

# The Effect of Teacher Leadership and Procurement on the Performance of the Islamic Vocational High School Commander Sudirman 1 Jakarta

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**Abstract.** This review plans to decide the impact of authority and educator acquisition on school execution, this exploration was directed at the Panglima Besar Soedirman 1 Islamic Professional Secondary School Jakarta. Sources of data using primary data by distributing questionnaires. The sampling method used a saturated sample of 66 respondents consisting of teachers of SMK Islam PB Sudirman 1 Jakarta. The data was processed by descriptive analysis and multiple regression analysis, tested with the help of the SPSS program. From the results of this study, it was found that leadership had an effect on school performance, teacher procurement had an effect on school performance and simultaneously there was an effect of leadership and teacher procurement on school performance.

**Keywords:** leadership; teacher procurement; school performance

## 1 Introduction

Execution of a school is a proportion of how the school can work on the nature of instruction. Schools are expected to work on the nature of training, particularly SMK (Professional Secondary Schools) where schools are supposed to have the option to deliver graduates who are prepared to contend in the realm of work and the business world.

The nature of training isn't just regarding schools but on the other hand is upheld by the public authority. The public authority with an end goal to work on the nature of public training, through the Service of Public Instruction, ceaselessly endeavors to roll out different improvements and changes to the school system.

In school performance management, there are several factors that support its implementation, namely 1) student background (well-selected input); 2) adequate school size; 3) the economic level of students who are on average capable; 4) leaders who can satisfy their members and guardians of students; 5) teachers and employees who work according to their capabilities.

From the principal's point of view as an appraiser official, there is a reluctance to apply it, this is because of the following factors: 1) the assessment procedure is often difficult to understand where the criteria used are not clearly defined or have a vague meaning, giving rise to multiple interpretations, and the procedure is complicated. - convoluted; 2) superiors do not have enough time to implement performance management, because of the first problem; 3) do not want to have a confrontation with subordinates, especially those who are judged to be underperforming. The reason for this reluctance is that superiors do not have a strong argument due to the unclear assessment criteria used.

A school that wants high-quality human resources as expected must be able to prepare to deal with the obstacles that will be faced in conducting selectivity in the procurement of teachers who will be placed in their schools.

While the real problems faced by the Islamic Vocational School of PB Sudirman 1 which will be examined in conducting leadership development and teacher procurement are the reluctance of the subordinates as the assessed party:

The lack of leaders in conducting training or education held by government or private agencies so that very little important information is needed; The school's organizational structure is still prioritized on teachers who are more senior or people who are quite close to foundation officials/principals.

Recruitment and leadership development did not go very well in its implementation. The fulfillment/acceptance of educators distributed by the foundation to Islamic Vocational School PB Sudirman-1 was not in accordance with demand, so this led to sub-optimal performance.

The inferior quality of HR (HR) is a principal issue that can deter the improvement of the public economy. Organizing HR should be sought after steadily and ceaselessly through a quality school system in both formal, casual and non-formal training, beginning from fundamental schooling to advanced education (Mulyasa 2004:4).

Improvement of HR (HR) is a vital element of an association or organization. A static association or organization, which doesn't encounter an expansion in HR will generally encounter mishaps and even liquidation. Human asset advancement is something normal and totally happens in an association or organization.

Activities that are still related to HR planning are the procurement or recruitment of workers. After the school has determined the characteristics or characteristics of the teachers needed and the number of each, the next activity is an effort to get the necessary workforce. Ideally, this manpower procurement effort is to ensure that the workers who are recruited and placed later are *the right people in the right position*.

From the description above, the researchers are interested in studying: "**The Influence of Leadership and Teacher Procurement on School Performance at Islamic Vocational School PB Sudirman 1 Jakarta**".

## **2 Understanding Performance**

Execution is a particular work process in an arranged way at that point and spot of the representative and the association concerned. Moreover, execution is the outcome or level of progress of an individual all in all during a specific period in doing undertakings contrasted with different conceivable outcomes, for example, work norms, targets or targets or measures that not entirely set in stone ahead of time and have been commonly settled upon (Mangkuprawira, 2007).

