



RESEARCH ARTICLE

The Effect of Leadership, Principal Decision Making and Job Satisfaction on Teacher Performance at SMA Negeri 13 Palembang

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Abstract: This study aims to determine the Effect of Leadership, Principal Decision Making and Job Satisfaction on Teacher Performance in SMA Negeri 13 Palembang. In this study the samples taken were all teachers with a total of 68 people as samples of trial and research data. In this study the sampling technique is done by using saturated sampling technique that is all the population is sampled, the regression equation $Y=5,080+0,274X1+0,403X2+0,409X3+e$. From the results of this study there is a positive and significant influence of Leadership, Principal decision making and Job satisfaction simultaneously on Teacher Performance in SMA Negeri 13 Palembang as evidenced by the sig F value of $0.000 < \alpha (0.05)$. There is a positive and significant influence of Leadership on Teacher Performance in SMA 13 Palembang with a sig t value of $0.034 < \alpha (0.05)$. There is a positive and significant influence of school decision-making on teacher performance in SMA Negeri 13 Palembang with a sig t value of $0.027 < \alpha (0.05)$. There is a positive and significant effect of job satisfaction on teacher performance in SMA Negeri 13 Palembang with a sig t value of $0.003 < \alpha (0.05)$. Correlation (R) variables influence Leadership (X1), decision making of principals (X2) and job satisfaction (X3) together on Teacher Performance (Y) is 0.551 means that the relationship of Leadership, Principals' decision making and job satisfaction together the same with the Performance of Teachers in Palembang 13 Public High School shows a strong and positive correlation. The coefficient of determination (Rsquare) is 0.304 which gives an understanding that 30.4% of Teacher Performance (Y) can be explained or influenced by Leadership (X1), Principal decision making (X2) and Job satisfaction (X3) together while the rest is equal to 69.6% is influenced by other factors not examined.

Keywords: Performance, Leadership, Decision Making and Job Satisfaction

INTRODUCTION

Problem Background

According to Law No. 20 of 2005 concerning the National Education System that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, the community, the geese and the state.

Education is directed at shaping the child's personality as individuals who have different and varied potentials, talents so that different attention is needed and the child's life experience is an important capital in learning. So that education really plays a role in educating life nation, then all

related elements (students, educators, people) parents, society, government, job creators and so on) must take an active role in efforts to improve the quality of education in line with the current of modernization.

Some phenomena of school education as a result of an instructive and *top-down leadership model*, among others: the target system for achieving the curriculum, the target number of graduations, the formula for student graduation, and the design of a school quality improvement project that must be linked to improving the results of the National Examination in an instructive manner. This situation resulted in the shackles of a school principal with operational and technical guidelines. The negative impact is the closure of schools in the process of renewal and innovation.

Decision making is a process of choosing an alternative way of acting with an efficient method according to the situation. The process is to find and solve organizational problems. Decision making requires a series of actions and requires several steps. Decision makers are people who have the ability, responsibility, and authority to change the system.

Job satisfaction is an affective or emotional response to various aspects or aspects of one's work so that job satisfaction is not a single concept. A person can be

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relatively satisfied with one aspect of the job and dissatisfied with one or more other aspects.

The concept of performance stands for kinetics of work energy. Performance is the output produced by the functions or indicators of a job or a profession within a certain time. Work is an activity to complete something or make something that only requires certain energy and skills, such as those done by *blue collar workers*. Meanwhile, a profession is a job that to complete it requires mastery and application of scientific theories learned from higher education institutions such as those carried out by professionals or *white collar workers*.

Bastian (in Fahmi, 2011:226), performance is a description of the level of achievement of the implementation of an activity/program/policy in realizing the goals, objectives, vision and mission of the organization contained in the formulation of the strategic scheme (*strategic planning*) of an organization.

The principal is the main key in efforts to realize improved school management performance. Deroche (2011:226) writes, *"I never seen a good school without a good principals."* In line with that, Conant wrote *"The difference between a good and a poor school is often the difference between a good and a poor principals."* This opinion means that there is no good school without being led by a good principal, and the difference between a good school and a bad school can be seen from the good or bad performance of the principal.

