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## **The Influence of the Principal's Leadership and Work Discipline on Teacher Performance in Junior High School Kuranji**

**Yanni A<sup>1)\*</sup>, Sufyarma M<sup>2)</sup>, Nellitawati<sup>3)</sup>, Irsyad<sup>4)</sup>**

<sup>1,2,3,4)</sup>Educational Administration, Faculty of Education, Universitas Negeri Padang

\*Corresponding Author

Email : [yesniamran82@gmail.com](mailto:yesniamran82@gmail.com)

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### **Abstract**

*Background of this research from the results of the author's observations the factors that affect teacher performance and how much the contribution of these factors to the performance of State Middle School teachers in Kuranji District shows slow teacher performance and suspected to have something to do with the lack of good leadership of the school principal and teacher work discipline. The purpose of this research is to find out data and information about (1) Leadership of the principal of a public junior high school in Kuranji District, (2) The work discipline of State Junior High School teachers in Kuranji District, and (3) Influence of the principal's leadership and work discipline on the performance of State Junior High School teachers in Kuranji District. This type of research is quantitative correlational with associative type. The population of this study is all teachers with Civil Servants (PNS) status at Public Middle Schools in Kuranji District, totaling 142 people, with a research sample of 67 people taken by technique of proportional stratified random sampling. The data is analyzed using multiple linear regression test processed using SPSS version 24. The research results show that 1) Leadership has a significant effect on teacher performance. The better the leadership of the principal which is shown to lead to an increase in the performance of State Middle School teachers in Kuranji District; 2) Work discipline has a significant effect on teacher performance. This shows that the better the teacher's work discipline, the better the performance of State Middle School teachers in Kuranji District; 3) Principal leadership and work discipline have a significant effect on teacher performance. This shows that the better the leadership level of the principal and the teacher's work discipline, the better the performance of State Middle School teachers in Kuranji District*

**Keywords: Influence, Principal leadership, Work Discipline, Teacher Performance**

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## **INTRODUCTION**

One of the successes of education is determined by the implementation of the teacher's duties. The teacher as the spearhead in the success of education has a very important and strategic role in guiding students towards maturity, maturity and independence. The success of implementing educational programs in schools is inseparable from the role and responsibility of the teacher. RI Law No. 14 of 2005 concerning Teachers and Lecturers Article 1 paragraph 1, Proposes that teachers are professional educators whose main task is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education, education elementary, and secondary education. Sardiman (2012) also argued that the teacher is a human component in the learning process,

Furthermore, in carrying out their duties the teacher must make a plan, which planning is very important before carrying out an activity, including learning activities. Any discrepancy between the plans prepared and the implementation of learning in the classroom should be noted by the teacher and used as a guide for the teacher in preparing the next lesson plan. This means that the lesson plan must always be improved and adapted to the conditions of the class to be taught. Good teacher performance is the implementation of a predetermined plan, the implementation of performance is carried out by teachers who have the skills, experience, sincerity, competence, motivation, responsibility and interest in achieving goals.

The teacher's performance shown can be observed from the teacher's ability to carry out their duties and responsibilities which of course can already reflect a work pattern that can improve the quality of education in a better direction. Someone will work professionally if they have high work ability and sincerity to do their best.

Quality teacher performance is one of the keys to achieving national education goals. Educational success will actually occur if there is interaction between educators and students. This is in line with Surya's opinion in Supardi (2013) which states that at the operational level, teachers are a determinant of educational success through their performance at the institutional, instructional, and experiential levels.

Performance is very important in helping the achievement of every educational goal, because performance is the ability to carry out the duties and responsibilities that are carried. Saondi (2012) argues that teacher performance is very important to note and evaluate because teachers carry out professional tasks, meaning that tasks can only be done with special competencies obtained through educational programs.

