



Contribution of Principal Leadership, Teacher Performance, and Infrastructure Facilities to Learning Achievement of PJOK Subjects

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Abstract

The purpose of this study was to analyze the contribution of head leadership with PJOK learning achievement. Analyzing the contribution of teacher performance to the learning achievement of physical education. Analyzing the contribution of infrastructure with the learning achievement of physical education. Analyzing the contribution of head leadership and teacher performance with learning achievement of physical education. Analyzing the contribution of head leadership and infrastructure facilities with learning achievement of PJOK. Analyzing the contribution of teacher performance and infrastructure facilities with learning achievement of PJOK. This research uses quantitative methods with a survey approach. The population in this study were PJOK subject teachers from elementary and MI levels totaling 27 people from 35 schools, public and private junior high schools totaling 16 people from 8 schools, and equivalent high schools totaling 8 people from 6 public and private schools in Kebasen District, Banyumas Regency. Sampling using the sampling technique using Disproportionate Stratified Random Sampling. Data analysis techniques using Multiple Linear Regression. The results of this study: 1) There is a positive contribution of principal leadership variables with PJOK learning achievement with a sig value of 0.00. 2) There is a positive contribution of teacher performance variables with PJOK learning achievement with a sig value of 0.001. 3) There is a positive contribution of infrastructure variables with PJOK learning achievement with a sig value of 0.00. 4) There is a positive contribution of principal leadership variables and teacher performance with PJOK learning achievement with a sig value of 0.00. 5) There is a positive contribution of principal leadership variables and infrastructure facilities with PJOK learning achievement with a sig value of 0.00. 6) There is a positive contribution of teacher performance variables and infrastructure with PJOK learning achievement with a sig value of 0.00. 7) There is a positive contribution of principal leadership variables, teacher performance, and infrastructure with PJOK learning achievement with a sig value of 0.00. The conclusion of this study shows that there is a contribution of principal leadership, teacher performance, and infrastructure facilities to the learning achievement of PJOK learning subjects.

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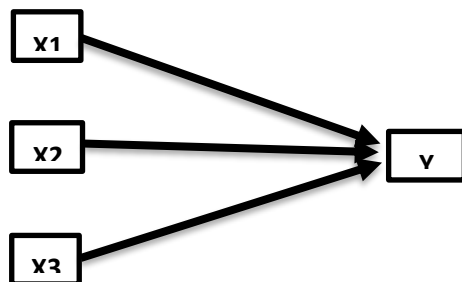
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INTRODUCTION

Today, the education system through standardization and professionalization has undergone various policy changes. One of the major changes that occurred in the field of education in Indonesia was the change of the centralization system to decentralization, namely the education policy that was originally centralized from the central government turned into centralized in the regional government and or City / Regency (Mulyasa, 2011). Physical education is education that involves interaction between students and the environment which is managed through physical activity systematically towards the formation of a whole person. Masruri (2019) explains that physical education and sports are educational activities using the body so that

it requires students to actively move and sports as a way to move and take values



from the sport. Along with the development of digital technology today, physical education is expected to contribute regular physical activity to students. This is because at the school age of elementary to high school level, physical education trains students' bodies while helping their growth and movement.

Mulyasa (2019:16) says that the progress and development of schools and the high and low student learning outcomes depend on the leadership of school principals.

Principals are not people who just hold positions, but people who already have several qualifications and experiences in the school field (Education et al., 2014). Whether the school develops or not depends on how observant and careful the principal is in handling several problems and issues, especially in teaching and learning activities. Quality education will have a good influence, one of which is on student learning outcomes. In order to get good learning outcomes, teachers have an important role. Teachers or educators are a subject that most determines the achievement of educational goals (Herliana, 2017).

METHODS

This research uses quantitative methods with a survey approach. The population in this study were PJOK subject teachers from elementary and MI levels totaling 27 people from 35 schools, public and private junior high schools totaling 16 people from 8 schools, and equivalent high schools totaling 8 people from 6 public and private schools in Kebasen District, Banyumas Regency. Sampling using the sampling technique using Disproportionate Stratified Random Sampling. Data analysis techniques using Multiple Linear Regression.

The following is the research design of this research

Picture 1. Research Design

RESULTS AND DISCUSSION

Table 1. Normality Test Results

N	Sign	Keter
	.0,05	angan
3	0,20	Norm
7	0	al

Based on the results of the residual normality test, the principal's leadership variables, teacher performance, infrastructure facilities and PJOK

learning achievement get a significance value of 0.200 (greater than 0.005) in table 4.1.7 and based on the Normal Probability Plots graph in Figure 4.1 the data spreads around the diagonal line and follows the line direction. So it can be concluded that the data is normally distributed.

