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Influence of School Head Leadership on Teacher and Administrative Staff Performance in SMP N 1 Baturaden in The School Year 2018-2019

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Abstract: Improving the quality of education at school is not only the role of a principal, but also the role of teachers and Administrative Staff (TU, which stands for Tata Usaha). Ideally, a teacher works not only as a teacher but also an educator. Teachers must play an active role and place their position as professionals who work with high performance. Teacher and administrative staff's performance will be optimal if they are supported by and integrated with a good school principal and adequate work facilities. Effective principal leadership will be created if the principal has good character, behavior and skills.. This study aims to determine whether there is an influence of the principal's leadership on the performance of teachers and administrative staff of SMP N 1 Baturaden in Academic Year 2018/2019. The approach used in this study is a qualitative approach. The sample in this study are 39 teachers and 13 TU staffs. Methods of collecting data used in this study are observation, questionnaires and interviews

Keywords: *headmater's leadership, teacher performance, administrative staff performance*

A. Introduction

Schools are educational institutions that function as "agents of change (agents of change)", tasked with building students to be able to solve national (internal) problems and calm international (external) competition. Education leadership that effectively provides the basis and places goals in an important position to change the norms in learning programs, increase productivity, and develop creative approaches to achieving maximum results and programs for educational institutions.(Davis and Garvin,1984)

The success or failure of an educational institution depends on how a school principal in carrying out his leadership and the teacher will not be directed without supervision from the principal. The successful headmaster is the principal who is able to understand the existence of the school as a complex and unique organization and is able to carry out its role as a person who is given the

responsibility to lead the school. The principal has a very decisive role for the back and forth of an educational institution.

The principal can be defined as a professional teacher who is given the task of leading a school where the teaching and learning process is held or where interactions occur between the teacher who gives the lesson (Wahjosumidjo, 2002: 84). The principal tries to devote his ability to achieve goals, this shows that leadership is a contribution from someone in achieving goals. Leadership means the ability and readiness that is owned by someone to influence, encourage, invite, guide, move, and direct and then do something that can help achieve certain goals that have been stated. (Lecturer Team of Education Administration Department, 2003)

The principal in an effort to achieve educational goals is also determined by the

administrative role in this matter of Administrative Staff (TU) in the implementation of education itself. The design of a school organization is that there is a school administration team consisting of a group of people working together in order to achieve organizational goals.

To realize the expectations above, the role or influence of the leadership of the principal is needed to empower the potential of school personnel, in this case the teacher and the TU also influence the success of the education.

B. Problem Formulation

The problems in this study can be formulated as follows.

1. What is the principal's management system at SMPN 1 Baturaden?
2. What is the performance of the teacher and staff at SMPN 1 Baturaden?
3. What is the influence of the management system and teacher's performance as well as the TU Staff?

C. Research Objectives

The purpose of this study is to find out an empirical description of: (1) the implementation of the principal's management system; (2) teacher teaching performance; (3) TU Staff performance; (4) the influence of Principal Leadership on teacher teaching performance; (5) the effect of teacher teaching performance on the quality of learning; (6) the influence of the principal's leadership system on the quality of TU's performance.

D. Benefits Of Research

The results of this study are expected to provide theoretical benefits and practical benefits, namely:

1. Theoretical benefits

The results of this study are expected to be the material for the study and scientific development of Educational Administration, providing empirical evidence about the influence of leadership behavioral approaches and teacher performance and the performance of TU staff, as well as study material for subsequent research.

2. Practical benefits.

Operationally, for School Principals how to improve teacher Teaching Performance and Staff Performance

E. Theoretical Review

1. Leadership of School Heads

- a. Understanding of leadership

Understanding of Leadership
There are several different understandings of leadership proposed by experts. Miftah Toha said that "Leadership (leadership) is a relationship between someone and another person, a leader is able to influence other people to be willing to work together in related tasks to achieve the desired goal". Whereas Mulyasa defines "Leadership as an art of persuading subordinates to be willing to do tasks with confidence and enthusiasm". According to Wahjosumidjo, "Leadership is an important force in the framework of management, therefore the ability to lead effectively is the key to organizational success."
(Wahjosumidjo,2002:83)

- b. Understanding the Principal

The principal can be defined as a professional teacher who is given the task of leading a school where the teaching and learning process is held or where interactions occur between the teacher who gives the lesson. The principal tries to devote his ability to achieve goals, this shows that leadership is a contribution from someone in achieving goals.

