

Effect Of Principal's Leadership On Teacher Performance In Junior High School: A Case Of Indonesia

by Sophie Knoxville

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Effect Of Principal's Leadership On Teacher Performance In Junior High School: A Case Of Indonesia

Uhud Darmawan Natsir, Dian Intan Tangkeallo, & Randi Tangdialla

Abstract: this research was conducted by applying a quantitative approach to the type of descriptive survey research to determine the effect of the principal's leadership style on teacher performance at Marioriwawo 3 Public Junior High School, Soppeng District. The independent variable in this study is leadership style and the dependent variable is teacher performance. Qualitative and quantitative data are collected by conducting observations, interviews, and giving questionnaires about leadership style and teacher performance. Classical assumption test and hypothesis testing after the research data were declared valid and reliable. The analysis of the research findings presented in the previous chapter concludes that the leadership style applied by the Principal of the Marioriwawo 3 Junior High School in Soppeng Regency is a transformational leadership style with a very good level of teacher performance (4.27) and the principal's leadership style significantly influences the performance of teachers with a significance value of 0.002 and a t-count value of 2.509.

Index Terms: Job Satisfaction, Principal Leadership style, Public School, Teacher's performance, Transformational Leadership.

1 BACKGROUND

School is a formal educational institution that serves to prepare human resources and play an important role in development in all fields. Schools as educational organizations strive to examine the advantages and disadvantages it has to make continuous improvements. Among the aspects of concern in school improvement efforts is the structural relationship between the principal and the teacher. The structural relationship between the principal and teacher is part of organizational behavior. Organizational behavior is the way members in an organization act. Organizational behavior experienced by principals and teachers in school organizations is the attitude of principals in acting as leaders and attitudes of teachers in carrying out their roles as people who are led. The principal and the teachers and other school components try to direct the education process to run according to the school's mission in order to realize the vision set. Principals as leaders in schools are tasked with the process of identifying challenges and threats that aim to improve the quality of education in schools. The realization of this effort was realized with the teachers and other school components under the leadership of the school principal. There are various ways or styles of principals in leadership which are called leadership styles. The essence of leadership is the participation of people who are under his/her leadership. Therefore, the principal's leadership style influences the performance of teachers working in a school organization. The Principal is the teacher who is given the task to lead and manage the education unit (Bahri, 2015).

The principal as a leader must have integrity as an education leader, able to manage plans related to school development, have a wise attitude to deal with problems, conduct academic supervision, and be able to cooperate with other parties. It is stated in the Minister of National Education Regulation No. 13 of 2007 concerning the standards of principals or madrasas consisting of 5 competencies including: managerial competence, entrepreneurial competence, supervisory competence, personality competence and social competence. Teacher performance can be interpreted as the level of success of a teacher in carrying out educational tasks in accordance with responsibilities based on established work standards. Stronge (2011) explains that teacher professional performance can be determined by reviewing teacher performance standards. Teachers play an important role in the process of education of students in the classroom. The process is a series of learning to hone students' cognitive abilities. Among the tasks of the teacher is that the teacher is required to master the material to be taught, make and implement the learning plan, and evaluate the student learning outcomes. The overall results of the teacher's work on these tasks are good performance achievements. Adeyemi (2010) explains that teacher performance is at a better level under the authoritarian leadership style than the performance of teachers who are under leaders who apply democratic and laissez-faire styles. On the other hand, Lewin et al. (1939) concluded that democratic leadership style is the most effective style for improving performance and maintaining a stable level of work. Marioriwawo 3 Junior High School in Soppeng Regency is located in a mountainous area in Soppeng Regency and far from the urban center. This school faces several obstacles in its operations, such as the conditions and the number of school facilities that are quite limited, the background conditions of students who come from financially disadvantaged families and the conditions of teachers who experience different challenges in carrying out tasks as educators. Nevertheless, school performance is generally considered good. Based on the results of interviews with a senior teacher from the school, it is known that there were recorded achievements of students, teachers, and schools in the academic field, for example students who won the quiz competition in subjects and each year had a 100%

