

The Influence of Principal's Situational Leadership Style and Teacher's Professionalism on Teacher's Performance

Susmi Suarna¹, Edi Harapan², Dessy Wardiah³

¹SMP Negeri 2 Prabumulih,

^{2,3}Universitas PGRI Palembang



Abstract – This study analyzed 1) the influence of the principal's situational leadership style on the performance of the teachers of the State Junior High School in East Prabumulih District; 2) the effect of teacher professionalism on the performance of SMP Negeri teachers in East Prabumulih District; 3) the influence of the principal's situational leadership style and teacher professionalism together on the performance of the teachers of State Junior High Schools in East Prabumulih District. The method in this research is a quantitative method with a survey approach. Based on the research results obtained from the distribution of questionnaires and analyzed using the SPSS For Windows Version 21 software application program, it can be concluded that: 1) there is a significant influence of the principal's situational leadership style on the performance of SMP Negeri teachers in East Prabumulih District; 2) there is a significant effect of teacher professionalism on the performance of teachers in SMP Negeri in East Prabumulih District; and 3) there is a significant influence of the principal's situational leadership style and teacher professionalism together on the performance of the teachers of the State Junior High Schools in East Prabumulih District.

Keywords – Situational Leadership Style, Teacher Professionalism, Teacher Performance.

I. INTRODUCTION

The school principal is the education leader at the educational unit level, who must be responsible for all school activities. In addition, the principal is an educational leader whose position is very important in the school environment, because the principal is closer and directly related to the implementation of any educational program, therefore, the principal is required to have various abilities, both the ability to relate to management and leadership issues, in order to develop and advance the school effectively, efficiently, independently and productively. Whether or not an educational program can be implemented and whether or not educational goals can be achieved really depend on the skills and policies of the Principal as an Education leader (Purwanto, 2015; Komalasari et al, 2020; Fitria and Suminah, 2020).

A leadership can be said to be effective if the style applied in its leadership is not only task-oriented, but also the method used in influencing subordinates. In influencing subordinates, leaders must strive to be able to provide a comfortable feeling for subordinates in carrying out their duties, so that subordinates can carry out the tasks assigned by the principal happily without feeling forced (Samsudin, 2016).

In the leadership process, there is a leadership style that is commonly used by leaders in carrying out their responsibilities to lead an organization. Leadership style in general is a hidden quality that will get a trust, cooperation and honesty will determine the quality or weakness in developing the organization they lead. What is meant by quality in this case is one's character, personal appearance, self-action at any time, communication or language is also an attitude that must be considered, likes to admonish verbally

if necessary, despicable criticism or curses by each member of the group or unit must be avoided, satirical attitude or satire does not produce something good, as far as possible you must be able to control yourself so that if it is described, an endeavor will emerge (Shulhan, 2013). The leadership style of the principal is very influential on the achievement of previously planned school goals, including how to optimize the performance of educators and school administrators.

The leadership applied by the principal also affects the activities of teachers in schools. The teacher is one of the factors that determines the success of learning, for example when students can be said to be able to absorb the material provided by the teacher, of course this really depends on how the teacher delivers the material and how a teacher can be liked by his students so that the student can understand the material delivered (Rohiat, 2014).

In the context of educational institutions, according to Basri (2014) the leadership of educational institutions is carried out by the principal. School leadership means influencing all personnel who support the implementation of learning activities in order to achieve educational goals. Basri (2014) further argues that one of the factors that is the key to the success of a school is the school leader or principal). It is in the hands of this leader that the school becomes successful, superior, even destroyed. Therefore, a principal must carry out his leadership effectively in order to influence his subordinates.

Furthermore, Supardi (2013) argues that the principal as the environmental leader of an educational institution influences the success and failure of schools because it is the controller and determinant of the direction that the school wants to take towards its goals. Thus the school leadership style influences the performance of education personnel in schools for fostering the performance of education personnel in schools in order to achieve goals and turn vision into action.

Leadership is very important in an educational institution (Kristiawan et al, 2017). This is because improving the quality of education in schools does not only depend on the learning process in the form of teacher-student interaction communication as well as the situation and environment in which learning takes place. In a good situation, learning will flourish and develop. The situation and environment in question is the place, facilities, school culture or culture, as well as the climate and leadership style of the principal that can foster learning (Dadang, 2014). In a conducive situation, the teacher will be more able to develop his professionalism,

so that the teacher is able to handle and accommodate all problems that are focused on learning events effectively.

The most appropriate leadership style according to Rivai (2013) is a style that can maximize productivity, job satisfaction, growth, and easily adapt to all situations. For this reason, the principal in coaching teacher performance must be able to maximize his productivity. Teacher performance can be seen from their success in carrying out learning and their responsibilities in carrying out tasks outside of learning. Leaders must collaborate with subordinates in order to maximize the productivity of their human resources. As a leader, the principal must pay attention to the needs of his subordinates and establish good cooperation. In addition, the principal must also maximize the potential of the teacher.

