

---

## RELATION BETWEEN LEADERSHIP MANAGEMENT ON TEACHER PERFORMANCE IN SECUNDADRY SCHOOL NINO KONIS SANTANA GLENO ERMERA

Ilidio Ximenes Moreira\*, Sebastião Pereira, Joana Maia Exposto, Luis Valentim J.M.S. Dos Santos

*Departamento de Economy, Faculdade Ciências de Educação*

*Postgraduate Study Program Managemtn of Education and Technology of Education*

*Departamento de Sociologia, Faculdade Ciências de Educação,*

*Instituto Superior Cristal, Rua Balide - Dili, Timor Leste*

---

### ARTICLE INFO

*Article history:*

Received: 9 Mar 2020

Accepted: 26 Mar 2020

Published: 27 Mar 2020

*Keyword:*

leadership management,  
performance, teachers

---

### ABSTRACT

The Purpose of this reearch is to analysis the impacts of the leadership management on teacher services capacity in secundadry school nino konis santana gleno, Ermera. The research conducted under Quantitative method. The Population of the research are 152 Senior High School grade 11 student and 56 become a sampel. The intrument of the research established by researcher through field test to obtain the validity and realibility. This test conducted through exploratory analysis. The lowest point of Alpha Cronbach = 0.69 after 53 initial items. The final items that used to collect formal data consisted of 38 items. The colelcted data was analyzed by simple linear regression analysis techniques by SPSS windows 22. The result of the research showed that value of the corelation coeficient = 0,898 > rtable = 0.2221. It proved that the relation between leadership management and teacher working performance. Meanwhile the analysis point of simple linear regresion between  $Y = 4.335 + 0.866X$ . These proved the linear relation between leardership management and performance of the teachers. The value of tcount = 14,927 > ttable = 1,6736. This result rejected hypotesi H0 dan received H1. This contribute leadership management with piont 0,806 to the teachers performance. So, the researchers concluded that existed relation and significant between

---

\* Corresponding author.

E-mail addresses: [elidio@gmail.com](mailto:elidio@gmail.com) (Ilidio Ximenes Moreira), [sebastiao@isc.tl.com](mailto:sebastiao@isc.tl.com) (Sebastião Pereira), [lsantos@mof.gov.tl](mailto:lsantos@mof.gov.tl) (Luis Valentim J.M.S. Dos Santos)

ISSN : 2523-613X (Online) - ISCE : Journal of Innovative Studies on Character and Education is licensed under Creative Commons Attribution-ShareAlike 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>).

---

leadership management and teachers performance in teaching in ESGP Nino Konis Santana, Gleno 2019. The result suggested to the leadership team in each schools to foster the relationship among the leadership team management and teachers to increase the performance of each teacher.

---

## INTRODUCTION

Education is a complex process, it involved many parts, such as family school and community, which considered as education environment. Thorough education system, school prepared students become skilled person to serve their community and the nation. Furthermore, the learning activities at school improved because of the teachers performs properly in teaching. The student has antusias to learn new skill and experience from their teachers. The learning process is going well needs good management from a good school manager (Caprara, et al., 2013, Agency & Education, 2017). The school manager is a school principles and their team or school team leader (STL). STL become administrative establishing in each education level, especially in secondary school. Leader in team leader has compulsory duty to manage the program, teachers and student by human approach. They treated teachers and student as human being fully dignity. The teachers as creative person and has sensibility before the destiny of the nation, through planning, organizing the members, goal oriented, coordination, monitorization and evaluation (Saputra et al., 2018).

Education leader organized the meeting to solve the issues related to team manager and school program. This to improve the motivation of the teacher and student in teaching and learning process in fraternity and harmony environment as individual and group. The positive attitude to motivate school community to collaborate in school vision, mission, objective and school goals. It means put together human resources in the school to obtain the goal. Thus, human resources means managed all the human resource (Gomes, 1995) at the school level to grasp the schools goal.

The leadership process related to the managing style that utilized. From the team leader style appeared situational manager, especially fralsibility in operational daily activities. According to the Tead iha Kartono (2003) stated that leadership has competence atu influence members' performance in services to achieve the goals. Manager style situasional rise from the a concept of the good manager style, however its also depend on the situation and invironment of the school. The environment of the school composed of two aspects, the level maturity of the teachers and schools administration staffs, and capacity and willingness.

