Analysis of the Effect of Principal Leadership and Job Satisfaction on Teacher Performance (Case Study of SMK Bina Nasional Informatika Bekasi Regency)

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ABSTRACT

The purpose of this study was to analyze and evaluate the magnitude of the influence of Principal Leadership and Job Satisfaction on Teacher Performance.

The research method used is a quantitative method through the distribution of questionnaires using a Likert scale as a data collection method. The population is 34 teachers and the method used in sampling is non-probability sampling. The data analysis technique used is descriptive analysis technique with simultaneous multiple regression test with regression equations to produce regression constants and coefficients for each independent variable.

Based on the results of data analysis using simple and multiple linear regression analysis with the help of SPSS Version 19 for Windows, it shows that partially using the t test shows that the Principal's Leadership has a positive and significant effect of 66.6% on Teacher Performance. Partially, the results show that job satisfaction has a positive and significant effect on teacher performance by 62.5%. The variables of Principal Leadership and Job Satisfaction are jointly tested with the F test proving to have a positive and significant effect on teacher performance and the magnitude of the effect is seen of the coefficient of determination (R^2) is 71.8%, while the remaining 28.2% is influenced by other variables that are not included in this research model. Thus, teacher performance will increase if the principal's leadership and teacher job satisfaction are met properly.

A. INTRODUCTION

Teachers are important variables that affect the creation of quality educational processes and outcomes. Therefore, professional and competent teachers are needed according to the education they are pursuing. One form of teacher professional development is the implementation of the UKG (Uji Kompetensi Guru). about the portrait of teacher quality in Indonesia that "the average ability of prospective teachers"

based on the ability to answer competency test questions when conducting teacher candidate tests, it turns out that it is still below 50%, which is only 44%. This fact is proven based on the results of the UKG in 2018.

The most important thing for teachers who are professional and competent is the value of satisfaction in themselves so that their performance in carrying out their duties as teachers can be maximized so that the objectives of education as mandated in the national education system law will be achieved efficiently and effectively. But the impact caused by unprofessional and incompetent teachers is on the students who will graduate later.

Likewise, the leadership of the principal, as educators and also leaders in schools has a function to motivate teachers so that teacher performance increases. This requires a professional leader. Principals have an important role, one of which is to develop human resources, namely teachers, in order to improve teacher performance because of their important functions, namely educating, teaching, guiding, directing, training, assessing, and evaluating students..

Job satisfaction is closely related to performance and high performance will affect job satisfaction. Low employee job satisfaction can be identified from low employee productivity, high absenteeism from work, and low commitment to the organization. The higher the value of job satisfaction will have an impact on high motivation to work, high commitment to the organization and high participation in involvement in the organization.

Based on the above background, the formulation of the problem to be answered in this study is to find out:
1. How big is the influence of the Principal's Leadership on the Teacher Performance of SMK Bina Nasional Informatika,
2. To find out how much influence Job Satisfaction has on Teacher Performance at SMK Bina Nasional Informatika, and
3. To find out how much influence the Principal's Leadership and Job Satisfaction simultaneously on the Teacher Performance of SMK Bina Nasional Informatika.

The following is the conceptual framework of the research problem formulation:
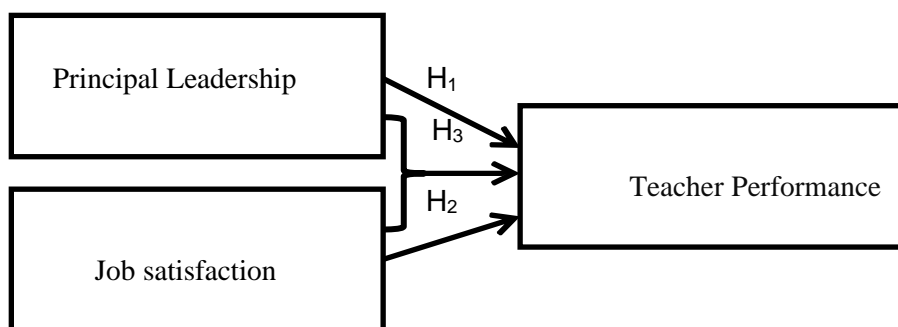

Figure 1.
Conceptual framework

Referring to the problem formulation described above, the proposed hypothesis is as follows:

H1: There is a positive and significant influence of the principal's leadership on the teacher's performance at SMK Bina Nasional Informatika Bekasi Regency,

H2: There is a positive and significant effect of job satisfaction on the performance of teachers of SMK Bina Nasional Informatika Bekasi Regency, and

H3: There is a positive and significant effect of the principal's leadership and job satisfaction simultaneously on the teacher's performance at SMK Bina Nasional Informatika Bekasi Regency.

