

# Leadership Learning and Capacity Building Against the Quality of Teacher Teaching Performance

Suryana Suryana  
SD Negeri 4 Batujajar  
Batujajar, Indonesia  
suryanaaza@student.upi.edu

Endang Herawan, Dedy Achmad Kurniady  
Universitas Pendidikan Indonesia  
Bandung, Indonesia  
endangherawan@upi.edu, Dedy\_achmad@upi.edu

**Abstract**—Through the role of school principals as learning leaders and sustainable professional development towards teacher teaching performance as an effort to improve the quality of education. The aim of the study was to describe the role and influence of leadership learning and sustainable professional development on the quality of teacher teaching performance through a survey method with a quantitative approach. The findings and tests of correlation analysis, simple and multiple regression are expected to prove the hypothesis in this study. Partially, leadership learning and sustainable professional development have moderate and direct relationships with the quality of teacher teaching performance. Simultaneously leadership learning and sustainable professional development have a low effect on the quality of teacher teaching performance.

**Keywords**—*teacher teaching performance; leadership of learning; sustainable profession development*

## I. INTRODUCTION

Structural approaches where schools as a particular organization include the position of principal and teacher who need cooperation. The school principal has the responsibility as a quality controller so that his role is very disproportionate. Advancing the quality of a school through managing and developing the quality of teaching performance of teachers by implementing learning leadership. According to the research results of the human resource development agency for education and the development of education quality in 2010, many have concluded that principals who focus on learning leadership produce better quality of achievement than those who focus less on learning leadership.

The results of Stronge's study in Daryanto show that all work that must be carried out by the principal, only 10% is allocated to leadership learning [1]. Bafadal described his experience as Director of the Ministry of Education's Primary School Development, when conducting a competency test for principals in 2015-2016, out of 856 principals throughout Indonesia only 16% carried out their role as learning leadership. Based on the description above, leadership cannot be denied, many influence the quality of teaching performance, teaching teachers [2]. The principal's leadership learning is not optimal, including the quality of teaching performance of public elementary school teachers in 2015-2016 for the

national level of only 60.19%, while for the District / City level of West Bandung 56.64%, for the teacher performance of SD Negeri Batujajar 57.02% is above the average Kabupetan/ West Bandung City but for the national level it is still below it. Based on the analysis of the above problems it is necessary to examine the principal's learning leadership that is related to the quality of teaching performance of teachers through its role to manage and encourage the ongoing professional development process both by themselves, in one school, school network and external fire.

## II. THEORETICAL REVIEW

### A. *Quality of Teacher Teaching Performance*

Teacher's teaching performance is a manifestation of teacher's activity behavior in the teaching and learning process (TLP), namely how a teacher plans teaching, carries out learning, assesses learning outcomes, performs remedial and documentation known as the teacher's duties. According to Martinis Yamin and Masah "says that teaching performance is a behavior or response that produces results that refer to what they do when they face a task [3].

According to Supardi "the teaching performance of teachers is as the success of teachers in carrying out quality teaching and learning activities, including aspects: loyalty and high commitment to the task of teaching, mastering and developing methods, mastering learning materials and using learning resources, responsible monitor the results of teaching and learning, discipline in teaching and other tasks, creativity in carrying out teaching, interacting with students to generate motivation, good personality, honest and objective in guiding students, able to think systematically about what it does and understanding in teaching administration [4].

This understanding considers that the teacher's teaching performance is the level of achievement of a teacher's success in carrying out the tasks given to him that is as an educator in learning activities. Teacher's teaching performance can be seen when he interacts teaching and learning in class. Here the task of a teacher is not only to transfer knowledge, but more than that is to teach children to be able to actively learn, think creatively and comprehensively to form competencies and achieve high meaning.

Rahman et al., teacher's teaching performance is a set of real behaviors shown by the teacher when he gives lessons to his students [5]. Teachers as planners, should be able to analyze the needs of students to be able to receive lessons by choosing and mastering teaching materials, determining learning methods and approaches, developing syllabus, preparing annual or semester programs, and preparing learning implementation plans (RPP). As implementers of learning, teachers must be able to conduct activities to open or close learning activities, be able to manage classes, use media and learning resources well, use learning methods, and be able to use various learning strategies. When conducting evaluation activities, the teacher should be able to determine the approach and methods of evaluation, develop evaluation tools, process and analyze evaluation results, and use evaluation results to measure the extent to which successful learning activities are pursued by students in the learning process.