From the explanation above, to find out the relationship between Leadership, Principal Decision Making and Job Satisfaction on performance, it can be done through research with the title **"The Influence of Leadership, Principal Decision Making and Job Satisfaction on Teacher Performance at SMA Negeri 13 Palembang"**.

Formulation of the problem

The problems to be solved in this research are as follows:

1. Is there any influence? Leadership, Principal Decision Making and Job Satisfaction together on Teacher Performance at SMA Negeri 13 Palembang?
2. Is there any influence of leadership on teacher performance at SMA Negeri 13 Palembang?
3. Is there an effect of the principal's decision making on the teacher's performance at SMA Negeri 13 Palembang?
4. Is there an effect of job satisfaction on teacher performance at SMA Negeri 13 Palembang?

LITERATURE REVIEW AND RESEARCH HYPOTHESES

Performance

Teacher performance is the work of a teacher's work process in carrying out his duties as educators and teachers when teaching in front of the class, based on certain criteria that are in accordance with daily work situations and conditions. The dimensions measured in teacher performance are learning management, professional development, and academic mastery. The dimensions of learning management are measured by indicators of preparing lesson plans, implementing teaching-learning interactions, assessing student learning outcomes, implementing follow-up on the results of student learning achievement assessments, being in the classroom during teaching and learning activities (KBM). The dimensions of professional development are measured by indicators of conceptual relationships between related subjects, the

application of scientific concepts in everyday life, preservation of national values and culture, instilling character in students, and building excellence in the classroom. While the dimensions of academic mastery are measured by indicators of understanding educational insight, mastery of academic study materials (according to the subjects being taught), developing themselves in a sustainable manner, understanding learning theory, and providing services to students.

Job Satisfaction

Job satisfaction is a teacher's positive attitude towards his work that reflects his happy and unhappy experiences and the teacher's expectations which are manifested by feelings and work results that are effective and efficient. Job satisfaction is measured by the dimensions of social relations, fulfillment of needs, and job characteristics.

The dimensions of social relations are measured by indicators of the relationship between principals and teachers, social relations between teachers, emotions and work situations, physical factors and working conditions. The dimension of fulfilling the needs is measured by indicators of awards received by teachers, incentives, promotions, feelings of security at work, and field trips. While the dimensions of job characteristics are measured by indicators of designing jobs to be interesting and fun, placement of teachers according to expertise, jobs that can increase morale, fair promotions, and assignments according to the workload.

Principal's Decision Making

According to Siswandi (2011:143), the decision is the accuracy or determination of a desired choice. James AF Stoner (1996), a decision is a choice among various alternatives. This definition contains three meanings, namely: (1) there is a choice on the basis of logic or consideration; (2) there are several alternatives to which the best one must be chosen; and (3) there is a goal to be achieved and the decision is getting closer to that goal.

Principal decision making is the process of selecting the best alternative decision from several alternative decisions made by the principal as measured by the teacher's perception of the dimensions of the ability to try to improve school appearance, attention to disturbances that arise in schools, and the provision of school resources.

Dimensions of the ability to try to improve school appearance, measured by indicators of division of labor, scheduling, job descriptions, punctuality, and supervision. Dimensions of attention disorders that arise in school, with indicators respecting ideas, building cooperation, mutual trust, mutual respect, and communication. Meanwhile, the dimensions of providing school resources are measured by indicators of the availability of textbooks for students, the availability of office stationery, laboratory equipment, school comfort, and the availability of worship facilities.

Leadership

Sedarmayanti (2009: 120), says that leadership is essentially:

- 1) The process of influencing / giving examples from leaders to followers in an effort to achieve organizational goals.
- 2) The art of influencing and directing people by means of obedience, trust, respect, and passionate cooperation in achieving common goals.

- 3) The ability to influence, aspiration and direct the actions of a person/group to achieve the expected goals.
- 4) Involves three things, namely leaders, followers, and certain situations.
- 5) Ability to influence the group to achieve goals.