Based on observations and the results of interviews that the author conducted with teachers and principals of public junior high schools in Kuranji District, it can be seen that teacher performance is still low. This can be seen from the following phenomena: (1) MStill there are some teachers who have not completed the rolelearning rate. Even though this learning tool should have been submitted to the vice principal a week after the school year began. (source: interview with deputy head of curriculum), (2)There are still teachers who lack mastery of learning material, this is from the attitude of the teacher who is not systematic in explaining material to students. (interview with school principal), (3)There are still teachers who do not evaluate student worksheets on the grounds that the learning outcomes obtained by students can already be guessed without having to be corrected one by one, this can be seen from the large piles of student assignment books on the teacher's desks (source: observations and interviews with teacher).

From the description of the phenomena that the authors have stated above, it can be seen that the teacher's performance is still low. The low performance of teachers as seen from the phenomenon above is thought to be related to the lack of good leadership of the principal and teacher work discipline. Sutrisno (2010) states that work discipline is an attitude of respect, respect, obedience and obedience to applicable regulations, both written and unwritten and able to carry out and not avoid accepting sanctions if he violates the duties and authority given to him.

The results of a pre-survey conducted at State Junior High Schools in Kuranji District showed that the work discipline shown by teachers was still low. This can be seen from: 1) There are still teachers who arrive late or not according to office hours. 2)There are still teachers who leave the class during class time.If this situation is allowed to drag on, it is feared that it will affect the teacher's performance.

Furthermore, based on the results of interviews conducted with State Middle School teachers in Kuranji District, it is known that the leadership shown by the school principal has not gone well or in other words the school principal has not been able to influence teachers to carry out their work properly. In the Minister of Education and Culture and Research and Technology Number 40 of 2021 concerning the assignment of teachers as school principals, what is meant by the principal is a teacher who is given the task of leading learning and managing educational units which include kindergartens, special kindergartens, elementary schools, outside elementary schools ordinary, junior high school, special junior high school, senior high school, vocational high school, special high school, or Indonesian overseas school.

Then, based on the results of interviews with teachers, it is known that the principal in carrying out his leadership tends to display rigid behavior, and is not firm towards the rules that have been made besides that the principal tends to give different treatment from one teacher to another..

Based on this, the authors feel the need to conduct further research on the factors that influence teacher performance and how much these factors contribute to the performance of state junior high school teachers in Kuranji District.

In addition, teachers who have high performance will be able to carry out learning creatively through the right methods and methods and strategies that allow students to understand what is being taught by the teacher. This is in line with opinion Oktiani (2017) that, "Creative educators can take advantage of everything available to ensure that teaching and learning takes place in ways that are interesting and inspire students to participate in learning". High performing teachers will ensure that learning proceeds smoothly and will raise teaching standards.

Wahyudi in Azhar (2019) states that the benchmark for teacher performance can be seen from the sense of responsibility in carrying out the mandate and profession carried out. All of this will be shown by the obedience and loyalty of the teacher in carrying out his job responsibilities both inside and outside the classroom. Responsibility is accompanied by a disciplined attitude towards preparing all learning documents before starting the learning process. Thus it can be concluded that teacher performance is needed to support the smooth running of all school activities so that goals can be achieved optimally.

Based on the results of preliminary observations by the author, it can be seen that the performance of public junior high school teachers in the Tarantang Sayang Region, Tanah Datar Regency is still not optimal. This can be seen from the following phenomena: (1) From the attendance data for public junior high school teachers in the Tarantang Sayang Region in semester I, namely July to December 2021, from the class schedule at 07.30 WIB, almost 60% of teachers were late for class. (data source: Deputy principal's monthly report). Likewise, during the change of class hours, an average of 75% of teachers were late for class for 5-10 minutes; (2) Learning documents must be collected according to a predetermined deadline, but only 40% of 120 teachers collect learning materials on time and 60% collect learning materials above the set time limit; (3) The teacher's low ability to carry out interesting new methods when conducting learning. In general, teachers are more comfortable using the lecture method in providing subject matter so that students are less enthusiastic in following the lesson. (Data source: School principal Supervision Results Report); (4) The phenomenon that was also found was that there were still teachers who came late in carrying out learning assignments for students caused by personal matters outside of teaching and learning activities, this caused learning to be ineffective because the time spent on learning became less; (5) There is a lack of teacher initiative to learn new things related to digital-based learning methods, while nowadays new digital-based learning methods are very much needed in the world of education. Learning using digital media can replace conventional learning which is limited and boring thanks to the diversity of educational advancements offered by digital-based media.