Furthermore, Rivai (2013) explains that the leadership style applied by a leader will affect the behavior of teachers as subordinates and the creation of a work climate, whether it leads to positive things or vice versa. The attitude of the principal who is rigid, monotonous, lacks authority, is indecisive and behaves indifferently to subordinates will create an atmosphere of an uncomfortable educational climate, and the learning process will run as if Meanwhile, the attitude of the principal who is flexible, dignified, assertive, fair and attentive to subordinates or teachers and students will create a harmonious and comfortable educational atmosphere in learning and even create an educational achievement. Therefore, the principal should apply a leadership style that places the principal as someone who has the responsibility to direct, control, and evaluate, and coordinate the work carried out by teachers, staff, and other employees.

Syafaruddin (2013) suggests that such democratic leadership is expected to provide a way for the professional development of teachers and staff, as well as to build a motivational climate that results in high levels of productivity, so that teachers can carry out their professional duties properly. Thus it is expected that the leadership style applied by the principal will affect the process of creating comfort, order in the learning process, especially in teacher work discipline and teacher professionalism. Leadership is an effort made by someone with all their abilities to influence, encourage, direct and mobilize the people they are led so that they want to work with passion and confidence in achieving organizational goals (Burhanuddin, 2013). Leadership is the process of influencing the activities of a group in the organization, leading to the determination / achievement of goals. The principal has a very important role as a leader in moving school life to achieve goals. The function of the

principal is to exert influence on teachers so that they can carry out their duties with high dedication in a professional manner.

Ahmad (2013) further argues that under the leadership of a professional school principal, students and teachers can develop according to their potential, so that education in the school he leads will increase. As a leader, he must be able to provide guidance, direct, and encourage the emergence of a passionate, confident will to teachers, staff, and students in carrying out tasks and providing inspiration in achieving goals.

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia in 2013, the Principal is a teacher who is assigned the position of Principal with a four-year term to control the school. As a teacher, he is obliged to carry out face to face in class for six hours per week. The principal as a staff, that he is a formal official whose appointment, guidance, and responsibilities are bound by a series of provisions and procedures. He is in charge and responsible to his superiors.

Teacher professionalism is a level of one's performance in carrying out work as a teacher supported by skills and a code of ethics (Yunus, 2009). Etymologically, the word professionalism is the same as the word professionalism, that is, both come from the word professional. And the word professional is an adjective of the word profession which means very capable of doing work. Also in the field of work that is based on skills education (skills, honesty, etc.) (Big Indonesian Dictionary, 2015).

Atmojo (2018) states that schools are educational institutions that support the quality of human resources that are beneficial to the community, nation and state. To improve the quality of education, schools should be managed by a leader who has the basics and requirements of leadership and is assisted by reliable teacher performance, so that the quality of education in schools will be even better.

Education is the most important indicator of a country's progress (Asvio et al, 2019). Education is a conscious effort to build quality human resources to compete (Tobari et al, 2018). Quality human resources are more important than the wealth of natural resources, because the wealth of natural resources cannot guarantee the welfare and success of a nation (Asvio et al, 2019).

In general, education is one of the main factors and sources for the progress and development of the country, so that the role of education occupies a central position in improving the quality of learning (Mulyasa, 2013). The low

quality of learning can be caused by several factors, as stated by Mulyasa (2013) explaining that there are seven main problems of national education, namely: decreased morals and morals of students, equal learning opportunities, low internal efficiency of the education system, institutional status, management. education that is not in line with national development and unprofessional resources.

Being a quality teacher is a teacher who is able to make learning tools, manage learning, be able to develop himself or follow the development of the world of education so as not to miss information and master teaching materials in accordance with the field that they do. To become a teacher, you must have certain qualifications or competencies (Trianto, 2013).

The teacher is one of the components in teaching and learning activities and has a position that determines the success of learning, because the main function of the teacher is to design, manage, implement and evaluate learning. Besides that, the position of the teacher in the teaching and learning process is also very strategic and decisive. Strategic because the teacher will determine the depth and breadth of the subject matter, while it is decisive because the teacher sorts and chooses the lesson material to be presented (Zahroh, 2015).

Teacher is a profession whose position or job requires special expertise. The duties of teachers as a profession include: educating, teaching and training. Educating means developing life values, teaching means continuing and developing science and technology, while training means developing student skills (Kurniasih, 2017).

Teachers are educators whose main task is to teach, in the sense of developing the realm of creativity, feeling and the will of students as the implementation of the ideal concept of education. Teacher personality characteristics include: cognitive flexibility, and psychological openness. We hope that teachers are able to compete and work professionally. Teacher competence is the ability and authority of the teacher in carrying out his profession, while professionalism means the special qualities and behaviors that are characteristic of professional teachers, teachers are also expected to be able to carry out teaching and learning activities, an integral and reciprocal activity between teachers and students in instructional situations. In this situation the teacher teaches and students learn (Zahroh, 2015).

In accordance with the Law of the Republic of Indonesia No. 20 of 2003, concerning the National Education System, the position of teacher as an educator is a professional position. For this reason, teacher professionalism is required

to continue to develop in accordance with current developments, science and technology, as well as the needs of the community including the need for quality human resources and the capability to be able to compete in regional, national and international forums (Sani, 2017).

