role in education evaluation.

Principal Leadership

Principal leadership is a crucial factor in creating effective school management. Principals with good leadership can create a

conducive learning environment and improve teacher performance. Yukl (2010) defines principal leadership as an effort to influence others to work in accordance with organizational or school goals.

Cicilia Tri Suci Rokhani (2020) showed that the principal's leadership style greatly influences school performance. Principals who encourage teacher participation in decision-making and listen to their input tend to be successful in creating a positive school climate. Principals who are able to motivate teachers and provide examples will be more successful in improving teacher performance and discipline.

Ideswal Yahya and Alkadri (2020) added that principals must have a strategy to develop the curriculum and create a supportive learning atmosphere. Principals with good emotional intelligence also play a role in instilling moral values in teachers and students.

Teacher Professionalism

Teacher professionalism is the key to improving performance that supports the quality of education. Priansa (2017) stated that professionalism is characterized by quality and pride in the profession being carried out. Professional teachers understand pedagogy and are able to apply it in teaching, and have a strong commitment to their duties.

Rifa'i et al. (2022) stated that teacher professionalism is influenced by various factors, including principal support, training, and work environment. Teachers who continue to improve their competence through training tend to have higher professionalism. However, in Indonesia there are still teachers who teach outside their field of expertise, which reduces the quality of learning and teacher professionalism.

Conceptual Framework

Sugiyono (2014) explains that the conceptual framework is a theoretical relationship between research variables, namely between independent and dependent variables, which are observed or measured in research. The conceptual framework is used to explain the phenomenon being studied.
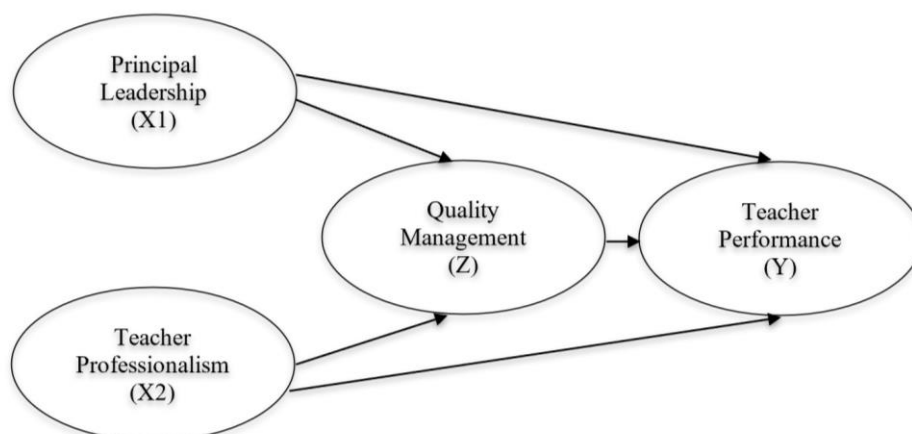

Figure 1. Conceptual Framework

METHOD
Types of research

This study uses a quantitative approach, which is based on the principle of positivism. This method was chosen because it is in accordance with the objectives of the study, namely to measure the influence of variables that have been determined through statistical data. Data collection was carried out using the purposive sampling method, and analysis was carried out using the Partial Least Square (PLS) technique which allows simultaneous testing between independent and dependent variables. The population in this study were teachers in Mataram City, and the data were analyzed to determine the relationship between variables.

Population and Sample

The population in this study were all ASN teachers who teach at various levels of education consisting of kindergarten, elementary and junior high school teachers under the auspices of the Mataram City Education Office totaling 1,200 people. From this population, a sample of 97 teachers was taken using purposive sampling techniques based on certain criteria, namely teachers who have a minimum of five years of teaching experience and have the status of permanent teachers. This technique is used because the population is relatively large and is considered representative to answer the research objectives.

Data Analysis Methods

Sugiyono (2018) explained that data analysis techniques involve collecting data from respondents, grouping based on criteria, testing each variable, and presenting data after testing. This study uses the Partial Least Square (PLS) data analysis method, which is a statistical analysis technique that tests the relationship between independent variables (exogenous) and dependent variables (endogenous) simultaneously (Ghozali, 2015).

Hypothesis Testing

Hypothesis testing is conducted to determine whether there is a direct or indirect (partial or simultaneous) influence of exogenous variables on endogenous variables. This test uses a significance level of 5% (0.05) to determine the acceptance or rejection of the hypothesis statistically.

RESULTS AND DISCUSSION
Evaluation of Measurement Model (Outer Model)

The measurement model, or known as the outer model, is a confirmatory factor analysis (CFA) that aims to test the validity and reliability of latent constructs. The following are the results of the evaluation of the outer model in this study.