- c. Principal Leadership

In line with the description of leadership above leadership in school organizations in general the same. Principal is a leader and manager who must arrange, give orders and protect his subordinates, namely the teachers and resolve problems that arise.

The principal is a functional teacher who is given the task of leading a school where there is a teaching and learning

process or a place where there is interaction between the teacher who gives lessons and students who receive the lesson. While Rahman et al (2006: 106) revealed that "The principal is a teacher (functional position) who is appointed to hold a structural position (headmaster) in the school.

Based on some of the above meanings it can be concluded that the principal is a teacher who has the ability to lead and manage all available resources in a school so that they can be maximally utilized to achieve common goals. Principal leadership provides work motivation for improving teacher work productivity and student learning outcomes. Principal leadership must be truly accountable, because the responsibility of the principal is very important and determines the level of student learning outcomes, also the productivity and morale of the teacher depends on the principal in the sense to what extent the principal is able to create work excitement and the extent schools are able to encourage subordinates to work in accordance with the policies and programs outlined so that the work productivity of teachers is high and student learning outcomes increase. (A Tabrani R, 2000)

2. Teacher Performance

Teacher performance as a set of real behaviors that the teacher shows when he provides learning to students (Rahman at all, 2006). Teacher performance when referring to the understanding of Mangkunegara that the tasks faced by a teacher include: making a teaching program, selecting methods and media that are suitable for delivery, evaluating, and following up with enrichment and remedial. (Mangkunegara, Anwar Prabu, 2005) According to Republic of Indonesia Law number 14 of 2005 concerning Teachers and Lecturers, in chapter 1, article 1 states that:

"Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating and evaluating students

in early childhood education in formal education, basic education and secondary education."

Furthermore, in the act it was explained that:

Professional is a job or activity carried out by someone and becomes a source of life income that meets certain quality standards or norms and requires professional education. (Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 edisi 2009)

The teacher is the spearhead of implementing education. The success of teachers in carrying out their duties is a reflection of teacher performance, and this can be seen from the actualization of teacher competencies in realizing their professional duties.

In connection with its performance, teachers have good performance and some have poor performance. Teachers who have good performance Carry out quality learning and assess and evaluate learning outcomes. called professional teachers (Supriadi, 1998: 98). Professional duties of teachers according to article 2 of Law No. 14 of 2005 includes:

- a. Continuously improving academic qualifications and competencies with the development of science.
- b. Upholding legal legislation and teacher ethics codes as well as religious and ethical values and can nurture, foster national unity and unity.

a. Teacher Performance Measurement

Ability, skills (skills), and motivation (motivation) will make a positive contribution to the quality of personnel performance when accompanied by the effort (effort) made to make it happen. The efforts made by an organization will have a positive impact on improving the quality of organizational performance

so that it supports the achievement of the goals set.

To achieve high performance there are performance criteria, including:

- 1) Intellectual ability in the form of quality to think logically, practically and analyze according to concepts and abilities and express themselves clearly.
- 2) Assertiveness, is the ability to analyze possibilities and have a commitment to definite choices that are precise and concise.
- 3) Enthusiasm (enthusiasm), in the form of the capacity to work actively and not know tired
- 4) Results oriented, is an intrinsic desire and has a commitment to achieve a result and complete the work.
- 5) Maturity of attitudes and appropriate behavior, is the ability to exercise emotional control and high self-discipline.