B. LITERATURE REVIEW .

1. Definition of Leadership

According to Mulyasa (2007:107) "leadership activities to influence people are directed towards achieving organizational goals". While Umam (2012:122) says "leadership is the power to influence someone, either in doing something or not doing something". Furthermore, Herlambang (2014: 93) defines leadership as "a person's ability to influence changes in the behavior of others, either directly or indirectly". Between leadership and leaders are often said to be the same even though in terms of different meanings. Leaders are actors or people who have a task or are given the task to lead, while leadership is a trait that is attached to the leader.

Basri (2014:11) argues about leadership as "the effort made by someone, who serves as a leader in influencing others to carry out work plans that have been set in order to achieve goals in an effective and efficient way". Basri (2014: 27) divides the types of leadership into five parts, namely genetic theory, social theory, situational theory, ecological theory and socio-behavioristic theory. Genetic theory, suggests that leadership is defined as traits within the individual leader, a person can become a leader because he was born as a leader and not because he was educated (leaders were born and not made).

Next is social theory, views leadership as a function of the group (function of the group), meaning that leaders are made based on social agreements that live in certain groups. determined by the environment that is influenced by changes and developments in the life of the group he leads. Ecological theory, suggests that leadership is a combination of natural talent that has been present since birth with intensive education and training. Furthermore, socio-behavioristic theory suggests that leadership is born based on the following:

1) natural talent, inheritance, and intelligence,
2) experience in leadership,
3) formal formation in the organization,
4) environmental situation,
5) education and training,
6) social agreements and political contracts.

2. Definition of Principal

According to Basri (2014: 40) the principal is "a teacher who has the ability to lead all existing human resources in a school so that it can be utilized optimally to achieve goals". According to Kompri (2015) "the principal is a teacher who has the ability to lead all available resources in a school to the fullest to achieve common goals". School resources include education staff, community, facilities and infrastructure.

From the explanation of the principal's leadership theory above, it can be concluded that the principal's leadership is the nature of the leader attached to the principal to make efforts to influence existing resources and the environment either directly or indirectly to the people he leads to achieve school goals effectively. and efficient.

3. Definition Principal Leadership

Effective principals' leadership can be seen from their behavior, as mentioned by Uno (2015) about seven principals' effective leadership behaviors, namely:
1) Implement effective school leadership;
2) Implement instructional leadership;
3) Maintaining a student-centered learning climate;
4) Develop professionalism and manage human resources;
5) Involve parents and establish partnerships with the community;
6) Manage schools effectively and implement daily programs;
7) Implement interpersonal relationships effectively

Furthermore, Syafiie (2015:74) also explains the theory of effective leaders, namely "being able to build staff motivation, determine direction, handle change properly, and become a catalyst that is able to color staff attitudes and behavior".

As a school principal, of course, he has duties and functions, the main duties of the principal as explained by Basri (2014: 43) are as follows:
a. Leading and managing situations, controlling the activities of groups, organizations or institutions, and being a spokesperson for the group.
b. Convincing others about the need for change for the better.
c. Remind the end goal of the change.
d. Assist in the smooth process of change, in particular solving problems and fostering relationships between related parties.
e. Connecting people with the resources they need

4. Definition of Job Satisfaction

Sinambela (2012:256) defines job satisfaction as "a person's feelings towards his work which are produced by his own efforts (internal) and which are supported by things from outside (external), on work conditions, work results, and work itself". Meanwhile, Sunyoto (2015: 211) defines job satisfaction as "a pleasant or unpleasant emotional state in which employees view their work". Then Mangkunegara (2013:117) argues about job satisfaction as "a feeling that supports or does not support employees who are related to their work and their conditions". From several theories about job satisfaction, it can be concluded that job satisfaction is a condition or condition or a person's feelings towards his work which is influenced by internal and external factors.

Badriyah (2015: 239) states that job satisfaction and dissatisfaction will have an impact on: (a) Productivity or performance (performance), (b) Absenteeism and turnover, and (c) Health. Mangkunegara (2013: 120) mentions the factors that influence satisfaction as follows: (1) employee factors, namely intelligence (IQ), special skills, age, gender, physical condition, education, work experience, years of service, personality, emotions, ways of working. thinking, perception, and work attitude; (2) job factors, namely type of work, organizational structure, rank (class), position, quality of supervision, financial security, promotion opportunities, position, social interaction, and work relations.

