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Impact Leadership Head School and Professionality Teachers on the Performance of Primary School Teachers in the Pattimura Group Rakit District Banjarnegara

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ABSTRACT

This study aims to determine the relationship between Principal leadership, professionalism, and teacher performance. This type of research is ex-post facto with a quantitative approach. The dependent variable in this study is Teacher Performance. The independent variables in this study are Principal Leadership and Teacher Professionalism. The respondents of this study were elementary school teachers in Gugus Pattimura, Rakit District, Banjarnegara Regency. Data collection techniques used observation, questionnaires and documentation. The results of this study indicate that: (1) Principal leadership has a positive effect on teacher performance of 15.7% based on (R Square) of 0.157; (2) Teacher professionalism has a positive effect on teacher performance of 26.3% based on (R Square) of 0.263; (3) Principal Leadership and Teacher Professionalism together have a positive effect on Teacher Performance of 35% based on (R Square) of 0.350. Based on the results of the research that has been conducted, the variables of Principal Leadership and Teacher Professionalism should be improved in order to improve teacher performance.

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1. INTRODUCTION

Teachers have an important role in the world of education. The role of teachers in the world of education is quite numerous, namely as a transferer of knowledge, educator, protector and coach for students. The many roles that teachers must carry out have made teachers the center of attention in improving the quality of education. Therefore, teachers are always required to improve performance.

Teachers are classified into several types, namely class teachers, subject teachers and guidance and counseling teachers. The class teacher has duties, responsibility, authority, And right fully in the learning process, except for physical and religious subjects. Then, subject teachers, namely teachers who have full duties, responsibilities and rights in the learning process in certain subjects according to their field. The guidance and counseling teacher has full duties, responsibilities, authority and rights in guidance and counseling activities for students. All types of teacher groups must be able to be played well, so Good results were obtained for students in terms of affective, cognitive and picomotor aspects.

The teacher's ability to carry out their duties will be assessed through mastering competencies and applying the teacher's knowledge and skills in the learning process. The assessment of a teacher's ability to carry out their duties is called Teacher Performance Assessment (PKG). According to the Minister of State Apparatus Empowerment and Bureaucratic Reform Regulation "Teacher Performance Assessment is an assessment of each item of the teacher's main task activities in the context of career development, rank and position.“[1]

It is hoped that the results of the teacher performance assessment will be useful for determining policies related to improving teacher quality and performance. Teacher performance assessment is a reference for schools to determine career development and teacher promotion. Then, the teacher performance assessment can be used as a guide to find out the tasks, so that it can be used as a means of improving the quality of performance. Teacher Performance Assessment (PKG) results vary. Factors that influence teacher performance include the following [2] :

1) Factor personal or individual, includes elements of knowledge, skills, abilities, self-confidence, motivation and commitment Which owned by each individual for each teacher;
2) Leadership factors, have aspects the quality of managers and team leaders in providing encouragement, enthusiasm, direction and work support to teachers;
3) Team factors include support and enthusiasm provided by teammates, trust in fellow team members, cohesiveness and closeness of team members."

Martinis Yamin and Maisah's opinion above shows that differences in PKG results can be caused by several factors, namely individual teachers, leadership and co-workers. Factors originating from each individual can be demonstrated through knowledge and skills. Apart from individual factors, colleagues and the work environment will also influence PKG results, because factor This will have an impact on teacher morale. PKG results can also be determined by leadership factors, namely the leadership of the school principal, because the principal is in charge of fully managing teachers. It is this leadership factor that is expected to improve teacher performance in each school.

The school principal not only manages, but also acts as a motivator for the school community. "Leadership is the ability to influence the behavior of a person or group of people to achieve goals certain situations. Leadership is a problem social Which there is interaction between the party leading and the party being led to achieve common goals by influencing, persuading, motivating and coordinating” [3]. Therefore, the principal's relationship with the school community must be maintained with good communication. The principal must be able to motivate his subordinates, so that he can increase his morale.

State elementary schools in Rakit District are generally led by young school principals who are full of discipline. That discipline can showed through accuracywork hours and the presence of the principal when teaching and learning activities are still ongoing.

Another problem that can arise is the lack of interpersonal communication between teachers and school principals. This lack of interpersonal communication is caused by a lack of communication time. Headmaster own task lead inhabitant school and teaching. Apart from lack of interpersonal communication, teachers have very busy teaching hours, because the number of teachers is not sufficient. Therefore, teachers have difficulty exchanging ideas or discussions directly with the school principal.