Miner in Umam (2009: 187) says that presentation is an expansion of the gathering of people and assumptions regarding what people ought to do connected with a job, and that exhibition is an assessment of different propensities in the association, which requires clear normalization.

Execution is a record of the impacts created on a task capability or movement during a specific period connected with hierarchical objectives (Kane & Kane, 993; Bernardin & Russell, 1998; Cascio, 1998) in Umam (2009: 186).

The new efficiency worldview is a genuine presentation worldview that requires genuine estimation of the general exhibition of the association, proficiency or actual aspects, yet additionally non-actual aspects (elusive) (Andersen in Sudarmanto, 2009:7).

Concerning idea of execution, Rummler and Brache (1995) expressed that there are 3 (three) levels of execution, specifically:

1. Authoritative execution; is the accomplishment of results (results) at the level or unit of hierarchical investigation. Execution at the authoritative level is connected with hierarchical objectives, hierarchical plan, and authoritative administration.
2. Process execution; is the exhibition of the stages during the time spent creating an item or administration. Execution in this cycle is affected by process targets, process plan, and cycle the board.
3. Individual/work execution; is the accomplishment or adequacy at the representative or occupation level. Execution at this level is affected by work goals, work plan, and occupation the board and individual qualities.

### **School Performance**

School execution is the aftereffect of work that in quality and amount can be accomplished by a representative in completing assignments as per the obligations given to him (Mangkunegara & Koesmono in Ida, 2008:34).

School performance variables are operationally measured using 8 (eight) dimensions adopted from PP No. 19 of 2005 concerning national education standards, namely:

1. Graduate capability guidelines are capabilities of graduates' capacities that incorporate mentalities, information, and abilities.
2. Process norms are public schooling guidelines connected with the execution of learning in an instructive unit to accomplish graduate capability principles.
3. Content principles are the extent of the material and the degree of skill as illustrated in the models for graduate abilities, concentrate on material capabilities, subject skills, and learning prospectus that should be met by understudies at specific levels and kinds of training.
4. The norms of teachers and training staff are the measures for pre-administration schooling and physical and mental qualification, as well as in-administration schooling.
5. Norms for offices and foundation are public schooling guidelines connecting with least standards in regards to training connecting with least rules in regards to concentrate on rooms, spots to work out, spots of love, libraries, labs, studios, spots to play, spots to be imaginative and sporting, as well as other learning assets. expected to help the growing experience, including the utilization of data and correspondence innovation.
6. The board guidelines are public training norms connecting with the preparation, execution, and management of instructive exercises at the degree of schooling units, regions/urban communities, territories, or nationals to accomplish productivity and viability in the organization of instruction.
7. Supporting standard is a standard that controls the parts and how much working expenses of an instructive unit which is legitimate for one year.
8. Instructive appraisal norms are public schooling guidelines connecting with components, methods, and instruments for surveying understudy learning results.

### **Performance Management**

Keywords Performance Management According to Mangkuprawira (2003), performance management keywords include: (1) systemic processes, (2) systematic processes, (3) efforts to improve performance, (4) through continuous and long-term processes, (5) includes setting strategic performance goals and objectives, (6) measuring performance, (7) collecting, analyzing, reviewing and reporting performance data, (8) using it for continuous performance improvement.

Stages of performance management (Mangkuprawira, 2003), include:

1. Performance planning stage Performance arranging is completed in the beginning phases of the general exhibition the board cycle, specifically laying out execution objectives and goals, execution measures and execution pointers as a type of execution responsibility. An exhibition not entirely settled on the accompanying issues:
  - a. Performance accountability that must be fulfilled by employees which in this case is the responsibility in achieving work results.
  - b. Specific goals to be achieved, including performance targets to be achieved.
  - c. Performance standards or performance criteria that will be used to evaluate how far employees have achieved performance goals and targets.
  - d. Performance factors, competencies, or behaviors that will affect the performance process.
2. Performance implementation stage The performance
3. implementation stage is the implementation of the manager's responsibility to organize, coordinate, control, delegate and direct work to his subordinates.
4. Performance appraisal stage Performance
5. appraisal is used to determine the extent to which the objectives of the organizational performance agreement have been achieved.
6. Performance preview stage
7. The main activity is to discuss and discuss the performance that has been achieved. Here we examine the factors of barriers and strengths of the achievement of employee performance. At the same time, suggestions for performance improvement are formulated.
8. Performance improvement
9. is the stage of renewal and re-determination of performance accountability that must be met by employees: revision of objectives, performance targets, performance standards and revision of performance criteria.

