

Original Research Article

The influence of principal leadership behavior on junior high school teacher performance

ABSTRACT

This study aims to determine the effect of principal leadership behaviour on teacher performance. This type of research used in this study is ex post facto. This study's population was 926 teachers at State Junior High Schools in Palu who carried out learning activities in the 2017/2018 academic year. The sampling technique was carried out randomly. The number of samples is 90 teachers consisting of 8 junior high schools in Palu City, and data collection uses a questionnaire. Based on the results of descriptive analysis, it is known that the frequency of leadership behaviours for the very high category obtained a value of 53.33%, the high category of 45.56%, and the low category of 1.11%. The frequency of teacher performance for the very high category obtained a value of 62.22% and the high category of 37.78%. Based on the simple linear regression test results, it is known that there is an influence of the principal's leadership behavior on teacher performance by 24.8%, while other variables influence teacher performance of 75.2%. The influence of principal leadership behaviour on teacher performance shows a positive and significant regression coefficient. In this study, the principal showed good behaviour and was aware of his responsibilities as a leader in his school related to human resource management, namely the teachers he led. The principal always strives to create conducive school conditions by creating mutual respect between teachers and school principals, then between teachers and school members. Teachers participated in finding solutions to problems currently being faced by the school and providing equal opportunities for teachers to develop themselves. It means that if the principal's leadership is excellent, the teacher's performance will increase.

Keywords: *Leadership Behavior, Principal, Teacher Performance*

INTRODUCTION

Education is one of the foundations in determining a nation's progress because the quality of education provided by a nation will be followed by better human resources. The creation of good quality education cannot be separated from the components involved in the educational process (Mir, 2019). The components that play the most role in determining the quality of education in line with national education goals are education personnel and educators in schools. Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System explains that educators and education personnel are obliged to (1) create an educational atmosphere that is meaningful, fun, creative, dynamic, and dialogical, (2) has a professional commitment to improving the quality of education and (3) exemplifying and maintaining the right name of the institution, profession and position following the trust given to it. This law emphasises that an educational institution or school's quality cannot be separated from the academic unit's leadership, namely the principal. In general, educational leadership can be interpreted as leadership applied in the field of education. The notion of leadership itself has a general character and can also apply in education. Specifically, when applied to educational organisations such as schools, educational leadership at the school organisation level will be related to the school head's leadership (school leader/principal). It is because the principal is the person who has the authority to manage the school in order to achieve predetermined goals. Leadership has a vital role to play in achieving the goals desired by the school. The principal as a leader functions to influence (Khan, Nawaz, & Khan, 2016) and facilitate educators to improve school performance so that it has an impact on school performance achievement (Hidayat & Wulandari, 2020). The principal plays a role in guiding activities in achieving school goals (Mehdinezhad & Sardarzahi, 2016) through planning that will be done together (Serin & Akkaya, 2020). Schools will progress if they are led by principals who have a vision, have management skills, and have personal integrity in making quality improvements. The vision of education affects educational performance. School vision affects school performance. Vision becomes a trigger for the spirit to achieve educational victory. Vision can fill the void, raise enthusiasm, give rise to performance, even realise school achievement, especially amid demands for independence of thought and action. The visionary leadership of the principal, in the end, shows effective and quality leadership.

As educational leaders, school principals must develop leadership attitudes/behaviours and values needed in schools and move their subordinates to make changes according to stakeholders' demands. The principal is the focal point of driving school life (Winingsih & Sulistiono, 2020). School leaders who emphasise creativity, trust and contribution to society as situational and useful leadership behaviours are needed in a school organisation. Professional school principals generally always show high work motivation in doing daily professional tasks at school. A leader's behaviour affects the attitudes of the people they lead because humans unconsciously tend to imitate others who are considered better than themselves. According to (Sutarjo, Kristiawan, & Sasongko, 2022), the behavioural perspective focuses on observable leaders' behaviour, attitude and acting styles. It means how to command, make decisions, motivate, communicate, donate, and others, that this view of behaviour is known as one best way.