In carrying out their duties, teachers are not in an empty environment. It is part of a "great machine" of national education, and so it is bound by nationally established guidelines for what to do. It is as usual anywhere, but in the context of teacher professionalism where teaching is considered a professional job, teachers are required to be professional in carrying out their duties internationally (Samana, 2014).

Teacher professionalism is largely determined by management operations at the school level. The development of national education is a joint effort of all components of the government and society. Education can give birth to educated people who have an important role in social transformation in society. The main role in carrying out the school management pattern lies with the principal and the entire school community, both together and individually. The school principal is the person responsible for running the school organization. Responding to the roles, functions and responsibilities of school principals should have a high commitment to their work in addition to being professional and dedicated. The principal is required to be actively involved in the process of developing all school personnel. As a leader in the school, the principal is an individual who is required to be able to transform his abilities through guidance, guidance and empowerment to all school members (Purwanti et al, 2014).

Sudrajat (2016) argues that teachers are said to be professional if they have: 1) a strong foundation of knowledge (educational background) as a representation of technology and science, 2) mastery of professional tips based on research and educational praxis are not concepts mere, 3) continuous professional maturity, 4) having a mature and developing personality, and 5) skills to arouse students to science and technology. These five aspects are aspects of a complete unity that cannot be separated and added to by other efforts that influence the development of the teaching profession towards professional teachers (Zahroh, 2015).

In connection with the background description above, the researchers conducted initial observations at SMP Negeri 2 Prabumulih, SMP Negeri 8 Prabumulih and SMP Negeri 12 Prabumulih, Prabumulih Timur District. Based on the results of the initial interviews with each of the school principals, the researchers can conclude that while serving as school

principals, the leadership style that is often applied is a democratic leadership style, because in carrying out duties, as the principal, he cannot make unilateral decisions, even though he takes policies. what is done always involves the teacher. Through this democratic leadership style, researchers assume that the principal has not been able to maximize productivity, job satisfaction, growth, and has not been able to adapt to all situations. The principal in coaching teacher performance has not been able to maximize the productivity he has. Teacher performance can be seen from their success in carrying out learning and their responsibilities in carrying out tasks outside of learning, but the reality is that there are still teachers who arrive late and even do not attend.

As a leader, the principal must pay attention to the needs of his subordinates and establish good cooperation. In addition, the principal must also maximize the potential of the teacher. If the situational leadership style applied by a leader will certainly affect the behavior of teachers as subordinates and create an atmosphere of work climate. However, the fact is that the attitude of the principal is rigid, monotonous, lacks authority, is indecisive and behaves indifferently to subordinates, of course, will create an atmosphere of an uncomfortable educational climate, and the learning process will run accordingly. The situational leadership style is expected to provide a way for teacher professional development and build a good working climate and produce high levels of productivity, so that teachers can carry out their professional duties properly and of course will have a positive influence on teacher performance themselves.

Seeing this fact, the researcher wanted to find out more about the phenoma at SMP Negeri 2 Prabumulih, SMP Negeri 8 Prabumulih and at SMP Negeri 12 Prabumulih through a study with the title: "The Influence of the Principal's Situational Leadership Style and Teacher Professionalism on the Performance of Public Middle School Teachers in Prabumulih Timur District.

II. METHODS

Sugiyono (2015) argues that quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research on certain populations and samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative / statistical. with the aim to test the hypothesis that has been set. Based on the description above, the method in this research is a quantitative method with a survey approach.

The researcher determined that the population in this study were all teachers who taught at SMP Negeri 2 Prabumulih, SMP Negeri 8 Prabumulih and at SMP Negeri 12 Prabumulih in the Prabumulih Timur District. The researcher determined the purposive sample in this study were civil servant teachers at each State Junior High School in East Prabumulih District, totaling 128 teachers.

Data collection techniques include: 1) questionnaire; 2) documentation; 3) observation. The questionnaire that will be used as a research instrument is tested for validity and reliability first. The data analysis technique in this study used simple correlation and multiple regression data analysis techniques with the help of the SPSS For Windows Version 21 program. The analysis implementation stage includes: (1) descriptive analysis, (2) analysis requirements test, and (3) hypothesis testing.

III. RESULTS AND DISCUSSION

1. First Hypothesis (Partial Hypothesis The Effect of Principal's Situational Leadership Style on Teacher Performance)

Table 1. Results of the Analysis of the Determination Coefficient of the Effect of the Principal's Situational Leadership Style on Teacher Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,571 ^a	,374	,066	,17274

a. Predictors: (Constant), Situational Leadership Style

b. Dependent Variabel: Teacher Performance

Table 2. Results of the Simple Linear Regression Analysis Coefficient Partially the Influence of Principal's Situational Leadership Style on Teacher Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2,245	,223		10,083	,000
Situational Leadership Style	,220	,069	,271	3,162	,002

a. Dependent Variable: Teacher Performance

2. Second Hypothesis (Partial Hypothesis of Teacher Professionalism on Teacher Performance)

Table 3. Result of Determination Coefficient Analysis Effect of Teacher Professionalism on Teacher Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,593 ^a	,386	,078	,17160

a. Predictors: (Constant), Teacher Professionalism

b. Dependent Variabel: Teacher Performance

Table 4. Results of the Simple Linear Regression Analysis Coefficient
Partially the Influence of Teacher Professionalism on Teacher Performance