41

- Uhud Darmawan Natsir, Universitas Negeri Makassar, Email: uhud.darmawan@unm.ac.id
- Dian Intan Tangkeallo, Universitas Kristen Indonesia Toraja, E-mail: dian.tangkeallo@gmail.com
- Randi Tangdialla, Universitas Kristen Indonesia Toraja, Email: tangdiallar@gmail.com

graduation rate. In addition, alumni of this school graduate have high academic competitiveness at the advanced education level and also have a good and professional career path. With the location and condition of schools far from urban areas and minimal facilities, schools are able to survive and even score achievements. The performance of the teachers is influenced by one factor in common, namely the leadership factor of the principal. Synergy between school components can work well if there is a good relationship and under good coordination from the principal. Therefore, the leadership factor of the principal is also an important aspect of school achievement. This becomes an important thing to study. Based on the description, the title of the research proposed was the influence of the principal's leadership style on teacher performance at Marioriwawo 3 Public Middle School, Soppeng District.

1.1 Formulation of the Problem

Based on the background of the problem described, the formulation of the problem in this study is:

1. What is the principal style of leadership that tends to be applied in Marioriwawo 3 Public Middle School, Soppeng Regency?
2. What is the level of teacher performance at the Soppeng District Marioriwawo 3 Middle School?
3. What is the influence of the school's leadership style on the performance of teachers at the Marioriwawo 3 Middle School in Soppeng District?

2 LITERATURE REVIEW

2.1 Leadership Style

Bass and Avolio (in Aprilita, 2012) define leadership styles in two types, namely:

1. Transformational Leadership Style

The concept of transformational leadership was first put forward by James McGregor Burns. In relation to transformational leadership, Bass (in Stone et al., 2004) revealed that leaders transform the personal values of followers to support the vision and goals of the organization by fastening an environment where relationships can be formed and established by a climate of trust in which visions can be shared. The statement can be interpreted that Bernard Bass views a transformational leadership as a leader behavior that transforms individuals who are in a team led to be able to support the organization's vision and mission by creating a friendly environment so that good relationships can be created and bring an atmosphere of mutual trust in the team so that organizational goals can be pursued together (Musa et al., 2018). Meanwhile, according to Tracy and Hinkin (in Gill et al., 2010), interpreting transformational leadership as a process influences changes in thinking and attitudes of team members and builds commitment to organizational goals. Characteristics of Transformational Leadership The characteristics and characteristics of transformational leadership according to Avolio (in Stone et al., 2004) are as follows:

a. Idealized Influence (Charismatic Influence)

Idealized Influence means that a transformational leader must be charismatic who is able to enchant subordinates to react to follow the leader. In concrete form, charisma is demonstrated through behavior, understanding of the vision and mission of

the organization, having a firm stance, commitment and consistency in every decision that has been taken, and respecting subordinates.

b. Inspirational Motivation

Inspirational motivation means the character of a leader who is able to apply high standards but at the same time is able to encourage subordinates to reach these standards. Such characters are able to generate optimism and high enthusiasm from the people they lead. Among the characteristics of this aspect is to consider the problem at hand as a learning opportunity.

c. Intellectual Stimulation

Intellectual stimulation is the character of a transformational leader who is able to encourage subordinates to solve problems carefully and rationally. In addition, this character encourages subordinates to find new ways that are more effective in solving problems.

d. Individualized Consideration

Individualized consideration means the character of a leader who is able to understand the individual differences of the person he leads. In this case, transformational leaders want and are able to hear aspirations, educate and train the people they lead. In addition, a transformational leader is able to see the potential, achievements and needs of the subordinates and facilitate them.

2. Transactional Leadership Style

Transactional leadership emphasizes transactions or exchanges that occur between leaders, coworkers and people they lead. This exchange is based on a discussion of leaders with relevant parties to determine what is needed and how to condition specifications and wages or prizes if the person led meets the conditions specified. The following describes the four types of transactional leadership, namely:

a. Contingent Reward

If subordinates do work for the benefit of the organization, then they are promised a fair reward.

b. Management by Exception-Active

The leader actively and strictly monitors the implementation of the work duties of his subordinates so as not to make mistakes, or failures. With the aim that these errors and failures can be immediately known to be corrected.

c. Management by Exception-Passive

The new leader acts after a failure in the process of achieving goals, or after a serious problem actually arises. A transactional leader will give warnings and sanctions to his subordinates if an error occurs in the process carried out by the subordinates concerned.