From the results of initial observations it appears that teacher performance is still not optimal. Not optimal teacher performance will result in the learning process not running as expected so that learning in schools will not achieve educational goals as expected. There are several factors that can affect teacher performance in schools. One of them is the principal of the school. The implementation of teacher teaching in the school environment cannot be separated from the leadership role of the school principal. Each teacher must be directed and guided by the principal in order to function effectively. The existence of the principal is a function that is very important for the school to succeed in its goals. The ability of school

principals to successfully lead and manage education personnel in their schools has a significant impact on educational performance in schools. The growth of a school is also influenced by the principal. This is in accordance with research conducted by Baihaqi (2015) in which the leadership of the school principal has an influence on teacher performance with a regression value of 2.599.

In the field, based on the results of initial observations, it was found that the principal's leadership had not been effective. This can be seen in school principals who are still considered too rigid and not close to teachers, so it is difficult to influence them to be willing to work to achieve school goals. Principals also rarely give opportunities to teachers to participate actively in school activities so that teachers who want to work for schools are just the same people. Not all teachers are involved in school activities. The effectiveness of their teachers at school may decrease when principals frequently travel to the Education Office, for training, or for other reasons.

Along with the principal's leadership, the school climate is still not fully supportive. The conditions in the field that the authors encountered, there are still problems related to the school climate, such as:(1) There is still a lack of comfort in the classroom and a lack of beauty in the school environment, school facilities are also inadequate;(2) there are still teachers who do not greet each other so that familiarity between teachers is not established which makes it difficult for teachers to work together;(3) there are still a number of teachers who lack support from the principal in carrying out extracurricular activities while the teacher wants to develop students' talents and interests;(4) there are still teachers who prefer to work alone and refuse to cooperate with other teachers even though the work is intended to be completed collaboratively;(5) lack of support from school principals to teachers who convey creative ideas.

If this situation is left unchecked and not followed up, it will have a negative impact on schools because it will interfere with teacher performance. Therefore, the authors are interested in conducting further research on the variables that influence teacher performance and the proportion of these variables to the performance of state junior high school teachers in the Tarantang Sayang Region, Tanah Datar District.

## RESEARCH METHODS

In this study, researchers used correlational quantitative methods with the type of research *associative* in which associative research is an attempt to determine the effect of the independent variable (principal leadership and work discipline) on the dependent variable (teacher performance). With this method is intended to investigate and analyze the factors that are suspected to be the cause of the incident.

Population in this research that is all teachers with Civil Servants (PNS) status at Public Middle Schools in Kuranji District, totaling 142 people. Author manguse the sampling technique *is proportional certified random sampling* so that the number of samples is as much 67 person. Techniques and data collection carried out directly by submitting a questionnaire to the respondent, before the questionnaire was filled in the author explained in advance about the procedure for filling out the questionnaire. The visit was carried out 2 times, the first visit was to give a questionnaire and the second visit was to take a completed questionnaire. Data analysis technique used by using the correlation formula.