### **Factors influencing performance**

According to Mangkuprawira (2003), execution is a complex develop that incorporates many impacting factors. These variables comprise of worker natural elements (individual or individual) or HR and extraneous, in particular administration, framework, group and situational. The itemized portrayal of these elements is as per the followings.

1. Individual or individual variables, including components of information, abilities, capacities, self-assurance, inspiration and responsibility of every individual worker.
2. Administration factors incorporate parts of the nature of administrators and group pioneers in giving consolation, excitement, heading and work backing to representatives.
3. Group factors, including the nature of help and excitement given by partners, trust in individual colleagues, cohesiveness and closeness of colleagues.
4. Framework factors, including work frameworks, work offices or foundation given by the association, authoritative cycles and execution culture inside the association.

5. Context oriented (situational) factors, remembering tensions and changes for the outside and interior climate.

As indicated by Robert L. Mathis and John H. Jackson in Umam (2009: 189), the variables that influence the singular presentation of the labor force, specifically: (a) capacity; (b) inspiration; (c) the help got; (d) the presence of the work they do; and (e) their relationship with the association.

### **Definition of Leadership**

Jacobs and Jaques (1990) in Gary Yukl (2010) say leadership is the process of giving goals (meaningful direction) to collective efforts, which causes efforts to be expended to achieve goals.

A leader is someone who is able to influence others to do or not do something they want, while leadership is a process of influencing others to want or not to do something they want. There are also those who say that leadership (*leadership*) is an interaction relationship between followers (*followers*) and leaders in achieving common goals (Sondang, 2004:97).

Leadership is the behavior of a manager who can encourage employees to achieve high performance in accordance with expectations (*to show the way, to guide, to cause progress, to direct, to influence*). Another definition, leadership is the willingness and ability to invite employees towards goals and work results effectively, efficiently, and productively. Silalahi (2000: 204).

The premise of way objective hypothesis is that it is the pioneer's obligation to help individuals in accomplishing their objectives and to give the bearing and backing or both expected to guarantee that their objectives are reliable with the objectives of the gathering or association all in all. The term way objective comes from the conviction that powerful pioneers explain the way to assist their individuals with getting from the very beginning to the accomplishment of their objectives, and make strolling along the way simpler by diminishing obstructions and entanglements (Robbins, 2002).

As indicated by way objective hypothesis, a pioneer's way of behaving is satisfactory to subordinates at a level that is seen by them as a wellspring of current or future fulfillment. Pioneer conduct will give inspiration up to (1) causes subordinates to feel the requirement for fulfillment in accomplishing successful execution, and (2) gives the lessons, course, backing and rewards required for compelling execution (Robins, 2002). To test this assertion, Robert House distinguished four pioneer ways of behaving. Pioneers who are order pioneer, steady pioneer, participative pioneer and accomplishment arranged pioneer. In spite of Fiedler's perspective on pioneer conduct, House expects that pioneers are adaptable. Way objective hypothesis infers that a similar pioneer is equipped for doing some or all of the way of behaving relying upon the circumstance (Robins, 2002).

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## Validity and Reliability

Validity and reliability will determine the level of confidence of the results obtained and their conclusions. Kerlinger (1990) in Purnomo (2002:50).

Azwar (1997:2) suggests that the reliable and valid nature is shown by the high reliability and validity of the test results. A measuring instrument that is not valid and reliable will provide incorrect information about the condition of the subject who is subjected to the test.