In the implementation of the performance of teachers or education staff can be measured using five aspects that can be used as measurement dimensions, namely:(E. Mulyasa, 2009)

- 1) Quality of Work (quality of work)
- 2) Promtness (timeliness)
- 3) Initiative
- 4) Capability
- 5) Communication (communication)

3. Administration

According to The Liang Gie in his book *Modern Office Administration* provides an understanding of administration, namely a series of activities to collect, record, manage, hold, send, and store the information needed in each cooperative effort.

a. Definition of School Administration Staff

Based on Permendiknas Number 24 of 2008 concerning school administration personnel including:(

Permendiknas Nomor 24 tahun 2008)

- 1) Head of school administration staff
- 2) Implementers of school / madrasah administrative affairs, include:
 - 1) Implementing personnel administration affairs;
 - 2) Implementers of financial administration affairs;
 - 3) Implementing business administration facilities;
 - 4) Public relations administration executor;
 - 5) Executors of mail and filing administration affairs;
 - 6) Implementing affairs in student administration;
 - 7) Implementing curriculum administration matters.
- 3) Special service officers, including:
 - 1) School guards;
 - 2) Gardeners;
 - 3) Drivers and
 - 4) Messengers.

Educational administration is the act of coordinating human behavior in education so that existing resources can be arranged as well as possible so that the goals of education can be achieved in a manner productive(H.M Daryanto,2011:12). According to H. Surfarma M. (2004: 190) administration in an educational environment is utilizing various sources (human, facilities and infrastructure, and other educational media) optimally, relevantly, effectively and efficiently to support the achievement of educational goals. According to Made Pidarta (2004: 4) education administration is the collaboration between members of the organization to achieve predetermined educational goals, which are about routine activities, such as administration of teaching, student affairs, staffing, finance and infrastructure. So education administration is the process of

empowering all natural resources and human resources to achieve an established educational goal effectively and efficiently. Educational administration does not only concern school administration, but involves all school activities, both regarding personnel, curriculum, facilities, libraries, student development, school relations with the community and finance, which must be regulated so as to create an atmosphere that allows the implementation of conditions good teaching and learning so as to achieve educational goals effectively and efficiently.

b. Function of School Administration Staff

According to Syaiful Sagala (2009: 46) function or activity is an activity of the organization adjusting to the environment and determining the structure of its work on the basis of the needs in achieving its objectives. According to The Liang Gie (2007: 4) function is a group of work assignments covering a number of activities classified into the same type based on their nature, implementation or constituting a sequence or practically interdependent with each other. Based on the attachment to Permendiknas Number 24 of 2008, in full the School / Madrasah Administrative Staff consists of the Head of Administrative Staff SD / MI / SDLB; Head of Middle / MTS / SMPLB Administrative Staff; Head of Administrative Staff High School / MA / SMK / MAK / SMALB; Implementing Staff Administration Affairs; Implementing Financial Administration Affairs; Implementing Administrative Affairs Facilities and Infrastructure; Implementing Administration Affairs for School and Community Relations; Implementing Letter and Filing Administration Affairs; Implementing Student Affairs Affairs; Implementing Curriculum

Administration Affairs. The following are the tasks of the School / Madrasah Administrative Staff, including:

- 1) Head of School / Madrasah Administrative Staff
 - 2) Implementing Personnel Administration Affairs
 - 3) Implementing Financial Administration Affairs
- c. Competencies of School Administration Staff

According to the Minister of National Education Number 24 of 2008 the competencies of school administration staff are as follows:

1) Personality Competence

Personality competence is a personal ability that reflects a personality that is integrity and noble, has a work ethic, is able to control himself, has self-confidence, has flexibility, has precision, discipline, creative and innovative and is responsible. In detail, each part of the competency can be described as follows:

- a) Personality with integrity and noble character has indicators; behave in accordance with the code of ethics, behave honestly and show commitment to the task.
- b) Personality that has a work ethic has indicators; follow work procedures, focus on tasks assigned and improve performance.
- c) Personality that is able to control themselves has indicators; controlling emotions, being calm and thinking positively.
- d) Personality that has confidence has