Table 2. Multicollinearity Test

Variabel	Tolerance	IF	Keterangan
Kepemimpinan kepala sekolah	0,485	,061	Tidak terjadi multikolinearitas
Kinerja guru	0,361	,771	Tidak terjadi multikolinearitas
Sarana prasarana	0,550	,817	Tidak terjadi multikolinearitas

Based on the results of data processing for the principal leadership variable, the Tolerance value is 0.485 and VIF 2,061 (Tolerance is more than 0.1 and VIF is less than 10), so there is no multicollinearity. The teacher performance variable gets a Tolerance result of 0.361 and VIF 2,771 (Tolerance more than 0.1 and VIF less than 10), so there is no multicollinearity. The infrastructure variable gets a Tolerance value of 0.550 and VIF 1,817 (Tolerance more than 0.1 and VIF less than 10), so there is no multicollinearity.

Table 3. Heteroscedasticity Test Results

Variabel	Sign. 0,05	Keterangan
Kepemimpinan kepala sekolah	0,379	Tidak terjadi heteroskedastisitas
Kinerja guru	0,131	Tidak terjadi heteroskedastisitas

Sarana prasarana	0,167	Tidak terjadi heteroskedastisitas
Prestasi belajar PJOK	0,279	Tidak terjadi heteroskedastisitas

Based on the analysis using SPSS 25, the results of the heteroscedasticity test of the school principal leadership variable get a value of 0.379 (more than 0.05), it can be concluded that heteroscedasticity does not occur. The teacher performance variable gets a value of 0.131 (more than 0.05), it can be concluded that heteroscedasticity does not occur. The infrastructure variable gets a value of 0.167 (more than 0.05), it can be concluded that heteroscedasticity does not occur. And for the PJOK learning achievement variable, it gets a value of 0.279 (more than 0.05), it can be concluded that heteroscedasticity does not occur.

Table 4. Hypothesis Test

Keterangan	djugung	U		U	
		hitung	ign	hitung	ign
Kepemimpinan kepala sekolah	,479	,537	,016	2,027	,000
Kinerja guru	,479	,375	,710	2,027	,000
Sarana prasarana	,479	,051	,004	2,027	,000

It is known for the results of the F count analysis is 12.027 and F table is 3.28. Because F count (12.777) > F table (3.24), the null hypothesis is rejected. The significance results obtained a value of 0.000 < 0.05 so that the null hypothesis is rejected. The conclusion is

that principal leadership, teacher performance, and infrastructure facilities jointly contribute to PJOK learning achievement. The value of R square or the coefficient of determination is a number that shows how much the percentage contribution of the influence of independent variables (principal leadership, teacher performance, and infrastructure facilities) on the dependent variable (learning achievement of PJOK). Table 4 shows the Adjust R square value of 0.479 or 47.9%, meaning that the contribution value of teacher performance and infrastructure facilities together contribute to the learning achievement of PJOK 47.9%, and the rest is influenced by other factors that are not studied.

Based on the information above, it can be seen that partially the independent variable that dominantly influences is in X1, namely the principal's leadership (44.5%), followed by the X3 variable, namely infrastructure facilities (39.2%) and then the X2 variable, namely teacher performance (6.6%). While simultaneously the independent variable on the dependent variable gets a value of 0.519 or 51.9%. This is the same as the partial multiple linear regression test for the most dominant variable in the principal's leadership. The results of this analysis prove that the influence of principal leadership in school units in Kebasen Sub-district, Banyumas Regency is very important. The principal who is the tip of the success of decentralization of education has been achieved and needs to be increased again. Mulyasa's theory (2013) is still relevant to the reality of today where Mulyasa says that school principals are the key to the success of education and teaching in school units. These results provide a message to school principals in Kebasen Sub-district, Banyumas Regency, to be maintained in managing their respective schools and it would be great if they were improved to be even better.

Teacher performance is noted because its contribution is the lowest among principals and infrastructure. The partial t test results and significance in the analysis together of the independent variables on the dependent variable did not contribute. The results of path analysis have a small influence compared to other variables that is 6.6%. These results make input to PJOK teachers in Kebasen District, Banyumas Regency to further improve their performance as teachers. The results of the observation conducted by the teacher, the factor of the number of sports teachers who were transferred due to the placement of government programs and some teachers teaching 2 schools made the teacher performance factor the smallest variable in the contribution of PJOK learning achievement. As for the factors that influence other teacher performance, researchers did not conduct research and hopefully will be researched by others in the future in more depth.

CONCLUSION

The conclusion of this study shows that there is a contribution of principal leadership, teacher performance, and infrastructure facilities to the learning achievement of PJOK learning subjects.

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