In the teaching and learning process, teachers need to make plans so that the implementation of learning can take place well and achieve the expected results. Every plan is always concerned with thinking about what will be done. Planning teaching and learning programs estimates what actions will be taken when implementing learning.

**B. Learning Leadership Concept**

Learning leadership is the activity of the principal who is busy with activities affecting people who run academic activities at school, they are teachers and educative staff or teaching staff. The main activity is related to teachers, both individually and in groups to improve and enhance academic activities, namely improving the teaching and learning situation [6].

With activities affecting people who carry out academic activities at school, there is a concern of a learning leader. Soutworth states that learning leadership is a strong concern for teaching and learning including professional learning by teachers according to student development [7]. When a leader learns to influence, pay attention, there needs to be action in the sense of "leadership learning as an action taken by the principal with the aim of developing a productive and satisfying work environment for the teacher, and ultimately able to create increased student learning conditions [8].

In carrying out development actions, both directly and indirectly, must be based on the direction of progress, as stated by Ubben and Hughes that "learning leaders are actions on direct learning (indirect intrinsic) or indirect (indirect instructional) that lead on efforts to improve student learning progress [9].

When a leader learns to influence, pay attention, there needs to be action in the sense of "leadership learning as an action taken by the principal with the aim of developing a productive and satisfying work environment for the teacher, and ultimately able to create increased student learning conditions [8].

In carrying out development actions, both directly and indirectly, must be based on the direction of progress, as stated by Ubben and Hughes that "learning leaders are actions on

direct learning (indirect intrinsic) or indirect (indirect instructional) that lead on efforts to improve student learning progress [9].

By understanding how to influence, pay attention and take action, the role of leadership (instructional leadership) in enhancing teacher professionalism has long been recognized as an important factor in school organizations, especially related to the responsibility of improving the quality of learning in schools [10,11]. Based on its main motives to improve: 1) Teacher Skills, (2) curriculum implementation, (3) organizational structure, and (4) school collaboration with parents and the community [9].

In influencing, observing and acting directly by understanding the leadership of the learning will "often appear (visible) in the classroom observing the teacher teaching and giving feedback (feedback) to the teacher in correcting learning problems" [10,12]. So "learning leadership role has an influence on the growth of student achievement through increasing teacher satisfaction about the implementation of their professional roles. "The main goal of learning leadership is to improve student learning outcomes, although a closer goal is to improve the learning program. Thus improving the teaching program at school is an effort to improve student learning achievement [12]. "Leadership instructional learning or leadership is a focus that emphasizes learning that its components include the curriculum, teaching and learning process, assessment (assessment of learning outcomes), teacher assessment and development, excellent service in learning, and the construction of a learning community in schools [1].

Based on the statements above it can be concluded that the principal's learning leadership prioritizes learning activities that influence, direct and guide in teaching and learning activities so that teachers can provide learning services to students. Thus, researchers can describe it as follows.

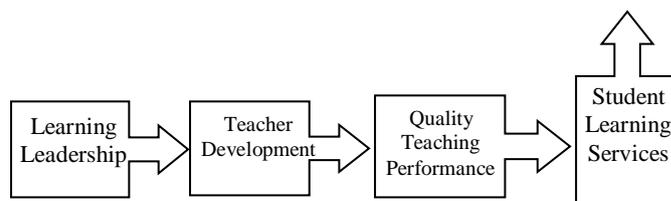


Fig. 1. Learning leadership process.

The picture above shows that teachers are the main component that needs to be developed, meaning that leadership learning builds and encourages the emergence of creative and innovative professional teacher learning processes. Coaching through the leadership of school principals gives broad and large implications in improving teacher teaching performance which leads to increased student learning, in line with what Usman and Raharjo proposed "that learning leadership focuses on improving the quality of student learning through teachers [13].

**C. Capacity Building**

Capacity Building is a development that will require the activities of an organization to achieve its objectives as

explained by CIDA in Matachi which says that "Capacity Building is a process by which individuals, groups, institutions, organizations and communities enhance their abilities to identify and meet development challenges in a sustainable manner [14]. The purpose of this statement is an understanding of capacity building that can be interpreted as a process to improve the ability of individuals, organizations, and institutions to improve their ability to face sustainable challenges.