What will be studied in this research is modern leadership theory. This leadership theory consists of 1) Traits, 2) Behavior, 3) Situational-Contingency approaches, and 4) Pancasila.

From the description above, it can be concluded that leadership is the overall behavior or action of a principal in leading and influencing school members to achieve organizational goals that have been set together.

Framework and Hypotheses

The framework of thinking in this research can be formulated as follows:

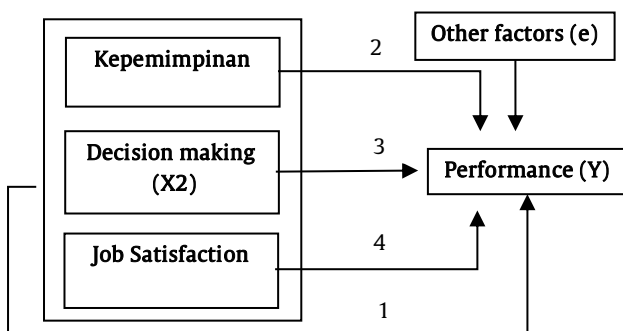


Figure 2.6. Thinking Framework

H1 ; _ It is suspected that there is a joint influence of leadership, principal decision-making and job satisfaction on teacher performance at SMA Negeri 13 Palembang

Human resources have an important role either individually or in groups, and human resources are one of the

the main driver for the smooth running of business activities, even the progress of the company's progress is determined by the presence of its human resources. For this reason, every company needs to pay attention and regulate the existence of its employees in an effort to improve good performance

Educational organizations (SMPs) will gain an advantage in the future if they have quality leaders (principals). The quality of the principal can be seen from the leadership style and decision making of each of the policies he takes. With a qualified principal, the job satisfaction of the teachers is fulfilled.

The formation of good teacher performance can be produced if job satisfaction for teachers can be fulfilled. Teacher performance is closely related to the concept of service because a teacher not only teaches but also provides the best service to his students.

H2; _ It is suspected that there is an influence of leadership on teacher performance at SMA Negeri 13 Palembang.

As an organization, in schools there is a collaboration of groups of people (principals, teachers, staff, and students)

who together want to achieve the goals that have been set. All these components are an integral part. It is the principal's job to make school members achieve their goals. With a leadership style that invites every teacher to work together (work in teams), a harmonious relationship will be created.

Teachers occupy a very important role in the education and learning process in preparing students to achieve the competencies that have been determined. A teacher prepares himself with the ability to carry out tasks as required by the school. The quality of teacher performance is an important contribution that will determine the success of the education process. Therefore, a good principal's leadership style will develop teacher performance to continue to improve. Especially with the increasing demands of society regarding the quality of education. This of course will have implications for the need to improve the quality of teacher performance.

Based on the description above, it is suspected that there is an influence of the principal's leadership on teacher performance.

H3; _ It is suspected that there is an influence of the Principal's decision making on the teacher 's performance at SMA Negeri 13 Palembang

The principal must be able to create a system that is able to convey the various facts that exist to him. Thus, various decisions related to teacher activities include: Subject Teacher Consultations (MGMP) at school and district level, education and training on a rotating basis. With this activity, teacher performance will increase.

The teacher plays a role in determining the technical level of education, namely learning. The developments that occur today, of course, need to be anticipated by teachers through innovative performance to create a learning process in the classroom.

This performance will be formed, if the principal makes the right decisions. The principal provides facilities and infrastructure for learning in the classroom and outside the classroom. How can a teacher teach using technology (ITC), if the school does not provide a set of LCD and modem/speedy.

Based on the description above, it is suspected that there is an influence of principal's decision making on teacher performance.

H4; It is suspected that there is an effect of job satisfaction on teacher performance at SMA Negeri 13 Palembang.

Work requires interaction with coworkers and superiors, following organizational rules and policies, meeting performance standards, living with often less than ideal working conditions and the like. Job satisfaction reflects attitudes and not behavior. Job satisfaction is the main dependent variable because it shows a relationship with performance factors.