The Pattimura Cluster, Rakit District, Banjarnegara Regency has a number 38 Teacher. "Teacher workload is set at a minimum of 24 (twenty four) face-to-face hours and a maximum 37, 5 (thirty seven point five O'clock stare advance in 1 (one) In reality, teachers are burdened with a lot of administration and billing demands, resulting in the teacher's workload increasing[4] .

The increasing workload of teachers for teaching in class can cause energy teachers become distracted and learning is less effective, because teachers still have other tasks that are not directly related to the learning process. Other duties carried out by teachers include homeroom teacher, student council supervisor, extracurricular activities supervisor, and picket teacher. Some teachers still complain about all these tasks, because just teaching drains their energy and mind. After holding the Teacher Performance Assessment There is still an evaluation regarding teacher performance from the PKG supervisor. This evaluation is carried out to provide corrections and suggestions on teacher performance as a whole and as a whole specifically on the use of learning media. "Performance is a person's performance which is shown in appearance, actions and work achievements as an accumulation of results knowledge, Skills, mark, And the attitude he has[5]”. Because of Therefore, the conditions in the Pattimura cluster indicate that teacher performance is not optimal.

Based on interviews with two random students, the learning methods and media were limited to the lecture method and the learning media used relied too much on modules. Therefore, the learning process is less interesting. Lecture and media methods Learning with less interesting learning modules has made students feel bored. This reality shows that the professionalism or ability of teachers in carrying out their profession is still lacking.

Based on the description of the problem above, the researcher is interested in conducting research on

"The Influence of Principal Leadership and Teacher Professionalism on Teacher Performance in the Pattimura Cluster, Rakit District."

2. RESEARCH METHOD

Design Study

This research is *ex-post facto* with a quantitative approach. A quantitative approach is used to measure independent variables and dependent variable using numbers processed through analysis statistics.

Place And Time Study

Study This held in Pattimura Cluster, Rakit District. This research was carried out from March to April 2024.

Subject Study

This research is research population, so that all teachers were used as subjects in this research. The subjects in this research were 38 state elementary school teachers in the Pattimura cluster.

Technique Collection Data

Data collection uses several techniques, namely observation, questionnaires and documentation.

Instrument Study

Instrument Which used in This research takes the form of observation guidelines, closed questionnaires, and documentation guidelines.

Test Try Instrument

It is hoped that the instrument trial will aim to determine the validity and reliability of the instrument, so that expected results study will be valid and reliable. Instrument testing this is done on Teacher Gugus Pattimura State Elementary School has 33 teachers. The validity test uses *the Product Moment formula* from Pearson, the principal's reliability coefficient is 0.960 (very strong), teacher professionalism is 0.940 (very strong), and teacher performance is 0.983 (very strong).

Technique Analysis Data

This research uses data analysis techniques in the form of descriptive statistical analysis of data which includes average price, mode, range, maximum value, mark minimum, distribution frequency, and the analysis used is frequency distribution tables, histograms, variable trends, and *pie charts* for each research variable. Analysis prerequisite tests include normality tests, test linearity, And test multicollinearity, simple regression analysis of one predictor and regression analysis of two predictors.

3. RESULTS AND DISCUSSION

Description Results Study

1. Leadership Head School

The principal's leadership variable (X1) was measured through a questionnaire with 28 statement items. Based on data obtained from a questionnaire filled out by 38 respondents, the highest score was 94, the lowest score was 78, the median score was 87.50, the average score was 85.97, the mode of the data was 90 and the standard deviation was 5.012. Ideal maximum score = 28 × 4 = 112. Calculation of the number of classes is calculated using the Sturges Rule formula, namely = k = 1 + 3.3 logs n; so that's the calculation = 1 + (3,3). 1.58= 6, 214, so we get 6 classes. The class range can be calculated with the formula = maximum score – score minimum. So range data = 94 – 78 = 16. Class length = data range: number interval class 16: 6 = 2.667 rounded to 3. Frequency distribution of leadership variables head school served in table 1 as follows:

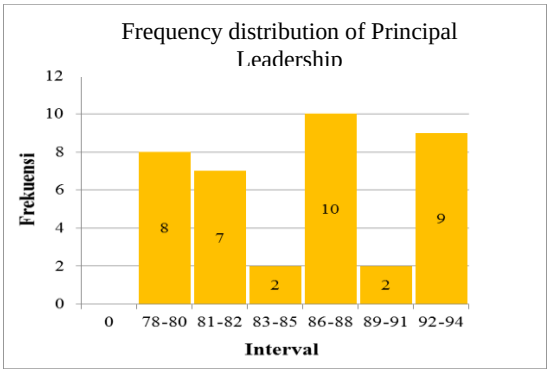
Table 1. Leadership Frequency Distribution Head School (X1)