The principal's leadership behaviour refers to the style and strategy in carrying out the principal's leadership duties. The principal's leadership style plays a role in improving educational institutions (Ihsani, Inderawati, & Vianty, 2020). The right leadership style application can maximise the principal's function maximally and affects leadership success (Sudharta, Bafadal, & Sultoni, 2018). Leadership style is also called management style (Batievskaya & Sokolovsky, 2022). Leadership style (Widiyanti, Murwati, & Raharjo, 2018) and school principals' behaviour are closely related to teacher performance (Cansoy, 2019). Among school principals' effective leadership behaviours, it can be seen in the transactional, transformational, and visionary leadership styles. School principals' professionalism can increase by various efforts such as increasing work creativity, work motivation, performance, and work productivity of school principals. An alternative approach involves offering a diverse range of training programmes, professional development opportunities, and numerous supplementary activities to enhance the skills and knowledge of school principals. Through school principals' productive leadership behaviours, learning situations can be carried out efficiently, effectively, attractively, and pleasantly. In the hands of creative principals, various creative ideas are born in using varied, innovative, and fun learning methods and strategies for students. After all, they follow students' learning needs, and the learning situation does not frighten students.

However, government policies are also needed in developing human resources through the professionalisation of educators and education personnel to improve the quality of school principals and the quality of education (Saggaf, Sunarsi, Wahid, Ilham, & Rozi, 2021). Balitbang Depdikbud in (Suhartini, 2023), also suggests that five efforts to improve teacher quality, namely: (1) increasing professional abilities, (2) professional efforts, (3) suitability of time devoted to professional activities, (4) compatibility between expertise with their work, and (5) adequate welfare. These five factors serve as a barometer in measuring teacher quality. In carrying out his leadership, a school principal has a standard of work to do. (Aliyu, Suleiman, & Ishola, 2020) explains that the principal must carry out his role as a leader by carrying out the following functions as an indicator of principal leadership: (a) the principal as an educator (educator); (b) the principal as a manager; (c) the principal as administrator; (d) the principal as supervisor; and (e) the principal as a leader.

Principals are required explicitly to mobilise teachers effectively, good relations between school members to create a compact, producing, exciting, conducive atmosphere, planning, implementing, and evaluating all changes and policies implemented effectively and efficiently. Those criteria aimed at realising quality graduates or products (Kurniawan, 2019).

Influencing activities has become the main task of a leader because it is essential in a leadership system to achieve an organisation's goals. Implementing the application of the model's leadership behaviour can provide an impetus for teacher professional performance. Performance, according to (Arif, Zainudin, & Hamid, 2019) is "the work achieved by a person based on job requirements (job requirements)". Performance is an activity carried out to carry out, complete tasks and responsibilities according to the expectations and goals set. (Supardi, 2014) suggests that teacher performance is teachers' ability and success in carrying out learning tasks. Teachers who have excellent and professional performance in curriculum implementation have characteristics: designing learning programs, implementing learning and assessing learning outcomes of students (Suhartini, 2023). Furthermore, Husdrata in (Supardi, 2014) argues that performance the teacher in learning is the most crucial part in supporting the creation of an effective educational process, especially in building a disciplined attitude and the quality of student learning outcomes. Thus, the teacher determines the quality of education, the success or failure of the learning process, and the achievement of educational and learning objectives.

Meanwhile, based on observations, it is known that teachers' performance at the SMP Negeri level in the city of Palu is not optimal. So far, good, or bad teacher performance is influenced by the leadership behaviour of the principal. It is in line with (Kurniawan, 2019) opinion, which states that success in developing teacher performance is primarily determined by the principal, starting from

planning, implementing, controlling or supervising and aligning every educational resource. Therefore, a school principal must plan a program and vision and mission to maintain school education quality. A responsible school principal will undoubtedly give maximum effort in achieving the vision and mission they have created. Therefore, to achieve this, the principal can plan what programs and designs they must prepare to achieve the goals they have previously set. Program and design were planned and implemented together with the teacher and school principal to control the program. With this kind of behaviour, teachers will undoubtedly be motivated to work professionally. Therefore, a good teacher's performance will grow by itself based on their respective expertise, which cannot be separated from the principal's leadership behaviour.