Facts indicated that schools manager effective is the school team leader. They have direnct responsibility upon the teachers in teaching and learning process and all the program that existed at the school. Teachers performance was impacted by the school manager style when address the orioentation, motivation and preoccupation. The manager of the team leader conducted their function according to each of their responsibility because it influence on performance of the teachers. The result of the teacher performance depend of the school team leader style in leading teachers, because they are in charge to control and to address to obtain the gaols, including the student academic achievement (Supardi, 2013).

Manager of the school team leader in Ensino Secundário Geral Público (ESGP) Nino Conis Santana, Gleno are well conducting in same stages. They proved excellent result, such as result of the national ezame, their studenst passed 100%. Up to now ESGP Nino Conis Santana Gleno become favorit destination for the finalist of junior high school in Ermera area. This sshool grasped plenty prestation since 2000 to 2018. Those achievements obtaiend by shool team leader that organized learning and extra curricular programs.

Based on the observation indicates that each director the managed the school, leaded the school positively by simple style, and motivated all the staffs. Furthermore, the vice principles support the programs according to the procedures. The managing style of the principle obtain plenty of achievements in disctric and national level. These condition become support environment for students and teachers in learning and teaching process.

## LITERATURE REVIEW

### Management

According to Robbins and Coulter in Wibowo (2011) define that management become process of utilizing human resource in organizing others to reach theorganization goals effectively. According toTead in Sarwoto (1985) stated that anagement is the process and agency, which direct and guides the operations of an organization in the realizing of established aims. Further defision Hasan (2012) stated that management become science and art that treated process of effective utilizing human resources to grasp the goals. In *Dicionário de Lingua, portuguesa Contemporânea* (2001) stated that management is an administraion activity from organization to account resource. Estructure, and production capacity. Management also means administration of the organization and ressorces, according the schedule.

Leader means person that has personality give influênce to change aothers attitude. By their attitude address others behaviors become a good manner. They inspired other by theri idea and opinion. Furthermore, leader encouraged others and influence their attitude. The spirit of the leadership is to lead a group become essential of the management in forming and aducating studnets. Plunkett & Attner (1983) defined that leadership become process to influênce a person or group to obtain the goals. Edginton & William (1985) formulated that learder became a process of influencing group attitudes. Model managemtn leader influenced on efectivity of the organization. The capacity of manager to communicate with others. Become assential for the productivity of the organization (Hertati & Wigati, 2015).

Leadership become process of influencing an individual and group through authority to conduct an especific tasks to abotain effectively the organization goals. Manager means qualified person to organize and to govern. Leader means person that has capacity to utilize theri ability and power to influence others in the working places. Power means capacity to guide and to influence the related staffs in working palces. The essential one in leadership is leader, because leader became the ensel of the organnization life and moviment. The high capacity become a part of characters, personality, spirit, Scientific skills, ability, diligent in behavior.

The educative leadership means a process of influencing and orienting from leader to the staffs, in utilizing education tools to conduct education function. Edginton and William (1985) stated that leadership has three poin: leader, employee, and situation. Each factor impacts of the result and realted to each other. Leader determine the clear goals and leadership group service to obtain the goals. Employee conducted the work care the plan to get effective and efficiency result. Meanwhile, leader as person that influence other person or group to obtain the goals of the organization through the programs that been planned. It means that the leader do not work alone. Capacity of management is important to implement in school leadership (Shonubi, 2012).

According to the Hasibuan (2005) that management of human resource is sceience art to manage relationship of the employee and employer in implementing the organization program. Flash back on this definision indicate that comprehension of the management of human resources as science and art to manage relation betwee leader and staffs. During implementing management of human resource, leade and manager have to know the ability and potency of staffs in designing formulation to properly implement according to their

capacity. The designing that implemented have to correlate to the willingness of the manager and staffs.

According to Nawawi (2011) stated that management human resources become process of utilization person as services with the power and affection ability to maximum functionate for obtaining the goals. Amstrong in Cahaya (2003) explained that management human resources become approximation strategy to manage everything that valued organization.