No	Intervals	Frequency	Percentage
1	78- 80	8	21%
2	81- 82	7	18%
3	83- 85	2	5%
4	86- 88	10	26%
5	89- 91	2	5%
6	92-94	9	24%
Total		**38**	**100%**

Source: Primary Data Processed Based on on Table 1 distribution Frequency of class interval data for the principal's leadership variable shows that: class intervals are 78 to 80 as much 8 student as big as 21%, class intervals 81 to 82 as many as 7 students as big as 5 %, class intervals 83 until with 85 as much 2

student as big as 5%, class interval 86 to 88 as many as 10 students amounting to 26%, class interval 89 to 91 as much 2 student as big as 5%, class intervals 92 until with 94 as much 9student as big as 24%.

Based on the frequency distribution table for the principal's leadership variables, a histogram of the frequency distribution of the principal's leadership variables can be depicted which is presented in Figure 1 as follows:



Picture 1. Histograms Distribution Frequency of Principal Leadership

After calculating the frequency distribution, then calculations are carried out for variable trends. Based on the calculation results obtained mean ideal (Mi) the principal's leadership is 86 and the ideal standard deviation (SDi) is 3. Meanwhile The frequency trend table for each category can be seen in Table 2 as follows following:

Table 2. Trend Principal Leadership

No	Categories	Score	Amount	Percentage
1	Low	78- 82	15	39%
2	Currently	83- 88	12	32%
3	Tall	89- 94	11	29%
Total			**38**	**100%**

Based on table 2 about The trend of the principal leadership variable shows that the principal's leadership is in the low category with a poor score between 78 until 82 obtain percentage of 39% (15 respondents), the medium category with a score between 83 to 88 received a percentage of 32% (12 respondents), And category tall with score more between 89 to 94 obtained a percentage of 29% (11 respondents). This data shows that the low category has the largest percentage, namely 39%, so it can be concluded that the leadership of state elementary school principals in the Pattimura Cluster, Rakit District is still low. The description of the trend in principal leadership variables which is depicted with *a pie chart* in figure 2 as follows:+ 3.3 logs n; so that the calculation = 1 + (3,3) . 1.58= 6, 214, so that obtained class as much 6 classes. The class range can be calculated using the formula = maximum score – minimum score. Then the data range = 76 – 62 = 14. Class length = data range: number of interval classes 14: 6 = 2,333. The frequency distribution of teacher professionalism variables is presented in table 3 as follows:

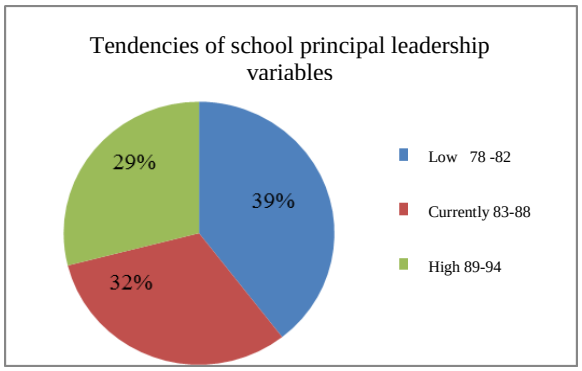
Table 3. Distribution Frequency Teacher Professionalism (X2)

No	Intervals	Frequency	Percentage
1	62 - 64.3	9	24%
2	64.4 - 66.7	6	16%
3	66.8 – 69.1	6	16%
4	69.2 – 71.5	6	16%
5	71.6 – 73.9	6	16%
6	74 – 76.3	5	13%
Total		**38**	**100%**

Based on Table 3, the frequency distribution of class interval data for the teacher professionalism variable shows: class interval 62 until with 64.3 as much 9 student as big as24%, interval class 64.4 to 66.7 as many as 6 students by 16%, interval class 66.8 to 69.1 as many as 6 students by 16%, interval class 69.2 to 71.5 as much 6 student as big as 16%, class interval 71.6 to 73.9 as many as 6 students amounting to 16%,

interval class 74 to 76.3 as many as 9 students amounting to 13%.

