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Principal Leadership Performance: Indonesian Case

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Abstract

Leadership is a topic that has sparked a lot of debate and investigation. In particular, the principal's leadership in the school has a vital influence on the surrounding environment. This research seeks to assess the impact of principal leadership in Indonesia. It was carried out as a case study on the GMIM school performance in Tomohon, North Sulawesi, Indonesia. Using a quantitative method, this study discovered that leadership has a positive and substantial effect on the performance of the GMIM Christian Elementary School in Tomohon City.

1. Introduction

Education has a critical role in national development. It is obvious that education is one of the critical pillars that is anticipated to bring about transformation in numerous sectors of life, including human resource improvement (Tammubua & Pattiasina, 2019). Related to the statement, Umaidi (2008:1) states that, *'currently, the world of education in Indonesia has not fully met society's expectations. This phenomenon is characterized by the low quality of graduates, the completion of educational problems that are not complete, or tend to be patchy, even more project-oriented.'* School is one dimension that has the probability of building human resources. They may also be described as change agents in society and even the globe. In Indonesia, efforts to enhance education are also being made at different levels, from elementary to higher education, with the goal of achieving the purposes listed above and objectives of education as stated in the Law on the National Education System Number 20 of 2003 Chapter II Article 3, National Education intends to develop shape student's capabilities and character in the context of educating the nation's life. The development of the potential of students to become human beings who fear God Almighty presents a noble

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character, healthy, knowledgeable, capable, creative, independent, and become democratic. The education process should achieve responsible citizens.

With this in mind, it is expected that education may improve student quality, allowing them to deal with difficulties, global transition, and positive feedback. Education, personality development, intellect, talents, and insight may all help to increase and expand one's potency. Students will be able to adjust to substantial changes and survive in a dynamic environment if they do so. As a result, it is critical to rethink and rebuild educational natures. Education renewal is advised; essentially, it aims to meet national education goals. It necessitates sensitive problem identification, implementation scanning, strategy formulation, and consistent realization. Furthermore, accurate evidence is required to rethink and alleviate the stress. Programs that are realistic and methodical are essential (Mukhtar & Iskandar, 2013:2).

When it comes to education, it is more than just a physical dimension; it also has a lofty purpose to teach culture and need competent administration. There are three forms of school administration in Indonesia. *First*, conventional private schools, which religious institutions established. *Second*, non-conventional private schools, which are not affiliated with any religious institution. *Third*, state schools established by the government. Christian movement contributes in establishing schools and operating by various organizations (Labobar, 2020; Tobing et al., 2021); *first*, Christian schools are directly organized by the local synod/classis/church and following church orders. *Second*, Christian schools that ranked by associations or legal foundations affiliated with the church. *Third*, Christian schools are run by an association or foundation founded by Christians. Commonly, Christian schools submit to the national education system based on the confession of faith from their respective churches (Atmadja Hadinoto, 1999:137). Christian schools, however, are considered as the church mission extension in society. Its existence display church commissions, witnessing, fellowship and ministry. The Christian school is an instrument for ministry, witness, and communication of the church among the society that moves in education (Sugiasman, 1987:8). In addition, Christian schools can be said as a form of participation of Indonesian Christians in the development of the nation and state.

Furthermore, North Sulawesi, as a province with a Christian majority population, has many church denominations; GMIM (Gereja Masehi Evangeli in Minahasa) is one of the dominant communities manages approximately 1000 schools in North Sulawesi. The Christian schools managed by GMIM are the largest compared to other Christian schools. Since its establishment, GMIM has participated by operating Elementary Schools, Junior High Schools (SMP), High Schools (SMA) and Vocational Schools, and a University with a Theology Faculty. At the first stage, the establishment of these schools expressed enthusiasts. It's attractive not only to parents from GMIM circles but also to reach the non-GMIM community. However, the expectation is, GMIM organizes high-quality education systems. Tomohon is a small city in North Sulawesi Province, which is dominating by Christians, has the potential to improve the quality of education. The GMIM schools in Tomohon City consist of 42 schools. Twenty-six schools for Elementary School (SD), Junior High School (SMP) comprised of 9 schools, High School Level (SMA/SMK) divide in 7 schools and one Indonesian Christian University.

This research focuses on education management at the GMIM Christian Elementary School in Tomohon City and how principals' leadership influences schools' performance. GMIM Christian School, at its inception, was able to produce quality graduates; this is evident from the many graduates from the GMIM Christian school who contribute in various fields both in the church, government, and private institutions. However, what is currently found is that the GMIM Tomohon Christian school is experiencing problems, so that it has an impact on the development of the GMIM Christian school. The competitiveness of GMIM Christian schools has also decreased, even in terms of work ethic.