The success of a system in achieving an increase in the performance of junior high school teachers, it can be understood the individual attitude of a teacher towards the work being done. Because each individual teacher will have a different level of satisfaction according to the value system that applies to him. The more aspects of the job that match the teacher's wishes, the higher the level of satisfaction he feels. Although there is no uniformity for this job satisfaction limit, it can be clearly said that there are no binding principles of job satisfaction determination from it.

With teacher job satisfaction fulfilled, it will create creative and professional teachers. Creative teachers will improve performance

METHODS

Place and time of research

This research was conducted at SMA Negeri 13 Palembang. This research is expected to contribute and benefit in improving performance through leadership, principal decision-making and job satisfaction.

This research was conducted for 5 (five) months from June 2019 until October 2019.

Population and Sample

The population and generalization area consist of objects/subjects that have certain quantities and characteristics determined by the researcher to be studied and then draw conclusions (Supranto, 2003: 76). The population in this study were teachers of SMA Negeri 13 Palembang while the sample was part of the population that would be the object of research. In this study the total population is 68 people.

Sampling in this study used the *saturated sampling technique*, namely sampling was carried out as a whole from the total population.

According to Siswoyo (2007: 149) if there is absolutely no knowledge about the magnitude of the variance of the population. In this case the best way is to simply take a certain percentage, say 5%, 10% or 50% of the entire population. Some things that can be used as a guide to determine the percentage of the sample are:

- If the population of N is large, only a small percentage can meet the requirements.
- The sample size should not be less than 30.

In line with the opinion above, then in this study by considering the population amounted to 68 people, the authors took the entire population as many as 68 people as a trial sample and research sample.

Data analysis technique

a. Multiple Linear Regression Model

Based on the results that have been collected through data collection by distributing questionnaires containing a list of questions and answer choices, then a tabulated data list is made where this data is analyzed using the SPSS 17.0 program. The data analysis technique used by the author is multiple linear regression with the following analysis model: According to Sudrajat (2011)

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e_i$$

Information :

Y = performance

X₁ = Leadership

X₂ = Principal's decision making

X₃ = job satisfaction

β₀ = Constant

β₁, β₂, β₃ = Regression coefficient

e_i = nuisance error (error)

b. Correlation coefficient

In the case above, to find out the close relationship between Leadership, Principal's Decision Making and Job Satisfaction with performance, the quantity to be analyzed is correlation (r). Correlation is a statistical technique used to find the relationship between two or more variables. In this case, it is not determined which variables affect the other variables. The coefficient value ranges between -1 and 1. The closer to the absolute value of the correlation coefficient, the stronger the relationship between these variables, while the smaller (closer to zero) the absolute value of the correlation coefficient, the weaker the influence between these variables. A positive or negative sign indicates the direction of the relationship.

There is no definite measure of the strength and weakness of the correlation between variables, the correlation measure is translated as follows:

0.70 – 1.00 (either positive or minus) indicates a high degree of association.

0.40 - < 0.70 (either positive or minus) indicates a substantial relationship.

0.20 – 0.40 (either positive or minus) indicates a low correlation.

< 0.20 (either positive or minus) the correlation is negligible. Young (2012 : 317)

c. Coefficient of Determination

To take how far the independent variable can explain the dependent variable, it is necessary to know the value of the coefficient of determination or determination of R².

The value of R² ranges from 0-1, the closer to 1 the value of R² means the greater the independent variable (X) is able to explain the dependent variable (Y). This analysis of the value of R - square (R²) is used to determine the extent to which the independent variables (X₁ and X₂) can explain the relationship between changes in the dependent variable (Y). The properties of R - square are strongly influenced by many independent variables where the more independent variables, the greater the value of R - square.

Statistical Hypothesis a

Simultaneous Test

H₀: β₁, β₂, β₃ = 0, meaning that there is no influence of leadership, principal's decision making and job satisfaction together on teacher performance at SMA Negeri 13 Palembang.

H₁: β₁, β₂, β₃ ≠ 0, meaning that there is an effect of leadership, principal decision making and job satisfaction together on teacher performance at SMA Negeri 13 Palembang.