- indicators; understand yourself, be responsible and learn from mistakes.
- e) Personality whose flexibility has indicators; strive for openness and respect for others.
- f) Personality that has accuracy has indicators; pay attention to the clarity of tasks and complete tasks according to work guidelines.
- g) Disciplined personality has indicators; time and obey the rules.
- h) Creative and innovative personalities have indicators; rich ideas, take advantage of opportunities and make changes.
- i) Responsible personality has indicators; carry out tasks according to the rules and take risks.
- 2) Social Competence Social competence is the ability to cooperate in teams, provide excellent service, have an awareness of organization, communicate effectively and build work relationships. In detail, each part of the competency can be described as follows:
- a) Being able to work together in teams has indicators; participate in groups and respect the opinions of others and build team spirit and survival.
- b) Providing excellent service has indicators; provide convenience services to customers, implement services in accordance with standard operating procedures, empathize with customers, look excellent, keep promises, be friendly and polite, easy to contact, communicative.
- c) Having organizational awareness has indicators; understanding the organizational structure of the school / madrasah, realizing a conducive organizational climate and culture, respecting and accepting differences among members, having responsibility for achieving organizational goals, activating themselves in professional organizations of school / madrasah administration.
- d) Effective communication has indicators; being a good listener, understanding the feelings of others, conveying messages clearly, understanding verbal and nonverbal languages.
- e) Building work relationships has indicators; conduct harmonious work relationships, position themselves according to their role, maintain internal and external relations.
- 3) Technical Competence
Technical competence is the ability to carry out personnel administration, carry out financial administration, carry

out administration of facilities and infrastructure, implement administration of school relations with the community, carrying out administration of letters and filing, carrying out student administration, implementing curriculum administration, carrying out special service administration, implementing information and communication technology (ICT). In detail, each part of the competency can be described as follows:

- a) Implementing personnel administration has indicators; understand the principles of staffing regulations, help implement staffing procedures and mechanisms, help plan employee needs, assess staff performance.
- b) Implement financial administration has indicators; understanding the prevailing financial regulations, helping to draw up the School / Madrasah Income and Expenditure Budget Plan (RAPBS / M), helping to develop a treatment plan.
- c) Carry out administration of facilities and infrastructure having indicators; understand the rules of administration of facilities and infrastructure, help plan needs, help plan the use of operational facilities for schools / madrasas, help prepare treatment plans.

- d) Carry out the administration of school relations with the community having indicators; help smooth the activities of the school / madrasah committee, help plan stakeholder engagement programs (stakeholders), help foster cooperation with government and community institutions, help promote schools / madrasas and coordinate graduate tracking, serving school / madrasah guests.
- e) Carry out mail administration and filing have indicators; understand secretarial regulations, help carry out the welfare program, help coordinate the Hygiene, Health, Beauty, Order, Security, Family and Kerindangan programs (7K), compile reports.
- f) Implement student administration has indicators; help accept new students, help orient new students, help develop student self-development programs, help prepare student progress reports.
- g) Implementing curriculum administration has indicators; help prepare the administration of the implementation of the Content Standards, help prepare the administration of the

implementation of Process Standards, help prepare the administration of implementation of Graduates' Competency Standards, helping prepare the administration of the implementation of Educational Assessment Standards.

- h) Carry out special service administration has indicators; coordinating special service officers (school / madrasah guards, janitors, gardeners, and messengers), helping to coordinate special service programs including School Health Enterprises (UKS), counseling services, laboratories / workshops and library services.
- i) Implementing information and communication technology (ICT) has indicators; utilizing ICT for the smooth implementation of school / madrasah administration, using ICT to document school / madrasah administration.

F. LITERATURE STUDY

The purpose of the literature review is to show the originality of the research and to distinguish the results of other studies and to find out about the ambiguity of the object of research and any problems that have been examined by others. Based on the title specified, the authors take from the thesis as a reference in the literature review relating to the above variables:

1. Sutopo Slamet, Post Unsud, (Thesis, 2007), Analysis of Leadership, Emotional Intelligence, Discipline and Competence on Teacher Performance of Purworejo Middle School 8, Results in the study Leadership, emotional intelligence, discipline, and competence together have a positive influence and significant to teacher performance by 86.7%
2. Romlah, Postgraduate of STIE Pasundan Bandung (thesis, 2010), Effect of Principal Leadership, Competence and Motivation on Teacher Performance of Margahayu 1 Public Middle School in Bandung Regency, the results of the study show principals' leadership, competence and motivation jointly influence teacher performance by 79.4%.