The application of Capacity Building at the individual level is a part in which there is an increase in knowledge by attending seminars, training, workshops, and other similar activities. At the individual level, the application can be in the form of developing the ability of teachers in teaching performance. For the development organization level, it focuses more on the ability of all teachers in certain education units in the ability to plan and manage learning, the implementation of the skills of each teacher, and the ability to use facilities and prepare learning media to support teacher teaching performance. Capacity building as a process that can improve one's ability, an organization or a system to achieve the goals that are aspired, Brown capacity building as a process to do something, or a series of movements, changes in multi-level within individuals, groups, organizations and systems in order to strengthen the ability to adapt individuals and organizations so that they can respond to changes in the environment that exist Morison. Capacity building can be defined as a process to improve the ability of individuals, groups, organizations, communities or communities to analyze their environment; identify problems, needs, issues and opportunities; formulate strategies to overcome these problems, issues and needs, and utilize relevant opportunities. design an action plan, and collect and use effectively, and on the basis of sustainable resources to implement, monitor, and evaluate the action plan, and utilize feedback as a lesson.

In The Capacity Building Book for Local Government Toward Good Governance written by Riyadi Soeprapto, that the World Bank emphasizes attention to capacity building in [15]:

- Development of human resources; training, recruitment and termination of professional, managerial and technical employees,
- Organization, namely the management of structures, processes, resources and management styles,
- Network (network), in the form of coordination, organizational activities, network functions, as well as formal and informal interactions,
- Organizational environment, namely rules and legislation that regulate public services, responsibilities and power between institutions, policies that become obstacles to development tasks, as well as financial and budget support.
- Other broader environmental activities, including political, economic and conditions that affect performance.

Levels Capacity building efforts are carried out at various levels that capacity building must be carried out effectively and continuously at 3 (three) levels, namely:

- The level of the system, such as the framework relating to the setting, policies and basic conditions that support the achievement of certain policy objectives;
- Institutional level or whole unit, examples of organizational structures, decision-making processes within organizations, work procedures and mechanisms, arrangement of facilities and infrastructure, organizational relationships and networks;
- Individual levels, for example individual skills and requirements, knowledge, behavior, occupational groupings and motivations of the work of people in organizations.

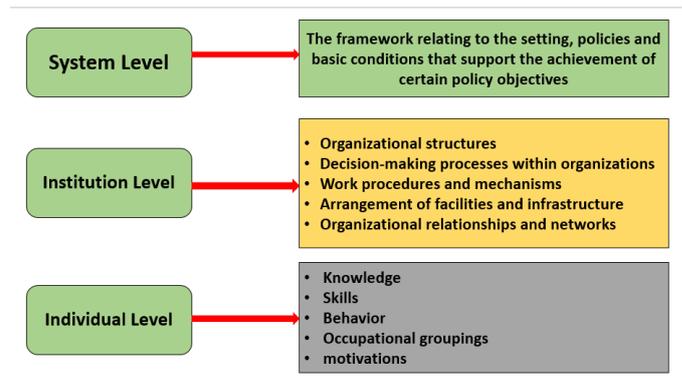


Fig. 2. Capacity building levels.

According to the Education and Culture Human Resources Development Agency and Education Quality Assurance, "sustainable professional development is development that is carried out according to needs, gradually, and sustainably" which aims "to improve teacher professionalism". Whereas according to Payong [16], professional development is a process in which teachers both individually and together with others review, update, and expand their commitment as agents of change to teaching goals; and where they learn and critically develop their knowledge, skills and emotional intelligence for good professional planning, thinking, and practice with their students, younger teachers, and related parties through each stage of their teaching and learning process.

According to Day and Sachs [17], "continuing professional development (CPD) is used to describe all the activities involved in engaging teachers in their careers." Or sustainable professional development is a term used to describe all activities in which teachers are involved during training designed to improve their work According to Early and Bubb [18], "The term continues professional development (CPD) has been widely used to refer to ongoing education and training for professions. Or the term professional development refers to continuing education and training for the profession. So that it can be concluded that sustainable professional development is an activity designed to improve the competence and professionalism of teachers. This activity is important because teachers need to develop their competencies, both professional,

pedagogical, social, and personal competencies in the midst of changing times due to the development of science and technology, which greatly affect all fields of life including education. Sustainable professional development activities are an absolute demand for teachers and become one of the important conditions for teachers to develop themselves and renew their professional practices. The results of research conducted by David Hustler, et al., indicate that: Professional development is seen as important and beneficial for most teachers because as a tool, to renew their knowledge and skills for their own development as well as for the students who are served. With this continuous professional development activity, it is expected that teachers' knowledge and skills can improve, so that teachers are able to carry out the learning process professionally [16].