The steps in this data analysis are as follows: 1) Checking the questionnaire collected from the respondents; 2) Scoring; 3) Data that has been scored is substituted into the data recapitulation of each variable; 4) Make a frequency distribution into the data recapitulation of

each variable; 5) Make a frequency distribution of scores for each variable and find the average score (mean), mode, and standard deviation in order to get an overview of the principal's leadership and school climate on teacher performance; 6) Determine a qualitative description of the research results for each variable using the ideal score, namely the comparison of the average score (mean) with the highest score multiplied by 100% using the classification according to Sudjana (2009) as follows:

Table 1. Range of Variable Achievement Categories

No	Percentage %	Leadership Interpretation	School Climate Interpretation	Teacher Performance Interpretation
1	90-100 %	Very good	Very conducive	Very good
2	80-89%	Well	conducive	Well
3	65-79%	Enough	Pretty conducive	Enough
4	55-64%	Not good	Less conducive	Not good
5	0-54%	Very Less Good	Not conducive	Not good

Testing requirements analysis using correlation and regression analysis, used to test research data. This approach can only be used if a number of conditions are met. The prerequisites are that the data comes from a randomly selected sample, is normally distributed, homogeneous, independent of one another, and the regression line is linear. The prerequisites for correlation and regression are explained as follows: 1) The data comes from a random sample, namely the random sampling procedure was carried out when selecting samples using a proportional stratified random sampling technique; 2) Normality Test, aims to determine whether the population data is normally distributed or not. The Kolmogorov-Smirnov approach is used to perform this normality test (KS test); 3) Homogeneity Test, aims to find out whether the population group data shows a homogeneous variance or not. Homogeneity testing using the method SPSS program levene test version 24.00; 4) Multicollinearity Test, is one of the prerequisites for using regression analysis is to first perform a multicollinearity test, which determines whether the independent variables are related. This test is very helpful in preventing the lack of correlation between independent variables, therefore it is necessary to determine in advance how each variable is related to the others. The Variance Inflation Factor (VIF) test is used in the formula to perform this multicollinearity test and is processed using SPSS software with the following testing criteria: a) If the VIF value  $> 5$  then there is a case of multicollinearity; b) If the VIF value  $\leq 5$  then there is no case of multicollinearity.

Multiple regression analysis, according to Riduwan (2011), aims to determine whether or not there is a functional relationship or a causal relationship between two or more independent variables with one dependent variable, multiple regression is an analytical tool that predicts the effect value of two or more independent variables on the dependent variable.

## RESULTS AND DISCUSSION

### Results

#### *Description of Teacher Performance Variable Data*

Description the frequency distribution of teacher performance scores can be seen in table 2 and the histogram graph in the figure the following:

Table 2. Frequency Distribution of Teacher Performance Scores (Y)

No	Interval Class	Frequency	Presentation	Fku m	%Fku m
1	120-125	6	5.97	4	5.97
2	126-131	14	19.40	17	25,37
3	132-137	16	14.93	27	40,30
4	138-143	14	25,37	44	65,67
5	144-149	10	19.40	57	85.07
6	150-155	6	8.96	63	94.03
7	156-161	2	5.97	67	100
	Amount	68	100.00		

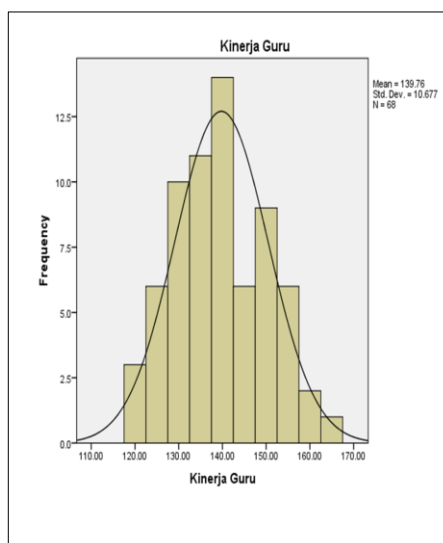


Figure 1. Teacher Performance Histogram

Based on the results of teacher performance variable data processing by comparing the average score with the highest score multiplied by 100%, namely 139.21 divided by 160 and multiplied by 100, a score of 87.00 is obtained. From the acquisition of this score, it can be interpreted that the teacher's performance variable is in the "Good" interpretation of the ideal score. Therefore, it can be said that the performance of teachers at Public Middle Schools in Kuranji District is in the "Good" category. Furthermore, the results of the analysis of the level of achievement of respondents for each indicator teacher performance can be seen on table 3.