Validity Test

In this study, data validity was tested using Smart PLS 3.0 software. Validity testing was carried out using convergent validity which refers to the loading factor value, as well as discriminant validity which was evaluated through the cross loading value.
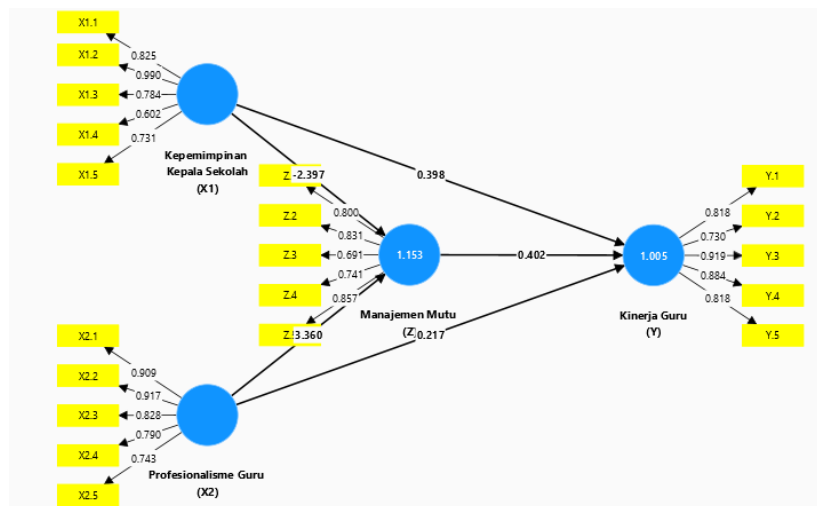
Figure 2. Outer Model

1. Convergent Validity

   Convergent validity of the measurement model with the reflective indicator model is assessed based on the correlation between item score/component score and construct score calculated by PLS. Based on Figure 2 above, it can be seen that all loading factor values have passed the limit of 0.7 so that it can be concluded that each indicator in this study is valid. Therefore, these indicators can be used to measure research variables.

2. Discriminant Validity

   Discriminant validity compares the Average Variance Extracted (AVE) value of each construct with the correlation between other constructs in the model. Based on Figure 2 above, it can be seen that all cross loading values of each targeted indicator have a higher correlation with each variable compared to other variables. It can be concluded that the indicators above are valid as a whole.

Reliability Test

An instrument can be said to be reliable by looking at the value of Average Variance Extracted more than 0.5, Cronbach Alpha more than 0.6 and Composite Reliability more than 0.7.

Table 1. Calculation of AVE, Cronbach Alpha, and Composite Reliability

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Teacher Performance (Y)	0.892	0.914	0.894	0.635
Quality Management (Z)	0.920	0.925	0.920	0.699
Principal Leadership (X1)	0.887	0.894	0.889	0.618

Teacher Professionalism (X2)	0.921	0.927	0.922	0.705

Source: Processed primary data (2024)

Based on Table 1 above, it can be seen that the Cronbach Alpha value of the Teacher Performance variable (Y) is 0.892, the Quality Management variable (Z) is 0.920, the Principal Leadership variable (X1) is 0.887 and the Teacher Professionalism variable (X2) is 0.921. From the calculation results above, it can be seen that all indicators are reliable in measuring their latent variables.

Structural Model Evaluation (Inner Model)

Evaluation of the inner model can be seen from several indicators including the coefficient of determination (R2), Predictive Relevance (Q2) and Goodness of Fit Index (GoF) (Hussein, 2015). The results of the structural model displayed by Smart PLS 3.0 in this study are as follows:
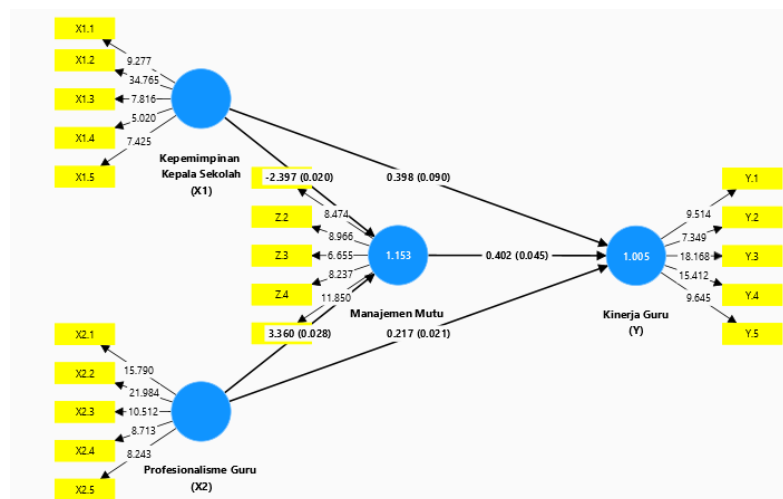
Figure 3. Structural Model (Inner Model)