The Concept of Principal Leadership

In the scope of the school, the leadership of the principal becomes an important thing to be considered because it greatly influences the success of a school in providing good quality education (Adam, 2014; Hariri et al., 2016). According to Oyedeji (in Akinnubi et al., 2012) the principal task of a principal as a leader is:

1. Planning, namely the process of preparing preparations for

making decisions relating to school policies to achieve school goals.

2. Management, which is related to the grouping of school components (teachers, staff, and students) in a formal structure along with a number of activities that the school wants to do to achieve school goals.
3. Direction, which is to give enthusiasm and stimulate the desire of the school component to carry out the assigned task at a specified time.
4. Arrangement, namely integrating various jobs in the process of achieving school goals, including moving all components and school facilities in achieving school goals.
5. Supervision, namely the role in preparing the school supervision and evaluation process so that school development can be monitored. The role of supervision also fosters good relationships between school components.
6. Control, which is a standard setting that is used as a reference in comparing the results of work with the initial goal.
7. Determination, namely the role of the principal as a school decision maker using good and appropriate communication. This affects all aspects of the school in increasing the effectiveness of school management.

Concept of Teacher Performance

Teacher performance is the level of success of the teacher in completing the work. Teacher's performance is not only indicated by the work but the teacher's performance is also assessed from the behavior in the work, starting from the learning planning preparation process, the process of activities in the classroom, and the process of evaluating student learning outcomes and evaluation of learning tools used (Stronge, 2011). Teacher performance varies and depends on the characteristics of each individual (Bahri, 2015). Performance is the level of completion of tasks in carrying out work. Therefore, the teacher's performance reflects how well someone is carrying out the demands of a job (Anwar et al., 2019).

Teacher Performance Standards

Performance indicators are the formulation of the things to be measured in helping the school conduct an evaluation. Performance indicators are unlimited. Each teacher can formulate its own performance indicators to be implemented. However, in the process of evaluating teacher performance, the assessment is carried out at the level of teacher performance standards. Stronge (2011) explains that teacher performance standards are obligations or main tasks that must be done by the teacher. There are six performance standards that apply to each teacher, namely:

1. Understanding Material

Based on Minister of Education Regulation No. 16 of 2007 concerning teacher competency standards, teachers must master the material, structure, concepts and scientific mindsets that support the subjects taught. In addition, teachers are also required to master the standards of competency and basic competencies of subjects that are taught and able to develop learning materials that are taught creatively.

2. Skills in Making Learning Implementation Plans (RPP)

Permendiknas No. 16 of 2007 (Bahri, 2015) also specifies that the teacher must understand various learning theories and the principles of learning that are educational related to the subjects being taught. In addition, the teacher must also understand the principles of curriculum development, be able to determine learning objectives, choose learning materials, organize learning materials correctly according to the chosen approach, and develop assessment indicators and instruments so that they can determine the appropriate learning experience for students to achieve defined learning goals.

3. Skills in Implementing a Learning Implementation Plan (RPP)

The teacher must be able to carry out educational learning both in the classroom, laboratory, and in the field by paying attention to the required safety standards. The teaching and learning process is carried out based on the RPP that has been prepared.

4. Ability to Evaluate the Entire Learning Tool to Measure Student Development

The teacher has the task of collecting, analyzing and using all relevant data to measure students' academic development. The teacher must also be able to provide feedback regularly to students. In addition, the teacher must also be able to evaluate the content of the study guide and the delivery method used so that the evaluation process can be carried out thoroughly.

5. Learning Environment

The teacher has a responsibility in providing a safe, positive, focused and student-oriented learning environment. In order for the teacher to be able to realize these learning conditions, the teacher must show an honest, assertive, and humane attitude, and behave in a manner that reflects noble deeds and morality.

6. Professionalism as a teacher

As a professional teacher, teachers must reflect on their own performance continuously and utilize the results of reflection in order to increase professionalism and utilize information and communication technology in communicating for self-development.