From the explanation of the theory of job satisfaction above, it can be concluded that job satisfaction is an employee's perspective on work and the conditions experienced by him about what is expected with what is obtained from a job, both influenced by internal and external factors.

5. Definition Teacher Performance

According to Sinambela (2012: 5) performance is "the implementation of a job and the completion of the work in accordance with its responsibilities so that it can achieve the expected results". Meanwhile, Robin (1996:439) in Sinambela (2012:5) said performance "as a result of evaluating the work carried out by individuals compared to the criteria that have been set together".

Mulyasa (2009:137) suggests that "performance has a close relationship with productivity because it is an indicator in determining efforts to achieve high organizational productivity". To improve teacher performance, motivation is needed. In connection with this, Manulang (2012) explains that the provision of motivation is intended to provide stimulant power to employees. To motivate employees is to provide incentives. Incentives are classified into three groups, namely: (1) material intensive, (2) semi material intensive, and (3) non material intensive. All stimulants that can be valued for money include intensive materials. And all stimulants that cannot be valued in money are non-material intensive, while semi-material intensive are all incentives that do not include both.

Thus, it can be formulated based on the theories above that teacher performance is the overall intensity of the implementation of teacher tasks which is manifested in student learning outcomes which are influenced by various factors to achieve school goals within a certain period of time.

C. RESEARCH METHOD

The method used in this study uses quantitative methods with simple linear regression analysis techniques and multiple regression. The population used are teachers at SMK Bina Nasional Informatika totaling 34. The sample used is 34 teachers, as stated by Arikunto (2006:134) explaining that if the research subjects are less than 100, it is better to take all of them so that the research becomes a sample study. For data analysis, researchers used the SPSS Version 19 for Window application program.

Data collection techniques, namely, through observation or by distributing questionnaires. In this study, researchers used observation techniques and questionnaires. The form of the research instrument uses a Likert scale in the form of multiple choice.

D. RESULTS AND DISCUSSION

1. Description of Research Respondents

Data respondents in this study were 34 teachers, consisting of 18 (52.94%) male and 16 (47.05%) female. So the respondent's data based on gender is dominated by male teachers. Based on table 2, the respondents in this study consisted of 15 teachers aged between 25-29, 5 teachers aged 30-34, and 14 teachers with a general age of 35-39. So based on the age of the respondents, most of them are young and old.

2. Instrument Validity and Reliability Test Results

a. Validity test

1) Principal Leadership Variable

Based on the results of item analysis for the Principal Leadership variable items, all of them are valid with a significance level ($\alpha = 5\%$), so that with the help of the distribution of r_{tabel} values, the r_{tabel} value is = 0.399. So it can be concluded that $r_{hitung} > r_{tabel}$, then the item is valid.

2) Job Satisfaction Variable

Based on the results of the item analysis for the Job Satisfaction variable items, all of them are valid with a significance level ($\alpha = 5\%$), so that with the help of the distribution of the r_{tabel} values, the r_{tabel} value is = 0.399. So it can be concluded that $r_{hitung} > r_{tabel}$ then the item is valid.

3) Teacher Performance Variables

Based on the results of item analysis for the Teacher Performance variable items, all of them are valid with a significance level ($\alpha = 5\%$), so that with the help of the distribution of r_{tabel} values, the r_{tabel} value is = 0.399. So it can be concluded that $r_{hitung} > r_{tabel}$, then the item is valid.

a. Reliability Test

Table 1
Reliability Test

Variabel	Alpha Cronbach	r tabel (n=34)	Information
Principal Leadership	0,777	0,339	Realibel
Job satisfaction	0,860	0,339	Realibel
Teacher Performance	0,751	0,339	Realibel

Based on table 1, it can be concluded that all variables in this study are reliable or consistent, so that they can be used as research instruments because $r_{hitung} > r_{tabel}$ then the variables are reliable.