In education environment, rise controvercy and inconsistency in using word management. In one part, there is tands to use management to name management of education. On the other hand, many people are using administration, thus, administration of education. At this study, researcher identified a word at same sense. Scholar management becomes attitude to elevete school capacity, to obtain national and institutional education goals. The school principle has to play his duties and function to manage the school competence for obtaining the school goals. School director demonstrate two functions as manager and leader. School management becomes management attitude and administration (Gablinske, 2014).

School management means utilize the human resources and others resource to obtain the school goals. School management composed of internal management such as library laboratorium, office and others equipment. It includes funds and educational evaluation. External management composed of school, society, education counsel, education minister and all the relevant institution. According to Satori (1980) utilized management education to indicate the school management. It means coordination process that people used to obtain the education gaols. Nawawi (1981) formulate school administration become some attitudes with control process working togheter of many people that willing to obtain the education goals. It means various management and administration, general and specific about aducation, however try to underline that education management as education attitudes

Education Management according to Purwanto & Djojopranoto (1981) explane working togheter to utilize all resource such as human funds, material, and method to obtain the education goals. Furthermore, according to Sutisna (1979) stated that shool management are all the process of human behavior and material to obtain education goal.

Management is an activities that many people conducted to each other. All behaviors ebcome a process of manage education attitudes that complex and unik, non profit. Process management expressed in togheterness environment that included in an organazation, Therefore, the attitude needs to be secured to establish working harmony situation. It did not avoid human aspect in education behaviors.

### **Performance of the Teachers**

Performance according to Irawan (2003) that in the specific contex for working class, performance signify result that indicate the successful organization management by concrit data and measurement. From this definision mentioning some keywords such as: Output of working services; process of organization; expressed real fact: be measured; compared with model that been established.

Mangkunegara (2000) stated performance of service achievement according to the quality that obtain from those responsible. Thus, according to Sulistiyani (2003) human performance as combination of the capacity, encourage of opportunity that evaluation from the result of the working. Hasibuan (2001) stated that performane become result of the working that obtain from person that conduct according to the ability, experience, seriously, and time.

Therefore, performance mecone the quality and quantity of output individu or collective attitude that impacts of natural capacity and learning capacity and encourage to have prestation.

According to Asmani (2012) that performance become encouraging point that person conduct. Furthermore, Fatta (1999) stated that performance become expression of capacity based on the skill, attitude, ability and motivation to produce something. As a teacher have to own behavior that be imitated by students. Teachers has good skill in accompany students in the learning process, teachers has to have ability to teach students, and specially motivation in learning process.

Working achievement became obtaining of working situation and indicators used as measurement were quality and quantity of teachers. Thus, ability of teacher to do evaluation of performance become an important point. Performance of the teachers expressed the capacity of conducting their teaching duties, implementation of learning, and evaluation of learning result. Teachers performance, that conducted have to follow the guideline in teaching.

The evaluation aspect of teacher according to Siswanto (2001) as become working achievement, responsibility, obedience honesty, cooperation, and initiative. Finally, according to Supardi (2013) teachers performance means capacity of the teacher in conducting their tasks the dimensions: capacity to elaborate learning plan; capacity of conducting interpersonal relationship, capacity of evaluation on learning achievement; capacity of learning capacity. etc.

Marthins & Jackson (2001) stated that factor that influence on individual services is capacity, motivation, support, local services no organization relation. According to Mangkunegara (2000) that formulated about characteristic of performance; capacity and motivation. From the factors of the capacity of staffs composed of capacity of potency (IQ) and real capacity means education. Therefore, it needs to place staffs according to their ability and skills.

## METHOD

This research is conducted in ESGP Nino Conis Santana Gleno, Ermera. The Population of the research are 152 grade 11 student and 56 student and team leaders become samples. The instrument of the research established by researcher through tryout to get the validity and reliability items and instrument. The samples of the this tryout are 30 grade 12 student in same school. The trial data was analyzed through exploratory analysis. The lowest point of Alpha Cronbach = 0.69 after 53 initial items. The final items that used to collect formal data consisted of 38 items. These items was representing each indicators.