Test Criteria:

The F test is used with the following conditions:

- Accept H₀, if sig. F > 0.05
- Reject H₀, if sig. F < 0.05

Partial Test

H₀: β₁ = 0, meaning that there is no influence of leadership on teacher performance at SMA Negeri 13 Palembang.

H₁: β₁ ≠ 0, meaning that there is an influence of leadership on teacher performance at SMA Negeri 13 Palembang.

H₀: b₂ = 0, meaning that there is no influence of Principal's decision making on teacher performance at SMA Negeri 13 Palembang.

H₁: b₂ ≠ 0, meaning that there is an effect of Principal's decision making on teacher performance at SMA Negeri 13 Palembang.

H₀: b₃ = 0, meaning that there is no effect of job satisfaction on teacher performance at SMA Negeri 13 Palembang.

H₁: b₃ ≠ 0, meaning that there is an effect of job satisfaction on teacher performance at SMA Negeri 13 Palembang.

Test criteria:

t test is used with the condition that

Accept H₀, if sig.t > 0.05

Reject H₀, if sig.t < 0.05

RESULTS AND DISCUSSIONS

Regression, Correlation and Determination Analysis

a. Multiple Linear Regression Analysis

To determine the multiple linear regression equation of the influence of Leadership (X₁), Principal Decision Making (X₂) and Job satisfaction (X₃) together on Teacher Performance (Y) it is necessary to do multiple regression coefficient analysis. By using the SPSS program facilities, the results of the analysis are shown in table 4. 20.

Table 4.20
The Influence of Leadership, Principal Decision Making and Job Satisfaction on Teacher Performance

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.080	12.810		.397	.693
	Kepemimpinan	.274	.126	.233	2.169	.034
	Pengambilan keputusan	.403	.178	.252	2.258	.027
	Kepuasan kerja	.409	.132	.336	3.098	.003

a. Dependent Variable: Kinerja

Based on the results of the multiple regression coefficient analysis in table 28, the multiple linear regression equations of the influence of leadership (X₁), Principal's decision-making (X₂) and job satisfaction (X₃) on teacher performance (Y) are:

$$Y = 5,080 + 0,274X_1 + 0,403X_2 + 0,409X_3 + e$$

From the above equation it can be explained that the regression constant is 5.080. This means that if you ignore the variables of leadership, principal's decision making and job satisfaction, the teacher's performance score is 5,080. Leadership regression coefficient (X₁) is 0.274, meaning that each addition of one unit of Leadership score, will increase the Teacher Performance score by 0.274 unit score by maintaining the Principal's decision-making score (X₂) and job satisfaction (X₃) fixed/constant. The regression coefficient for the Principal's Decision Making (X₂) is 0.403, meaning that each addition of one unit score of the Principal's Decision Making variable (X₂) will increase the Teacher Performance score by 0.403 unit score by maintaining the Leadership score (X₁) and Job satisfaction (X₃) fixed/constant. The regression coefficient for job

satisfaction (X₃) is 0.409, meaning that each additional unit score of the variable Job satisfaction (X₃) will increase the teacher 's performance score by 0.409 by keeping the Leadership score (X₁) and Principal's decision making (X₂) constant. constant.

b. Simple Linear Regression Analysis

Influence of Leadership (X₁), on Teacher Performance (Y)

To determine the simple linear regression equation of the influence of Leadership (X₁), on Teacher Performance (Y) it is necessary to do a simple regression coefficient analysis. By using the SPSS program facilities, the results of the analysis are shown in table 4.21.

Table 4.21
The Effect of Leadership, on Teacher Performance

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	39.051	8.761		4.457	.000
	Kepemimpinan	.344	.138	.293	2.486	.015

a. Dependent Variable: Kinerja

Based on the results of the simple regression coefficient analysis in table 4.21, the simple linear regression equation of the influence of leadership (X₁) on teacher performance (Y) is :

$$\hat{Y} = 39,051 + 0,344X_1 + e$$

From the equation above, it can be explained that the regression constant is 39,051, meaning that if you ignore the leadership variable, the teacher's performance score is equal to 39 , 051 . Leadership regression coefficient (X₁) is 0.344 , meaning that each addition of one unit of leadership score will increase the teacher's performance score by 0.344 unit score by maintaining the Principal's decision-making score (X₂) and job satisfaction (X₃) fixed/constant.