Table3. Level of Attainment of Responses for Each Teacher Performance Indicator

Variable	Indicator	Number of Question Items	Total Ideal Score	Average Score	% Achievement Rate	Category
Teacher Performance (Y)	Ability to make lesson plans	8	40	33,67	84,18	Well
	Ability to carry out assessment of learning outcomes	11	55	42,82	77.85	Enough
	Ability to carry out assessment of learning outcomes	9	45	37,30	82,89	Well
	Ability to carry out remedial and enrichment (follow-up)	6	30	25,42	84,73	Well
	Amount	34	170	139,21	82.41	Well

On table 3it can be seen that the score of the highest level of achievement indicators (85.00%) in the good category is initiative. Furthermore, the lowest achievement indicator score is discipline (79.73%) in the sufficient category. In general, the level of achievement of the teacher's performance score is 82.21% in the good category. This shows that the teacher's performance at SMP Negeri in the Tarantang Sayang Region, Tanah Datar Regencyfrom an aspect1) Loyalty, 2) Discipline, 3) Initiative,are in the good category.

#### **Data Description of Principal Leadership Variables**

An overview of the frequency distribution of the principal's leadership score, can be seen intabel4and the histogram graph is on figure 2.

Table 4. Frequency Distribution of Principal Leadership Scores (X1)

N o	Interval Class	Frequenc y	Presentati on	Fkum	%Fku m
1	102-107	6	8.96	6	8.96
2	108-113	7	10.45	13	19.40
3	114-119	12	17,91	25	37,31
4	120-125	16	23.88	41	61,19
5	126-131	12	17,91	53	79,10
6	132-137	12	17,91	65	97.01
7	138-143	2	2.99	67	100
	Amount	67	100.00		

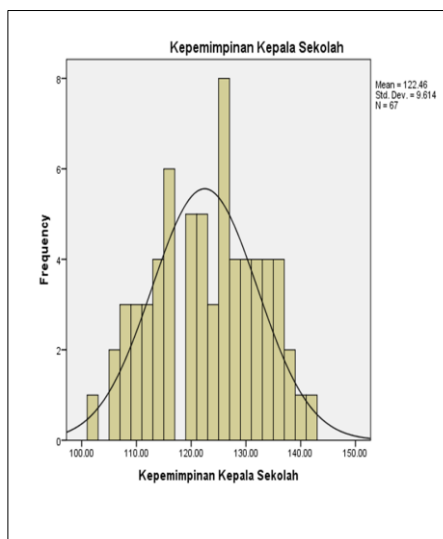


Figure 2. Principal's Leadership Histogram

based on the results of data processing of the principal's leadership variable by comparing the average score with the highest score multiplied by 100%, namely 122.46 divided by 141 and multiplied by 100, the score is 86.85%. From the acquisition of this score, it can be interpreted that the principal's leadership variable is in the "good" interpretation of the ideal score. Therefore, it can be said that the leadership of the principal at the Public Middle School in Kuranji District is in the "good" category. Furthermore, the results of the analysis of the level of achievement of respondents for each indicator of school principal leadership can be seen in table 5.

Table 5. Response Achievement Rate for Each Principal Leadership

Variable	Indicator	Number of Question Items	Total Ideal Score	Average Score	% Achievement Rate	Category
Principal Leadership (X1)	Influence	7	35	28,24	80,69	Well
	move	12	60	51.97	86,62	Well
	motivating	11	55	42.25	76,82	Enough
		30	150	122.46	80.09	Well

On table 5 it can be seen that the score for the highest level of achievement indicators (86.62%) in the "good" category is moving. Furthermore, the score of the lowest achievement level indicator is motivating (76.82%) in the "enough" category. In general, the achievement level of the principal's leadership score is 80.09% in the "good" category.