Teacher performance is not only shown by work results, but also by teacher behaviour at work. Teacher performance can also be shown by how much the required competencies are met. These competencies include pedagogical competence, personality competence, social competence, and professional competence in Law No. 14 of 2005 concerning teachers and lecturers. Pedagogy is the ability to manage student learning. Personality is a definite personal ability, has a noble character, is wise, dignified, and becomes a role model for students. Social is the teacher's ability to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community. Professional is the ability to master subject matter extensively and deeply. Based on some of the previous explanations, it can be concluded that the author will research "The Effect of Principal Leadership Behaviour on Teacher Performance at SMPN Palu City".

METHODS

This type of research used in this research is ex post facto research. The approach used in this research is a quantitative approach with a correlational method. This approach is used to obtain an overview of the principal's leadership behaviour on SMP Negeri teachers' performance in Palu City. This study's population was 926 teachers at State Junior High Schools in Palu who carried out learning activities in the 2017/2018 school year. The sampling technique was carried out randomly. The following is a list of population numbers presented in Table 1.

Table 1. Population Number of Public Junior High School Teachers in Palu City

No	Name of School	Total
1	SMP Negeri 1 Palu	79
2	SMP Negeri 2 Palu	67
3	SMP Negeri 3 Palu	75
4	SMP Negeri 4 Palu	66
5	SMP Negeri 5 Palu	41
6	SMP Negeri 6 Palu	63
7	SMP Negeri 7 Palu	32
8	SMP Negeri 8 Palu	23
9	SMP Negeri 9 Palu	62
10	SMP Negeri 10 Palu	51
11	SMP Negeri 11 Palu	20
12	SMP Negeri 12 Palu	13
13	SMP Negeri 13 Palu	27
14	SMP Negeri 14 Palu	49
15	SMP Negeri 15 Palu	69
16	SMP Negeri 16 Palu	35
17	SMP Negeri 17 Palu	29
18	SMP Negeri 18 Palu	39
19	SMP Negeri 19 Palu	32
20	SMP Negeri 20 Palu	26
21	SMP Negeri 21 Palu	16
22	SMP Negeri 22 Palu	12
Total		926

Source: Data from Dapodik of Education Office of Palu City, 2017

Determination of the number of samples using a simple random sampling technique with the Slovincs' formula, namely:

$$n = \frac{N}{1 + Ne^2}$$

Based on this formula, the sample size is 90 teachers. The sampling technique used was Multistage Random Sampling (Balanced and Random Proportional) because it represented a large enough population. Meanwhile, to determine the number of samples from each sub-population, the formula is used:

$$n = \frac{N_i}{N} \times n$$

Then the sample distribution is obtained as follows:

Table 2. Research Sample

No	Name of School	Total
1	SMP Negeri 1 Palu	79/926X 90 = 8
2	SMP Negeri 2 Palu	67/926X 90 =6
3	SMP Negeri 3 Palu	75/926X 90 =7
4	SMP Negeri 4 Palu	66/926X 90 =6
5	SMP Negeri 5 Palu	41/926X 90 =4
6	SMP Negeri 6 Palu	63/926X 90 =6
7	SMP Negeri 7 Palu	32/926X 90 =3
8	SMP Negeri 8 Palu	23/926X 90 =2
9	SMP Negeri 9 Palu	62/926X 90 =6
10	SMP Negeri 10 Palu	51/926X 90 =5
11	SMP Negeri 11 Palu	20/926X 90 =2
12	SMP Negeri 12 Palu	13/926X 90 =1
13	SMP Negeri 13 Palu	27/926X 90 =3
14	SMP Negeri 14 Palu	49/926X 90 =5
15	SMP Negeri 15 Palu	69/926X 90 =7
16	SMP Negeri 16 Palu	35/926X 90 =3
17	SMP Negeri 17 Palu	29/926X 90 =3
18	SMP Negeri 18 Palu	39/926X 90 =4
19	SMP Negeri 19 Palu	32/926X 90 =3
20	SMP Negeri 20 Palu	26/926X 90 =3
21	SMP Negeri 21 Palu	16/926X 90 =2
22	SMP Negeri 22 Palu	12/926X 90 =1
Total Correspondents		90

