

The influence of training, teaching experience, principal leadership, the understanding of curriculum to teacher's performance

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Abstract

The research aimed to get to identify: first the influence of training, teaching experience, principal leadership to the understanding of Social Science curriculum, second the influence of training, teaching experience, principal leadership, and the understanding of Social Science curriculum to teacher's performance. This is a causal descriptive research. There are 57 teachers as research sample. This research findings were: first, there was a significant influence of training, teaching experience, principal leadership to the understanding of Social Science curriculum at state senior high schools in Pariaman City. The better of teacher training, good teaching experience, and good principal leadership, will be the better of teacher's understanding of the curriculum. Second, there are was a significant influence of training, teaching experience, principal leadership, and understanding of curriculum toward teacher's performance. The better of training, teaching experience, principal leadership, and understanding of the curriculum will be the better the teacher's performance.

Keywords: training, teaching experience, principal leadership, understanding of curriculum, teacher's performance.



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Introduction

In education, teacher has an important and strategic role because they directly interact with their students in teaching them constructive values. In an educational institution teacher is the first person who guides, teaches, and trains students to reach maturity. Teacher is a profession which requires skill, responsibility and professional loyalty, and that is why this job is theoretically impossible to be entrusted to an untrained and incompetent person.

Teacher's success in teaching and learning is decided by their performance as an educator. Teacher performance is teacher's skill in doing their task and responsibility as a teacher for the sake of achieving predetermined objectives or goals. So, teacher performance plays an important role in achieving educational purposes and optimal learning process.

Basically, there are several factors that could affect teacher performance. They are training, teaching experience, leadership of the principle, and understanding of curriculum. Government's effort in improving teacher's educational quality is explained in the Act (UU) Number 14 Year 2005 regarding teacher and lecturer. In the Act, it is mentioned that to improve teacher's potential, training

and upgrading need to be held. Therefore, teacher training and upgrading are enough to affect teacher's performance quality.

Sufficient teaching experience, years that a teacher has gone through in teaching, will support the achievement of pre-determined goals. Teacher's longer teaching experience will result in their better knowledge and skill of planning, performing, managing, and evaluating the learning process and wisdom in dealing with problems in school. A sufficient teaching experience will positively affect teacher's performance in school. As explained by Danim (2011: 23), teacher who has longer teaching experience tends to know better what activities and teaching practices should be used for teaching certain materials.

As an influential person and a determinant of school progress, School's Principal must have administrative skill, high commitment, and be proficient in performing their duties. Therefore, the Principal should lead according to school situation and needs for the sake of improving teacher's good performance. Good principal leadership should be able to improve teacher's performance, for example, through training program for educational personnel's skill and ability.

Teacher's role in teaching and learning is inseparable from curriculum. Curriculum, especially in high school, is defined as a set of learning experiences designed for high school students in an effort to achieve educational goals. In this case, according to Sanjaya (2009:28), teacher plays a role as the one who implements the curriculum, adapts it with student's characteristics and needs and with needs of the region, develops and studies the curriculum. This means that teacher has an important involvement and role in both teaching-learning and designing and implementing the curriculum

Lack of training, teaching experience, and Principal's leadership skill will affect teacher's understanding of the curriculum. When curriculum implementation is not consistent, teacher's performance will be low with the result that the quality of national education will be low as well.

Based on those problems, the researcher was motivated to study the extent to which teacher's performance was affected by teacher training, teaching experience, leadership of the principal, and teacher's understanding of curriculum. This research is titled The Effect of Teacher's Training, Teaching Experience, Leadership of the Principal, and Teachers' Understanding of Curriculum on Teacher's Performance. This research was conducted on Social Science teachers at state senior high schools in Pariaman City.

Method

Based on those problems, the researcher decided to conduct a descriptive causal research on the problems. Descriptive causal research clearly illustrates the facts that happen and finds the effect of each independent variable (X) on dependent variable (Y). Research data was obtained from respondents through questionnaire. Obtained data was presented descriptively and analyzed by testing the proposed hypothesis. The Data Analyzed with statistical package of social science (SPSS) Version of 18.