**Variable Data Description Work Discipline**

An overview of the frequency distribution of school climate scores can be seen in table 6 and the histogram graph is on figure 3.

Table 6. Frequency Distribution of Work Discipline Scores (X2)

N o	Interval Class	Frequen cy	Presenta tion	Fku m	%Fku m
1	103-108	6	8,96	6	8,96
2	109-114	13	19.40	19	28,36
3	115-120	17	25,37	36	53,73
4	121-126	16	23.88	52	77,61
5	127-132	9	13,43	61	91.04
6	133-138	3	4.48	64	95.52
7	139-144	3	4.48	67	100
	Amount	67	100.00		

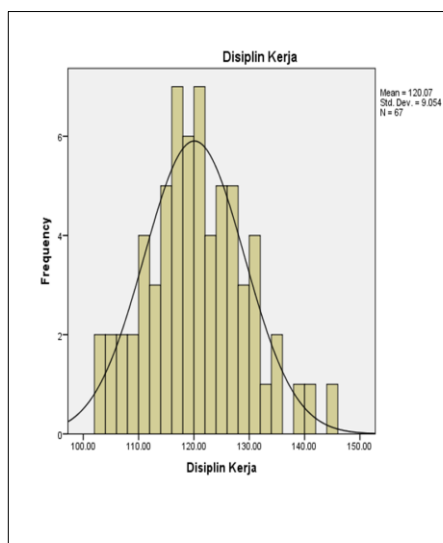


Figure 3. Histogram Work Discipline

Based on the results of work discipline variable data processing by comparing the average score with the highest score multiplied by 100%, namely 120.08 divided by 144 and multiplied by 100, a score of 83.38 is obtained. From the acquisition of this score, it can be interpreted that the work discipline variable is in the "high" interpretation of the ideal score. Therefore, it can be said that the work discipline of teachers at SMP Negeri in Kuranji District is in the "high" category. Furthermore, the results of the analysis of the level of achievement of respondents for each indicator of work discipline can be seen in table 7.

Table 7. Level of Response Achievement for Each School Climate Indicator

Variable	Indicator	Number of Question Items	Total Ideal Score	Average Score	% Achievement Rate	Category
School Climate (X2)	Punctuality	9	45	35,21	78,24	Enough
	Obedience to the rules	9	45	36,66	81.47	Tall
	Responsible for work	12	60	48,21	80.35	Tall

		30	150	120.08	80.05	Tall
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On table 7 it can be seen that the score of the highest level of achievement indicators (81.47%) in the "high" category is obedience to the rules. Furthermore, the score of the lowest achievement level indicator is timeliness (78.24%) in the "enough" category. In general, the level of achievement of the work discipline score is 80.05% in the "high" category.

### **Test Requirements Analysis**

#### **Normality test**

Normality testing of teacher performance variable scores (Y), principal leadership (X1) and Work Discipline (X2) was carried out using the Kolmogorov Smirnov-Z technique (SPSS Program Version 24.00). Data can be said to be normally distributed if KS has a significance level (Asymp. Sig) > 0.05, conversely if the significance level (Asymp. Sig) < 0.05, then the data is not normally distributed. The results of the inspection can be seen in table 8.

Table 8. Normality test

KS test	Teacher Performance	Principal Leadership	Work Discipline
Test Statistics	0.082	0.056	0.075
p.s = asymptotic value	0.200	0.200	0.165

On table 8 it can be seen that the significance value of each variable is greater than alpha 0.05. Thus the second requirement, namely data normality, has been fulfilled.