The instrument used in this study was a questionnaire about school principals' leadership behaviour with indicators such as manager, educator, administrator, supervisor, and leader. Questionnaires about teacher performance with indicators consisting of planning lessons, implementing learning, and evaluating learning. Assessment of questionnaire answers for principal leadership behaviour and teacher performance is in the form of a checklist using a Likert scale. The scoring for principal leadership behaviour ranges from 79 to 316. To determine the criteria for measurement results are used based on the theoretical average (S_i) and ideal standard deviation (M_i) with the conversion of quantitative to qualitative data on a scale of four (Azwar, 2014). The principal's leadership behaviour questionnaire consists of 79 statements, so that the theoretical average (M_i) = $1/2 (316 + 79) = 197.5$ and standard deviation (S_i) = $1/6 (316-79) = 39.5$. The results of categorising the principal's leadership behaviour are presented in the following table.

Table 3. The categorisation of Principal Leadership Behaviour scores

Interval	KD Score Interval	Criteria
$M_i + 1,5S_i < X \leq M_i + 3S_i$	$256,7 < X \leq 316$	Very High
$M_i + 0,5S_i < X \leq M_i + 1,5S_i$	$217,25 < X \leq 256,7$	High
$M_i - 0,5S_i < X \leq M_i + 0,5S_i$	$177,75 < X \leq 217,25$	Average
$M_i - 1,5S_i < X \leq M_i - 0,5S_i$	$138,3 < X \leq 177,75$	Low
$M_i - 3S_i \leq X \leq M_i - 1,5S_i$	$79 \leq X \leq 138,3$	Very Low

The questionnaire about teacher performance consists of 48 statements, therefore the theoretical average (M_i) = $1/2 (192 + 48) = 120$ and standard deviation (S_i) = $1/6 (192-48) = 24$. Furthermore, the results of categorising the questionnaire about teacher performance are then presented in the following table form:

Table 4. The categorisation of Teacher Performance scores

Interval	KD Score Interval	Criteria
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$Mi + 1,5Si < X \leq Mi + 3Si$	$156 < X \leq 192$	Very High
$Mi + 0,5Si < X \leq Mi + 1,5Si$	$132 < X \leq 156$	High
$Mi - 0,5Si < X \leq Mi + 0,5Si$	$108 < X \leq 132$	Average
$Mi - 1,5Si < X \leq Mi - 0,5Si$	$84 < X \leq 108$	Low
$Mi - 3Si \leq X \leq Mi - 1,5Si$	$48 \leq X \leq 84$	Very Low

The validity of the data was done by testing the validity using the calculation of the IBM SPSS statistical version 25 application and the reliability test using the Alpha Cronbach formula because this research instrument was in the form of a questionnaire and a stratified scale. The questionnaire showed reliability if the Cronbach alpha value is more significant than 0.70 (Slavin, 2019). The following shows the validity and reliability test results of leadership behaviour and teacher performance.

Table 5. Instrument Validity Test Results

No.	Variable	Number	Valid	Not Valid	r-Average	r-table
1.	Leadership Behaviour	84	79	5	0,642	0,286
2.	Teacher Performance	50	48	2	0,620	0,282

Based on table 5 above, it can be seen that of the 84 validated statements, there are five invalid statements, and the average r-count for the 84 items is 0.642 with an r-table of 0.286. Meanwhile, for the teacher performance variable, it is known that of the 50 statement items, there are two invalid statements with an average r-count of 0.620 and r-table of 0.282.