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2,106	,245		8,583	,000
Teacher Professionalism	,256	,074	,293	3,436	,001

a. Dependent Variable: Teacher Performance

3. Third Hypothesis (Simultaneous Hypothesis The Influence of Principal's Situational Leadership Style and Teacher Professionalism on Teacher Performance of State Junior High Schools in Prabumulih Timur District)

Table 5. The Results of the Analysis of Multiple Linear Regression Coefficients The Effect of the Principal's Situational Leadership Style and Teacher Professionalism Together on the Performance of Public Junior High School Teachers in Prabumulih Timur District

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1,471	,312		4,716	,000
Situational Leadership Style	,209	,067	,258	3,132	,002
Teacher Professionalism	,245	,072	,281	3,406	,001

a. Dependent Variable: Teacher Performance

Table 6. Result of Determination Coefficient Analysis
The Effect of the Principal's Situational Leadership Style and Teacher Professionalism Together on the Performance of Public Junior High School Teachers in Prabumulih Timur District

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,590 ^a	,352	,139	,16590

a. Predictors: (Constant), Teacher Professionalism, Situational Leadership Style

b. Dependent Variable: Teacher Performance

Table 7. Simultaneous Multiple Linear Regression Analysis Results (F-Test)

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	,618	2	,309	11,219	,000 ^b
Residual	3,440	125	,028		
Total	4,058	127			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Teacher Professionalism, Situational Leadership Style

Based on the contribution of the influence of the principal's situational leadership style on the performance of SMP Negeri teachers in Prabumulih Timur District, it was obtained from the contribution of the influence of the directing leadership style, the contribution of the influence of the selling leadership style, the contribution of the influence of the messenger.

Based on the contribution of the influence of teacher professionalism on the performance of SMP Negeri teachers in Prabumulih Timur District, it was obtained from the contribution of the influence of the teacher's ability to master learning material, the ability of teachers in research and preparation of scientific papers, the ability of teachers in professional development and the ability of teachers to insight and educational foundation.

Based on the contribution of influence jointly the influence of the principal's situational leadership style and teacher professionalism on the performance of SMP Negeri teachers in Prabumulih Timur District, it is obtained from the overall good results from the contribution of the influence of the directing leadership style, the contribution of the influence of the selling leadership style, the contribution of the influence of the messenger, the contribution the influence of teachers' abilities in mastering learning materials, the ability of books in research and the preparation of scientific papers, the ability of teachers in professional development and the ability of teachers to insight and educational foundation.

The school principal is an educational leader at the educational unit level, who must be responsible for all school activities. In addition, the principal is an educational leader whose position is very important in the school environment, because the principal is closer and directly related to the implementation of any educational program, therefore, the principal is required to have various abilities, both the ability to relate to management and leadership issues. , in order to develop and advance the school effectively, efficiently, independently and productively. Whether or not an educational program can be implemented and whether or not educational goals can be achieved is very much dependent on the skills and policies of the principal as an education leader (Purwanto, 2015).

In the leadership process, there is a leadership style that is commonly used by leaders in carrying out their responsibilities to lead an organization. Leadership style in general is a hidden quality that will get a trust, cooperation and honesty will determine the quality or weakness in developing the organization they lead. What is meant by

quality in this case is one's character, personal appearance, self-action at any time, communication or language is also an attitude that must be considered, likes to admonish verbally if necessary, despicable criticism or curses by each member of the group or unit must be avoided, satirical attitude or satire does not produce something good, as far as possible you must be able to control yourself so that if it is described, an endeavor will emerge (Shulhan, 2013). The leadership style of the principal is very influential on the achievement of previously planned school goals, including how to optimize the performance of educators and school administrators.

The leadership applied by the principal also affects the activities of teachers in schools. The teacher is one of the factors that determines the success of learning, for example when students can be said to be able to absorb the material provided by the teacher, of course this really depends on how the teacher delivers the material and how a teacher can be liked by his students so that the student can understand the material delivered (Rohiat, 2014).

In the context of educational institutions, according to Basri (2014) the leadership of educational institutions is carried out by the principal. School leadership means influencing all personnel who support the implementation of learning activities in order to achieve educational goals. Basri (2014) further argues that one of the factors that is the key to the success of a school is the school leader. It is in the hands of this leader that the school becomes successful, superior, even destroyed. Therefore, a principal must carry out his leadership effectively in order to influence his subordinates.

Furthermore, Supardi (2013) argues that the principal as the environmental leader of an educational institution influences the success and failure of schools because it is the controller and determinant of the direction that the school wants to take towards its goals. Thus the school leadership style influences the performance of education personnel in schools for fostering the performance of education personnel in schools in order to achieve goals and turn vision into action.

