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Impact of Leadership and Professionalism on Teacher Performance with Quality Management as Mediator

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Abstract
This study investigates the effects of principal leadership and teacher professionalism on teacher performance in Mataram City, with a focus on the role of education quality management as a mediator. Using a quantitative approach and Partial Least Square (PLS) analysis, the findings show that while principal leadership does not significantly affect quality management, it directly influences teacher performance. Conversely, teacher professionalism impacts both quality management and teacher performance. Quality management does not directly affect teacher performance, but teacher professionalism enhances it through quality management, highlighting its crucial role in improving educational outcomes.

Keywords: School Leadership; Teacher Professionalism; Educator Performance; Education Quality Management

INTRODUCTION

Teacher performance refers to the execution of duties and responsibilities as an educator. According to Faozan (2022), teacher performance is a crucial element in education and a determinant of the overall quality of education. Teachers must understand national education goals so that their actions in teaching are aligned with these objectives. Teachers, as educators, are the main pillars in achieving national education goals. Furthermore, Law Number 20 of 2003 on the Education System states that the role of teachers is a professional one, central to realizing these goals.

Teacher performance serves as a benchmark for school success, encompassing achievements and work results. It is reflected in the teacher's planning, implementation, and assessment of the teaching-learning process, all of which are driven by work ethic and professional discipline. Several factors influence teacher performance, such as the quality of knowledge, compensation, discipline, motivation, and the work environment. Teacher knowledge quality is not innate but is gained through education and learning. In Mataram City, most teachers lack adequate professionalism, raising concerns about their ability to perform their duties effectively.

The quality of teachers in Mataram City remains troubling. Teacher competency tests show that the majority score below 50 out of 100, painting a concerning picture of teacher quality. According to the Director General of Teachers and Education Personnel, these test results highlight the need for tailored education and training for teachers. The low quality of teacher knowledge is attributed to various factors, including a lack of mastery of teaching materials and an inability to adapt to modern technology, such as computers and other learning aids.

Improving teacher performance through appropriate compensation is essential, allowing teachers to focus on their work without seeking secondary employment. Increased

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focus on their duties will enhance productivity and educational quality. When work is properly compensated, motivation and performance improve. School principals play a vital role in this improvement by providing professional support and guidance to help teachers meet educational goals.

The low quality of education is linked to government policies that emphasize structural input-output models, which often neglect micro aspects of education (Murtafiah, 2022). While integrated quality management principles have begun to be implemented in Mataram City, several challenges remain, particularly the quality of human resources. The improvement of education is closely tied to the development of human resources, and thus, addressing these challenges is a key aspect of improving education.

Community involvement, especially that of parents, is typically limited to financial support, yet their role in decision-making, monitoring, and evaluation is crucial. Additionally, student discipline remains an issue, with many students breaking rules, such as arriving late or skipping school. Although schools have taken steps to address these issues, further efforts are required. To effectively implement integrated quality management, cooperation from various stakeholders is necessary to improve schools in Mataram City.

The principal must develop strategies to create a curriculum that meets the school's needs and foster a conducive learning environment that motivates students (Ideswal, Yahya, & Alkadri, 2020). Research by Abriyanto and Liswara (2022) highlights the significant role of the principal's leadership style in school progress. The leadership style of the principal (Cicilia Tri Suci Rokhani, 2020) directly impacts school performance and teacher discipline. Principals must possess emotional intelligence to inspire and guide teachers, staff, and students, setting an example of professionalism and discipline. Failure to engage with teachers can lead to apathy and reduced discipline.

Teacher professionalism, according to Rifa'i et al. (2022), is characterized by a deep understanding of pedagogy and the ability to apply it in practice. Several factors, including the role of the principal's leadership, influence teacher professionalism. The principal is responsible for managing teacher activities and ensuring adherence to policies. Professional teachers must possess broad knowledge, understand student motivation, and demonstrate high-level skills. In many schools, however, teachers often teach subjects outside their expertise, which diminishes the quality of education. Additionally, teachers need to improve teaching methods to foster creativity and student engagement in learning activities.

LITERATURE REVIEW

Teacher Performance

According to Darmadi (2018), teacher performance refers to the ability demonstrated by teachers in fulfilling their duties. Performance is considered good and satisfactory when the achieved goals align with the established standards. Barnawi and Arifin (2017) define teacher performance as the level of success a teacher achieves in carrying out their tasks and responsibilities based on pre-established performance standards, all within the framework of achieving educational objectives. Teacher performance can be observed and measured through the specific competencies required by each teacher. Abas (2017) emphasizes that

teacher performance encompasses all activities carried out in fulfilling the mandate and responsibility of educating, teaching, guiding, directing, and mentoring students to help them reach maturity and development.