Table 6. Reliability Test Results

No.	Variable	Reliabilities	Interpretation
1.	Leadership Behaviour	0.985	Very High
2.	Teacher Performance	0.966	Very High

Based on table 6 above, it is known that the reliability for the leadership behaviour variable is in the very high category with a value of 0.985. For the teacher performance variable, the reliability value is 0.966 with the very high category. Furthermore, the inferential analysis used is a simple linear regression test which consists of several steps, namely 1) looking for the relationship between two variables using the product-moment correlation formula, 2) looking for the regression line equation, 3) significance testing, 4) finding the coefficient of determination. The next stage is to use a follow-up test to determine whether the principal's leadership behaviour has or does not have a significant effect on teacher performance. However, before testing the hypothesis, a prerequisite test is first carried out, namely the normality test and the linearity test. The Kolmogorov-Smirnov normality test is part of the classical assumption test. The normality test aims to determine whether the residual value is normally distributed or not. An adequate regression capital is to have a residual value customarily distributed with the test criteria if the significance value is > 0.05 . The residual value is typically distributed, conversely if the significance value is < 0.05 , the residual value is not normally distributed. Linearity test aims to determine whether two variables have a significant linear relationship or not. A good correlation should have a linear relationship between the independent variable and the dependent variable. The linearity test is a requirement or assumption before linear regression analysis is carried out with the test criteria being the sig. > 0.05 then there is a linear relationship between the independent and dependent variables, on the contrary, if the value is sig. < 0.05 , then there is no linear relationship between the independent variable and the dependent variable.

Simple linear regression test aims to determine whether 2 principal leadership behaviour affects teacher performance variables. Hypothesis testing in simple linear regression test is:

H^0 : Principal leadership behaviour does not affect teacher performance

H^a : Principal leadership behaviour affects teacher performance

The test criteria are if the significance value is > 0.05 . The value of leadership behaviour does not affect teacher performance. On the contrary, if the significance value is < 0.05 , leadership behaviour affects teacher performance.

RESULTS

Based on the theoretical basis and the research data that has been obtained, this section will explain the results of the analysis of research data that have been processed based on the predetermined analysis.

Table 7. Variables Description of Leadership Behaviour and Teacher Performance

Descriptive	Leadership Behaviour	Teacher Performance
Mean	264,57	170,47
Standard Deviation	36,877	22,716
The highest value obtained by	308	192

respondents		
The lowest value obtained by respondents	144	144
Maximum value possible	316	192
Minimum value possible	79	48

Based on table 7 above, the average value for the leadership behaviour variable is 264.57, and the average for teacher performance is 170.47. The highest score obtained for the leadership behaviour variable is 308, and the lowest score is 144. Meanwhile, for the teacher performance variable, the highest score obtained is 192, and the lowest score obtained is 144. Each standard deviation is 36.877 for leadership behaviour while the standard deviation is for the teacher performance variable of 22,716.

Table 8. Frequency and Percentage of Each Leadership Behaviour and Teacher Performance Score Category

Criteria	Leadership Behaviour		Teacher Performance	
	Frequency	%	Frequency	%
Very High	48	53,33	56	62,22
High	41	45,56	34	37,78
Average	0	0	0	0
Low	1	1,11	0	0
Very Low	0	0	0	0

Based on table 8 above, the frequency of leadership behaviour for the very high category has a value of 53.33%, the high category is 45.56%, and for the low category, it is 1.11%. The frequency of teacher performance for the very high category obtained a value of 62.22% and the high category of 37.78%. Furthermore, to determine how much influence leadership behaviour has on teacher performance, a simple linear regression test is used. However, before testing the data using a simple linear test, the prerequisite tests are first carried out, namely the validity, normality and linearity tests. The results are presented in the following table.

Table 9. Normality Test Results

Variable	Sig (2-tailed)	Description
Leadership Behaviour	0,457	Normal
Teacher Performance	0,589	Normal

Based on table 9 above, the sig (2-tailed) value for the leadership behaviour variable is 0.457 and the teacher performance variable is 0.589. It means that the research variables come from customarily distributed data because the significance value has met the testing criteria, which is greater than 0.05.

Table 10. Linearity Test Results

Variable	F _{count}	F _{table}	Sig.
Teacher Performance * Leadership Behaviour	1,631	1,850	0,95

Based on table 10 above, the F_{count} value is 1.631 < 1,850 F_{table}. It means F value is smaller than the F_{table} value, so based on the linearity test's testing criteria, it can be concluded that there is a significant linear relationship between the leadership behaviour variable (X) and the teacher performance variable (Y). Thus, the fulfilment of the prerequisite test can be performed simple linear regression.