Relationship between Principal Leadership Style and Teacher Performance

The principal has many responsibilities, extensive and complex at school. This means that the principal is not likely to carry out tasks in school separately. Therefore, cooperation between school principals and all staff of teachers and employees is needed. A good relationship can be achieved through the attitude of the principal in leading the school. Achieving a good cooperative relationship between the principal as a leader and the teacher as a person who is led is the core of leadership itself. The principal must make every effort to provide information and experience to the teacher in carrying out his duties. The principal must also provide opportunities for teachers to take actions or activities to improve their performance. To achieve common goals and ideals, leaders accommodate the needs of their members through giving power without losing control of their members. Submitting responsibility is a process that divides the leader's total workload and gives members the opportunity. Giving power is sought to be effective, efficient, motivating and

improving performance. The process takes place through the interaction between the principal and the teacher. Therefore, communication is an important key in carrying out the role of leader and person in charge. Organizational communication is the process of making and forwarding messages that occur within an organization. Communication can be used to analyze and reflect and influence what happens in the organization. Communication is an embodiment of the leadership style applied by the principal. In their daily lives, principals and teachers communicate a lot both in official meetings and conversations. Communication plays an important role in the principal's persuasive process in motivating teachers to improve their performance. The application of good communication by the principal will improve teacher performance.

2.2 Research Hypothesis

The hypothesis in this study is that there is a positive influence on the principal's leadership style on the level of teacher performance in the Marioriwawo 3 Middle School in Soppeng District.

3 RESEARCH METHODOLOGY

This research will be carried out by applying a quantitative approach to the type of survey descriptive research. Azwar (2015) suggests that the population is a group of subjects who will be given generalizations on the results of the study. The population that will be targeted in this study are all teaching staff at Soppeng District 3 Marioriwawo Middle School 3 consisting of honorary and civil servants. Moreover, Azwar (2015) suggests that the sample is a portion of the population that has the same characteristics as the population. Sampling in this study uses purposive sampling techniques. Sugiyond (2012) explains that Purposive Sampling techniques are sampling techniques based on certain considerations. The research instruments that will be used are questionnaires of two types, namely the principal leadership style questionnaire and teacher performance questionnaire. This questionnaire has a range of scales ranging from 5 (strongly agree) to 1 (strongly disagree). Data will be collected only from the teacher. The questionnaire that has been made will be tested first. Questionnaire level of teacher performance used was formulated from an evaluation model developed by James Stronge (2011). The CVR assessment sheet was adapted from Lawshe (1975) who formulated a Content Validity Ratio (CVR) that could be used to measure the validity of item content.

4 RESULTS AND DISCUSSION

Simple Linear Regression Analysis

The form of the regression equation is as follows:

$$Y = a + bX + e$$

$$Y = 2.492 + .422 + .168$$

This model has shown that the regression coefficient is positive. These results illustrate that there is a positive relationship from the Principal Leadership Style variable to Teacher Performance, which means that increasing the leader's style carried out by the principal increases the performance given by the teachers at the Marioriwawo 3 Middle School in Soppeng District.

4.1 Research Hypothesis

1. Partial Test (t Test)

Simple Regression Coefficient Test (t test) used to test the significance of the effect of the independent variable (X) on the dependent variable (Y). The criteria for determining that a hypothesis is accepted is if the significance value is smaller than the significance level of 5% and t arithmetic is greater than t table. The following is the hypothesized explanation that the Principal Leadership Style (X) influences Teacher Performance in SMP Negeri 3 Marioriwawo, Soppeng

Model		Coefficients ^a			t	Sig.
		Un-std. Coef.	Std. Error	Beta		
1	(Constant)	2.492	.708		3.520	.002
	Total_X Leadership	.422	.168	.449	2.509	.019

Regency.

Table 1.

Partial Test (t Test) - Data processed, 2019

The Leadership Style Variable obtained t count (2,509) > t table (2,055) with a significance level of 0.019 < 0.050, which means that the Principal Leadership Style variable partially has an influence on the variable Y (Teacher Performance).

2. Determination Test (R2)

The determination test aims to measure how far the ability of the model can explain the dependent variables. In testing the hypothesis of the coefficient of determination seen from the value of R Square (R2), to find out how far the independent variable Leadership Style on Teacher Performance (Y). The value of R2 has an interval of 0 to 1 (0 ≤ R2 ≤ 1). If R2 is large (close to 1), it means that the independent variable can provide almost all the information needed to predict the dependent variable. Whereas if R2 is small it means that the ability of the independent variable in explaining the dependent variable is very limited.

Table 2.