Leadership is very important in an educational institution (Kristiawan et al, 2017). This is because improving the quality of education in schools does not only depend on the learning process in the form of teacher-student interaction communication as well as the situation and environment in which learning takes place. In a good situation, learning will flourish and develop. The situation and environment in question is the place, facilities, school culture or culture, as well as the climate and leadership style of the principal that can foster learning (Dadang, 2014). In a conducive situation,

the teacher will be more able to develop his professionalism, so that the teacher is able to handle and accommodate all problems that are focused on learning events effectively.

The most appropriate leadership style according to Rivai (2013) is a style that can maximize productivity, job satisfaction, growth, and easily adapt to all situations. For this reason, the principal in coaching teacher performance must be able to maximize his productivity. Teacher performance can be seen from their success in carrying out learning and their responsibilities in carrying out tasks outside of learning. Leaders must collaborate with subordinates in order to maximize the productivity of their human resources. As a leader, the principal must pay attention to the needs of his subordinates and establish good cooperation. In addition, the principal must also maximize the potential of the teacher.

Teacher professionalism is a level of one's performance in carrying out work as a teacher supported by skills and a code of ethics (Yunus, 2009). Etymologically, the word professionalism is the same as the word professionalism, that is, both come from the word professional. And the word professional is an adjective of the word profession which means very capable of doing work. Also in the field of work that is based on expertise education, namely: skills, honesty, and so on (Big Indonesian Dictionary, 2015).

Being a quality teacher is a teacher who is able to make learning tools, manage learning, be able to develop himself or follow the development of the world of education so as not to miss information and master teaching materials in accordance with the field that they do. To become a teacher, you must have certain qualifications or competencies (Trianto, 2013).

The teacher is one of the components in teaching and learning activities and has a position that determines the success of learning, because the main function of the teacher is to design, manage, implement and evaluate learning. Besides that, the position of the teacher in the teaching and learning process is also very strategic and decisive. Strategic because the teacher will determine the depth and breadth of the subject matter, while it is decisive because the teacher sorts and chooses the lesson material to be presented (Zahroh, 2015).

Teacher is a profession whose position or job requires special expertise. The duties of teachers as a profession include: educating, teaching and training. Educating means developing life values, teaching means continuing and developing science and technology, while training means developing student skills (Kurniasih, 2017).

Teachers are educators whose main task is to teach, in the sense of developing the realm of creativity, feeling and the will of students as the implementation of the ideal concept of education. Teacher personality characteristics include: cognitive flexibility, and psychological openness. We hope that teachers are able to compete and work professionally. Teacher competence is the ability and authority of the teacher in carrying out his profession, while professionalism means the special qualities and behaviors that are characteristic of professional teachers, teachers are also expected to be able to carry out teaching and learning activities, an integral and reciprocal activity between teachers and students in instructional situations. In this situation the teacher teaches and students learn (Zahroh, 2015).

In accordance with the Law of the Republic of Indonesia No. 20 of 2003, concerning the National Education System, the position of teacher as an educator is a professional position. For this reason, teacher professionalism is required to continue to develop in accordance with current developments, science and technology, as well as the needs of the community including the need for quality human resources and the capability to be able to compete in regional, national and international forums (Sani, 2017).

Based on a relevant research study conducted by Nurbaya (2015), the results of her research show that (1) the principal applies an instructive leadership style in improving discipline, (2) the principal applies a consultative leadership style in increasing teacher work motivation, (3) the principal applies delegative leadership style in increasing teacher responsibility, and (4) the obstacles faced by the principal, namely decreased teacher discipline, lack of teacher performance motivation, and a low sense of teacher responsibility in learning. It is suggested that the principal can apply a better or varied leadership style so that the desired goals can be achieved properly and maximally. This study has similarities and differences with current research, namely both examining the leadership style of principals and teacher performance. Furthermore, the differences contained in this study with current research are in the supporting variables and the place used as research.

Research conducted by Haryono (2016) explains the results of his research that: (1) there is a positive relationship between the principal's leadership style variable and the teacher performance variable as indicated by the t value of $6,253 > 1,676$ ($t_{count} > t_{table}$) with a significant value of 0,000 (< 0.005). The effective contribution of the principal's leadership style variable is 25.76%. It can be interpreted that 25.76% of the variations in teacher performance can be

predicted by the principal's leadership style variable; (2) there is a positive relationship between the work atmosphere variable and the teacher's performance as evidenced by the t value of $6.615 > 1.676$ ($t_{count} > t_{table}$) with a significant value of $0.000 (< 0.005)$. The effective contribution of the work atmosphere variable is 31.11%. It can be interpreted that 31.11% of the variation in the teacher performance variable can be predicted by the work atmosphere variable; and (3) there is a positive relationship between principal leadership style and work atmosphere together with teacher performance, as evidenced by the magnitude of the F value of 33.690 with a sig value of $0.000 (< 0.005)$. This study has similarities and differences with current research, namely both examining the leadership style of principals and teacher performance. Furthermore, the differences contained in this study with current research are in the supporting variables and the place used as research. This study has similarities and differences with current research, namely both examining the leadership style of principals and teacher performance. Furthermore, the differences contained in this study with current research are in the supporting variables and the place used as research (Hartiwi et al, 2020; Hamzah et al, 2020).