2. Material and Method

2.1 Literature review

Schools Performance

The extent to which a person has carried out his tasks and obligations in order to produce the outcomes expected by a group or organization is referred to as performance. Group performance defines how a group has carried out its primary activities in order to accomplish the outcomes desired by the institution. Institutional performance is connected to the extent to which an institution has carried out all of the major actions necessary to fulfill the institution's aims. The program's performance or policy then refers to the extent to which program activities or procedures have been executed in order to accomplish the program's objectives or strategy (Keban, 2001:15). According to Ivancevich (2018), activity series describe extension. In carrying out his obligations and responsibilities in public responsibility, a person has produced outcomes, including successes and faults. Job performance is job performance; companies and people have high morale (Ivancevich, 2018:238). Performance is the outcome of work that a person or group of individuals may do in an organization while adhering to their separate authority and duties, legally accomplishing the company's goals, without breaking the law, and adhering to morals and ethics (Prawirosentono, 1999:2). In general, performance is divided into two components: efficiency and effectiveness. The efficiency of a system compares the outcomes obtained to the predicted results (Wilian J. Rothwell, 1990:5). It is critical to recognize three critical influences: managers as leaders, employee elements as implementers, and variables connected to supporting conditions (Monday and Shane, 2000: 349).

The extent to which a person has carried out his tasks and obligations to achieve the results expected by the group or organization is referred to as performance. Group performance defines how a group has carried out its primary activities in order to attain the results desired by the institution. Institutional performance is connected to the extent to which an institution has completed all of the major activities required to attain the institution's goals. Program performance policy is concerned with the extent to which a program's or policy's actions have been carried out in order to fulfill the program's or policy's objectives (Keban, 2001:15). According to As'ad (2005: 47), performance is defined as a person's success in carrying out his job responsibilities. This concept highlights a person's success in carrying out his obligations, but it should not be overlooked that a person does not always provide a tangible form. Meanwhile, Bernardin and Russell define performance as "the record of results achieved on a specific job function or activity during a specified period" (Bernardin and Russel, 1992:379). The emphasis on performance in this definition is more directed toward analyzing or recording the outcomes or final results obtained after a job or activity is completed.

The basic goal of education is to pass on culture to the next generation through socialization. According to Sergiovanni and Starrat (1983), the objective of schooling is to establish minimum competency in abilities and comprehension that have been determined for all children. Several factors influence school achievement. For example, principal leadership, teacher professionalism, school management support, amenities, and infrastructure. Furthermore, optimizing earning facilities in classrooms, labs, libraries, and other learning environments, as well as financial availability that supports the implementation of educational programs, have a substantial impact. In sum, it can be concluded that performance is a manifestation of the work achieved by an institution or school. All activities could measure institution success through due diligence on the business

objectives set and implemented. From this understanding, several essential elements are included in a performance:

1. Institution existence, regulatory systems.
2. Some goals have been set, and efforts are made to achieve them.
3. There are instruments used in the implementation of due diligence.

Work is a human activity to change certain circumstances to meet the needs of life. Gibson and Donnelly (1991) state that there are three performance perspectives, namely:

1. Individual performance, in the form of employee work contributions according to their status and role in the organization.
2. Team (group) performance, in the form of contributions made by employees as a whole.
3. Organizational performance is the real contribution of individual and team performance as a whole.

Performance appraisal takes the form of measuring the ""efficiency and effectiveness"" of an institution (Gibson and Donnelly, 1991:25-28). Peters and Waterman (1987), the results of their study in ""In Search of Excellence; Lessons From America'sAmerica's Best Business Run concludes that there are seven contributing factors to organizational effectiveness that describe organizational performance, which was later popularized as the 7-S Framework. Each concept of the 7-S Framework is explained as follows:

1. Strategy is a coherent set of actions as a pattern of the company's response to its environment in a long-term plan about allocating and using available resources to achieve goals.
2. Structure is an arrangement that describes the relationship between the division of tasks and responsibilities and an organization.
3. Systems are all processes and procedures in an organization's complete and integrated order. With the system, we can find out how a company operates.
4. Staffs are involved in managing the company's organization. The emphasis is not on the individual aspect but the demographic characteristic of the company (corporate demographics).
5. Style is tangible evidence shown by management that describes what is considered essential. The substantial evidence is the way management uses its time and attention through behavioral symbols.
6. Skills are the capacity and skills possessed by management and all employees of the company.
7. Shared Values/Superordinate goals (shared values) are the fundamental values that state a purpose in determining the organization's image, which is jointly developed by the people who are in the organization.

The seven factors are interrelated and related to contribute overall to organizational performance. Performance characteristics, organizations, can be described, namely (Waterman, 1987:71-73):

1. Organizational characteristics, consisting of structure and technology, in the organization and organizational structure must be described; this will define the leadership level's duties and functions to the staff or subordinate status. If coupled with technology, the implementation of the work will be more effective and efficient.