Payong states: Professional teachers must have the drive to always be open to new changes and innovations, and dare to bring new innovations into the practice of learning in the classroom [16]. Through sustainable professional development activities, the teacher can hone his innovative skills, develop his sensitivity to new developments and demands in his professional practice. Continuous professional development in professional practice. Continuous professional development includes the cycle of planning, implementation, evaluation and reflection activities as illustrated in Figure below.

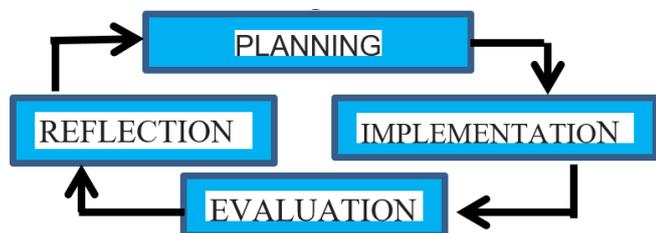


Fig. 3. Activity cycle continuous professional development.

Through this cycle, it is expected that sustainable professional development activities will be able to accelerate the development of teachers' competencies, namely pedagogic, professional, social, and personality competencies to advance their careers.

Scope of Implementation of CLA Activities The scope of sustainable professional development, as shown in the diagram below (adopted from TDA: Continuing Professional Development. Some forms of CLA can include elements that are internal to the school, external, between schools and through a virtual network. PKB activities in the form of courses, training, upgrading and various other forms of education and training can be held independently by schools (PKB sources in schools), for example: Induction programs, mentoring, coaching, learning observation, learning partnerships, and sharing experiences between teachers, overall school development (WSD = whole school development) More details, PKB activities that can be carried out in schools independently can be grouped. 1. Performed by the teacher himself, including: a. develop a curriculum that covers actual / current topics related to science and technology, social, etc., according to the needs of students; b. plan and implement learning using learning methods that are appropriate to the needs of students; c. evaluate, assess and analyze student

learning outcomes that can describe the ability of real students; d. analyze and develop learning models based on feedback obtained from students towards learning; e. write learning activities that are carried out daily as material for reflection and learning development; f. reading and reviewing articles and / or books relating to fields and professions to help develop learning; g. conduct independent research (e.g. Classroom Action Research) and write down the results of the research and so on. 2. Performed by teachers in collaboration with other teachers in one school, including: a. observes each other and provide suggestions for improving learning; b. Identify, investigate and discuss problems faced in class / school; c. write modules, student guide books, Student Worksheets, etc.; d. reading and reviewing articles and / or books relating to fields and professions to help develop learning; e. developing curriculum and teaching preparation using ICT; 3. Implementation of guidance in the induction program; Sources of CLA school networks are PKB activities carried out through collaboration between schools in one rayon (cluster), interrasyon in certain regencies / cities, even between provinces is made possible through direct international school collaboration networks or through information technology (school network PKB sources).

PKB activities carried out by schools through the existing network can be:

- KKG / MGMP activities;
- Training / seminars / workshops a day or more;
- Visits to other schools, businesses and industries, etc.
- Invite resource persons from other schools, school committees, education offices, supervisors, professional associations, or other relevant agencies.

If the needs of teachers in the framework of developing professionalism have not been fulfilled through both sources in schools and school networks, or still need further development, then they can use PKB sources in addition to the two PKB sources, namely other sources of external expertise. Other sources of expertise can be provided through activities in LPMP, P4TK, Universities or other service institutions recognized by the government or through remote education and training through virtual networks or ICTs organized by foreign service institutions. The CLA process is made possible to be more effective and efficient when done in school alone or carried out together with other schools that are close together (for example through KKG or MGMP). CLA activities can be carried out outside the school environment, for example by LPMP, Education Agency, PT / LPTK or other service providers only to meet needs that cannot be met by the school itself.

### III. METHOD

Descriptive survey method is a research method that takes samples from a population and uses a questionnaire as a data collection tool" [19]. while according to Purwanto descriptive research is a research design that is arranged in order to provide a systematic description of scientific information derived from the subject or object of research. "The quantitative approach is

the measurement of quantitative and objective statistics through scientific calculations derived from samples of people or residents who were asked to answer a number of questions about the survey to determine the frequency and percentage of their responses" [20]. According to Purwanto, a quantitative approach is an approach used by researchers in research by measuring variable indicators, so that an overview and conclusion of research problems can be obtained. The approach used in this study is a quantitative approach. Variable indicators are numbers and are calculated based on statistics. The data used must be clear source of data, population and sample, homogeneity, and volume of distribution. Because the results of the research data in the form of numbers that must be processed statistically, then the variables used as research objects must be clearly correlated. So that it can be determined the statistical approach that will be used in processing data.