Table 11. Simple Linear Regression Test Results

Unstandardised Coefficients	Coefficient Regression	T _{count}	Significance	R Square
89,344	0,307	5,384	0,000	0,248

Based on table 11 above, the endless number of unstandardised coefficients obtained is 89.344. It explains that if there is no leadership behaviour (X), then the consistent value of teacher performance (Y) is 89.344. Meanwhile, the regression coefficient value obtained is 0.307. It means that for every 1% addition of leadership behaviour (X), teacher performance (Y) will increase by 0.307. It is because the regression coefficient value is (+); it can be concluded that leadership behaviour (X) positive effect on teacher performance (Y). Then it can be described the form of the relationship between the two variables of leadership behaviour and teacher performance in the form of the regression equation $Y = 89.344 + 0.307 X$. Furthermore; it is known that the t_{count} value obtained is 5.384 and the t_{table} value is 1.987. It means that t_{count} 5,384 > t_{table} 1,987, while the significance value obtained is 0,000, which is smaller than the probability value of 0.05. Therefore, it can be concluded that H₀ is rejected and H_a is accepted, or there is an influence of leadership behaviour on teacher performance. Meanwhile, the R Square value obtained is 0.248. This figure explains that the influence of leadership

behaviour on teacher performance is 24.8%, while other variables influence 75.2% of teacher performance.

DISCUSSION

Based on the results of descriptive analysis, it is known that the frequency of leadership behaviour for the very high category obtained a value of 53.33%, the high category was 45.56%, and the low category was 1.11%. In the school organisational system, the principal is the leader for other school communities, namely teachers, employees, and students. As a leader, the behaviour of the principal will influence the behaviour of other school communities. The principal's positive behaviour will spur teachers and employees' confidence to provide positive behaviour in achieving educational goals. (Mehdinezhad & Mansouri, 2016) show a significant relationship between principal leadership behaviour components, namely the influence of idealism and intellectual stimulation that can predict teacher self-efficacy changes. Meanwhile, (Sehgal, Nambudiri, & Mishra, 2017) explained that good collaboration with the principal's leadership positively impacts teacher self-efficacy. On the other hand, the principal's negative behaviour is the beginning of the school's failure to deliver education. Principal leadership variables can be explained through several indicators: managers, educators, administrators, supervisors and leaders, there are:

1. The manager's ability possessed by the principal is carried out procedurally to empower all available resources through cooperation or cooperation. Provide opportunities for education personnel to improve their profession and encourage all education personnel's involvement in various activities that support school programs goals the school wants to achieve effectively and efficiently. The school's progress cannot be separated from the manager's ability, because in essence, management is the process of implementing management functions in schools carried out by the principal. (Moh. Holil, 2017), in his research, explains that: first, task-oriented leadership behaviour has a significant effect with a practical contribution of 79.50% to teacher work discipline. Second, human relations-oriented leadership behaviour significantly affects a practical contribution of 48.00% on teacher work discipline. Third, collectively, task-oriented principal leadership behaviour and human relations significantly affect teacher work discipline.
2. As an educator, the principal must have the right strategy to improve the professionalism of education personnel in his school. Besides, creating a conducive climate in schools, providing advice to school members, encouraging all education personnel, and implementing exciting learning models, such as team teaching, moving classes, and holding accelerated programs for intelligent students above normal. The school principal also always strives to improve the quality of learning carried out by each teacher. In this case, the experience factor will significantly influence their professionalism, especially in supporting the formation of understanding of educational staff on the implementation of their duties.
3. Administrator indicators include the ability to manage curriculum, student and personnel administration, facilities and infrastructure administration, archival administration, managing financial administration, managing school administration, and managing school information systems. As an administrator, the principal has a very close relationship with various administrative management activities that are recording, compiling, and documenting all school programs. As a professional school principal, the administrative activities above need to be carried out effectively and efficiently to support school productivity.
4. As a supervisor, the principal must be manifested in compiling and implementing an educational supervision program and making use of the results. The ability to supervise school principals can be realised by compiling a class supervision program, developing a supervision program for extracurricular activities, libraries, laboratories, and examinations. Supervisors' ability, including planning, implementation, and follow-up supervision, is a leadership behaviour that school principals must possess. Supervision is meant to carry out supervision and control to improve the performance of education personnel. It is controlled so that educational activities in schools are directed at predetermined goals.
5. As the leader, the principal must be able to provide guidance and supervision, improve education personnel's ability, open two-way communication, and delegate tasks. The leader of a school principal can be analysed from the personality, knowledge of education personnel, the vision and mission of the school, the ability to make decisions, and communication skills. The principal's ability as a leader that includes monitoring programs, innovation, and creation is critical to support leadership behaviour as a school principal. The principal is required to use the strategy to lead him according to the school's situation. The right strategy follows the