### 1. Validity

Legitimacy comes from the word legitimacy which implies the degree to which the precision and exactness of an allotting instrument in conveying its estimating capability. So to be substantial, the test instrument should quantify something and do it cautiously. Azwar (1997:5).

The four scales in this study will be tested for validity with internal validity, namely using comparison criteria taken from the measuring instrument itself, by correlating item scores with total scores, calculating using *product moment* from Pearson, with the formula

Information :

$r_{xy}$  : Correlation coefficient between item score and item total score

X : Total score of each item

Y : Total score of item

N : Number of subjects

Correlation coefficient obtained from rough *product moment* has not been able to show actual validity. In order to avoid the effect of overloading due to the binding of item scores to the total score, the rough numbers obtained from the *product moment* need to be correlated again using the *part whole*, while the formula for the *part whole* is as follows:

Description:

$r_{pq}$  : *Part whole*

$r_{xy}$  : Correlation coefficient between item scores and total

$SD_t$  : Standard deviation of

$SD_p$  : Standard deviation of item scores

### 2. Reliability

Reliability is an index that shows the extent to which a measurement tool can be trusted or relied on. Ancok (1986) in Purnomo (2002:52). To determine the reliability of the measuring instrument in this study used the analysis of variance developed by Hoyt. Azwar (1997) Hoyt's technique can be used for dichotomous items (values 0 and 1) or non-dichotomous items (values 1,2,3 and 4), while the speed test, power test, and the number of items do not need to be even. The formula is:

Description :

$r_{tt}$  measuring instrument

$MK_{is}$  : Mean square of intervention item x subjects of the

Constitutional Court<sub>s</sub> : Mean of the squares between subjects

1 : Constant number (Azwar, 1997)

## Test the Basic Assumptions of Regression.

Before testing the hypothesis, it is necessary to test whether there is a violation of the classical assumptions. According to Gujarati (2005:147). In Sumarsih (2009:61), a good hypothesis test result is a test that does not violate the three classical assumptions underlying the linear regression model, the three assumptions are as follows:

### 1. Normality

Test The ordinariness trial of the information is either univariate or multivariate. Considering that the model assessment procedure utilized is Most extreme Probability Assessment (ML), this method requires the satisfaction of the ordinariness suspicion.

- a. Testing *Critical Ratio (cr)* of the level of the slope (*skewness*) of a variable, with the process:
  - Calculating the standard *error of skewness*  
Where N is the number of samples.
  - Calculate *critical ratio of skewness*.
- b. Calculating *critical ratio (cr)* of the level of sharpness (*kurtosis*) of a variable, with the process.
  - Calculating the standard *error of kurtosis* :  
Where N is the number of samples.
  - Calculating *critical ratio of kurtosis* :
- a. Calculating the overall distribution of data (*multivariate*), with the process:
  - Calculating the standard *error of multivariate* :  
Where = N is the number of samples.  
P is the number of indicators.
  - Calculating *critical ratio of kurtosis*:

Next is to compare the *cr skewness* and *kurtosis* with certain standards. The comparison figure used is the number Z with a confidence level of 99 % and a significant level of 100 % - 99 % = 1 % with the number  $Z = \pm 2.58$ .

A data distribution is said to be normal if the *cr skewness / cr kurtosis* is between -2.58 to +2.58. However, if the numbers are below -2.58 or above +2.58 the distribution can be said to be abnormal. If the results are not normal, it must be retested by deleting some of the data included in the outer category. Santoso (2007) in Rohaeni (2009:56).