The technique collected data are two stages such as primary and secondary source. The primary source data was collected directly collect through respondent by filling the providing questionnaires. Secondary resource of data from documentation. When the data was collected, the research continued with tabulation and analysis the data. The software SPSS 22 for windows played main role in analyzing the data. The method that applied in this analysis was simple linear regression. This analysis to know vicariate Correlation. This method used to discover simultaneous and partial relation of two variables.

The collected data was analyzed by using multiple linear regression analysis techniques, namely  $Y = \alpha + \beta_1 X_1 + \beta_2 X_2$ . Furthermore, for hypothesis testing to discover the simultaneously and partial relation. This was to know the value of the calculated  $F_{count}$

$$F_{hitung} = \frac{R^2/k}{(1 - R^2)/(n - k)}$$

The result was compared with the point of  $F_{table}$  at significant level  $\alpha = 5\%$  and  $df = (n-2)$ . The following hypothesis test of partially influence of independent variables on the dependent variable at the  $t_{count}$  see at following formula:

$$t_{hitung} = \frac{\beta_i}{S_e \beta_i}$$

This compared to the table value that determined at the significant level  $\alpha = 5\%$  and  $df = (n-2)$ . Furthermore, to express the small size of the contribution of the independent variables together to the dependent variable it is necessary to find the coefficient of determination ( $R_2$ ) with the formula  $KP = (RX_1, X_2, Y)^2 \times 100\%$ .

## RESULTS

Based on the analysis data with *SPSS versaan 22.0 for windows* the result as showed at the next table.

**Table 1 Result of Correlation Analysis**  
Correlations

		Performance of working	Management of team leader
Pearson Correlation	Performance of working	1.000	.898
	Management of team leader	.898	1.000
Sig. (1-tailed)	Dezempneu Servisu	.	.000
	Management of team leader	.000	.
N	Performance of working	56	56
	Management of team leader	56	56

Table 1 showed that value of coefficient correlation ( $r_{count}$ ) between management of team leader (X) and Performance of working (Y) with value = 0,898 by significant  $0.000 < 0.05$ . This meas that existed positive nad significant correlation in strong category. The result of the simple lenear regression was expressing in the following table.

**Table 2 Result of Analysis Simple Regression**  
Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	4.335	1.822	
	Management of team leader	.866	.058	.898

a. Dependent Variable: working performanc

The table 2 showed that the value of linear simple regression coefficients is:  $Y = 4.335 + 0.866X$ . This proved the existency of the relation bertween managemtn of team leader and teacher working performance throug  $t_{test}$ . This test with significant level  $0.000 < 0.05$ . as showed in the following table.

**Table 3 T<sub>test</sub>**  
Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.335	1.822		2.379	.021
	Managemtn of team leader	.866	.058	.898	14.972	.000

a. Dependent Variable: working performance

The table 3 showed that stage of  $(df) = n - k - 1 = 54$ . This proved that value of probability  $t_{count} = 14,927 > t_{table} = 1,6367$  with significant  $0.000 < 0,05$ . These result proved that rejected  $H_0$  and accepted  $H_a$ . Therefore value of  $t_{count}$  for managent team leader = 14,927 and at  $t_{table}$  with  $df = 54$  because the value of  $t_{count} = 1,6367$  beger than value of  $t_{table}$  It means  $H_0$  rejected. There are stages to test the hypothesis such as followe

$I_0 : \beta_1 = 0$ , means, there is no relation between management of team leader and teachers working performance in ESGP Nino Konis Santana, Gleno.

$I_a : \beta_1 \neq 0$ , means, has relation between management of team leader and teachers working performance in ESGP Nino Konis Santana, Gleno.