2. Characteristics of the environment, including the internal and external environment; where the internal environment is an environment within an organization consisting of leaders and staff who have their characteristics. In contrast, the external environment is outside the organizational environment but affects organizational performance, such as the surrounding community and stakeholders (user units) directly related to the organization.
3. Characteristics of employees, consisting of their commitment to the organization, individual and team performance. Employees must be committed to their work, especially completing tasks on time; individual performance is related to work results prepared based on each employee's job description. In contrast, team or group performance is related to achieving organizational goals.
4. Management policies and practices include (a) setting strategic objectives; strategic goals in an organization are usually goals carried out for the next 5 (five) years, (b) finding and utilizing available resources; this is important because an organization requires employees who have potential and can work well, (c) create an environment achievers; there is competition for career planning from each employee (d) communication process; this relates to communication with management and between employees, (e) leadership and decision making; the importance of making decisions based on problems or constraints that occur in an organization so that there is a match between policies and solving organizational problems.
5. Organizational innovation and adaptation; the invention is always related to finding new things that lead the organization to be more effective and efficient, while adaptation adjusts to developments in the organizational environment.

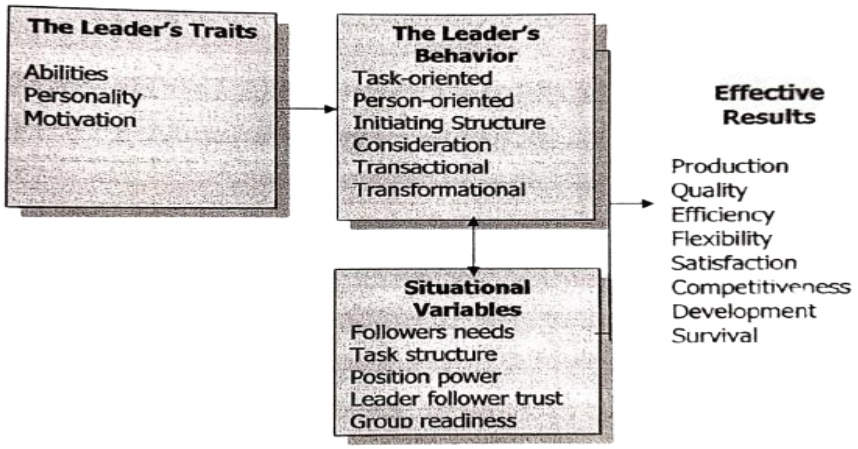
School performance or performance shows a good job description referring to the desired process and product and the situation where the school activities are held. It is said that an effective school can affect job satisfaction which explicitly appears as the performance and performance of the principal and other school personnel in the form of attendance, physical health, and mental health. Performance appraisal of principals, teachers, and education personnel is realized in managing schools with quality management and learning services and competing in quality with similar schools. This statement is supported by implementing school-based management aimed at improving school performance by granting greater authority and responsibility to schools, which is carried out based on the principles of good school governance, namely participation, transparency, and accountability. School performance includes improving the quality, effectiveness, efficiency, productivity, and innovation of education (Rohiat, 2008:49).

Based on some of the descriptions above, performance describes how the results of work/tasks carried out with full responsibility from a person or group are following the institution's expectations (organization) or the agencies where they work. Performance can be viewed as a process as well as the result of work. Performance is a process of how creation takes place to achieve work results. However, several factors that need to be considered for an organization to have good performance are quality, effectiveness, efficiency, productivity, and innovation. With this in mind, Christian Elementary Schools performance is the level of achievement of the results obtained by schools in carrying out school management functions following the vision, mission, and goals of Christian Elementary Schools in a certain period, including indicators: (a) quality, (b)) effectiveness, (c) efficiency, (d) productivity, (e) educational innovation.

Principal Leadership

Kambey (2006:129) states that "Leadership is a process of influencing the activities of a person or group of people so that they are directed towards the achievement of predetermined goals". Leadership is defined as an ability to move or motivate members of the organization to carry out the same and directed activities. According to their position/position concerning the organization, they can realize active organization member participation, according to their position/position (Nawawi, 2001:229). Hollander in Gayle and Baker (1991:433) defines leadership as a process of influencing a leader and members to achieve group, organizational, and community goals. There are several concepts of the leadership theory approach, one of which is the intra-individual concept (Yukl, 2005:24).

Researchers define leadership based on an individual's perspective and the aspect of the most interesting phenomenon about the subject. There are several definitions of leadership based on the characteristics, behavior, influence, interaction patterns, and administrative positions. Leadership means exerting a force that produces change. Leaders show the way for others and influence their behavior through their ideas and actions (Manning & Curtis, 2003:2). Good leadership results in the development of personal and professional potential and enables the achievement of team goals (Cox & Hoover, 2002:13). Leadership consists of tangible things, namely having clear work goals, sufficient competence, feedback on performance, and continuous development. Leadership is an essential element in leading others, and there are several instances where individuals demonstrate extraordinary abilities (Perkins, 2000:139-140). Moorhead & Griffin (1999: 352) view leadership from two different perspectives, namely (1) process, which means the use of influence that does not have the power to impose sanctions, shape group or organizational goals, direct their behavior to achieve goals and help create the culture of the group or organization; and (2) ownership, which is defined as a set of characteristics that are attributes of a person who is perceived as a leader). The following is a picture of leadership in an organization that indicates several forms and concepts of leadership, which include various traits, behaviors, and situational variables.