### 2. autocorrelation.

According to Algifari (2007:65) in Sumarsih (2009:57) *autocorrelation* is the correlation between sample members sorted by time. *Autocorrelation* indicates the existence of successive conditions between disturbances or distributions included in the regression. The autocorrelation intends to decide if there is a connection between's individuals from a progression of observational information arranged by time (time series). To recognize the event autocorrelation in this review, the DW test was utilized by taking a gander at the relationship coefficient of the DW test. As follows:

Table 3.3. Autocorrelation Level (*Durbin Watson*)

DW	Conclusion
Less than 1.10	There is autocorrelation
1.10 – 1.54	No autocorrelation
1.55 – 2.46	No autocorrelation

2.47 – 2.90	No autocorrelation
More than 2.91	There is autocorrelation

Source: SPSS 16 . Multivariate Analysis

test calculation *autocorrelation* on the performance of the Islamic Vocational School PB Soedirman1 Jakarta can be summarized in table 3.3. as follows:

Table 3.4. Summary of Autocorrelation Test Results on School Performance at SMK Islam PB Sudirman 1 Jakarta

Variable	DW	Conclusion
Leadership, Employee Procurement and Performance	2,265	No autocorrelation

### Third Hypothesis Testing: Leadership and Teacher Procurement on School Performance at SMK Islam PB Sudirman 1 Jakarta.

Before testing the hypothesis of the Effect of Employee Procurement (X2) on the Performance of Islamic Vocational Schools PB Sudirman 1 Jakarta (Y), the formulation of the hypothesis is stated as follows:

Ho = There is no Effect of Leadership (X1) and Employee Procurement (X2) on School Performance of Islamic Vocational Schools PB Sudirman 1 Jakarta (Y).

H1 = There is an influence of Leadership (X1) and Employee Procurement (X2) on School Performance of Islamic Vocational School PB Sudirman 1 Jakarta (Y).

To see if the above speculation is acknowledged or dismissed, testing through straightforward regression is essential. Administration can be closed in the event that the likelihood esteem (sig) is under 0.05 Ho is dismissed and H1 is acknowledged. Then again, in the event that the likelihood esteem (Sig) is more noteworthy than 0.05, the invalid speculation (Ho) is acknowledged. The aftereffects of the straightforward relapse examination test are outlined as follows:

Table 4.22. Results of Multiple Regression Analysis between Leadership (X1) and Procurement of Teachers/Employees (X2) and School Performance (Y).

Variable	B	Std. Error	Beta (β)	T	Sig
(Constan)	9,554	16,952		1.774	0.081
X1	0.547	0.203	0.349	2.696	0.009
X2	0.910	4.154	0.534	0.219	0.000

R = 0.861      R<sup>2</sup> = 0.742      F = 53,579  
 Sig = 0.000      Y = 16.952+0.048X1+0.910X2

Source: Processed from SPSS output

The R number of 0.861 indicates that there is a correlation / relationship between the School Performance of Islamic Vocational School PB Sudirman 1 Jakarta (Y) with Leadership (X1), and Employee Procurement (X2) together for leadership looks insignificant (above 0.5 )

while for X2 it looks significant, it looks significant below (0.5). While R Square or the coefficient of determination is 0.742, which means 74.2% of Leadership (X1), and Employee Procurement (X2) for leadership looks insignificant (above 0.05) while for teacher procurement (X2) looks significant below (0 0.05) contributes to School Performance. While the rest (100% - 74.2% = 25.8%) is influenced by other variables outside of Leadership and Employee Procurement. The Standard Error of Estimate (SEE) is 9.554 (School Performance Score). The smaller the SEE value, the more accurate the regression table will predict the School Performance variable at SMK Islam PB Sudirman 1 Jakarta.

ANOVA test or F test, obtained F count 53,579 with a significance level of 0.000 which is much smaller than 0.05, so the regression model can be used to predict the School Performance variable.

The resulting regression equation is:

$$Y = 16.952 + 0.048X_1 + 0.547X_2 + 0.910X_3$$

### 3 CONCLUSION

1. To improve the performance of the Islamic Vocational School of PB Sudirman, the procurement of teachers needs to go through the school by outlining the minimum quality requirements of people who will be accepted in order to carry out a position properly and competently 25 voters (53%) and need to improve the results of responses to applicants already have information material about the organization he will be joining so that it is easier to make the necessary adjustments if his application turns out to be accepted by a voter turnout of 2 people (3%).
2. To improve the performance of Islamic Vocational High School PB Sudirman leadership needs to be improved through leaders providing work facilities to teachers as a means of supporting work in schools with 34 voters (57%)

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