G. RESEARCH METHODS

1. Place

The research was held at SMPN 1 Baturaden, Banyumas Regency

2. Populations and Samples

According to Istijanto (2005: 109), the population is the total number of all members studied. In connection with the research that will be conducted, the population in this study were all 39 Baturaden teachers of SMP Negeri 1 Baturaden, including principals and non-permanent teachers (GTT).

According to Sugiyono, the sample is part of the number and characteristics of the population (Sugiyono, 2011:81). A good sample is a representative sample which means the sample represents the population (Sukandarrumidi, 2004:56). An as Sudijono who said that for just ancer, then if the subject is less than 100, it is taken as a whole. Therefore, all samples were taken from the teacher, 39 people because the number was even less than 100. Thus, the sample was taken in total (Sudijono, tt:101).

3. Approaches and Types

This study wants to examine the effect of principals' leadership on the

performance of teachers and administration of Baturaden 1 Public Middle School. This research belongs to the category of post facto research. It is called *ex post facto* research because in this study it relates to variables that have occurred and do not need to treat the variables studied (Sukardi, 2003). This is also as expressed by L.R. Gay, that correlation research is one part of *ex post facto* research, because researchers do not manipulate the state of existing variables and directly search for the existence of relationships and the degree of relationship of variables reflected in the correlation coefficient. (L.R. Gay, 1987) In this study the independent variable, namely the charismatic leadership style of the madrasah head and the dependent variable (dependent variable), namely the teacher's performance has been stated clearly, then connected to find the influence of the independent variable on the dependent variable. The approach used in this study is a quantitative approach with a type of correlational research. Correlational research is a research that is intended to find out there is no relationship between two variables or several variables (Suharsimi Arikunto, 2005: 247).

4. Instruments

- a. Principal Leadership Variable (X)
- b. Teacher Performance Variables (Y)

5. Variables

Research variables are targets that will be used as observations in carrying out research. (Suharsimi Arikunto, 2006:96). The variables in this study consist of independent variables and dependent variables, namely as follows: a. Independent variable / independent variable is a variable that affects or becomes the cause of changes in the dependent variable / dependent variable. In this study there is 1 independent variable, namely the leadership of the Principal (X). b. Dependent variable / dependent variable is a variable that is affected or which is due to the existence

of independent variables. (Sugiyono, 2003:61) The dependent variable in this study is teacher performance (Y).

6. Data Collection Techniques

Data collection techniques are the most important step in research, because the main purpose of the research is to obtain data. Without knowing the data collection techniques, the researcher will not get the appropriate data. Therefore, so that the results obtained in this study are truly accurate and accountable data, the data collection techniques that researchers use in this study are as follows:

a. Interview / Interview

Interviews are used as data collection techniques if the research wants to conduct a preliminary study to find problems that must be studied, and also if the researcher wants to know the things of the respondents who are more in depth and the number of respondents is small / small. This data collection technique is based on reports about oneself or self-report, or at least on personal knowledge and / or beliefs. The interview is a proof of information or information obtained previously. The interview technique used in qualitative research is in-depth interviews. In-depth interview is the process of obtaining information for research purposes by way of question and answer face-to-face between interviewers and informants or people interviewed, with or without using interview guidelines, where interviewers and informants are involved in a relatively long social life.

b. Observation

Observation as a data collection technique has specific characteristics when compared to other techniques, namely interviews and questionnaires. If interviews and questionnaires always communicate with people, observation is not limited to people, but also other natural objects. Sutrisno Hadi (1986)

argues that, observation is a complex process, a process composed of various biological and psychological processes. Two of the most important are the processes of observation and memory.

Data collection techniques with observations are used when, research relating to human behavior, work processes, natural symptoms and if the respondents observed are not too large.