Based on the variable frequency distribution table professionality Teacher the, so The histogram of the frequency distribution of teacher professionalism variables presented in Figure 3 can be depicted as follows:



Picture 2. Pies Charts Principal Leadership Tendencies

2. Professionality Teacher

The teacher professionalism variable (X2) is measured through a questionnaire with 22 statement items. Based on data obtained from the questionnaire which was filled in by 38 respondents obtained the highest score 76, score Lowest 62, score median 68.50, the average score is 68.32, the mode of the data is 65 and the standard deviation is 4.294. Ideal maximum score = 22 × 4 = 88. Calculation of the number of classes is calculated with *Sturges* formula *Rules* ie = k = 1 + 3.3 logs n; so that the calculation = 1 + (3,3) . 1.58= 6, 214, so that obtained class as much 6 classes. The class range can be calculated using the formula = maximum score – minimum score. Then the data range = 76 – 62 = 14. Class length = data range: number of interval classes 14: 6 = 2,333. The frequency distribution of teacher professionalism variables is presented in table 3 as follows:

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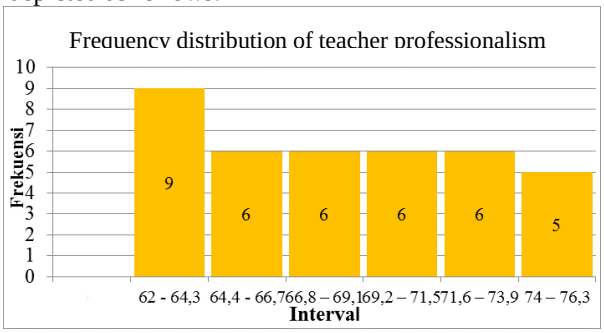
1	62 - 64.3	9	24%
2	64.4 - 66.7	6	16%
3	66.8 – 69.1	6	16%
4	69.2 – 71.5	6	16%
5	71.6 – 73.9	6	16%
6	74 – 76.3	5	13%
Total		**38**	**100%**

Based on Table 3, the frequency distribution of class interval data for the teacher professionalism variable shows: class interval 62 until with 64.3 as much 9 student as big as24%, interval class 64.4 to 66.7 as many as 6 students by 16%, interval class 66.8 to 69.1 as many as 6 students by 16%, interval class 69.2 to 71.5 as much 6 student as big as 16%, class interval 71.6 to 73.9 as many as 6 students amounting to 16%, interval class 74 to 76.3 as many as 9 students amounting to 13%. Based on the variable frequency distribution table professionality Teacher the, so The histogram of the frequency distribution of teacher professionalism variables presented in Figure 3 can be depicted as follows:



Picture 3. Histograms Distribution Frequency of Teacher Professionalism

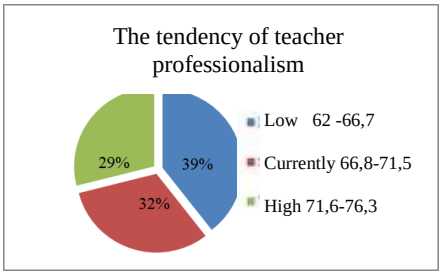
After calculating the frequency distribution, the next calculation is carried out for variable tendencies. Based on the calculation results, the ideal mean (Mi) for teacher professionalism is 69 and standard ideal deviation (SID) is 2.3. As for the trend table frequency each categories can be seen in table 4, as follows:

Table 4. Trend Professionality Teacher (X2)

No	Kate Gori	Score	Amount	Persentas e
1	Renthere	62- 66.7	15	39%
2	Currently	66.8- 69.1	11	29%
3	Tall	71.3- 76.3	12	32%
Total			**38**	**100%**

Based on table 4 regarding the trend of teacher professionalism variables, it shows that teacher professionalism is in the category low with a score of 62 to 66.7 got a percentage of 39% (15 respondents), the medium category with a score of 66.8 to 69.1 got a percentage of 29% (11 respondents), and the high category with a score of 71.3 to 76 .3 obtained a percentage of 32% (12 respondents). This data shows that the low category has the largest percentage, namely 39%, so it can be concluded that the professionalism of state elementary school teachers in Gugus Pattimura is still low. The picture of the trend in teacher professionalism variables using *the pie chart in* Figure 6 is as follows:

Based on table 13 regarding the distribution of trends in teacher professionalism variables, it shows that teacher professionalism in the low category with a score of less than 66.3 obtained a percentage of 39% (15 respondents), the medium category with a score of more than equal to 66.3 was less than 71.3 obtained a percentage of 29% (11 respondents), And category tall with score more than equal to 71.3 obtained a percentage of 32% (12 respondents). This data shows that the low category has the largest percentage, namely 39%, so it can be concluded that the professionalism of state elementary school teachers in Gugus Pattimura is still low. The picture of the trend in teacher professionalism variables using *the pie chart in* Figure 4 is as follows:



Picture 4. Pies Charts Teacher Professionalism Trends (X2)