Educational Quality Management

Educational quality management refers to the systematic efforts aimed at maintaining educational standards based on quality assessments. Arinda (2018) explains that quality management is a strategic management approach that directs and controls an organization or institution by defining policies, targets, plans, and procedures to achieve sustained quality. Dalmeri (2016) adds that the purpose of quality management is to ensure that the educational processes and outputs conform to standards, thereby providing satisfaction and continuous improvement in education. The effort to enhance educational quality is gradual, focusing on improving individual components of education.

Principal Leadership

Principal leadership plays a crucial role in curriculum and learning development, staff improvement, learning supervision, program evaluation, action research, resource management, and continuous enhancement of learning outcomes and processes. Yukl (2010) defines leadership as a deliberate process through which an individual exerts influence over others to guide, structure, and facilitate group or organizational activities and relationships.

Teacher Professionalism

Teacher professionalism is evident in the competencies demonstrated to support education quality. Priansa (2017) states that professionalism is characterized by the quality of work and pride in one's profession. A sense of pride leads to high dedication, making professionalism essential for every teacher. The commitment to one's duties fosters excellence and dedication to the teaching profession.

Conceptual Framework

Sugiyono (2014) defines a conceptual framework as the theoretical relationship between research variables, specifically the independent and dependent variables that are observed or measured through a study. In this research, the conceptual framework serves as an instrument to describe and explain the observed phenomena.

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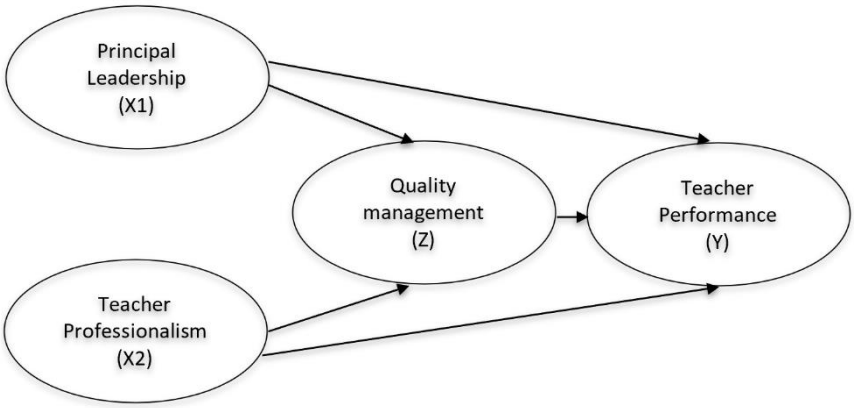

Figure 1. *Conceptual Framework* (Insert figure here)

Hypothesis

Based on the conceptual framework and research paradigm, the researcher formulated the following hypotheses:

1. Principal leadership influences quality management.
2. Teacher professionalism influences quality management.
3. Quality management affects teacher performance.
4. Principal leadership influences teacher performance.
5. Teacher professionalism influences teacher performance.
6. Principal leadership influences teacher performance with quality management as a mediating variable.
7. Teacher professionalism influences teacher performance with quality management as a mediating variable.

METHOD

Types of Research

This study employs quantitative research methods. According to Sugiyono (2018), quantitative research is based on the philosophy of positivism and is used to study a particular population or sample. Sampling is conducted randomly, with data collected through instruments, and data analysis is performed statistically. The quantitative research paradigm is typically used to explore causal relationships between research variables.

Research Sample

A sample is a smaller group selected from the population for research purposes (Alvi, 2016). In this study, the author uses a purposive sampling approach, which is a technique that selects samples based on specific characteristics closely related to the population of interest (Margono, 2021). For this research, a sample size of 97 respondents was chosen.

Data Analysis Methods

According to Sugiyono (2018), data analysis involves collecting data from all respondents, categorizing them based on specific criteria, conducting variable tests, and presenting the results after testing. In this study, the author uses the Partial Least Square (PLS) technique for data analysis. PLS is a statistical method that simultaneously analyzes independent (exogenous) and dependent (endogenous) variables (Ghozali, 2015).

Hypothesis Testing

Hypothesis testing is conducted to determine the direct and indirect (partial or simultaneous) influence of exogenous (independent) variables on endogenous (dependent) variables. The significance level, or alpha, is set at 5% (0.05) to statistically accept or reject a hypothesis.

RESULTS AND DISCUSSION

Evaluation of Measurement Model (Outer Model)

The measurement model (outer model) is confirmatory factor analysis (CFA) by testing the validity and reliability of latent constructs. The following are the results of the outer model evaluation in this study.