7. Data Analysis Techniques

In data analysis using regression analysis techniques simple. Simple regression test aims to determine the effect each independent variable (X) on the dependent variable Y. To test the effect of each independent variable (X) on the dependent variable (Y) using the t test analyzed by the SPSS program computer. In other words, to find out how far changes in independent variables affect the dependent variable. In a simple regression analysis, the effect of one independent variable on the dependent variable can be made as follows: $Y = a + bX$. By using the formula above, it will be known the effect of variable X on Y, where in this study is to find out: "the influence of the leadership of the principal on the performance of teachers and TU 1 Baturaden Junior High School." Activities in data analysis include data reduction, data presentation, and verification or often known as conclusions and verification.

In this study the researcher chose structured interviews for the purpose of interviewing and facilitating the collection of data and information needed. Structured Interview is a technique of collecting data if the researcher or data collector knows for sure what information will be obtained. In practice other than carrying instruments as interview guides, data collectors can also use tools such as tape recorders, pictures, brochures and other materials that can help in interviews. (Miles and Huberman, 1984)

a. Data Reduction

The data obtained from the field is quite a lot, for that it needs to be recorded carefully and in detail, for that immediately data analysis is needed through data reduction. Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns and removing unnecessary ones. That way, the data that will be presented in this study will be clearer and easier to understand because it is only data that provides important information and gives a more comprehensive picture.

b. Presentation of Data

After the data has been reduced, the next step is to display the data. Presentation of data in this study is intended to find a meaning from the data that has been obtained, then arranged systematically from complex information forms to be simple but selective. (Wijaya, 2001:7). The simplified data is then presented by describing it in the form of narrative data exposure. Thus, a temporary conclusion is obtained in the form of research findings. The first data in the form of scores, then converted into percentage data to find out the leadership of the principal and the performance of teachers and TU at Baturaden 1 Public Middle School. Then the percentage data is converted into values by categories according to Ridwan (2014: 41) as follows: Number 0% - 20%: Very weak Number 21% - 40%: Weak Number 42% - 60%: Enough Number 61% - 80%: Strong Figures 81% - 100%: Very strong

c. Verification

Drawing conclusions must always be based on all data obtained in research activities. In other words, drawing conclusions must be based on data, not on the imagination or desires of the

researcher (Jamal Ma'mur Asmani, 2011). At this stage is a process in which the researcher is able to describe the influence of the principal's leadership on the performance of teachers and TU SMPN 1 Baturaden and the events that occur during the research process in the field.

8. Validity and Reliability Test

After the instrument was compiled based on the principal's leadership theory and teacher's and TU's performance, the instrument was first tested for construct validity, content validity and reliability to find out whether the instrument was valid or not, reliable or not.

a. Test the Validity of Instruments

Test the validity of the research instrument using the Product Moment calculation, on the grounds that the scale of the data in this study includes interval data. For interval data the appropriate statistical calculation is the product moment, this is in accordance with Wijaya's opinion "that the interval-scale data of statistical measurement is the mean, standard deviation, Pearson correlation coefficient (Product Moment)." The Product Moment formula is as follows:

$$r_{xy} =$$

Information:

r_{xy} = Correlation Coefficient Between X and Y

N = Number of Respondents

$\sum XY$ = Number of Products from X and Y

$\sum X$ = Total Score X

$\sum Y$ = Amount of Y Score

Testing the validity of instrument items using computer assistance with the Exell analysis program. The criteria for the questionnaire items are declared valid, i.e. comparing the significance values with a predetermined probability value, which is 0.05. If the significance of the results is 5 0.05, the questionnaire item is

declared valid. The trial of the research instrument was conducted on 40 respondents. Each respondent was asked to fill out a questionnaire that included several variables, namely the principal's leadership variable (variable X) as many as 46 items, and teacher and TU performance variables (Y variable) as many as 93 items.

b. Instrument Reliability Test

Reliability test is a measure used to determine the level of reliability and trust in a measuring instrument. The instrument that reliability shows is a fairly reliable instrument as a data collection tool. In this study, the reliability test used is the Alpha Coefficient formula (Suharsimi Arikunto, 171).