#### **Hypothesis testing**

The analysis was carried out on the independent variables on the dependent variable, namely the principal's leadership and work discipline on teacher performance. Data analysis in this study used multiple linear regression analysis, for the effect of the independent variables on the dependent variable. This analysis uses SPSS version 24.0.

#### **F test**

The F test was conducted to find out whether all the independent variables, namely the principal's leadership and work discipline, together have a significant influence on the dependent variable, namely teacher performance at SMP Negeri in Kuranji District. This can be seen in the table 9 following::

Table 9. F test

Model	Sum of Squares	Df	Mean Square	Fcount	Sig.
1 Regression	315,285	2	157,642	5,664	.003b
residual	6063790	64	94,747		
Total	6379075	66			

Based on the table 9 above it is known that the F-count value is 5.664 (Sig 0.03 < 0.05), meaning that simultaneously there is a significant influence between the principal's leadership (X1) and work discipline (X2) on teacher performance (Y). When compared between the F-

count and F-table values, the F-count value  $>$  F-table ( $5.664 > 2.52$ ). This means that the hypothesis proposed is acceptable, the principal's leadership and work discipline together have a positive and significant influence on teacher performance at SMP Negeri in Kuranji District.

### **T test**

Statistical t test is used to test the influence of each independent variable on the dependent variable. The reference used is if  $t_{count} \geq t_{table}$  or  $sig. \leq 0.05$  then  $H_a$  is rejected. However, if  $t_{count} \leq t_{table}$  or  $sig. \geq 0.05$  then  $H_a$  is accepted. The results of the analysis can be drawn conclusions for testing the assessment hypothesis as follows:

Table 10.T test

	Model	Unstandardized Coefficients		Standardized Coefficients	Q	Sig.
		B	std. Error	Betas		
1	(Constant)	56,890	9,762		5,828	0.000
	Principal Leadership	0.151	0.102	0.161	2,301	0.032
	School Climate	0.219	0.124	0.216	2,473	0.028

From the results of the analysis in table 20, it can be seen that the  $t_{count}$  value for the school principal's leadership variable (X1) is  $2.301 > t_{table} 1,998$  ( $sig. 0.032 < 0.05$ ), then  $H_a$  is accepted. Thus it can be concluded that the principal's leadership has a positive and significant effect on teacher performance at SMP Negeri in Kuranji District. From the results of the analysis in table 20, it can be seen that the  $t_{count}$  for work discipline (X2) is  $2.473 > t_{table} 1.998$  ( $sig. 0.028 < 0.05$ ), then  $H_a$  is accepted. Thus it can be concluded that work discipline has a positive and significant effect on teacher performance at SMP Negeri in Kuranji District.

### **Discussion**

#### ***The Effect of Principal Leadership on Teacher Performance***

The results of this study indicate that the principal's leadership has a significant influence on teacher performance, the  $t_{count}$  value for the principal's leadership variable (X1) is  $2.301 > t_{table} 1.998$  ( $sig. 0.032 < 0.05$ ), then  $H_a$  is accepted. Thus it can be concluded that the principal's leadership has a positive and significant effect on teacher performance at SMP Negeri in Kuranji District.

The regression equation above illustrates that the principal's leadership has a significant influence on improving teacher performance. Based on the results of the descriptive analysis, it shows that the principal's leadership is in the good category with an average score of 80.09%. Meanwhile, when viewed from each research indicator, it can be seen that the highest indicator is moving those in the good category (86.62% from the ideal score), while the indicator with the lowest achievement is a motivating indicator which is in the good category (76,82% of ideal score). It turned out that of the three principal leadership indicators analyzed, it was found that all were in the good category.

The principal is an educational leader at the school level. As a leader, the principal has an important role in achieving goals and improving the quality of education. Achievement of goals and improving the quality of education, among other things, by trying to make teachers show good performance. The level of teacher performance depends on the leadership of the

school principal. To what extent is the school principal able to display good leadership so that it influences teacher performance improvement.