Validity Test

This study uses the help of Smart PLS 3.0 software to test the validity of data. Convergent validity can be used to see the loading factor value and discriminant validity can be used to see the cross loading value.

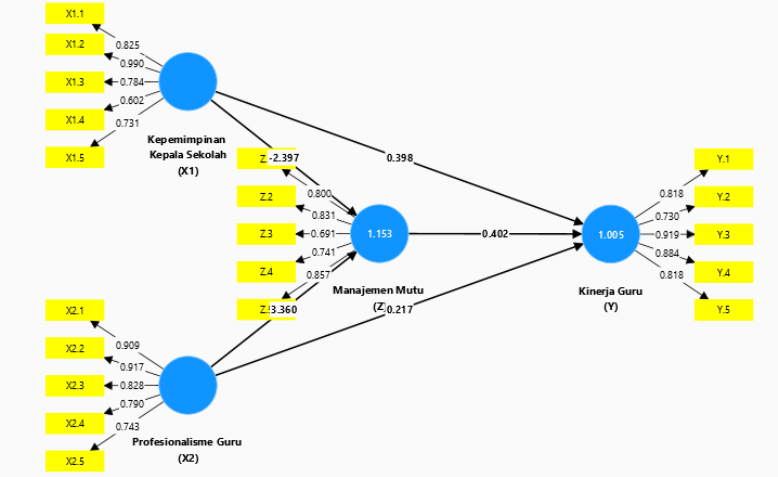

Figure 2. Outer Model

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 4.1 above, it can be seen that the Cronbach Alpha value of the variableTeacher Performance (Y)of 0.892, the Quality Management variable (Z) of 0.920, the Quality Management variable (Z) of 0.920, thePrincipal Leadership (X1)of 0.887 and the Teacher Professionalism variable (X2) of 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:

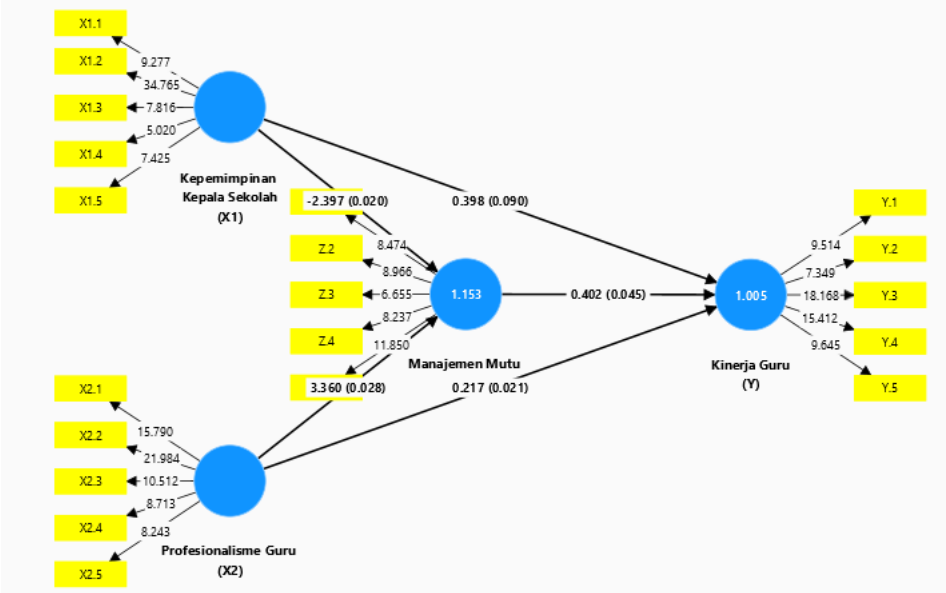

Figure 3. Structural Model (Inner Model)

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 results using bootstrapping in Table 2, the R^2 value of the Quality Management variable (Z) is 0.925. This indicates that the Quality Management variable (Z) is influenced by the Principal Leadership variable (X1) and the Teacher Professionalism variable (X2) by 92.5%, meaning that the contribution of Principal Leadership (X1) and Teacher Professionalism (X2) to Quality Management (Z) is 92.5%.

Similarly, the R^2 result for the Teacher Performance variable (Y) is 0.914, which indicates that Teacher Performance (Y) is influenced by Principal Leadership (X1), Teacher Professionalism (X2), and Quality Management (Z) by 91.4%. In other words, the combined contribution of Principal Leadership (X1), Teacher Professionalism (X2), and Quality Management (Z) to Teacher Performance (Y) is 91.4%.