Research conducted by Destiniar (2020) which explains the results of his research that: 1) there is an effect of teacher professionalism on the performance of teachers at SMP Negeri Sub Rayon 16, Sukarami District, Palembang City. 2) there is an effect of principal supervision on the performance of teachers at SMP Negeri 16 Sub District Sukarami, Palembang City. 3). There is an effect of teacher professionalism and the supervision of the principal on the performance of the teachers of SMP Negeri 16 Sub District Sukarami, Palembang City. In this study, the researcher concludes that there are similarities and differences made by previous researchers with current research, namely both examining teacher professionalism and teacher performance. Whereas the difference between previous research and current research is that it lies in the object used as the source of research data and the place of research.

Arafat's research (2020) explains the results of his research that the results of previous research and discussion through both descriptive statistical analysis and inferential statistical analysis, and the findings in this study can be concluded that first, there is a significant effect of academic supervision on the performance of secondary school teachers (Kartini et al, 2020). Second, there is a significant influence on the professional competence of teachers on the performance of teachers in Public Senior High Schools in Tanjung Raja District. Third, there is a significant effect of academic supervision and professional competence of

teachers together on the performance of teachers of public high schools in Tanjung Raja District. In this study, the researcher concludes that there are similarities and differences made by previous researchers with current research, namely both examining Teacher Professionalism and Teacher Performance. Whereas the difference between previous research and current research is that it lies in the object used as the source of research data and the place of research (Mukartik et al, 2020; Zulaiha et al, 2020).

Kesumawati's research (2020) concludes that based on the results of the research that has been done it can be concluded that there is an influence of the management of the Principal on the performance of teachers in SD Negeri Tanjung Raja sub-district, this is because the closeness of the correlation relationship is in a weak negative. And there is no influence of Principal Management and teacher professionalism on teacher performance in SD Negeri Tanjung Raja District. This is because the coefficient of the independent variable is weakly negative. In this research, the researcher concludes that there are similarities and differences made by previous researchers with current research, namely both studying the Principal of Schools, Teacher Professionalism and Teacher Performance. Whereas the difference between previous research and current research is that it lies in the object used as the source of research data and the place of research (Listiningrum et al, 2020; Abdullah, 2020).

Puspita's research (2020) concludes that there is an effect of full day school on the performance of junior high school teachers in the sub-district of Bima with the acceptance of the H_a hypothesis if the implementation of full day school goes well, the teacher's performance will increase. Conversely, if the implementation of full day school does not go well, the teacher's performance will decrease, even though this does not have a significant influence and relationship due to other factors outside the research variables. There is an effect of teacher certification on the performance of junior high school teachers in Sukarami District with the acceptance of the H_a hypothesis. If the implementation of teacher certification goes well, the teacher's performance will increase, on the other hand, if the implementation of teacher certification does not go well, the teacher's performance will decrease. although this does not have a significant influence and relationship due to other factors outside the research variables. There is an effect of full day school and teacher certification together on the performance of junior high school teachers in Sukarami District with the acceptance of the H_a hypothesis if the implementation of full day school and teacher certification goes well, teacher performance will increase, conversely if the implementation of full day school and teacher

certification is not going well, the teacher's performance will decrease. Although this does not have a significant influence and relationship due to other factors outside the research variables. In this study, the researcher concludes that there are similarities and differences made by previous researchers with current research, namely both reviewing teacher performance. Whereas the difference between previous research and current research is that it lies in the object used as the source of research data and the place of research.

IV. CONCLUSION

Based on the research results obtained from the distribution of questionnaires and analyzed using the SPSS For Windows Version 21 software application program, it can be concluded that: 1) there is a significant influence of the principal's situational leadership style on the performance of SMP Negeri teachers in East Prabumulih District; 2) there is a significant effect of teacher professionalism on the performance of teachers in SMP Negeri in East Prabumulih District; 3) there is a significant influence of the principal's situational leadership style and teacher professionalism together on the performance of the teachers of SMP Negeri in Prabumulih Timur District; 4) the principal's situational leadership style was able to contribute to the influence of the performance of SMP Negeri teachers in East Prabumulih District by 37.4%; 5) the professionalism of teachers is able to contribute to the performance of teachers in SMP Negeri in East Prabumulih District by 38.8%; and 6) The principal's situational leadership style and teacher professionalism were able to contribute jointly to the performance of the teachers of SMP Negeri in Prabumulih Timur District by 35.2%. While the remaining 64.8% is influenced by other factors not included in this study.

V. IMPLICATION

The leadership applied by the principal will affect the activities of teachers at school. The teacher is one of the factors that determines the success of learning. When students can be said to be able to absorb the material given by the teacher, of course this really depends on how the teacher delivers the material and how a teacher can be liked by the student so that the student can understand the material presented.

Teacher performance can be seen from their success in carrying out learning and their responsibilities in carrying out tasks outside of learning. Leaders must collaborate with subordinates in order to maximize the productivity of their human resources. As a leader, the principal must pay attention to the needs of his subordinates and establish good

cooperation. In addition, the principal must also maximize the potential of the teacher.