This means that if the principal's leadership is carried out well, then this will have a positive influence on teacher performance.

### ***The Effect of School Climate on Teacher Performance***

The results of this study indicate that work discipline has a significant influence on teacher performance, the tcount value for the work discipline variable (X2) is obtained  $2.473 > t_{table} 1.998$  (sig  $0.028 < 0.05$ ), then  $H_a$  is accepted. Thus it can be concluded that work discipline has a positive and significant effect on teacher performance at SMP Negeri in Kuranji District.

The regression equation above illustrates that work discipline has a significant effect on improving teacher performance. Based on the results of the descriptive analysis, it shows that work discipline is included in the high category with an average score of 80.05. Meanwhile, when viewed from each research indicator, it can be seen that the highest indicator is obedience to rules which is in the high category (81.47% of the ideal score), while the indicator with the lowest level of achievement is the timeliness indicator which is in the sufficient category (78.24% of the ideal score). It turned out that from the three indicators of work discipline analyzed, it was found that the average level of achievement of the respondents was in the high category.

Marwansyah (2012) argues that teacher work discipline is a tool used by school principals to communicate to teachers that they must change behavior. According to Terry in Tohardi (2002), discipline is a driving force for teachers, so that every profession to run smoothly, it must be endeavored so that there is good discipline.

By being in the high category, it is necessary to increase work discipline so that it can become a very high category. This means that the higher the work discipline, this will have a positive influence on improving teacher performance.

### ***Influence Principal Leadership and Work Discipline on Teacher Performance***

The results of this study indicate that the principal's leadership and work discipline have a significant relationship and provide a significant influence both jointly and independently to improve teacher performance. The magnitude of the influence of the principal's leadership and work discipline on teacher performance is 17.8%. Furthermore, the regression equation obtained by the principal's leadership variable and work discipline with teacher performance is  $56.890 + 0.151X_1 + 0.219X_2$ . This shows that the principal's leadership and work discipline together have a positive influence on teacher performance.

Data analysis shows that teacher performance is significantly influenced by the principal's leadership and work discipline, both individually and collectively. Principal leadership and work discipline are two very important factors to note. Principal leadership and high work discipline will improve teacher performance.

If viewed from the score achievement of the performance variable of State Middle School teachers in Kuranji District, it is in the good category, the principal's leadership variable is also in the good category, and the work discipline variable is in the high category. Thus it can be believed that the principal's leadership variable and work discipline if improved in a better direction will have a positive influence on teacher performance.

## **CONCLUSION**

Based on the results of the analysis in CHAPTER IV, it can be concluded as follows: 1) leadership has a significant effect on teacher performance. This can be seen from the

acquisition of  $t_{count} > t_{table}$  ( $2.301 > 1,998$ ) with a significance level of less than 0.05 ( $0.032 < 0.05$ ). Therefore  $H_01$  is rejected and  $H_{a1}$  is accepted. This shows that the better the principal's leadership is shown to lead to an increase in teacher performance at SMP Negeri in Kuranji District. 2) Work discipline has a significant effect on teacher performance. This can be seen from the acquisition of  $t_{count} > t_{table}$  ( $2.473 > 1.998$ ) with a significance level of less than 0.05 ( $0.028 < 0.05$ ). Therefore  $H_02$  was rejected and  $H_{a2}$  was accepted. This shows that the better the discipline of the teacher's work, it can lead to an increase in teacher performance at SMP Negeri in Kuranji District. 3) Principal leadership and work discipline have a significant effect on teacher performance. This can be seen from the acquisition of  $F_{count} > F_{table}$  ( $5.664 > 2.52$ ) with a significantly smaller level of 0.05 ( $0.03 < 0.05$ ). Therefore  $H_03$  is rejected and  $H_{a3}$  is accepted. This shows that the better the leadership level of the principal and the teacher's work discipline, the better the teacher's performance at SMP Negeri in Kuranji District.

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