3. Performance Teacher

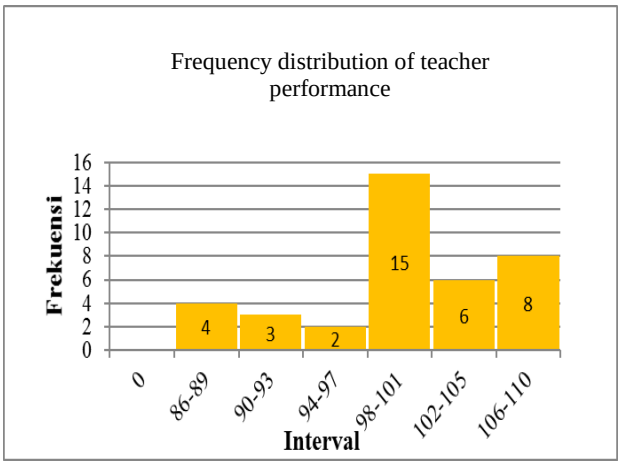
The teacher performance variable (Y) is measured through a questionnaire with 32 statement items. Based on data obtained from a questionnaire filled out by 38 respondents, the highest score was 109, the lowest score was 86, the median score was 101, the average score was 99.95, the mode of the data was 101 and the standard deviation was 6,354. Score maximum ideal = 32 × 4 = 128. Calculation of the number of classes is calculated using the *Sturges Rule formula* , namely = k = 1 + 3.3 log n; so the calculation = 1 + (3,3) . 1.58= 6, 214, so we get 6 classes. The class range can be calculated using the formula = maximum score – minimum score. So the data range = 109 – 86 = 23. Class length = data range: number of class intervals 23: 6 = 3.83 rounded to 4. Below is presented table number 5 regarding the frequency distribution of teacher performance variables:

Table 5. Distribution Performance Teacher (Y)

No	Intervals	Frequency	Percentage
1	86- 89	4	11%
2	90- 93	3	8%
3	94-97	2	5%
4	98- 101	15	39%
5	102- 105	6	16%
6	106- 110	8	21%
Total		**38**	**100%**

Based on Table 5 class frequency distribution The teacher performance variable data interval shows: class intervals 86 until with 89 as much 4 student as big as 11%, class intervals 90 until with 93 as much 3 student as big as 8%, class intervals 94 until with 97 as many 2 student as big as 5%, class intervals 98 until with 101 as much 15 student as big as 39%,
interval class 102 up to 105 as much 6 students amounted to 16%, interval class 106 to 110 amounted to 8 students amounted to 21%.

Based on the variable frequency distribution table performance Teacher the, so can The histogram of the frequency distribution of teacher performance variables is depicted in Figure 5 as follows:



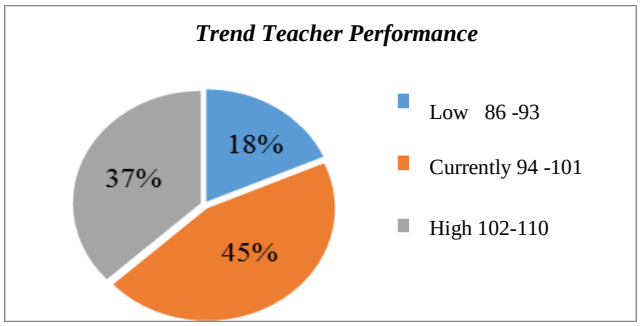
Picture 5. Histograms Distribution Frequency of Teacher Performance

After calculating the frequency distribution, then calculations are carried out for variable trends. Based on the calculation results, the ideal mean (Mi) of teacher performance is 97.5 and the ideal standard deviation (SDi) is 4. The frequency trend table for each category can be seen in table 6, as follows:

Table 6. Trend Performance Teacher

Trend Variable l				
No	**Kate Gori**	**Score**	**Amount**	**Percentage**
1	Renthere	86-93	7	18%
2	Sedang	94- 101	17	45%
3	Tall	102- 110	14	37%
Total			**38**	**100%**

Based on table 6 about The trend of teacher performance variables shows that teacher performance in the low category with a score of 86 to 93 gets a percentage of 18% (7 respondents), the medium category with a score of 94 to 101 gets a percentage of 45% (17 respondents), and the high category with a score of 102 to 110 obtained a percentage of 37% (14 respondents). This data shows that the medium category has the largest percentage, namely 45%, so it can be concluded that the performance of state elementary school teachers in the Pattimura Cluster is in the medium category. The description of the trend in teacher performance variables which is depicted with *a pie chart* in image number 6 as follows:



Picture 6. Pies Charts Trend Teacher Performance Variable (Y)

Test Precondition Analysis

1. Test Linearity

The linearity test is used for find out whether the independent and dependent variables in the research have a linear relationship or not. Testing linearity in research This done with help *SPSS 21*. Criteria testing linearity that is if the significance value is > 0.05, then the relationship between the independent and dependent variables is linear. Linearity testing can be seen in table 7 below:

Table 7. Results Linearity Test

Variables	Sig.	Information	Conclusion
Head Leadership School	0.898	Sig > 0.05	Linear
Professionality Teacher	0.674	Sig > 0.05	Linear

Based on the results of the linearity test above, it can be seen that the principal's leadership on teacher performance has a linear relationship with the results of a significance value of 0.898 > 0.05. Furthermore, teacher professionalism Teacher performance shows results of 0.674 > 0.05 which indicates a linear relationship.

2. Test Multicollinearity

The multicollinearity test is used to fulfill the requirements of multiple regression analysis, namely to determine the occurrence of multicollinearity in the relationship between independent variables. To find out whether multicollinearity occurred or not, researchers used the VIF (*Variance Inflation Factor*) test. Determination of multicollinearity or not, if the VIF value is less than 10 then multicollinearity does not occur, and vice versa if the value VIF more from 10 so happen multicollinearity. The results of the multicollinearity test can be seen in table 8 as follows:

Table 8. Results Test Multicollinearity

Variable	Be tolerant	VIF	Information
Head Leadership School	0.956	1,081	Multicoli does not occur nearness
Teacher professionalism	0.956	1,081	Multicoli does not occur nearness

Testing Hypothesis

1. Analysis Linear Simple

a. Hypothesis 1

H1: There is a positive and significant influence of the principal's leadership (X1) on teacher performance (Y).

H1 testing was carried out using simple regression analysis. The calculation results can be seen in table 9 as follows:

Table 9. Influence of Principal Leadership on Teacher Performance

Cons tant	*Unsta ndard ized Coeffi cients*	R	R Square	*Adj R Squ are*	T Stati stik	F	*Sig*
57,455	0,494	0,397	0,157	0,134	2,594	6,728	0,014

Source: Data primary Which processed

Based on table 9, an equation can be made For Hypothesis 1 (H1), that is: Y =57,455 +0.494 X 1

Based on the data, the regression coefficient value for the principal's leadership is 0.494, meaning that there is a positive influence on the principal's leadership teacher performance, the higher the head's leadership school so will the more tall also teacher performance. The R value is 0.494, which means it is close to 0 or has a positive value, the R value is closer to 0 or has a positive value, the relationship is positive, conversely, if R is less than zero, the value is negative or there is no correlation. The R value of 0.494 illustrates the relationship between school principal leadership and teacher performance is positive or there is a correlation. Value of the coefficient of determination *(R Square)* as big as 0.157 show thatteacher performance which is influenced by the principal's leadership is 16%, whereas the rest 84% explained by other reasons outside this research.

Based on *analysis of variance* (ANOVA), it can be seen that the calculated F statistical value is 6.728 and the F table for a population of 38 is 3.27 with a significance value of 0.014, which means significant, while the calculated t value is 2.594 (above the t table value of 0.320) indicates that leadership The principal has a significant influence on teacher performance. This is also supported by a significance value of 0.014, which is smaller than 0.05, meaning there is a significant influence between the independent variables. on the dependent variable individually. Based on the regression coefficient value (0.494), F count > F table (6.728 > 3.27) and t count > t table (2.594> 0.320) then H1 is accepted, namely that there is a positive and significant influence of school principal leadership on teacher performance.

b. Hypothesis 2

H2: There is a positive and significant influence of teacher professionalism (X1) on teacher performance (Y). H2 testing was carried out using simple regression analysis. The calculation results can be seen in table 10 as follows:

Table 10. Influence Professionality Teachers on Teacher Performance

Cons tant	*Unsta ndardiz ed Coeffi cients*	R	R *Square*	*Adj R Square*	t- Statistics	F	*Sig*
48, 112	0.759	0.513	0.263	0.242	3.583	12,841	0.001

Source: Data primary Which processed

Based on table 10, it can be made an equation for Hypothesis 2 (H2), namely: **Y = 48.112 + 0.759 X 2**

Based on the data, the regression coefficient value for teacher professionalism is 0.759, meaning that there is a positive relationship between teacher professionalism and teacher performance, the higher the teacher professionalism, the higher the teacher professionalism. will become more so teacher performance is also high. Mark R of 0.513 is close to 0 or valuable positive, the R value is getting closer to 0 or value positive so connection positive,conversely, if R is less than zero then it is negative or there is no correlation. Mark R of 0.513 illustrates that the relationship between teacher professionalism and teacher performance is positive or illustrates the existence of a positive correlation. Mark coefficient determination *(R Square)* amounting to 0.263 indicates that teacher performance is influenced by teacher professionalism by 26.3%, while the remaining 73.7% is explained by other causes outside this research.