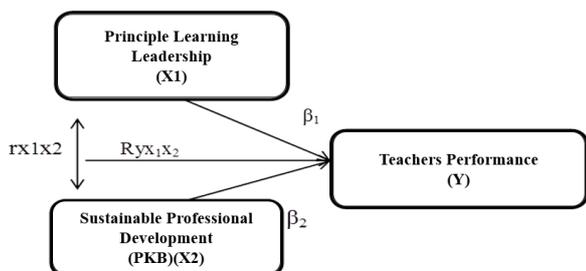


Fig. 4. The correlation between variable.

**IV. RESULTS AND DISCUSSION**

Based on the research findings from the data, the results of simple and multiple correlation and regression analysis on the role of leadership learning and sustainable professional development on the quality of teaching performance of teachers in particular the results of hypothesis testing answer the formulation of the problem of this research, by showing that:

**A. Results**

*1) Findings of research variables*

*a) Findings of the quality of teacher's teaching performance:* The description of the quality of teaching performance of elementary school teachers in Batujajar Subdistrict, West Bandung Regency, as a Y variable generally has good criteria with the correct percentage average of each dimension is 65.8% while the lowest dimension is 63.4%, if the average answer The respondent of the total statement is at 1.92%. This means that from the answer 33 the teacher's teaching performance quality statement given to the teacher the average teacher answers the problem is high with an average value of 3.29.

*b) Findings of learning leadership overview:* The description of the principal's learning leadership as a variable X1, based on the quiziner on the teachers as the research sample, is obtained: 1) generally good criteria with the correct percentage average of each dimension is 60.3% while the lowest dimension is 58.6% . if the average respondent's

answer from the total statement is at 1.77%. This means that from the answers to 34 leadership statements given to the teacher the average teacher answers the problem is high with an average value of 3.62.

*c) Findings of the overview of sustainable professional development:* The description of sustainable professional development in elementary school teachers in Batujajar Subdistrict, West Bandung Regency, as a variable X2 generally good criteria with a true percentage average of each dimension is 87.75% while the lowest dimension is 85%, if the average respondent answers of the total all statements are at a value of 2.6%. This means that from the answers to 34 statements of sustainable professional development given to the teacher the average teacher answers the problem is high with an average value of 3.51.

*2) Results of data test analysis*

- Leadership Learning and the quality of teaching performance have the strength of a moderate relationship with the significance of linearity of 0.02 which is smaller than the critical value (0.05), and the Pearson Correlation coefficient value is equal to 0.413. The accepted hypothesis is characterized by a smaller significance value than the critical value (0.036 <0.05) while the R Square value is 0.171, the magnitude of the influence of leadership learning on teaching performance quality is 17.1% and the remaining 82.9% is influenced by other factors that do not examined in this study.
- Continuous Professional Development with the quality of teaching performance has the strength of a moderate relationship with the significance of linearity of 0.000 which is smaller than the critical value (0.05), and the Pearson Correlation coefficient value is equal to 0.588. Accepted hypothesis which is characterized by a smaller significance value than the critical value (0.001 <0.05) while the size of R Square is 0.346, the magnitude of the influence of leadership learning on teaching performance quality is 34.6% and the remaining 65.4% is influenced by other factors that do not examined in this study.
- Learning Leadership and Sustainable Professional Development with the quality of teaching performance has a moderate relationship strength, with Pearson Correlation coefficient value of 0.384, the accepted hypothesis is characterized by a smaller significance value than the critical value (0.000 <0.05), while the R Square value is 0.349, hence the magnitude of the influence of Learning Leadership and Sustainable Professional Development on teaching performance quality is 38.4% and the remaining 61.6% is influenced by other factors not examined in this study.

**B. Discussion**

Based on the research findings from the data, the results of simple and multiple correlation and regression analysis on the role of leadership learning and sustainable professional

development on the quality of teaching performance of teachers in particular the results of hypothesis testing answer the formulation of the problem of this research, by showing that:

1) *Findings of research variables*

a) *Description of the quality of the teaching performance of teachers:* The description of the quality of teaching performance of elementary school teachers in Batujajar Subdistrict, West Bandung Regency, as a Y variable generally has good criteria with the correct percentage average of each dimension is 65.8% while the lowest dimension is 63.4%, if the average answer The respondent of the total statement is at 1.92%. This means that from the answer 33 the teacher's teaching performance quality statement given to the teacher the average teacher answers the problem is high with an average value of 3.29 In general, the quality of teaching performance of elementary school teachers in Batujajar sub-district, West Bandung regency has been classified as good. The first order is based on the highest score in obtaining answers in the responsiveness dimension, while the assurance is in the fifth rank as the lowest score but still good. . still not maximal in a convincing behavior in serving students, and broad knowledge of knowledge, but the guarantee dimension shows high criteria with good interpretation. The highest indicator of 3.48 in the dimensions of Empathy (Empaty) in the quality of teaching performance of teachers is understanding it for the needs of each student, while the lowest indicator is 2.92 because the teacher's ability is still not optimal in providing satisfactory service. The ability of teachers in readiness to provide services and assistance to students is quickly measured by appropriate service actions, professionalism in handling student complaints, serving students well and kindly, providing learning services in accordance with predetermined learning goals, and providing services always in accordance with the schedule and on time. Responsiveness (responsiveness) According to Rambat Lupiyoadi responsiveness is "a willingness to help and provide fast (responsive) and appropriate services to customers, with the delivery of clear information [21].

b) *Overview of learning leadership of elementary school principals in Batujajar Subdistrict, West Bandung District, has high criteria with good interpretation:* The description of the principal's learning leadership as a variable X1, based on the quiziner on the teachers as the research sample, is obtained: 1) generally good criteria with the correct percentage average of each dimension is 60.3% while the lowest dimension is 58.6% . if the average respondent's answer from the total statement is at 1.77%. This means that from the answers to 34 leadership statements given to the teacher the average teacher answers the problem is high with an average value of 3.62.

In general, the leadership of elementary school principals in Batujajar sub-district, West Bandung regency has been classified as good. The first order is based on the highest score in the acquisition of answers on the dimensions of continuous improvement, high criteria and good interpretation while the learning culture is sixth as the lowest score but still good. This

shows that the role of the principal as a learning leader in guiding the development of the teaching and learning process through the application of visionary and situational leadership to the teacher is still lacking.

Leadership whose main work is focused on challenging engineering. Then in turn the leader can become a superior agent of change and become the direction of the organization that understands priorities, becomes a professional coach, and can guide other personnel towards expected work professionalism [22]. Whereas cultural leadership according to Ubben & Hughes in Sergiovanni, playing its role as a cultural leader, the principal identifies himself with the strengths of values and beliefs about the school that make the school unique. Cultural leaders try to build traditions around schools to become more valuable. He exchanged thoughts with others about what was more valuable in school by telling the history of school success in the past to strengthen these traditions.

Overview of sustainable professional development of teachers of public elementary schools in Batujajar sub-district, West Bandung regency, has high criteria with good interpretation.

The description of sustainable professional development in elementary school teachers in Batujajar Sub district, West Bandung Regency, as a variable X2 generally good criteria with a true percentage average of each dimension is 87.75% while the lowest dimension is 85%, if the average respondent answers of the total all statements are at a value of 2.6%. This means that from the answers to 34 statements of sustainable professional development given to the teacher the average teacher answers the problem is high with an average value of 3.51

In general, the continuing professional development of elementary school teachers in Batujajar sub-district, West Bandung regency has been classified as good. The first order is based on the highest score in the acquisition of answers on the dimensions of the school network with high criteria and good interpretation while external expertise is fourth as the lowest score but still classified as good. This shows that the empowerment has not been maximized for further professional development through PKG and by inviting PKB sources, both supervisors, LPMP, P4TK, and from universities or other service institutions recognized by the government.

Holbeche explained that: organization needs people to have the skills for the job. As jobs change, alter skills requirements [23]. Although training in development and development (skills, leadership, innovation and team working) can be interpreted as meaning that organizations need people who have the ability to work. Like changes in work, the skills needed are further. Including the usual training and development becomes an important factor in an organization that will be able to maintain the value of investment in development and training.

2) *Research results through statistical tests*

a) *The effect of leadership learning on the principal on teacher teaching performance:* The results of hypothesis testing show that there is a positive and significant influence between the principal's learning leadership on the quality of

teacher's teaching performance. The magnitude of the influence of the principal's learning leadership on the quality of teacher teaching performance is 17.1%, the remaining 82.9% is influenced by other variables.

The principal's learning leadership influences the quality of teacher's teaching performance, due to the activities of the principal who really focuses on improving the process and results of student learning through the teacher. This means that leadership learning empowers all teachers' abilities in teaching so that teacher teaching performance increases. The teaching performance of qualified teachers will in turn improve the process and student learning outcomes because student learning outcomes are not directly from the principal's learning leadership, but through the teacher's teaching process. This statement is supported by the results of research by Farida & Dedy that learning leadership (instructional leadership) has a high contribution to the teaching performance of teachers [24].