$\alpha = 0,05 / 1$  with value  $g_L (n - k - 1) = 54$

$t_{table} = 14,927$

$t_{count} = 1,6736$

Provasaun

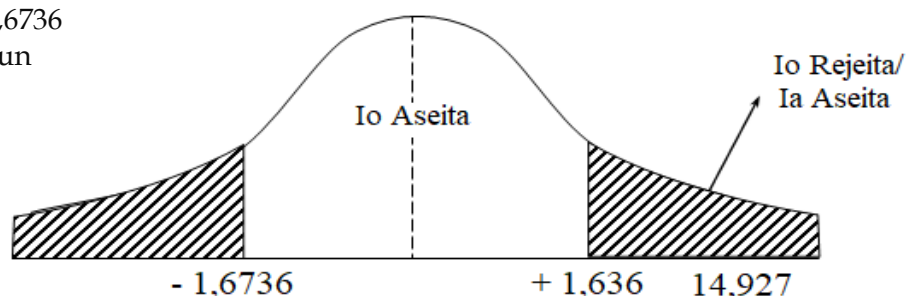


Figure 1. The coefficient determinant

This test to analyze and to identify the value of the coefficient determinant or percentage from management of team leader which has relation with teacher performance in ESGP Nino Konis Santana, Gleno. Meanwhile, using coefficient (R) to know relation between variable independent and dependent. If coefficient correlation value (R) near to 1 means has strong relation at same direction. If coefficient correlation value (R) near to the -1 means there are negative relation. Among variables, because difference direction. If coefficient correlation value (R) get 0, means no relation.

**Table 4 Modelu Sumáriu**  
Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.898 <sup>a</sup>	.806	.802	1.147

a. Predictors: (Constant), management of team leader

b. Dependent Variable: working performance

Based on the result of the data analysis obtain coefficient correlation (R) with number 0.898<sup>a</sup> and coefficient determinant value ( $R^2$ ) = 0,806 or 80,6%. Thus, working performance has relation with management of team leader = 80,6%.

## DISCUSSION

Based on the result of data analysis that used SPSS 22,0 for windows indicated that correlation between management team leader and teacher working performance in ESGP Nino Konis Santana Gleno are strong with value level = 0,898. Therefore, level of management of team leader are weak has impact on the weak teacher performance. Furthermore, if management of team leader are strong has impact of teacher performance, means teachers performance become strong too. The value of the simple linear regression proved  $Y = 4.335 + 0.866X$ . By interpretation that level of management of team leader constant impacts on value of the coefficient = 4.335. this value is positive and significant. Based on the value of coefficient it may formulate that when point of management team leader rise, the value of the teacher performance rise also. This proved by value 0,866. At the same time if value of the management of team leader down, the teacher performance also down

Therefore, contribution level of management team leader with value 0,806 (80,6%) on teacher performance. The rest is impact of other variables. The result of the previous research proved that (Pinto, 2018) motivation and working discipline have impact on teacher performance by value of coefficient determinant ( $R^2$ ) = 0,675 (67,50%). The other previous research (Barreira, 2013) proved that leadership and motivation of school principal impact on teachers performance with value of  $F_{count} = 17,111 > F_{table} = 3,162$  with significant = 0.

## CONCLUSION

Based on the result of this research, researcher concluded that existed the relationship positive and significant between management of team leader and teacher performance in ESGP Nino Konis Santana, Gleno. This showed in the values of the coefficient correlation = 0,898. This value high compared with the value of  $r_{table} = 0,2221$  with significant =  $0,000 < 0,05$ . Furthermore the values of the simple linear regression analysis with equation  $Y = 4,335 + 0,866X$ . This proved a strong relation between management of team leader and teachers working performance. In addition, value of  $t_{count} = 14,927 > t_{tabel} = 1,6736$ . Thus, reject hypothesis  $H_0$  and accept Hypothesis  $H_1$ . Contribution level of management team leader with values 0,806 (80,6%) on teachers working performance. The research suggested this result to the all school management team leader in mentioning school and management team throughout the country that school need strong management team leader to strengthen the teachers and staffs working performance. This condition and environment will improve and elevate the school and education quality.