Determination Test (R2) - Data processed, 2019

Model Summary						
Model	R	R ²	Adj. R ²	Est. Std. Error	Change Statistics	
					R ² Change	F Change
1	.449 ^a	.201	.169	.27202	.201	6.297
b. Dependent Variable: Y						

The table above states that the contribution of Leadership Style variables in explaining Teacher Performance is 44.90% which means that Leadership Style can determine Teacher Performance in schools as much as 44.90% and as much as 55.10% is explained by other factors.

5 DISCUSSIONS

5.1 Principal Leadership

To obtain information about the leadership of the principal at Marioriwawo 3 Junior High School in Soppeng District, interviews were conducted with several teachers at the Soppeng District 3 Marioriwawo Public Middle School.

Interviews were conducted to reveal the attitude of the principal, the physical condition of the school, facilities and infrastructure, and the climate or atmosphere of learning. Completeness of school facilities and infrastructures such as classrooms, science laboratories and their attributes, computer laboratories and attributes, sports fields, libraries, UKS, canteens and parking lots show that principals pay attention to the needs of teachers and students during the teaching and learning process. The condition of the facilities and infrastructure is fairly complete, still good and adequate, as expressed by four teachers interviewed and direct observations from the researchers. The question of how the principal's leadership was put forward at the interview. The results of the interview revealed that school principals were wise in making decisions, being very good, quite assertive and disciplined. How school principals' policies are also explored through interview processes such as planning, implementing and monitoring teacher performance. Based on the results of the interview, it can be summarized that the school principal holds a meeting with all teachers before the new school year to discuss or plan the implementation of the next semester and also send teachers to participate in the MGMP in their respective fields. The implementation of learning is arranged in such a way that in providing knowledge, teachers have a certain schedule in six working days with the number of face to face meetings one to two times a week. Schedules are also arranged so students can adjust. The implementation of learning is carried out according to the annual program, semester program, syllabus, lesson plan and time allocation that was discussed during the previous meeting. The whole series of teaching and learning processes was evaluated by the principal by forming an assessment team consisting of several teachers (Musa and Hasan, 2018). The findings of the interview indicate that the principal in the Marioriwawo 3 Junior High School in Soppeng Regency has characteristics that are not authoritarian and not free. As evidence, the meeting was held to initiate a new semester so that the planning of school activities was not solely derived from the principal's orders but was a collective agreement. Other evidence that the principal of the Marioriwawo 3 Junior High School in Soppeng Regency is not authoritarian is the creation of a calm, safe, comfortable and conducive learning atmosphere, as well as the establishment of good communication relationships between principals, teachers and students so that both teachers and students feel that they are given the opportunity to develop the potential that exists in themselves (Mustafa et al., 2018). The principal of the Marioriwawo 3 Junior High School in Soppeng District does not have the characteristics of transactional leadership. The principal establishes an assessment team from the teacher to assess teacher performance based on established standards so that the assessment of teacher performance is not the subjective thinking of the principal but is objective, open and accountable. Assessment of teacher performance is carried out regularly and routinely. The results of the calculation of the answer frequency revealed that the principal had managerial competence and supervision with a percentage of implementation of 88% for managerial competence and 90% of the application of supervisory competence. The results of the observation and interview analysis showed that principals intended to have transformational leadership styles with facts namely:

1. Discuss with the teacher to plan the teaching and learning process.

2. Supervise the performance of the teacher.
3. Establish good communication with teachers and students.
4. Keeping the school climate safe, comfortable and conducive.
5. Facilitating teachers in developing their abilities through training.
6. Providing facilities and infrastructure for students to hone their abilities.

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32

Based on the results of the study, it was found that the leadership of the principal at Marioriwawo 3 Junior High School in Soppeng District showed the characteristics of transformational leadership on a scale of 4.19.

The analysis for each question in the questionnaire is as follows:

1. The aspect of transformational charismatic leadership (idealism / charismatic influence) of the principal of the Marioriwawo 3 Junior High School in Soppeng District is shown by the principal's attitude in providing motivation to teachers, opening opportunities for discussion when teachers experience a phase of performance degradation, providing opportunities for teachers to develop self-potential, and become a pride for teachers. Nonetheless, the teacher still felt a slight pressure from the principal as indicated by the lowest score on the first question, which were 3.69. The aspect of transformational leadership motivates and inspires (inspirational motivation) seen from the attitude of the principal of the Marioriwawo Junior High School3 of Soppeng District who appreciates the achievements of teachers, provides opportunities to self-correct and learn from mistakes, provides direction in solving problems, encourages teachers to think the interests of the school and gain the trust of the teachers.
2. The aspect of transformational leadership stimulates the intellectual potential of people led (intellectual stimulation) seen from the answers to questions about the acceptance of the principal in terms of teacher work results such as feeling satisfied with the teacher's work according to standards, providing opportunities for teachers to make decisions, providing self-confidence to the teacher so that they can solve the problem well, and agree on a joint decision.
3. Aspects of transformational leadership pay attention to the individual potential of teachers (individual consideration) indicated by the attitude of encouraging teachers to better appreciate their own work, still provide assistance if the teacher needs it, give praise and appreciation for the achievements of the teacher, and the respect received by the principal the teachers.
4. Other findings from the interviews related to the opinions of parents of students towards the principal of the Marioriwawo 3 Junior High School in Soppeng District have a slight difference of views with the teachers. The parents' interview revealed that the principal had led the school well including regular teaching and learning processes and a fair evaluation process. However, according to the explanation of a student's parents, the enrichment process has not been carried out optimally. Information regarding school facilities is not well known by parents of students, such as what facilities and infrastructure are in school and their conditions. Rarely conducted meetings between parents and school and less open budget planning are

complaints from parents. However, overall the teacher's performance is greatly appreciated by parents (Natsir, 2014).

5.2 Teacher Performance

Students of the Marioriwawo 3 Junior High School in Soppeng District have fairly good academic records (tend to increase). This information is obtained from the documentation of the value of students (ledger) in the ninth and first semester of the second semester of the academic year 2015/2016 and 2016/2017, and in the first semester of the 2017/2018 academic year. This achievement proves that the teachers at the Marioriwawo 3 Junior High School in Soppeng District are doing the task of teaching well. The factors that influence the good implementation of teacher duties at Marioriwawo 3 Middle School in Soppeng District are the background of teacher education as an education graduate and some of them have held master's degrees in their respective fields. In addition, according to the recognition of several teachers interviewed, the level of welfare of the teachers was fairly good, so there were no obstacles in teaching related to the absence of teachers for personal reasons. The results of the interview revealed that the teachers at Marioriwawo 3 Junior High School in Soppeng District always provide motivation to students to diligently study, enthusiasm in reaching their dreams and always maintain good morals. Daily assessments, midterm assessments and final semester assessments are also routinely conducted by the teacher to evaluate student learning outcomes so students feel rewarded for their learning efforts. In addition, supervisors from the Regional Government for Junior High Schools also regularly visit Marioriwawo 3 Middle School in Soppeng District. This motivates the implementation of teaching and learning to become more active (Kurniawan, 2018). The observation sheet about the implementation of learning in the classroom in terms of teacher and student readiness and the learning tools made by the teacher are analyzed. The results of the calculation of the answer frequency revealed that according to the teacher, the completeness and implementation of teaching and learning activities in the Marioriwawo 3 Junior High School in Soppeng Regency could be stated as follows:

1. The level of suitability of the plan and implementation of the teaching and learning process in the class is very high at 96.11% with the following details:
 - a. The preliminary activity is 100% carried out according to the standard.
 - b. Core activities, amounting to 96.43% are carried out according to standards.
 - c. Closing activity, amounting to 91.67% carried out according to the standard.
2. The level of student learning activities in the class has a percentage of 89.61%.
3. The level of completeness of teacher learning devices is 88.11%.

The results of the observation and interview analysis showed that the teachers at the Marioriwawo 3 Junior High School in Soppeng District had performed their tasks well. This finding is confirmed by the results of the teacher's performance questionnaire analysis. Teachers at the Marioriwawo 3 Junior High School in Soppeng District have excellent material understanding in their respective fields with an average scale score of 4.34. This is indicated by the teacher's ability to