Stodgil in Hoy and Miskel (1991:253) classifies five personal factors that a leader must possess into five general categories, namely:

1) Capacity; in the form of intelligence, prudence, verbal ability, originality, and decision making.
2) Achievements; in the form of scholarships and knowledge.
3) Responsibility; in the form of dependence, initiative, aggressiveness, self-confidence, and the desire to be the best.
4) Participation; in the form of activity, socialization, cooperation, adaptability, and humor.

5) Status; in the form of socioeconomic position and popularity.

Leadership is a leader's way of influencing the behavior of subordinates to cooperate and work productively to achieve organizational goals (Malayu & Hasibuan, 2012: 253). Leadership is inspiring and guiding individuals or groups (Goleman, 2003:295). A leader has authority and can direct subordinates to carry out their work to achieve organizational goals. They are in the best position to lead others in contributing to their work. Individuals often have to shift from leaders to followers and become leaders again in a job (Bennis, et al, 2001:24). For a leader to be more effective, he must have self-awareness. Bossidy and Charan in Salka (2004:40-41) identify several core qualities of leaders, namely: authenticity (authenticity), self-awareness (self-awareness), and self-mastery, where all flow from initial commitment, commitment to reality. Self-knowledge will give us the input and wisdom to understand the value of others and help them maximize their strengths and minimize their weaknesses and enable them to perform effectively. According to Shultz (2005), three social dimensions can be used to measure the social orientation of leadership, namely through the Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B), where one of these dimensions is control. Control relates to how much influence and responsibility one wants and how much to influence it.

Nelson and Quick (1997:60) divide two forms of leadership in organizations, namely:

1) Formal leadership occurs when group members give total power and power to the leader to direct and regulate various things that happen in the organization.

2) Informal leadership occurs when other people outside the organization are given the power and power to direct and regulate various things that happen in the organization.

The leadership approach is part of applying leadership principles so that it is not a burden on a leader but becomes part of the leadership strategy. There are three main approaches, namely:

1. The leader's personality traits approach.
2. The leader behavior approach in organizational groups.
3. The contingency or situational approach.

The personality traits approach refers to physical traits such as physical strength, friendliness, and intelligence. However, this approach has drawbacks. Behavioral approach views that leadership can be learned from behavior patterns, not from leaders' characteristics. In Under (1988:36), Stoner states that this approach focuses on two aspects of leadership behavior, namely "leadership functions and styles". Leadership style is a typical way of behaving from a leader towards members of his group. So what he chooses to do, when he does it, and the way he acts shape his leadership style." The results of the Iowa study show that: Autocratic leaders are disliked because they don't allow their subordinates to do something. He just wanted the task to be done in a hurry. In some instances, children prefer to choose a laissez-faire leader rather than an autocratic leader.

Furthermore, it was found that hostility and aggressiveness were more common in autocratic than democratic leadership. There is also a pattern of aggressive and apathetic behavior, which is a reaction to authoritarian leadership. A laissez-faire leadership atmosphere can lead to more aggressive behavior than a democratic one. The results of a study in Ohio as conducted by Hemphill and Coone and Halpin and Winer as reported by Hoy and Miskel gave birth to four leadership styles in the form of four quadrants. The results of the research are:

1) Initiating structure and judgment as measured through the questionnaire are critical dimensions of leader behavior.

2) Effective leader behavior, in general, tends to be associated with "high performance" from both dimensions

3) Superiors and subordinates tend to assess the contribution of opposing dimensions of leader behavior in determining effectiveness. Superiors tend to emphasize the dimensions of initiating structure, while associates are more focused on consideration.

4) Quadrant I leadership style, which is high in two dimensions, is associated with group characteristics such as harmony, warmth, clarity of work procedures, and "favorable" changes in group attitudes.
5) This has little to do with how the leader says they will do and how the leader describes the work they do.
6) Different institutional frameworks tend to maintain different leadership styles.

Furthermore, leadership studies at the University of Michigan have contributed to the traditional human relations approach to leadership. "These findings have been used as the basis for further research in various organizations. It is said that there is no single most effective leadership style. From this situation, identify two concepts, namely employee/people-orientation and production/task orientation. In that relationship, there is five leadership style to combine the two concepts".
1) Improved, which means the leader uses the slightest effort to complete specific tasks, which is considered sufficient to maintain the organization.
2) Country Club, which means leadership based on informal relationships between individuals, hospitality, and joy.
3) Task, which means that the leader views work efficiency as the main factor for organizational success. What is emphasized is the appearance of the individual in the organization.
4) Middle of the road, which means the middle. What is emphasized here is the optimal balance between tasks and human relationships.
5) Team This means the success of an organization depends on the cooperation of several dedicated individuals. What is emphasized is group leadership that needs each other. The basis of this group leadership is the trust and respect of fellow group members.