The results of this study are in line with the findings of Cicih & Endang's research, that a school principal in leadership practice must improve the quality and learning outcomes whose components consist of curriculum, learning activities, assessment / assessment, empowerment efforts and development of teacher professionalism, service improvement learning, and building learning communities [25].

*b) The effect of leadership learning on the principal on teacher teaching performance:* The results of hypothesis testing show that there is a positive and significant influence between the principal's learning leadership on the quality of teacher's teaching performance. The magnitude of the influence of the principal's learning leadership on the quality of teacher teaching performance is 17.1%, the remaining 82.9% is influenced by other variables.

The principal's learning leadership influences the quality of teacher's teaching performance, due to the activities of the principal who really focuses on improving the process and results of student learning through the teacher. This means that leadership learning empowers all teachers' abilities in teaching so that teacher teaching performance increases. The teaching performance of qualified teachers will in turn improve the process and student learning outcomes because student learning outcomes are not directly from the principal's learning leadership, but through the teacher's teaching process. This statement is supported by the results of research by that learning leadership (instructional leadership) has a high contribution to the teaching performance of teachers [24].

The results of this study are in line with the findings of Cicih & Endang's research, that a school principal in leadership practice must improve the quality and learning outcomes whose components consist of curriculum, learning activities, assessment / assessment, empowerment efforts and development of teacher professionalism, service improvement learning, and building learning communities [25].

*c) Effect of principal learning leadership and continuing professional development on the quality of teachers' teaching performance:* The results of hypothesis testing show that there is a positive influence with a low significance between the principal's leadership learning and

sustainable professional development on the quality of teacher teaching performance. The magnitude of the influence of the principal's learning leadership and sustainable professional development on the quality of teacher's teaching performance is 38.4%, the remaining 61.6% is influenced by other variables.

Based on the reviews of Hallinger and Heck, the influence of learning leadership (instructional leadership) on improving student learning outcomes is no doubt. A number of education experts have conducted research on the influence of leadership learning on improving learning outcomes. They conclude that the improvement of student learning outcomes is strongly influenced by learning leadership means that if the learning outcomes of students want to be increased, then leadership that emphasizes learning must be applied.

The results of research conducted by Althaus supporting this study explain that professional development programs can improve teacher self-empowerment and student achievement [26]. The empowerment of teachers personally and publicly through participation in professional development programs has a relationship to improve student achievement in accordance with the objectives of professional development is to improve student achievement.

## V. CONCLUSION

The Quality of Teaching Performance Public Elementary School Teachers in Batujajar Sub district, West Bandung Regency generally show high criteria with good interpretation, specifically not maximally in providing assurance or assurance that is often used to evaluate student satisfaction, namely knowledge, ability, politeness and reliability of performance quality teach the teacher he has.

Learning leadership of the elementary school principals in Batujajar Sub district, West Bandung Regency generally shows high criteria with good interpretation, while specifically showing that the role of the principal as a learning leader in guiding the development of teaching and learning processes through the application of visionary and situational leadership to teachers is still not maximized.

Learning leadership of elementary school principals in Batujajar Sub district, West Bandung Regency generally shows high criteria with good interpretation, while specifically showing that the role of principals as learning leaders in guiding the development of teaching and learning approaches through the application of visionary and situational leadership to teachers is still not maximally felt.

There is a positive and significant influence between principals' leadership learning on teacher teaching performance quality, the better the learning leadership of principals, the better the quality of teacher teaching performance. Thus the learning leadership of the principal is one of the factors that influence the teaching performance of the teacher. Learning leadership empowers all teacher abilities in teaching so that teacher teaching performance increases. The teaching performance of qualified teachers will in turn improve the process and learning outcomes of students because student learning outcomes are not directly from the learning leadership

of the principal, but through the teaching process carried out by the teacher.

There is a positive and significant influence between continuous professional development on the quality of teacher teaching performance, so that the higher the continuing professional development of teachers, the teaching performance of teachers will increase. Thus, continuous professional development is one of the factors that influences the quality of teacher teaching performance.

There is a positive and significant low influence between the principal's learning leadership and continuous professional development on teacher teaching performance quality, so the quality of teacher teaching performance will increase. The better leadership learning of principals and continuous professional development on the quality of teacher teaching performance will increase. Thus, the learning leadership of the principal and continuous professional development is one of the factors that influence teacher performance.