Goodness of Fit Model

The calculation of goodness of fit can be used to determine the magnitude of the

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

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

Based on the calculations above, the Q-square predictive relevance (Q^2) value is 0.9935 or 99.35%. This indicates that the diversity of the Teacher Performance (Y) variable can be explained by the overall model at 99.35%. In other words, the combined contribution of the Principal Leadership (X1), Teacher Professionalism (X2), and Quality Management (Z) variables to Teacher Performance (Y) is 99.35%. The remaining 0.65% is attributed to other variables not included in this study.

Hypothesis Testing

Based on the results of the outer model, all tested hypotheses have met the necessary criteria, making them suitable as analytical models for this study. Hypothesis testing in this study employs a 5% alpha level, meaning that if the t-statistic value is ≥ 2.048 or the probability value is ≤ the significance level (α = 5%), the hypothesis is accepted. The 0.05 threshold indicates that there is only a 5% chance of error, with a 95% confidence level in accepting the hypothesis.

The hypothesis testing in this study is divided into two parts: direct effect testing and indirect effect (mediation) testing. The direct effect testing is conducted using bootstrapping through the Smart PLS 3.0 software, while the indirect effect testing employs t-statistics to evaluate the mediation effects.

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	0.577	0.584	0.200	3,064	0.004

(X2)->Teacher 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. Principal Leadership (X1) Influence on Quality Management (Z): Based on the test results in Table 4.3, the t-statistic value for the relationship between Principal Leadership (X1) and Quality Management (Z) is 0.136, with a significance value (sig.) of 0.471. Since the t-statistic ≤ 1.96 and the sig. value ≥ the significance level (α = 5%), the first hypothesis is rejected.
b. Teacher Professionalism (X2) Influence on Quality Management (Z): The test results show that the t-statistic value for the relationship between Teacher Professionalism (X2) and Quality Management (Z) is 5.049, with a sig. value of 0.000. As the t-statistic ≥ 1.96 and the sig. value ≤ the significance level (α = 5%), the second hypothesis is accepted.
c. Principal Leadership (X1) Impact on Teacher Performance (Y): The t-statistic value for the relationship between Principal Leadership (X1) and Teacher Performance (Y) is 2.219, with a sig. value of 0.003. Since the t-statistic ≥ 1.96 and the sig. value ≤ the significance level (α = 5%), the third hypothesis is accepted.
d. Teacher Professionalism (X2) Impact on Teacher Performance (Y): The t-statistic value for the relationship between Teacher Professionalism (X2) and Teacher Performance (Y) is 3.064, with a sig. value of 0.004. As the t-statistic ≥ 1.96 and the sig. value ≤ the significance level (α = 5%), the fourth hypothesis is accepted.
e. Quality Management (Z) Impact on Teacher Performance (Y): The t-statistic value for the relationship between Quality Management (Z) and Teacher Performance (Y) is 1.507, with a sig. value of 0.564. Since the t-statistic ≤ 1.96 and the sig. value ≥ the significance level (α = 5%), the fifth hypothesis is rejected.

Indirect Effect Testing

The indirect effect test is carried out to assess the strength of the indirect effect of the independent variable (X) on the dependent variable (Y) through the intervening variable (Z). For the effect to be considered significant, the t-statistic value must be greater than 1.96. Additionally, the indirect effect is deemed significant only if both of the direct effects that contribute to it are also significant. The results of this test are presented 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. Principal Leadership (X1) Impact on Teacher Performance (Y) through Quality Management (Z):
Based on the test results in Table 4.4, 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 (sig.) value of 0.434. Since the t-statistic ≤ 1.96 and the sig. value ≥ the significance level (α = 5%), the sixth hypothesis is rejected.

b. Teacher Professionalism (X2) Impact on Teacher Performance (Y) through Quality Management (Z):
According to the test results in Table 4.4, the t-statistic value for the relationship between Teacher Professionalism (X2) and Teacher Performance (Y) through Quality Management (Z) is 2.574, with a sig. value of 0.001. As the t-statistic ≥ 1.96 and the sig. value ≤ the significance level (α = 5%), the seventh hypothesis is accepted.

CONCLUSION

Based on the research findings, principal leadership does not have a significant effect on quality management, while teacher professionalism positively influences it. Principal leadership directly improves teacher performance, but does not have an indirect effect through quality management. Teacher professionalism, on the other hand, enhances teacher performance both directly and through quality management. However, quality management itself does not directly affect teacher performance. Thus, teacher professionalism plays a crucial role in improving teacher performance, while principal leadership impacts it more directly than through quality management.

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