develop learning tools according to standards, master various methods of discussion or methods of learning, and understand the distribution of subject matter. Teachers at Marioriwawo 3 Junior High School in Soppeng Regency also has the ability to prepare a very good lesson plan with an average value of 4.44 and this is evidenced by the preparation of lesson plans based on instructional objectives, arranging the steps to provide material and time allocation, and formulating evaluation formats. The implementation stage of learning (RPP) is done very well (4.36) and is characterized by the ability to open lessons and provide perceptions to students at the beginning of learning, provide material to students through various methods, the ability to close learning, and conduct learning evaluations. The next stage is the ability to assess the development of students or conduct assessment of learning outcomes and follow-up assessment results. This stage is a stage that challenges the objectivity and sense of justice of the teacher because at this stage the teacher is required to provide an objective assessment of students based on the results of the tests and the tasks that have been given. Furthermore, the assessment results are used as material for evaluating teachers for future improvements. Based on the results of the study, the average value of the frequency of answers in this aspect is also very good at 4.25. The aspects of the learning environment and professionalism are in a good category with the same average value of 4.07. The aspects of the learning environment are demonstrated by a safe, positive and student-based learning environment while the professionalism aspect is shown by the teacher's active participation in training to develop their potential. Based on the results of data collection through the teacher's performance questionnaire, it was found that the teacher's performance at the Soppeng District 3 Marioriwawo Junior High School was very good at a scale of 4.27. The quality of teacher performance is very good simply can be explained based on the facts of the findings, namely:

1. Individual factors, namely all teachers have an educational background in the field of teacher training and there are several teachers who have undergone master's education, so that each individual teacher has the ability to teach and understand the material well according to their respective fields.
2. The team factor is revealed from the results of interviews that the teachers at Marioriwawo 3 Junior High School in Soppeng Regency have good cooperation because they have been serving in school for more than 10 years. In addition, senior teachers have an attitude that embraces the new teacher assigned to the school so that good cooperation is established.
3. The factor of the supervisory system of service is the routine visit of the school supervisor to the Marioriwawo 3 Junior High School in Soppeng District even though the distance traveled is so far that the teachers feel the need to apply discipline which ultimately results in good teacher performance.

5.2 The Influence of Principal Leadership on Teacher Performance of Marioriwawo 3 Junior High School in Soppeng Regency

The results of the regression analysis and hypothesis testing show that the leadership style of the principal significantly has a positive influence on the performance of the teacher at the Marioriwawo 3 Junior High School in Soppeng Regency.

23

Based on the analysis of research results, the hypothesis is accepted. This is indicated by the significance value in the regression test which is smaller than the significance level of 5% ($0.002 < 0.05$) and the t-count value is greater than the t-table, namely $2.509 > 2.055$. The results of this study are in accordance with the results of previous studies conducted by Adam (2014) which suggested that the principal's leadership style had a positive influence on teacher performance. It can be concluded that the higher the quality of leadership of the principal will be followed by an increase in teacher performance. Principal leadership has an effective contribution to teacher performance of 0.449 which means that the principal's leadership style affects teacher performance by 44.90%. The results of the study by Kiswanti et al. (2013) with the title "The Influence of Principal Leadership Style and School Organizational Climate on State Junior High School Teacher Performance" showed that the leadership style of principals in Sub-District 04 Junior High School Pontianak contributed to the teacher's performance in the school. The results of the study from Maigahoaku (2010) with the title "Contribution of Principal Leadership, School Climate and Teacher Competence to the Performance of High School Teachers in Manggarai Regency" have results similar to the results of this study. The results of his research show the leadership of the principal as one of the independent variables of the study that has a positive relationship with teacher performance. The higher the headmaster's leadership the better the teacher's performance, but conversely the lower the headmaster's leadership, the teacher's performance will be reduced. The results of the study supporting this study were also conducted by Kustilah (2005) in his research entitled "Contribution of Teacher Welfare, Work Climate and Principal Leadership to the Performance of Social Studies Teachers in Middle School in the City of Yogyakarta". The results of the study show that there is an effective contribution between teacher welfare, work climate and leadership of school principals on teacher performance.

6 CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusion

The analysis of the research findings presented in the previous chapter concludes that the leadership style applied by the Principal of the Marioriwawo 3 Junior High School in Soppeng Regency is a transformational leadership style with a very good level of teacher performance (4.27) and the principal's leadership style significantly influences the performance of teachers at the Marioriwawo 3 Junior High School in Soppeng District with a significance value of 0.002 and a t count value of 2.509.

6.2 Suggestion

The suggestions that can be put forward include:

1. Improve effective communication between the principal and the teacher with the parents of students.
2. Deepen the aspects studied which have a low level of assessment so that solutions can be considered to improve those aspects.

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