Contingency and Situational Approaches are still related to the behavioral approach because what is highlighted is leadership behavior in certain situations. However, this approach is supported by several theories. The theory of situational leadership is as follows:
1) The theory of Tannenbaum and Schmidt describes leadership style as a continuum. In this continuum, the leader is autocratic at one end while at the other end is democratic. The authoritarian style is centered on the leader, who emphasizes the power of superiors in decision-making. In contrast, the democratic style is centered on the subordinates, which highlights the subordinates' freedom to overcome problems within limits set by the superior. To choose the most effective leadership style, they suggest that leaders consider three variables, namely (a) strengths in themselves, (b) strengths of subordinates, and (c) strengths in the situation.
2) The Contingency Leadership Model was developed by Fiedler and Chemers. From this approach, three factors determine whether a situation is favorable for the leader, namely (1) the relationship between the leader and the led as the most critical factor because it will determine the power and influence of the leader, (2) the detailed task structure. It determines how the leader can give instructions and provide coaching, and (3) the positional power the leader has because of his position.
3) Three-Dimensional Leadership Theory by William J. Reddin proposes a three-dimensional theory by adding a practical component to the two dimensions of leadership, task behavior and relationship behavior. It is said that the leadership style of task behavior and relationship behavior. It is said that an effective leadership style can only be understood in the context of a leadership situation, meaning that each of the four basic leadership styles can be effective or ineffective depending on the situation. The four basic leadership styles consist of integrated manner (high task and high relationship), related style (common task and high relationship), separated style (common task and low relationship), and actual style (tall task and subordinate relationship).

4) Path-Goal model emphasizes leadership from followers' views and how leaders behave in terms of their perceptions and feelings. This model uses a motivational theoretical framework because leadership is closely related to work motivation, although, on the other hand, it is also related to power. In principle, this theory explains the influence of leader behavior on his subordinates' motivation, satisfaction, and work performance. The goal path is focused on how the leader influences the perception of his members about the goals of the work, the goals of self-development, and the path to achieving these goals. The path-goal theory depends on three main concepts: valence, expectancy, instrumentality, and two other factors, namely the role of managers and subordinates and the situation, so that this theory is also called the five-dimensional theory.
Two types of situational variables or contingencies are the personal characteristics of subordinates and the pressures and environmental demands that assistants must face to achieve job goals and satisfaction.
5) Leadership Model from Vroom and Yetton as leadership that focuses on making decisions and implementing them. They developed a model of leadership decision-making that shows the various situations in which different levels of participatory decision-making can be appropriate. The assumption is that there is no ideal style that fits every situation. Leaders must be flexible enough to change classes to match the case.
6) Social Learning Approach in Leadership, as a theory of reciprocal interactions between leaders, the environment, and behavior. This approach emphasizes the role of leadership behavior, continuity, and behavior itself. So in this approach between leaders and subordinates have the opportunity to discuss all matters that arise. Both have a positive interaction relationship and have the awareness to improve each other's behavior by providing the desired rewards.
7) Situational Leadership Theory developed by Paul Hersey and Kenneth H. Blanchard under the name "Life Cycle Theory of Leadership.

This model is based on a curved line relationship between (a) the level of guidance and direction given by the leader (task behavior), (b)) the level of socio-emotional support provided by the leader (relationship behavior), and (c) the level of readiness shown by followers in carrying out specific tasks, functions, or goals. However, it is recognized that all situation variables are leaders, followers, superiors, peers, organization, work pressure, and time are essential. Still, in situational leadership, the emphasis is placed on the leader's behavior concerning followers. This relationship is not merely vertical but also horizontal. Situational leadership theory states that there is no one best way to influence the behavior of others. Which leadership style one person has to apply to another depends on the level of the people the leader will influence. According to this theory, the level of maturity of followers continuously increases in carrying out specific tasks. Leaders should begin to reduce their task behavior and increase relationship behavior until the individual or group reaches a moderate level of maturity. This theory emphasizes the compatibility between leadership style and the maturity level of followers.

2.2. Method

Data Description

This research was conducted in the GMIM Christian Elementary School at Tomohon City, Indonesia. The research sample consists of 147 instructors. This study employs four variables, three of which are independent variables and one of which is dependent. The three independent variables

are Principal Leadership (X1), Compensation (X2), and Work Climate (X3), while the dependent variable is School Performance (Y). In this section, a description of each variable will be presented successively.

a) School Performance Variables

From the results of data collection through questionnaires obtained School Performance data in the form of scores with the lowest datum = 103 and the highest = 140, the mean value = 120.4, and the standard deviation (SB) = 8.84. Based on the mean and SB scores, the School Performance scores are categorized into five categories as follows (Table 1).