Population of this research was all Social Science teachers from 6 state senior high schools in Pariaman with the total of 66 teachers. Instrument used in this research was questionnaire which applied Likert Scale. The questionnaire was compiled using several indicators that represent each variable. Data analysis technique being used was inductive analysis. In path analysis, there is prerequisite testing of the analysis including (1) Normality test which aims to determine whether the data is normally distributed, and (2) Homogeneity test which aims to find whether the data has homogeneity of variance. Path analysis was used in order to find the effect of exogenous variables on other endogenous variables (variable intervening)

Result and Discussion

The data in this research was analysed through path analysis. Obtained data was processed by SPSS v.18.0 to find the effect of exogenous variables on endogenous variables. The analysis was divided into 2 phases as mentioned as follows:

Sub Structure 1: The effect of Variables of Teacher Training (X1), Teaching Experience (X2), and Leadership of the Principle (X3) on Understanding of Curriculum (X4)

In this phase, the researcher discusses about the effect of causal variables (independent) of teacher training (X1), teaching experience (X2), and leadership of the Principal (X3) on teacher's understanding of curriculum (X4) where X4 serves as intervening variable. The result of data processing is presented in the following table.

Table 1.
Path Coefficients of Teacher Training (X₁), Teaching Experience (X₂),
and Leadership of the Principle (X₃) on Understanding of Curriculum (X₄)

Model	Standardized Coefficients Beta	t	Sig.
X1	,269	2,576	,013
X2	,238	2,523	,015
X3	,461	4,320	,000

Table one shows a partial testing done in order to know the effect of each causal variable on result variable (*dependent*). It also tests path direction. The analyses are :

- The analysis of SPSS shows path coefficient of $P_{X_4X_1} = 0,269$, with the significance level of $0,013 < \alpha = 0,05$. This also means that path coefficient of Teacher Training (X₁) on Understanding of Curriculum (X₄) is significant and there is a significant effect of Teacher Training (X₁) on Understanding of Curriculum (X₄). The analysis also shows a positive effect of Teacher Training (X₁) on Understanding of Curriculum (X₄). In other words, the more teachers attend the training the more they understand the curriculum.
- Result of analysis shows that path coefficient of $P_{X_4X_2} = 0,238$, with significance level of $0,015 < \alpha = 0,05$. It indicates a significant coefficient and effect of Teacher's teaching experience (X₂) on Understanding of Curriculum (X₄). The result also tells a positive effect of Teacher's Teaching Experience (X₂) on Understanding of Curriculum (X₄). So, the more experienced the teachers are in teaching, the better they understand the curriculum.
- The analysis shows coefficient of path $P_{X_4X_3} = 0,461$, with sig level of $0,000 < \alpha = 0,05$. This means that path coefficient of Leadership of the Principal (X₃) on Understanding of Curriculum (X₄) is significant. The effect is also significant and positive. This means, the better Principal's leadership is the better teacher's understanding of the curriculum is.
- The effect of other variables

The effect of other variables is calculated by using following formula

$$\begin{aligned}
 P_{X_4E_1} &= \sqrt{1 - R^2_{YX_1X_2X_3}} \\
 &= \sqrt{(1 - 0,641)} \\
 &= \sqrt{0,359} \\
 &= 0,5992
 \end{aligned}$$

From the equation, it is known that the contribution of other variables which cannot be included in this research is $0,5992^2 = 0,359 = 35,90\%$.

Based on those path coefficient, path's equation can be written as follow:

$$X_4 = P_{X_4X_1}X_1 + P_{X_4X_2}X_2 + P_{X_4X_3}X_3 + P_{X_4\epsilon} \epsilon_1 \\ = 0,269X_1 + 0,238X_2 + 0,461X_3 + 0,599$$

Sub Structure 2: The Effect of Teacher Training (X_1), Teaching Experience (X_2), Leadership of the Principle (X_3) and Understanding of Curriculum (X_4) on Teacher's Performance (Y)

Second test was done to analyze the effect of independent variables of Teacher Training (X_1), Teaching Experience (X_2), Leadership of the Principal (X_3) and Understanding of the curriculum (X_4) on dependent variable of Social Science Teacher's Performance (Y) at state senior high schools in Pariaman City, both simultaneously and partially. The result SPSS analysis is presented in Table 2 below:

Table 2. t Test Coefficients^a

Model	Standardized Coefficients	t	Sig.
	Beta		
X1	,211	2,195	,033
X2	,176	2,037	,047
X3	,367	3,417	,001
X4	,272	2,293	,026

According to Table 2, t test scores of exogenous variables on endogenous variable are interpreted as follow:

- a. The effect of teacher's training variable (X_1) on teacher's performance variable (Y)
Table 2 shows the value of $P_{YX_1}=0,211$ on significance level $0,033 < 0,05$. This indicates a significant effect of variable X_1 on variable Y which means Teacher Training (X_1) significantly affects Teacher's Performance (Y). The better teacher's perception is about attending the training the better their teaching performance is.
- b. The effect of teaching experience variable (X_2) on teacher's performance (Y) variable
The result of data processing shows the value of $P_{YX_2}=0,176$ on significance of $0,047 < 0,05$. This means the effect of Teaching Experience X_2 on Teacher's Performance (Y) is significant. In other words, the longer teacher's teaching experience is the higher their performance is in teaching the subject, in this case Social Science.
- c. The effect of leadership of the principle (X_3) variable on teacher's performance (Y) variable
The table shows the score of $P_{YX_3}=0,367$ on significance of $0,001 < 0,05$. This numbers suggest a significant effect of variable X_3 (Leadership of the Principal) on variable Y (Teacher's Performance). So, the better Principal's leadership is in the school the higher Social Science teacher's performance is in state senior high school in Pariaman.
- d. The effect of understanding of curriculum (X_4) variable on teacher's performance (Y) variable
Data analysis in Table 2 shows the score of $P_{YX_4}=0,272$ on the significance of $0,026 < 0,05$. This means that there is a significant effect of Understanding of Curriculum (variable X_4) on Teacher's Performance (variable Y). In other words, the better teacher's understanding of the curriculum is the higher teacher's performance is in teaching the subject.
- e. The effect of other variables
The effect of other variables is calculated by using this formula:

$$\begin{aligned} PyE_2 &= \sqrt{1 - R^2_{YX_1X_2X_3X_4}} \\ &= \sqrt{(1 - 0,736)} \\ &= \sqrt{0,264} \\ &= 0,51381 \end{aligned}$$

The equation tells the value of other variables' contribution, which cannot be included in this research, on Teacher's performance. The values is $0,5138^2 = 0,264 = 26,4\%$.

Based on path coefficients mentioned above, the analysis can be concluded in the form of following path's equation:

$$\begin{aligned} Y &= Py_{X_1}X_1 + Py_{X_2}X_2 + Py_{X_3}X_3 + Py_{X_4}X_4 \\ &\quad + PyE_2 \\ &= 0,211X_1 + 0,176X_2 + 0,367X_3 + \\ &\quad 0,272X_4 + 0,514 \end{aligned}$$

From the analysis about the effect of independent variable on dependent variable above, it is known that direct effect of teacher training on teacher's performance has a score of 4.452%, lower than the score of indirect effect of teacher training on teacher's performance through understanding of curriculum (5,674%). Direct effect of teacher's teaching experience on teacher's performance has a score of 3,098%. It is low compared to indirect effect of teacher's teaching experience on teacher's performance through understanding of the curriculum (4,189%). The same result is shown for the effect of principal's leadership on teacher's performance. The direct effect has a score of 13,469%, lower than the score of indirect effect (16,919%) of principal's leadership on teacher's performance if accompanied by understanding of the curriculum. The effect of teacher's understanding of the curriculum on teacher's performance has a score of 7,398%. Meanwhile, the effect of other variables on teacher's performance has a score of 26,4%. This result suggests that the variable of Understanding of the Curriculum serves as an *intervening variable*. So, teacher training, teaching experience, leadership of the principle will greatly affect teacher's performance if they are followed by teacher's understanding of the curriculum.

In hypothesis testing, it was known that teacher's performance could be affected by teacher training, teaching experience, principal's leadership and teacher's understanding of the curriculum. According to the result of data processing in SPSS and the result of first analysis, teacher training significantly affect teacher's performance in teaching. It is in line with the result of Nengwekhulu's (2008) and Santoso's (2012) studies which also suggest teacher's teaching experience affecting teacher's performance. As Musfah (2011: 48) stated, teaching experience is one of teacher's valuable assets to improve their teaching performance in the classroom. Ever being a teacher or long experience as a teacher will ease teacher in doing activities and jobs according to their authority.

Moreover, related to the role of principal leadership, the result of this research supports the opinion by Barnawi and Arifin (2012:74) who stated that principal's leadership plays an important role in determining teacher's performance. Furthermore, this research also suggests that teacher's understanding of subject curriculum will affect teaching performance. As Nasution (2012: 3) said, the quality of education depends on the quality of teacher which depends on teacher's understanding of curriculum.

Conclusions

Based on findings and discussion elaborated above, it can be concluded that teacher training, teaching experience and leadership of the principal has a positive and significant effect on Social Science teacher's understanding of the curriculum at state senior high schools in Pariaman City. this means that better teacher training, teaching experience, and leadership of the principal will result in

better teaching performance of Social Science teachers in state senior high schools in Pariaman City. The same goes to the effect of teacher training, teaching experience, leadership of the principle and teacher's understanding of the curriculum on teacher's performance which has a significant positive effect. This also indicates that teacher's performance is contributed by training and upgrading, teaching experience, principal' leadership and understanding of the curriculum.

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