level of maturity of the education staff and the right combination of task behaviour and relationship behaviour.

The frequency of teacher performance for the very high category obtained a value of 62.22% and the high category of 37.78%. Teacher performance variables can be explained through several indicators, namely

1. Planning learning, a teacher who can plan to learn well reflects the teacher's good performance. However, to do good planning, a teacher certainly requires direction from the leader. Therefore, a teacher's confidence in carrying out his duties also depends on the principal's leadership behaviour, which is related to the learning elements. It is in line with (Walker & Slear, 2011) opinion in their research explaining that "teacher efficacy" is significantly influenced by school principals' behaviour based on years of teaching experience. The indicators of planning for learning include the initial planning of the teaching and learning process according to the subjects being taught and the applicable curriculum (programs, syllabus, materials, lesson plans, methods, assessments, and learning media) as well as planning the teaching and learning process in class.
2. Implementing learning and implementing the learning of a good teacher can show the teacher's good performance. The indicators of implementing learning are the ability of a teacher in class management. It starts from the process of opening the teaching and learning process by motivating students, implementing a fun teaching and learning process, according to the material, providing feedback, to closing the teaching and learning process with the enthusiasm of students to continue learning). Furthermore, the use of methods, media, and learning resources by the planning has been done.
3. Learning evaluation, the learning evaluation ability of a teacher can show the teacher's performance. The learning evaluation indicators include a teacher's ability to evaluate, follow up, and assess teaching and learning activities.

Based on the simple linear regression test results, it is known that there is an influence of the principal's leadership behaviour on teacher performance by 24.8%. In comparison, 75.2% of teacher performance is influenced by other variables which are not the focus of this study. The influence of principal leadership behaviour on teacher performance shows a positive and significant regression coefficient. The principal has a heavy responsibility as a leader in his school concerning human resource management, namely the teachers he leads. It means that if the principal's leadership is good, the teacher's performance will increase. (Sunatar, 2022) shows that leadership behaviour has a significant effect, either partially or simultaneously, on employee performance. (Septiana & Ivada, 2013) state that principal leadership and work motivation together have a significant effect on teacher performance. (Narullita, Fitria, & Mulyadi, 2022) explain that part, the principal's leadership style's variable, significantly affects teacher performance. These empirical findings indicate to improve teacher performance. It is necessary to pay attention to the factors that affect teacher performance, one of which is the school principal's leadership. Knowing the effect of this relationship can be used as a parameter for designing future strategies to improve teacher performance.

CONCLUSION

Based on the results of descriptive analysis, it is known that the frequency of leadership behaviour for the very high category obtained a value of 53.33%, the high category was 45.56%, and the low category was 1.11%. The frequency of teacher performance for the very high category obtained a value of 62.22% and the high category of 37.78%. Based on the simple linear regression test results, it is known that there is an influence of the principal's leadership behaviour on teacher performance by 24.8%. In comparison, 75.2% of teacher performance is influenced by other variables which are not the focus of this study. The influence of principal leadership behaviour on teacher performance shows a positive and significant regression coefficient. The principal has a heavy responsibility as a leader in his school concerning human resource management, namely the teachers he leads. It means that if the principal's leadership behaviour is right, then the teacher's performance will also increase. The principal always strives to create conducive school conditions by creating mutual respect, respect, teachers and school principals, teachers, and school members. Moreover, always involves teachers in finding solutions to problems currently being faced by the school and providing equal opportunities for teachers to develop themselves.

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