Tabel 1
School Performance Category According to Interval Score

No	Category	Interval Score
1	Excellent	$Y > \mu + 1{,}5$ SB
2	Good	$\mu + 0{,}5$ SB $< Y \leq \mu + 1{,}5$ SB
3	Satisfactory	$\mu - 0{,}5$ SB $< Y \leq \mu + 0{,}5$ SB
4	Less than Satisfactory	$\mu - 1{,}5$ SB $< Y \leq \mu - 0{,}5$ SB
5	Poor	$Y \leq \mu - 1{,}5$ SB

Based on the categories in Table 1, the distribution of GMIM Christian Elementary School Performance in Tomohon City is obtained as presented in Table 2. The results in Table 2 shows that the highest frequency is in the fairly good school performance category, which is 35.4%. Overall, as much as 63.3% of the GMIM Christian Elementary School Performance in Tomohon City is categorized as quite good to very good.

Table 2
Distribution of GMIM Christian Elementary School Performance in Tomohon

No	Category	Frequency
1	Excellent	16 (10,9%)
2	Good	25 (17,0%)
3	Satisfactory	52 (35,4%)
4	Less than Satisfactory	47 (32,0%)
5	Poor	7 (4,8%)

b) Principal Leadership Variable

From the results of data collection through a questionnaire, it was obtained that the Principal Leadership data (X1) was in the form of a score with the lowest datum = 60 and the highest = 193, the mean value = 145.4, and the standard deviation (SB) = 19.5. Based on the mean and SB scores, the principal's leadership scores are categorized into five categories as follows (Table 3).

Table 3
Principal Leadership Category by Score Interval

No	Category	Interval Score

1	Very Supportive	X1 > μ + 1,5 SB
2	Support	μ + 0,5 SB < X1 ≤ μ + 1,5 SB
3	Enough Support	μ - 0,5 SB < X1 ≤ μ + 0,5 SB
4	Less Support	μ - 1,5 SB < X1 ≤ μ - 0,5 SB
5	Very Less Support	X1 ≤ μ - 1,5 SB

Based on the categories in Table 3, the distribution of Principal Leadership in GMIM Christian Elementary School Tomohon City is obtained as presented in Table 4. The results in Table 4 show that the highest frequency is in the Adequate Support category, which is 43.5%. Overall, as many as 76.9% of elementary school teachers consider the principal's leadership to be sufficient to support their performance.

Table 4
Distribution of Principal Leadership at GMIM Christian Elementary School, Tomohon City

No	Category	Frequency
1	Very Supportive	2 (1,4%)
2	Support	47 (32,0%)
3	Enough Support	64 (43,5%)
4	Less Support	22 (15,0%)
5	Very Less Support	12 (8,2%)

c) Data Analysis Testing the Effect of Principal Leadership on the Performance of GMIM Christian Elementary Schools in Tomohon City

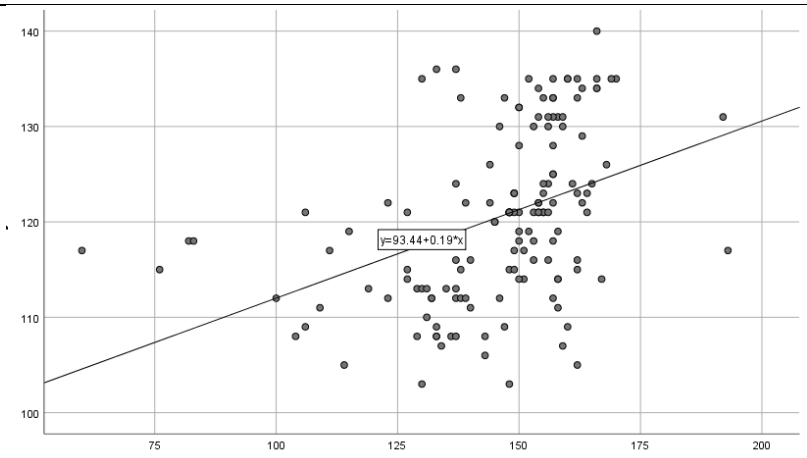
The influence of the Principal's Leadership on the Performance of the GMIM Christian Elementary School in Tomohon City, will be analyzed by simple regression analysis. This analysis follows the following steps.