## REFERENCES

- Agency, E., & Education, I. (2017). *Raising the Achievement of all Learners in Inclusive Education: Final Summary Report* (Issue December 2016).
- Araujo, B. M. (2016). Influence of Jestaun Gabinete Diretiva Nian Ba Dezempeñu Servisu Alunu 90 Anu Iha Ensino Básico Central 30 Ciclo Raicala Ermera Tinan Hanorin 2016. Dili: Departamento Economia e Contabilidade, FEC - ISC
- Awarmayanti. (2011). *Human Resource Management*. Bandung: PT. Rafika Aditama.
- Awarmayanti. (2009). *Human Resources and Work Productivity*. Bandung: CV Mandar Maju.
- Bareiro, R. (2013). The Effect of Leadership Style and Motivation on School Principals on Teacher Performance in Ensino Secundario 10 de Dezembro Comoro. (Thesis). Dili: Department of Sociology, FKIP - ISC
- Gablinske, P. B. (2014). A case study of student and teacher relationships and the effect on student learning. *ProQuest Dissertations and Theses*, 158. <https://doi.org/10.28971/212014GP102>
- Gian Vittorio Caprara, 1 Claudio Barbaranelli, 1 Concetta Pastorelli, 1 Albert Bandura, 2 and Philip G. Zimbardo. (2013). Mixed Methods in Developmental Science. *Handbook of Child Psychology and Developmental Science*, 7(1), 713-754. <https://doi.org/10.1017/CBO9781107415324.004>
- Gomes, F. C. (1995). *Human Resource Management*. Yogyakarta: CV. Andi Offset.
- Hasan. (2010). *The Principles of staffing*. Palembang: Guide Son.
- Hasan. (2012). *Administrator of Development*. Palembang; Guide son.
- Hertati, D., & Wigati, W. R. (2015). Development of Web-Based Performance Measurement Method in Supporting Compensation System at the City and District Governments in Indonesia. 5(6), 147-151. <https://doi.org/10.5923/j.ijap.20150506.01>
- Lexicologia e Lexicografia, I. (2001). *Dicionario da lingua Portuguesa Contemporanea*. Braga: Fotocomografica, Lda.

- Ministerial Diploma no.12 ano 2012. Sobre Aprova Estrutura Das Escolas Centrais Do Ensino Secundario Geral.
- Moreira, I. X. (2018). *Matadalan Hakerek Monografia Analiza Kualitativa no Kuantitativa*. Dili, FCE - ISC
- Pinto, F. O. A. (2018). *Influennsia Motivoasaun No Discipline Servisu Mestre / A Nian Ba Dezempeñu Servisu Iha Ensino Secundário Geral Filial Kilik Uaigae Baucau*. (Monografia). Dili: Departamento do Ensino de Química, FEAH - UNTL
- Riduwan. (2004). *Methods & Techniques of Compiling Thesis and Thesis*. Bandung: Alfabeta
- Saputra, W. N. E., Da Costa, A., & Alhadi, S. (2018). Creative Solution Focused Counseling Models (CSFCM): Strategi Kreatif untuk Mengembangkan Self-regulated Learning Siswa. *Jurnal Kajian Bimbingan Dan Konseling*, 3(4), 162-170. <https://doi.org/10.17977/um001v3i42018p162>
- Shonubi, O. K. (2012). How leadership and management dynamics contribute to school effectiveness. *M. Ed. (Lagos)*. [https://www.researchgate.net/profile/Ololade\\_Shonubi2/publication/273340199\\_How\\_leadership\\_and\\_management\\_dynamics\\_contribute\\_to\\_school\\_effectiveness/links/562cec6208aef25a2443121b/How-leadership-and-management-dynamics-contribute-to-school-effectiveness](https://www.researchgate.net/profile/Ololade_Shonubi2/publication/273340199_How_leadership_and_management_dynamics_contribute_to_school_effectiveness/links/562cec6208aef25a2443121b/How-leadership-and-management-dynamics-contribute-to-school-effectiveness).
- Sugiyono (2009). *Qualitative Quantitative Research Methods and R&D*. Bandung: Alfabeta
- Tecnica, Equipa DNESEG. (2018). *Manual de Gestao e Administracao*. Dili: Centro impressão Educação Comoro.
- Tilman, Ibonia P. (2018). *Influence of Atensaun Família No Ambiente Ba Eduasaun Process Oan Sira Nia Iha Aldeia Fatuku Holarua Tribe Tinan 2018*. Dili: Department of Biology, FCE - ISC
- Wibowo. (2011). *Work management*. Jakarta: PT. Raja Grafindo persada