Based on *analysis of variance* (ANOVA), it can be seen that the calculated F statistical value is 12.841 and the F table from a sample of 38 is 3.27 with a significance value of 0.001, which means significant, while the calculated t value is 3.583 (above the t table value of 0.320) indicates that teacher professionalism has a significant effect on teacher performance. The significant influence of teacher professionalism is also supported by the significance value as big as 0.001 more small from 0.05 means there is a significant influence between the independent variable and the dependent variable individually. Based on the regression coefficient value (0.759), F count > F table (12.841> 3.27) and t count > t table (3.583 > 0.320) then H1 is accepted, namely that there is an influence positive And significant teacher professionalism on teacher performance.

2. Analysis Linear Multiple

Hypothesis 3

H3: There is a positive and significant influence of Principal Leadership (X1) and Teacher Professionalism (X2) on Teacher Performance (Y). H3 testing was carried out using multiple regression analysis. The calculation results can be seen on table 11 as following:

Table 11. Influence Head Leadership School And Teacher Professionalism on Teacher Performance

Mod el	***Cons tant***	***Unst. Coeffici ents***	**R**	**R2**	***Adj R Squ are***	**t- Sta tis tik**	**F**	***Sig***
1	22,152	(b1) 0,377	0,592	0,35	0,313	2,17	9,437	0,0 01
2		(b2) 0,665			0,242	3,22		0,0 01

Source: Primary data processed

Based on table 11, so can created an equation for Hypothesis 3 (H3) as follows: **Y = 22.152 + 0.377 X 1 + 0.665 X 2**

Based on the data, the regression coefficient value for principal leadership is 0.377 and teacher professionalism is 0.665, meaning that there is a positive relationship between teacher professionalism and teacher performance, the higher teacher professionalism, the higher the teacher's performance will be. The R value of 0.592 is close to 0 or positive, The value of R is closer to 0 or is positive, the correlation is positive, conversely, if R is less than zero, it is of value negative or no correlation. The R value of 0.592 illustrates that the relationship between principal leadership and teacher professionalism and teacher performance is positive or illustrates the existence of a positive correlation. The coefficient of determination *(R Square) value* of 0.350 shows that teacher performance is influenced by teacher professionalism by 35%, while the remaining 65% is influenced by other variables outside this research.

Based on *analysis of variance* (ANOVA), it can be seen that the calculated F statistical value is 9.437 and the F table for a population of 38 is 3.27 with a significance value of 0.001, which means significant. Seeing the Fcount value of 9.437 with a significance or probability level of 0.001 < 0.05, it can be concluded that there is a significant influence on the leadership of the school principal and teacher professionalism together on performance Teacher.

DISCUSSION RESULTS

1. The Influence of Principal Leadership and Teacher professionalism towards Performance of State Elementary School Teachers in the Pattimura Cluster, Rakit District

The results of hypothesis 1 testing show that the principal's leadership has a positive and significant effect on teacher performance with a regression coefficient of 0.494 and a significance of 0.014.

The coefficient of determination *(R Square) value* of 0.397 indicates that teacher performance is influenced by the leadership of the school principal amounting to 15.7%, while the remaining 88.3% was explained by other causes outside this research. Apart from that, the F value is calculated > F table (6,728 > 3.27) as well as t count > t table (2.594 > 0.320) at the 5% significance level which means that H1 can be accepted that leadership head school influential positive and significant on teacher performance. Furthermore, the trend for the leadership variable for the principal of the state elementary school I Gugus Pattimura is still in the low category, namely 39%. Therefore, it can be concluded that the leadership of the principal of the state primary school I Gugus Pattimura is still low.

The results of hypothesis 1 testing show that the principal's leadership has a positive and significant effect on teacher performance. These results are in accordance with the opinion of Martinus Yamin and Maisah (2010: 43), namely "the leadership factor, has aspects of the quality of managers and team leaders in providing encouragement, enthusiasm, direction and work support to teachers". Therefore, with good principal leadership, in this case the Gugus Pattimura I Public Elementary School, teacher performance will increase with the results of the regression analysis showing the principal's leadership coefficient has a positive sign. However, the leadership trend of the principal of the Gugus Pattimura I Gugus State Elementary School is still low, so improvement is still needed.