3. Classical Assumption Test Results

a. Normality test

Based on the table above, it can be concluded that the results of the normality test using the Kolmogorov Smirnov Test (KS Test) are known to have a significance value of 0.742 > 0.05, it can be concluded that the residual value is normally distributed so that it can be continued to the next stage, namely the regression test because of the requirements in the assumption test. classic in this case the residual value must be normally distributed so that it can be used for regression test

b. Multicollinearity Test

It can be concluded that the tolerance value is greater than 0.10 and the VIF value is less than 10.0, so that there is no multicollinearity between independent variables.

c. Autocorrelation Test

The conclusion is based on the results of the Durbin-Watson test, it can be concluded that there is no autocorrelation so that it can meet the requirements for the regression test.

d. Heterescodesticity

Based on the Scatter Plot graph, it can be concluded that the spread of data on the scatter plot is irregular or randomly distributed and does not form a certain pattern (up and down, clustered into one), and is spread both above and below the number 0 (zero) on the Y axis, it can be concluded that there is no heteroscedasticity problem, then the requirements for the regression model can be fulfilled.

Based on the results of the Glacier Test using SPSS 19, it can be concluded that the significance value is greater than 0.05, meaning that there is no heteroscedasticity, so it can qualify for the regression test.

e. Linearity Test

Based on the results of the data above, it can be concluded that the results of the linearity test are known to be the value of Sig. Deviation from linearty is 0.960 > 0.05, it can be concluded that there is a linear relationship between Principal Leadership and Teacher Performance.

Based on the results of the data above, it can be concluded that the results of the linearity test are known to be the value of Sig. Deviation from linearty is 0.604 > 0.05, it can be concluded that there is a linear relationship between Job Satisfaction and Teacher Performance

4. Multiple Linear Regression Analysis
a. t Test

Table 2 Coefficients

Coefficients[a]

Model		Unstandardized Coefficients	
		B	Std. Error
1	(Constant)	25,059	5,965
	Principal Leadership	,423	,134
	Job satisfaction	,463	,189

Coefficients[a]

Model		Standardized Coefficients		
		Beta	t	Sig.
1	(Constant)		4,201	,000
	Principal Leadership	,504	3,168	,003
	Job satisfaction	,389	2,445	,020

b. f Test

Table 3 Table Anova

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1541,144	2	770,572	39,617	,000[a]
	Residual	602,974	31	19,451		
	Total	2144,118	33			

a. Predictors: (Constant), Job satisfaction, Principal Leadership
b. Dependent Variable: Teacher Performance

c. Coefficient of Determination (R Square)

Tabel 5 R Square

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,848[a]	,719	,701	4,41030

a. Predictors: (Constant), Job satisfaction, Principal Leadership
Source: SPSS processed

5. **The Influence of Principal Leadership on Teacher Performance**
The principal also "has responsibility for the sustainability of the school organization he leads" (Basri, 2014: 182). Furthermore, Mulyasa (2007:117) suggests that "the failure and success of an organization is largely determined by the leader because the leader is the controller and determines the direction that the organization wants to pursue towards the goals to be achieved".

According to Basri (2014:40) the professionalism of the principal's leadership is a form of "commitment to improve and develop their competence". "The success of the principal in carrying out his duties is largely determined by the leadership of the principal. Leadership is the most important factor in supporting the achievement of school organizational goals" (Basri, 2014:47). of 0.628 which implies that the influence of Principal Leadership on Teacher Performance is 62.8%.

Based on the significance value: the Coefficient table obtained a significance value of 0.000 <0.05, so it can be concluded that the Principal Leadership variable (X1) has an effect on the Teacher Performance variable (Y). Based on the t value: it is known that the calculated t value is 7,346 > ttable 2,040 so it can be concluded that the Principal Leadership variable (X1) has an effect on the Teacher Performance variable (Y). Thus, hypothesis H_o is rejected and hypothesis H_1 is accepted, which means that there is a positive and significant influence on the principal's leadership variable on teacher performance. The Effect of Job Satisfaction on Teacher Performance.

6. **Pengaruh Kepuasan Kerja terhadap Kinerja Guru**
Sinambela (2012:256) defines job satisfaction as "a person's feelings towards his work which are produced by his own efforts (internal) and which are supported by things from outside (external), on work conditions, work results, and work itself". Meanwhile, Sunyoto (2015: 211) defines job satisfaction as "a pleasant or unpleasant emotional state in which employees view their work". Then Mangkunegara (2013:117) argues about job satisfaction as "a feeling that supports or does not support employees who are related to their work and their conditions".

The theoretical basis which suggests that job satisfaction has a significant effect on teacher performance is based on the theory (Sinambela, 2012:262) that job satisfaction is significantly related to employee performance.