The leadership style adopted by a leader will affect the behavior of the teachers as subordinates and the creation of a work climate, whether it leads to positive things or vice versa. The attitude of the principal who is rigid, monotonous, has no authority, is indecisive and behaves indifferently to subordinates will create an atmosphere of an uncomfortable educational climate, and the learning process will run as it is. Meanwhile, the attitude of the principal who is flexible, dignified, assertive, fair and attentive to subordinates or teachers and students will create a harmonious and comfortable educational atmosphere in learning and even create an educational achievement. Therefore, the principal should apply a leadership style that places the principal as someone who has the responsibility to direct, control, and evaluate, and coordinate the work carried out by teachers, staff, and other employees.

REFERENCES

- [1] Abdullah, A. (2020). Relationship the Work Culture and Training Programs Within Performance. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 20(1).
- [2] Ahmad, S. (2013). *Ketahananmalangan Kepemimpinan Kepala Sekolah (Salah Satu Faktor Penentu Keberhasilan Kepala Sekolah) [Leadership Resistance of the Principal (One of the Determining Factors for the Success of the Principal)]*. Yogyakarta: Pustaka Felicha.
- [3] Arafat, Y. (2020). Pengaruh Supervisi Akademik dan Kompetensi Profesional Guru terhadap Kinerja Guru di Sekolah Menengah Atas Negeri di Kecamatan Tanjung Raja [The Effect of Academic Supervision and Teacher Professional Competence on Teacher Performance in Public Senior High Schools in Tanjung Raja District]. *Jurnal Manajemen Pendidikan*. Volume 9, Nomor 1, Juni 2020.
- [4] Asvio, N., Yamin, M., & Risnita. (2019). Influence of Leadership Style, Emotional Intelligence and Job Satisfaction toward Organizational Commitment (Survey at SMA Muhammadiyah South Sumatera). *International Journal of Scientific & Technology Research* 8 (8).
- [5] Atmojo, Y. E. (2018). *Kepemimpinan Transformasional Kepala Sekolah [Principal Transformational Leadership]*. Salatiga: Griya Media.

- [6] Bakar, Y. A., & Nurjan, S. (2009). *Profesi Keguruan [Teaching Profession]*. Surabaya: Aprinta.
- [7] Basri, H. (2014). *Kepemimpinan Kepala Sekolah [Principal Leadership]*. Bandung: Pustaka Setia.
- [8] Burhanuddin. (2013). *Peranan Guru Terhadap Mutu Pendidikan [The Role of Teachers on Quality of Education]*. Bandung: Universitas Pendidikan Indonesia.
- [9] Dadang. (2014). *Supervisi Pendidikan dalam Pengembangan Proses Pengajaran [Educational Supervision in the Development of the Teaching Process]*. Bandung: Refika Aditama.
- [10] Destiniar. (2020). Pengaruh Profesionalisme Guru dan Supervisi Kepala Sekolah Terhadap Kinerja Guru [The Effect of Teacher Professionalism and Principal Supervision on Teacher Performance]. *Jurnal Manajemen Pendidikan*, Volume 5 Nomor 2, Juli – Desember 2020.
- [11] Fitria, H., & Suminah, S. (2020). Role of Teachers in Digital Instructional Era. *Journal of Social Work and Science Education*, 1(1), 70-77.
- [12] Hamzah, S., Yussof, M. H. B., & Enriquez, A. A. (2020). Togetherness in the Diversity of the Pancasila Ideology Frame. *Journal of Social Work and Science Education*, 1(1), 8-12.
- [13] Hartiwi, H., Kozlova, A. Y., & Masitoh, F. (2020). The Effect of Certified Teachers and Principal Leadership toward Teachers' Performance. *International Journal of Educational Review*, 2(1), 70-88.
- [14] Haryono. (2016). *Hubungan Gaya Kepemimpinan Kepala Sekolah dan Suasana Kerja dengan Kinerja Guru SMP Negeri Satu Atap Kerugmunggang Kecamatan Borobudur Kabupaten Magelang [The Relationship between Principal Leadership Style and Work Environment with Teacher Performance at Kerugmunggang One Roof Junior High School, Borobudur District, Magelang Regency]*. Surakarta: Jurnal Program Pascasarjana, Universitas Sebelas Maret.
- [15] Kartini, D., Kristiawan, M., & Fitria, H. (2020). The Influence of Principal's Leadership, Academic Supervision, and Professional Competence toward Teachers' Performance. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 20(1), 156-164.
- [16] Kesumawati, N. (2020). Pengaruh Manajemen Kepala Sekolah dan Profesionalisme Guru terhadap Kinerja Guru [Effect of Principal Management and Teacher Professionalism on Teacher Performance]. *Jurnal Manajemen Pendidikan*, Volume 2 Nomor 3, Juni 2020.
- [17] Kristiawan, M., Safitri, D., & Lestari, R. (2017). *Manajemen Pendidikan [Education Management]*. Yogyakarta: Deepublish.
- [18] Komalasari, K., Arafat, Y., & Mulyadi, M. (2020). Principal's Management Competencies in Improving the Quality of Education. *Journal of Social Work and Science Education*, 1(2), 181-193.
- [19] Kurniasih, I. (2017). *Kompetensi Pedagogik, Teori dan Praktik Untuk Peningkatan Kinerja dan Kualitas Guru [Pedagogic Competencies, Theory and Practice for Improving Teacher Performance and Quality]*. Jakarta: Kata Pena.
- [20] Listiningrum, H. D., Wisetsri, W., & Boussanlegue, T. C. H. A. B. L. E. (2020). Principal's Entrepreneurship Competence in Improving Teacher's Entrepreneurial Skill in High Schools. *Journal of Social Work and Science Education*, 1(1), 87-95.
- [21] Mulyasa, E. (2013). *Standar Kompetensi dan Sertifikasi Guru [Competency Standards and Teacher Certification]*. Bandung: Rosdakarya.
- [22] Murkatik, K., Harapan, E., & Wardiah, D. (2020). The Influence of Professional and Pedagogic Competence on Teacher's Performance. *Journal of Social Work and Science Education*, 1(1), 58-69.
- [23] Nurbaya, S. (2015). *Gaya Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru Pada SD Negeri Lambaro Angan [Principal Leadership Style in Improving Teacher Performance at SD Negeri Lambaro Angan]*. Banda Aceh: Tesis Magister Administrasi Pendidikan Program Pascasarjana Universitas Syiah Kuala Banda Aceh (Tidak dipublikasikan).
- [24] Purwanti, K., Murniati, A.R., & Yusrizal. (2014). Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kompetensi Guru Pada SMP Negeri 2 Simeulue Timur [Leadership of the Principal in Improving Teacher Competence at SMP Negeri 2 East Simeulue]. *Jurnal Ilmiah Didaktika XIV*(2).
- [25] Purwanto, N. (2015). *Administrasi dan Supervisi Pendidikan [Education Administration and Supervision]*. Jakarta: Rineka Cipta.