Step 1) Determination of the regression model

Determination of the regression model using a scatter diagram of the two variables. If the scatter diagram shows that it tends to form a straight line, a linear regression model will be used, otherwise a nonlinear regression model will be used. The results of the scatter diagram of the relationship between Principal Leadership (X1) and School Performance (Y) are presented in Figure 1. It can be seen in Figure 1 that the scatter diagram between the two variables tends to form a straight line. Therefore, a simple linear regression model is used as follows:

$$Y = \beta_o + \beta_1 X1 + \varepsilon$$

with the estimating model: $Y = b_o + b_1 X1$



Step 2) Estimating a simple linear regression model of the relationship between X1 and Y

Based on the regression model that has been determined in Step 1), an analysis of the estimation of the regression coefficients is carried out, namely bo and b1. The results of the analysis processed by the SPSS program as attached in the research data processing are as follows:

Y = 93.3 +0.19X1

Step 3) Testing the linearity of the relationship between X1 and Y

Testing the linearity of the X1 and Y relationships will use the Model Fit Test with the F Test. A regression model is said to be linear if the significance value (Sig) of the Source of Variation in Model Fit has a value > 0.05 or the Source of Variation Linearity has a value < 0.05. The results of this test which were processed with the SPSS program were obtained as can be seen in Table 5. The complete test results can be seen in the appendix. The results of this test show that the linear regression model Y = o + 1 X1 + is acceptable because it has a Sig value. = 0.718 on the Source of Model Fit Variation and has a Sig value. < 0.001 on the Source of Linearity Variation.

Table 5
Linearity Test Results Model
$Y = \beta_o + \beta_1 X1 + \varepsilon$

Variety Source	**Quadrat Amount**	**db**	**Variansi**	**Value F**	**Value Sig.**
Regretion	5135,66	55	93,38	1,352	0,101
Linearity	1915,78	1	1915,78	27,74	< 0,001
Match	3219,88	54	59,63	0,863	0,718
Remainder	6284,48	91	69,06		
Total	11420,14	146			

Step 4) Testing the Residual Variable Assumptions

In this step, there are three assumptions to be tested, namely (1) the assumption that the residual e variable is normally distributed; (2) the assumption that the residual e variable has a constant variance; and (3) the assumption that the residual data ei and ej are independent.

However, in this study, the third assumption was not tested because the research data was not in the form of time series data.

(1) Testing the assumption of variable residual e is normally distributed

Testing assumptions (1) used the data normality test with the Shapiro-Wilk test with the help of the SPSS program (attached). The results of this test obtained a statistical value = 0.982 with a value of Sig. = 0.051. These results indicate that the residual e variable is normally distributed, because it has a Sig value. = 0,051 > α = 0,05.

(2) Testing the assumption of the residual variable e has a constant variance

To test this assumption, Spearman correlation analysis is used between the absolute value data of residual e, namely |e| with X1 value data. The results of data processing with the SPSS program (attached) obtained the Spearman correlation value, namely rs = 0.057 with Sig. = 0.496. This result states that the residual e has a constant variance accepted, because the value of Sig. = 0,496 > α = 0,05.

Step 5) Statistical Hypothesis Testing

Since Steps 3 and 4 are met, it can be continued with statistical hypothesis testing as follows:

Ho : There is no influence of Principal Leadership on the Performance of GMIM Christian Elementary School in Tomohon City
H1 : There is a positive influence of Principal Leadership on the Performance of GMIM Christian Elementary School in Tomohon City

Based on the results of data processing with the SPSS program, the results of simple linear regression analysis are obtained as can be seen in Table 4.10. The results in Table 6 regression coefficient 1 (coefficient of X1) obtained a value of t = 4.887 with a value of Sig. < 0.001. The results of this t test state that the hypothesis Ho is rejected or H1 is accepted. So, there is a positive influence in the linear form of the Principal's Leadership on the Performance of the GMIM Christian Elementary School in Tomohon City.

Table 6
Statistical Hypothesis Testing Results about $\boldsymbol{\beta_1}$

Model	Koef. Regresi	Value t	Significant	Conclusion
Intersep	93,3	16,472		
X1	0,19	4,887	Sig. < 0,001	Receive H_1

Step 6) Determination of the Coefficient of Determination

The coefficient of determination is used to find out how much is the contribution or contribution of the Principal's Leadership variable to the Performance of the GMIM Christian

Elementary School in Tomohon City. Based on the results of data processing with the SPSS Program (attached), the coefficient of determination is obtained, namely R2 = 0.141 or 14.1%. This result states that the contribution of the Principal Leadership variable to the Performance of the GMIM Christian Elementary School in Tomohon City is only 14.1%, but this contribution is significant. This percentage (14.1%) states the ability of the Principal's Leadership variable in a simple linear regression model which was found to be able to explain the Performance of the GMIM Christian Elementary School in Tomohon City.

3. Results and Discussions

According to Tatulus et al. (2015), leadership is the driving factor of the organization through the handling of change and management, so the presence of leaders is not only a symbol, whether or not it is present is not a problem, but its presence has a positive impact on organizational development. A good leader is continuously looking for better ways to do things. A person can be a good leader if he believes in the organization he leads's ongoing growth, greater efficiency, and success in meeting its objectives. Achieving a goal needs a plan of action and the ability to make it happen. In general, the vision and mission of an organization reveal its purpose. It is simply how a leader may direct his followers in order to fulfill the vision and purpose. In an organization, vision and mission are a planning idea accompanied by action in line with what is planned to attain a goal.