#### REFERENCES

- [1] Daryanto, Kepala Sekolah Sebagai Pemimpin Pembelajaran, Yogyakarta: Gava Media, 2011.
- [2] I. Bafadal, "Peningkatan Mutu Pendidikan Melalui Kepemimpinan Pembelajaran" Materi Talk Show, 2016.
- [3] Y. Martinis and Maisah, Standarisasi kinerja guru, Jakarta: GP Press, 2010.
- [4] Supardi, Kinerja Guru, Jakarta: PT Raja Grafindo Persada, 2013.
- [5] Rahman, Peran Strategis Kepala Sekolah dalam Meningkatkan Mutu Pendidikan, Bandung: Alqaprint Jatinangor bekerjasama dengan Asosiasi Kepala Sekolah Indonesia (AKSI), 2005.
- [6] D. Suhardan, Supervisi Profesional (Layanan Dalam Meningkatkan Mutu Pengajaran di Era Otonomi Daerah), Bandung: Alfabeta, 2014.
- [7] G. Soutworth, Intructional Leadership in School: Reflection and empical Evidence, School Leadeship and Management, 2002.
- [8] E.K. McEwan, 7 Step To effective Intructional Leadership, California: Corwin Press, 2002.
- [9] G.G. Ubben and L.W. Hughes, The Principal: Creative Leadership for Effective School, Boston: Allyn and Bacon, Inc. Prestasi, 1992.
- [10] R.A. Gorton and G.T. Schneider, Schools Based Leadership: Challenge and Oppurtunities, Debuque, Iowa:Wim C Brown Company Publisher, 1991.
- [11] P. Hallinger and K. Leitwood, "Introduction: Exploring the Impact to Principal Leadership. School Effectiveness and School Improvement" International Journal of Research, Policy, and Practice, vol.5, no.3, pp. 206-218, 1994.
- [12] G.A. David and M.A. Thomas, Effective Schools and Effective Teachers, Boston: Allyn and Bacon, 1989.
- [13] H. Usman and N.E. Raharjo, "Strategi Kepemimpinan Pembelajaran Menyomgong Implementasi Kurikulum 2013." Jurnal Cakrawala Pendidkan, vol.XXXII, no.1, pp.1-13, 2013.
- [14] Matachi, Cavacity Building Fromework. UNESCO-II CBA, Addis Ababa: United Nations Economic Commission For Africa, 2006.
- [15] R. Soeprapto, The Cavacity Building For Local Government. Toward Good Government, Word Bank, 2010.
- [16] R.P. Marselus, Sertifikasi Profesi Guru, Jakarta: Indeks, 2011.
- [17] C. Day and J. Sachs, "Professionalism, Performativity and Empowerment: Discourses in the Politics, Policies and Purposes of Continuing Professional Development, In C. Day and J. Sachs (Eds.)," International Handbook on the Continuing Professional Development of Teachers (pp. 3-32), Maidenhead: Open University Press, 2004.
- [18] M.N. David and H.M. Bwisa, "Factors Influencing Teachers Active Involvement in Continuous Professional Development: A Survey in Trans Nzoia West District, Kenya." International Journal of Academic Research in Business and Social Sciences, vol.3, no.5, pp.224, 2013.
- [19] Riduwan, Metode dan Teknik Menyusun Tesis, Alfabeta: Bandung, 2010.
- [20] S. Sandu, Dasar Metodologi Penelitian, Yogyakarta: Literasi Media Publishing. 2015.
- [21] R. Lupiyoadi, Manajemen Pemasaran Jasa, Jakarta: PT. Salemba Empat, 2001.
- [22] A. Komariah and C. Triana, Visionary leadership menuju sekolah efektif, Jakarta: Bumi Aksara, 2010.
- [23] Holbeche, The High Performance Organization, London: Elseiver Butterworth Heinemann, 2005.
- [24] D. Farida, "Kompetensi Kerja Guru, Kepemimpinan Pembelajaran dan Kinerja Mengajar Guru TK Kota Bandung", Jurnal Administrasi Pendidikan, voll.XXII, no.2, Oktober 2015.
- [25] E. Cicih, "Kepemimpinan Instruksional Kepala Sekolah, Komitmen Guru dan Mutu Kinerja Mengajar Guru" Jurnal Administrasi Pendidikan, vol.XXII, no.1. April 2015.
- [26] K. Althausen, "Job-embedded professional development: its impact on teacher self-efficacy and student performance", Teacher Development: An International journal of teachers' professional development, vol.19, no.2, pp.210-225, 2015.