- [26] Puspita, Y. (2020). Pengaruh Full Day School dan Sertifikasi Guru terhadap Kinerja Guru [Effect of Full Day School and Teacher Certification on Teacher Performance]. *Jurnal Manajemen Pendidikan*, Volume 2 Nomor 1, Mei 2020.
- [27] Rivai, V., & Murni, S. (2013). *Educational Management Analisis Teori dan Praktik [Educational Management Analysis Theory and Practice]*. Cetakan ke-3. Jakarta: Raja Grafindo Persada.
- [28] Rohiat. (2014). *Kecerdasan Emosional Kepemimpinan Kepala Sekolah [Principal Leadership Emotional Intelligence]*. Cetakan Pertama. Bandung: Refika Aditama.
- [29] Samana. (2014). *Profesionalisme Keguruan [Teacher Professionalism]*. Yogyakarta: Kanisius.
- [30] Samsudin. (2016). *Kepemimpinan dan Perilaku Organisasi [Leadership and Organizational Behavior]*. Jakarta: Raja Grafindo Persada.
- [31] Sani, B. (2017). *Kompetensi Pedagogik, Teori dan Praktik Untuk Peningkatan Kinerja dan Kualitas Guru [Pedagogic Competencies, Theory and Practice for Improving Teacher Performance and Quality]*. Jakarta: Kata Pena.
- [32] Shulhan, M. (2013). *Model Kepemimpinan Kepala Sekolah dalam Pembinaan Kinerja Guru [Principal Leadership Model in Teacher Performance Development]*. Yogyakarta: Teras.
- [33] Sudrajat, D. (2016). *Supervisi dan Manajemen Pendidikan [Education Supervision and Management]*. Jakarta: Bumi Aksara.
- [34] Sugiyono. (2015). *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif dan R & D [Educational Research Methods, Quantitative Approaches, Qualitative and R & D]*. Bandung: Alfabeta.
- [35] Supardi. (2013). *Kinerja Guru [Teacher Performance]*. Jakarta: Raja Grafindo Persada.
- [36] Syafaruddin., & Asrul. (2013). *Pemimpin dan Kepemimpinan [Leader and Leadership]*. Jakarta: Rajawali Press.
- [37] Tobari., Kristiawan, M. & Asvio, N. (2018). The strategy of Headmaster on Upgrading Educational Quality in Asean Economic Community (AEC) Era. *International Journal of Scientific & Technology Research* 7 (4).
- [38] Trianto. (2013). *Pengantar Penelitian Pendidikan Bagi Pengembangan Profesi Pendidikan Dan Tenaga Kependidikan [Introduction to Educational Research for the Development of Educational Professionals and Education Personnel]*. Jakarta: Kencana Prenada Media Group.
- [39] Zahroh, A. (2015). *Membangun Kualitas Pembelajaran Melalui Dimensi Profesionalisme Guru [Building the Quality of Learning through the Dimensions of Teacher Professionalism]*. Bandung: Yrama Widya.
- [40] Zulaiha, D., Lian, B., & Mulyadi, M. (2020). The Effect of Principal's Competence and Community Participation on the Quality of Educational Services. *Journal of S*