2. The Influence of Teacher Professionalism at State Elementary Schools in the Pattimura Cluster, Rakit District

The results of hypothesis 2 testing show that teacher professionalism has a positive and significant effect on teacher performance with a regression coefficient value of 0.759 with a significance of 0.001.

The coefficient of determination *(R Square) value* of 0.263 indicates that the teacher's performance is good which is influenced by teacher professionalism as big as 26.3%, whereas the rest 73.7% was explained by other causes outside this study. Apart from that, the calculated F value > F table (12.841 > 3.27) and t calculated > t table (3.583 > 0.320) at the 5% significance level which means that H2 can be accepted that teacher professionalism has a positive and significant influence to performance Teacher. Furthermore, the tendency of teacher professionalism is still low, that is as big as it gets 39% Still is at in the low category.

According to the Minister of National Education Regulation, there are demands for teachers, namely Number 16 of 2007 concerning Standards for Academic Qualifications and Teacher Competencies regarding the qualifications and competencies of educators that teachers have professional competencies. These results are also in accordance with theoretical studies which conclude that professionalism is proficiency And commitment Teacher in carrying out their duties, so that it can affect their work performance/results.

3. The Influence of Principal Leadership and Professionalism of State Elementary School Teachers in the Pattimura Cluster, Rakit District

The results of hypothesis 3 testing show that the principal's leadership and teacher professionalism together have a positive and significant effect on teacher performance. This is proven by the F test, the calculated F value is 9.437 with significance 0.001 < 0.05, so that stated that head leadership variable school and teacher professionalism simultaneously significantly influence teacher performance.

Based on the calculation results of the coefficient of determination (R2) of 0.350, the regression model for the principal leadership variables and teacher professionalism can influence teacher performance by 35%. This figure shows that leadership head schools and teacher professionalism have an influence on performance Teacher as big as 35%, while the remaining 65% is explained by other variables outside this research.

Good principal leadership will make teachers comfortable in carrying out their duties. The principal's leadership is a factor from outside the teacher that can move teachers in their work, because the principal is the main leader in the school. Apart from leadership principal, personally a teacher must be professional in carrying out his profession. Teacher professionalism is the teacher's commitment to carrying out their duties and functions as a teacher, so that teacher professionalism can influence teacher performance.

4. CONCLUSION AND SUGGESTION

Conclusion

Based on the data obtained from the results of the analysis, the conclusions that can be put forward in this research are as follows:

1. There is a positive and significant influence of the principal's leadership on The performance of elementary school teachers in the Pattimura Cluster which can be proven by the calculated t regression results of 2.594 is greater than the t table of 0.320 with a significance value of 0.014 <0.05. As for big influence leadership the principal of the teacher's performance is seen from mark coefficient determination *(R Square)* amounting to 0.157 indicates that teacher performance is influenced by the principal's leadership by 15.7%.
2. There is a positive and significant influence of teacher professionalism on the performance of elementary school teachers in the Pattimura Cluster which can be proven by the t-calculated regression results for teacher professionalism of 3.583 which is greater than the t table of 0.320 with a significance value of 0.001 < 0.05. The big influence of teacher professionalism on teacher performance is seen from the coefficient of determination *(R Square) value* of 0.263 indicates that teacher performance is influenced by teacher professionalism by 26.3%.
3. There is a positive and significant influence of the principal's leadership and teacher professionalism together on the performance of elementary school teachers in the Pattimura Cluster which can proven with results regression The calculated F is 9.437 > 3.27 with a significance value of 0.001 < 0.05. The influence of the principal's leadership and teacher professionalism together on teacher performance is seen from the coefficient of determination (*R Square*) value of 0.350, thus indicating that teacher performance is influenced by the principal's leadership and teacher professionalism by 35%.

Suggestion

1. School principals should develop closer relationships with teachers, by increasing interpersonal communication both directly and indirectly. Direct communication can be done starting from greeting each other and discussing face to face, while indirect communication can be done by giving suggestions and replies whenever needed by the teacher.
2. Teacher professionalism should be improved by continues to be committed to continuously improving its professionalism based on high standards and a professional code of ethics for teachers. Improvements can be made by meeting standards and a teacher's code of ethics with efforts to be a good role model for students

and maintain honor as a teacher.

3. Teachers take part in the programs organized and carry out their own development by learning according to the competency of the skills being taught and the general knowledge of educators. Through programs the, Teacher can increase his skills as a teacher. Therefore, teachers must be able to keep up with developments in science and technology , especially by using more interactive learning media.

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