R2 (R-square) results

In assessing the model with PLS, it begins by looking at the R-square for each dependent latent variable. The results of the r2 calculation in this study are as follows:

Table 2. Correlation Value (r2)

	R-square	*Adjusted R-square*
Teacher Performance (Y)	0.892	0.914
Quality Management (Z)	0.920	0.925

Source: Processed primary data (2024)

Based on the calculation carried out using the bootstrapping method listed in Table 2, the r² value for the Quality Management variable (Z) is 0.925, which indicates that this variable is influenced by Principal Leadership (X1) and Teacher Professionalism (X2) by 92.5%. This means that the contribution of both variables to Quality Management (Z) is 92.5%.

On the other hand, the r² value for the Teacher Performance variable (Y) is 0.914, which indicates that this variable is influenced by Principal Leadership (X1), Teacher Professionalism (X2), and Quality Management (Z) by 91.4%. Thus, the contribution of the three variables to Teacher Performance (Y) reaches 91.4%.

Goodness of Fit Model

The calculation of goodness of fit is used to measure the contribution of exogenous variables to endogenous variables. The Goodness of Fit (GoF) value in PLS analysis can be calculated using Q-square predictive relevance (Q²). The following are the results of the Goodness of Fit Model calculation obtained in this study:

$Q^2 = 1 - (1 - r12)(1 - r22)$
$Q2 = 1 - (1 - 0.925)(1 - 0.914)$
$Q2 = 0.9935$

Based on the calculation, the Q-square predictive relevance (Q²) value was obtained as 0.9935 or 99.35%. This shows that the variability in the Teacher Performance variable (Y) can be explained by the model as a whole by 99.35%. In other words, the contribution of the Principal Leadership (X1), Teacher Professionalism (X2), and Quality Management (Z) variables to Teacher Performance (Y) is 99.35%, while the remaining 0.65% is influenced by other variables not discussed in this study.

Hypothesis Testing

Based on the results of the outer model conducted, all tested hypotheses have met the requirements and can be used as analysis models in this study. Hypothesis testing in this study uses a significance level of 5%, which means that the hypothesis is accepted if the t-statistic value ≥ 2.048 or the probability value $\leq$ significance level ($\alpha = 5\%$). The limit of 0.05 indicates that the chance of error is only 5%, while the other 95% indicate acceptance of the hypothesis.

Hypothesis testing is divided into two parts, namely direct effect testing and indirect effect testing (mediation). Direct effect testing is carried out using the bootstrapping technique on Smart PLS 3.0 software, while indirect effect testing uses t-statistics on the indirect effect.

Table 3. Path Coefficients

	Original Sample (O)	*Sample Mean (M)*	*Standard Deviation (STDEV)*	*T statistics (|O/STDEV|)*	*P Values*
Principal Leadership (X1) -> Quality Management (Z)	0.133	0.208	0.184	0.136	0.471
Teacher Professionalism (X2) -> Quality Management (Z)	0.787	0.730	0.175	5,049	0.000
Principal Leadership (X1) -> Teacher Performance (Y)	0.522	0.548	0.176	2.219	0.003
Teacher Professionalism (X2)-> Teacher	0.577	0.584	0.200	3,064	0.004

Performance (Y)					
Quality Management (Z) -> Teacher Performance (Y)	-0.102	-0.132	0.176	1,507	0.564

Source: Processed primary data (2024)

Based on Table 3, the test results for each hypothesis are as follows:

a. The Influence of Principal Leadership (X1) on Quality Management (Z).

    The test results in Table 4.3 show that the t-statistic value for the relationship between Principal Leadership (X1) and Quality Management (Z) is 0.136 with a significance of 0.471. These results indicate that the t-statistic ≤ 1.96 and the significance value ≥ level of significance (α = 5%). Thus, the first hypothesis is rejected.

b. The Influence of Teacher Professionalism (X2) on Quality Management (Z).

    The test results in Table 4.3 show that the t-statistic value for the relationship between Teacher Professionalism (X2) and Quality Management (Z) is 5.049 with a significance of 0.000. This result indicates that the t-statistic ≥ 1.96 and the significance value ≤ level of significance (α = 5%). Therefore, the second hypothesis is accepted.

c. The Influence of Principal Leadership (X1) on Teacher Performance (Y).