H. RESEARCH RESULTS

From the results of the analysis above obtained a regression equation that is $Y = -24,386 + 1,524 X$, with the results of the equation showing that the principal's leadership has a positive impact of 1,524 on teacher and TU performance. So that it can be stated that the hypothesis in this study, namely "there is an influence between the leadership of the principal on the performance of teachers and TU in SMP N 1 Baturaden" can be accepted. This can be seen in the correlation or the value of $R = 0.965$ ($R \neq 0$). The magnitude of the correlation value of $R^2 = 0.957$ or $0.957 \times 100\% = 95.7\%$ indicates a very strong degree of relationship. This shows that the teacher performance variable is influenced by the principal's leadership variable of 95.7%. For the remaining $100\% - 95.7\% = 4.3\%$ influenced by other variables that cannot be explained. The results show that principals' leadership influences the performance of teachers and TU Baturaden SMP 1, which is proven statistically to be also strengthened by the results of the categories in these categories, both of which are in the weak and sufficient category.

Based on the results of statistical tests and the results of the second category of variables, it can be concluded that the higher the leadership quality of principals will be

followed by the improvement of teacher and TU performance as well as the leadership of principals in SMPN 1 Baturaden is in the weak and sufficient category so that teacher performance is also in the category quite dn weak. The role of the principal is to provide a leadership display that can improve his profession, but it is also expected to improve intrpersonal relations with teachers and TU. In addition, trying to receive and provide appropriate information as an effort to improve the performance of teachers and TU they lead.

I. CONCLUSION, IMPLICATION, AND ADVICE

1. Conclusion

Based on the results of the data analysis described, the findings of the results of this study can be summarized as follows:

- a. The leadership of the principal at Baturaden Junior High School of is in the sufficient category. This is indicated by the results of the questionnaire for each indicator that gets results below 60%. Thus, it can be concluded that the head of Baturaden Junior High School 1 has sufficient ability to exert influence on teachers and TU (administrative staff), to be a role model in leader behavior and to have sufficient ability to manage conditions that facilitate.
- b. Teacher and TU (administrative staff) performance at Baturaden Junior High School 1 are in sufficient categories. This is indicated by the results of questionnaires in each industry that get results below 60%. Thus, it can be concluded that the teacher and administrative staff of Baturaden Junior High School 1 have sufficient ability for pedagogical competence, competence personality, social competence and professional competence

- c. Principal leadership influences teacher performance and TU by 95.7%. Based on the interpretation of the correlation coefficient the value = 0.957 is in the very strong category, so it can be concluded that the leadership of the school has a strong influence on teacher performance and TU (administrative staff).

2. Implications

Based on the results of the analysis and conclusions of the study, in general there is an influence of the principal's leadership on the performance of teachers and TU in SMPN 1 Baturaden. Based on the results of this study, several implications were formulated with emphasis on the following:

- a. Efforts to improve the leadership of principals at Baturaden 1 Public Middle School. This can be seen from the results of the study which states that head leadership has a strong influence on teacher performance. that is equal to 95.7%. So that the principal is in the weak and sufficient category, followed by the performance of teachers who are in a weak and sufficient category. things that can be done to improve the leadership of school principals on the performance of teachers and TU in SMPN 1 Baturaden Need to be strived to provide rewards and punishments to teachers according to their performance and mistakes.
- b. Self-concept theory is the most appropriate theory for principals' leadership research, because this theory is able to explain leadership that can be tested by involving observable processes, not just folklore and mysticism. This theory can identify the way leaders behave, characterize and their skills, as well as various conditions that often arise.

3. Suggestion

Based on the conclusions and implications above, it can suggestions are given as follows:

- a. The effectiveness of the leadership of the principal at Baturaden State Junior High School 1 needs to be optimized because it has a positive effect on teacher and TU performance. This optimization done by increasing the leadership capacity of the principal by showing the headmaster as an example and in Baturaden 1 Junior High School. done by increasing the leadership capacity of the principal by showing the headmaster as an example and in SMPN 1 Baturaden.
- b. Principal leadership and teacher and TU performance need to be optimized, because the two variables interact in improving teacher performance. Optimization can be done by demonstrating the exemplary head Schools as leaders and figures will motivate, encourage and inspire teachers and teachers to show high performance.

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