Based on data analysis using SPSS, it can be interpreted that the magnitude of the correlation / relationship (R) value is 0.790 from the output obtained by the Determination Coefficient (R Square) of 0.625, which implies that the effect of Job Satisfaction on Teacher Performance is 62.5%. Based on the significance value: the Coefficient table obtained a significance value of 0.000 <0.05, so it can be concluded that the Job Satisfaction variable (X2) has an effect on the Teacher Performance variable (Y). Based on the t_{tabel} value, it is known that the t_{hitung} value is 7.301 > t_{tabel} 2.040 so it can be concluded that the Job Satisfaction variable (X2) has an effect on the Teacher Performance variable (Y). Thus, the hypothesis H_0 is rejected and the hypothesis H_1 is accepted, which means that there is a positive and significant influence on the job satisfaction variable on teacher performance.

7. **The Effect of Principal Leadership and Job Satisfaction Simultaneously on Teacher Performance**
According to Sinambela (2012: 5) performance is "the implementation of a job and the completion of the work in accordance with its responsibilities so that it can achieve the expected results". Meanwhile, Robin (1996:439) in Sinambela (2012:5) said performance "as a result of evaluating the work carried out by individuals compared to the criteria that have been set together".

Mulyasa (2009:137) suggests that "performance has a close relationship with productivity because it is an indicator in determining efforts to achieve high organizational productivity". To improve teacher performance, motivation is needed. In connection with this, Manulang (2012) explains that the provision of motivation is intended to provide stimulant power to employees. To motivate employees is to provide incentives. Incentives are classified into three groups, namely (1) material intensive, (2) semi material intensive, and (3) non material intensive. All stimulants that can be valued for money include intensive materials. And all incentives that cannot be valued in money are non-material intensive, while semi-material intensive are all incentives that do not include both.

Hanggraeni (2012:122) states that the elements of performance appraisal consist of: first performance standard setting, second performance measurement, and third feedback. According to Uno (2015:71) performance has five dimensions, namely: (1) quality of work, (2) speed or accuracy of work, (3) initiative at work, (4) ability to work, and (5) communication.

Based on data analysis using SPSS, it can be interpreted that it is known that the significance value for the effect of X1 and X2 simultaneously on Y is 0.000 <0.05 and the value of F_{hitung} is $39.617 > F_{tabel}$ 3.29, so it can be concluded that the third hypothesis is accepted which means that there is a significant effect of X1 and X2 simultaneously to Y. Based on the model summary table above, it explains the magnitude of the correlation/relationship (R) value of 0.848. From the output, the Coefficient of Determination (R Square) is 0.719 which implies that the influence of Principal Leadership and Job Satisfaction simultaneously on Teacher Performance is 71.9%. While the remaining 28.1% is influenced by other variables that are not included in this research model. Thus the hypothesis H_0 is rejected and the hypothesis H1 is accepted, which means that there is a positive and significant influence on the variables of the principal's leadership and job satisfaction on teacher performance simultaneously..

E. CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

Based on the results of data analysis, discussion of hypotheses about the influence of principal leadership and job satisfaction on teacher performance at SMK Bina Nasional Informatika Bekasi Regency, the following conclusions can be drawn:

1) The principal's leadership has a positive and significant effect on the performance of teachers at SMK Bina Nasional Informatika Bekasi Regency by 66.6%. Through a significance test, it shows that the leadership of the principal can improve the performance of teachers of SMK Bina Nasional Informatika Bekasi Regency.
2) Job satisfaction has a positive and significant effect on the performance of teachers of SMK Bina Nasional Informatika Bekasi Regency by 62.5%. Through the significance test shows that job satisfaction can improve the performance of teachers of SMK Bina Nasional Informatika Bekasi Regency.
3) Principal leadership and job satisfaction have a positive and significant effect on teacher performance at SMK Bina Nasional Informatika Bekasi Regency by 71.8%. Thus, the variables of principal leadership and job satisfaction together can improve teacher performance at SMK Bina Nasional Informatika Bekasi Regency.

2. Recommendations

Based on the results of the study, it was found that teacher performance was influenced by the principal's leadership and job satisfaction, therefore the following steps could be taken:

1) Improving the knowledge and skills of principals through various trainings so that teacher performance can increase.

2)   Improving programs that can support teacher job satisfaction.
3)   Giving rewards to outstanding teachers as a form of appreciation, both material and moral.

It is hoped that in the future there will be researchers or educational practitioners who conduct similar research with different independent variables so that various influences can be found that can be explored with the aim of increasing teacher performance. For students who will conduct research with the same dependent variable, they can do it in different places with the aim that the research results can be used as a reference for future researchers.

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