Based on the description above, the simple correlation (r) is 0.37 so it can be said to be quite strong. Simple regression can be described, namely Y = 92.288 + 0.189X1 this can be interpreted as leadership has a positive effect on the performance of the GMIM Christian Elementary School in Tomohon City. If the leadership is good, the performance of the GMIM Christian Elementary School in Tomohon City will also be good. Hypothesis test: H0: There is no positive and significant influence between leadership on the performance of the GMIM Christian Elementary School in Tomohon City. H1: There is a positive and significant influence between leadership on the performance of the GMIM Christian Elementary School in Tomohon City. Hypothesis test requirements with an error rate of 5% (0.05) so that if $\alpha > 0.05$ then accept H0; if < 0.05 then accept H1. Based on the table above, $\alpha = 0.000$ so that it can be described as 0.000 < 0.005 which means accept H1 where there is a positive and significant influence between leadership on the performance of the GMIM Christian Elementary School in Tomohon City.

The leader must also act as a catalyst; the leader always plays a role in increasing the use of all existing human resources, trying to give a reaction that provides enthusiasm and work power quickly and as much as possible, and always appears as a pioneer a carrier of change. The leader's role as an integrator, especially at the top of the integrator's organizational hierarchy, is the leader. Every leadership official, regardless of the scale of positions in the organization, is an integrator, but the scope and intensity are different. The higher one's place in the leadership hierarchy in the organization, the more critical it is; In this role, only the leader is above everyone and all work units that allow him to carry out an integrative role based on a holistic approach.

In organizational life, the emergence of a tendency to think and not be compartmentalized among members of the organization can be caused by a positive attitude and a negative attitude. It is said to be positive because of the determination and strong will among the organization members who are members of a particular group to do as optimally as possible for the organization. Still, such an attitude can welcome negative impacts on organizational life if in making the best possible effort for the organization of the members of the organization concerned forgets that the success of one group working alone does not guarantee the success of the organization as a whole (Tatulus et al., 2015).

To improve organizational performance, it takes a leader who can bring the organization towards its goals. A successful leader can become a creator and motivator for his subordinates by creating an organizational performance that can spur the growth and development of the organization. The leader can provide a positive influence for his employees to do the work as directed to achieve the goals set (Sabrina, 2004). To improve organizational performance, it is necessary to have an active role from the leadership to provide encouragement or motivation by fulfilling both physical and psychological needs at the limits of eligibility. Thus, employee job satisfaction will also be achieved. On the other hand, the value of employees' efforts will be further increased, because the emergence of new expectations drives it. Meanwhile, to compensate for their efforts in working, employees will increase their abilities commensurately so that they can achieve maximum performance (Sabrina, 2004).

Leadership is one of the dimensions of competence that will determine the performance or success of the organization. The main essence of leadership is how to influence others to be effective; of course, everyone can do it differently. Leadership is an art, because each person's approach in leading people can be different depending on the characteristics of the leader, the features of the task, and the characteristics of the people he leads. Armstrong in Wijayanti (2012) states that leadership is the process of inspiring all employees to work as well as possible to achieve the expected results. Leadership is a way of getting employees to do the right thing, fulfilling commitments, and motivating them to achieve common goals.

According to Anoraga in Wijayanti (2012), Leadership is defined as the ability of a person to influence others through communication, either directly or indirectly, to move these people so that they are fully understanding, aware, and aware and willing to follow the wishes of the leader. According to DuBrin in Wijayanti (2012), LeadershipLeadership is an effort to influence many people through communication to achieve goals and control people with instructions or orders. These actions cause others to act or respond and drive positive change. This necessary dynamic force motivates and coordinates organizations to achieve goals and create confidence and support among subordinates so that organizational goals can be achieved. Based on the understanding of LeadershipLeadership from some of the expert opinions above, it can be concluded that LeadershipLeadership is closely related to a person's ability to influence others to work following the expected goals.

4. Conclusion

Leadership has a good and substantial impact on the success of the GMIM Christian Elementary School in Tomohon City. Leadership must delegate all office operations in accordance with their individual responsibilities; educators and education staff must work together to accomplish school programs. Increasing school leaders' managerial abilities has consequences for improving school performance. This may be demonstrated in the school's achievement of its vision and purpose.

Leadership must learn from their mistakes and never stop learning from their school circumstance. It is critical to be able to assess the restrictions that arise in schools in order to propose acceptable alternatives for increasing performance. Leaders (Principals) at Tomohon City GMIM Elementary School must continue to develop their managerial skills. Leadership must be modeled after Jesus' administration. He is a dialogue-participatory leader or open and honest communication, a servant leader, and a humble leader (John 13:1-20; Matthew 20:25-26).

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