    The test results in Table 4.3 show that the t-statistic value for the relationship between Principal Leadership (X1) and Teacher Performance (Y) is 2.219 with a significance of 0.003. This result indicates that the t-statistic ≥ 1.96 and the significance value ≤ level of significance (α = 5%). Thus, the third hypothesis is accepted.

d. The Influence of Teacher Professionalism (X2) on Teacher Performance (Y).

    The test results in Table 4.3 show that the t-statistic value for the relationship between Teacher Professionalism (X2) and Teacher Performance (Y) is 3.064 with a significance of 0.004. This result indicates that the t-statistic ≥ 1.96 and the significance value ≤ level of significance (α = 5%). Therefore, the fourth hypothesis is accepted.

e. The Influence of Quality Management (Z) on Teacher Performance (Y).

    The test results in Table 4.3 show that the t-statistic value for the relationship between Quality Management (Z) and Teacher Performance (Y) is 1.507 with a significance of 0.564. This result indicates that the t-statistic ≤ 1.96 and the significance value ≥ level of significance (α = 5%). Therefore, the fifth hypothesis is rejected.

Indirect Effect Testing

Indirect influence testing is done by measuring the strength of the influence of the independent variable (X) on the dependent variable (Y) through the intervening variable (Z), with the condition that the t-statistic value must be greater than 1.96. Indirect influence is considered significant if both direct influences that form the influence are also significant. The results of this test can be seen in the following table:

Table 4. Indirect Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T statistics (|O/STDEV|)	P Values
Principal Leadership (X1) -> Quality Management (Z) -> Teacher Performance (Y)	0.135	0.186	0.172	0.782	0.434
Teacher Professionalism (X2)-> Quality Management (Z) -> Teacher Performance (Y)	0.514	0.405	0.200	2,574	0.001

a. The Influence of Principal Leadership (X1) on Teacher Performance (Y) through Quality Management (Z).

The test results in Table 4.4 show that the t-statistic value for the relationship between Principal Leadership (X1) and Teacher Performance (Y) through Quality Management (Z) is 0.782 with a significance value of 0.434. This result indicates that the t-statistic does not meet the requirements ≥ 1.96 and the significance value is greater than the significance level (α = 5%). Therefore, the sixth hypothesis is rejected.

b. The Influence of Teacher Professionalism (X2) on Teacher Performance (Y) through Quality Management (Z).

The test results in Table 4.4 show that the t-statistic value for the relationship between Teacher Professionalism (X2) and Teacher Performance (Y) through Quality Management (Z) is 2.574 with a significance value of 0.001. This result indicates that the t-statistic meets the requirements ≥ 1.96 and the significance value is smaller than the significance level (α = 5%). Thus, the seventh hypothesis is accepted.

CONCLUSION

Based on the research results and discussion in the previous chapter, the following conclusions were obtained:

1. Testing the influence of Principal Leadership (X1) on Quality Management (Z) shows that t-statistic ≤ 1.96 and significance value ≥ significance level (α = 5%). Therefore, the first hypothesis is rejected.

2. Testing the influence of Teacher Professionalism (X2) on Quality Management (Z) shows that the t-statistic ≤ 1.96 and the significance value ≥ significance level (α = 5%). Therefore, the second hypothesis is accepted.

3. Testing the influence of Principal Leadership (X1) on Teacher Performance (Y) shows that t-statistic ≤ 1.96 and significance value ≥ significance level (α = 5%). Therefore, the third hypothesis is accepted.

4. Testing the influence of Teacher Professionalism (X2) on Teacher Performance (Y) shows that the t-statistic ≤ 1.96 and the significance value ≥ significance level (α = 5%). Therefore, the fourth hypothesis is accepted.

5. Testing the influence of Quality Management (Z) on Teacher Performance (Y) shows that t-statistic ≤ 1.96 and significance value ≥ significance level (α = 5%). Therefore, the fifth hypothesis is rejected.

6. Testing the significant influence of Principal Leadership (X1) on Teacher Performance (Y) through Quality Management (Z) shows that t-statistic ≥ 1.96 and significance value ≤ significance level (α = 5%). Therefore, the sixth hypothesis is rejected.

7. Testing the significant influence of Teacher Professionalism (X2) on Teacher Performance (Y) through Quality Management (Z) shows that the t-statistic ≥ 1.96 and the significance value ≤ significance level (α = 5%). Therefore, the seventh hypothesis is accepted.

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