The Effect of Principal's Decision Making (X₂), on Teacher Performance (Y)

To determine the simple linear regression equation of the influence of the Principal's Decision Making (X₂), on Teacher Performance (Y) it is necessary to do a simple regression coefficient analysis. By using the SPSS program facilities, the results of the analysis are shown in table 4.22.

Table 4.22
The Effect of Principal's Decision Making, on Teacher Performance

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.201	11.338		1.870	.066
	Pengambilan keputusan	.633	.181	.395	3.496	.001

a. Dependent Variable: Kinerja

Based on the results of the simple regression coefficient analysis in table 4.22, the simple linear regression equation

of the influence of Leadership (X₁) on Teacher Performance (Y) is :

$$\hat{Y} = 21,201 + 0,633X_2 + e$$

From the equation above, it can be explained that the regression constant is 21.201, meaning that if you ignore the Principal's decision-making variable, then the teacher's performance score is 21,201. The regression coefficient for the Principal's Decision Making (X₂) is 0.633, meaning that each addition of one unit score for the Principal's Decision-making, will increase the Teacher Performance score by 0.633 unit score by maintaining the Leadership score (X₁) and Job satisfaction (X₃) fixed/constant.

The Effect of Job Satisfaction (X₃), on Teacher Performance (Y)

To determine the simple linear regression equation of the effect of job satisfaction (X₃), on teacher performance (Y) it is necessary to do a simple regression coefficient analysis. By using the SPSS program facilities, the results of the analysis are shown in table 4.23.

Table 4.23
The Effect of Job Satisfaction on Teacher Performance

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32.542	7.883		4.128	.000
	Kepuasan kerja	.493	.137	.405	3.596	.001

a. Dependent Variable: Kinerja

Based on the results of the simple regression coefficient analysis in table 4.23, the simple linear regression equation of the effect of job satisfaction (X₃) on teacher performance (Y) is:

$$\hat{Y} = 32,542 + 0,493X_3 + e$$

From the equation above, it can be explained that the regression constant is 32, 542, meaning that if you ignore the Principal's decision-making variable, then the teacher's performance score is equal to 32, 542. The regression coefficient for Principal Decision Making (X₂) is 0.493, meaning that each addition of one unit score for Principal Decision-making will increase the Teacher Performance score by 0.493 unit score by maintaining the Leadership score (X₁) and Principal decision-making (X₂) fixed/constant.

c. Correlation Analysis

To see the strength or weakness of the influence of the variable Leadership, Principal Decision Making and Job Satisfaction simultaneously on Teacher Performance (Y) it is necessary to do a correlation analysis, the results of the correlation analysis are shown in table 4.24.

Table 4.24
Correlation Coefficient and Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.551 ^a	.304	.271	6.534

a. Predictors: (Constant), Kepuasan kerja, Kepemimpinan , Pengambilan keputusan

Based on Table 4.24, it shows the correlation coefficient (R) of the variable influence of Leadership (X₁), Principal's decision making (X₂) and Job satisfaction (X₃) together on Teacher Performance (Y) is 0.551 meaning the relationship between Leadership, Principal decision making and job satisfaction together with teacher performance at SMA Negeri 13 Palembang shows a fairly strong and positive correlation.

d. Determination Analysis

To find out how big the influence is, it can be seen from the value of the coefficient of determination (R²) which is 0, 304 which gives the understanding that 30.4 % Performance Teacher (Y) can be explained or influenced by Leadership (X₁), Principal's decision making (X₂) and job satisfaction (X₃) together while the remaining 69.6% is influenced by other factors not examined.

Statistical Hypothesis Test

1. First Hypothesis:

There is a significant influence on Leadership, Principal's Decision Making and job satisfaction together on performance Teacher of SMA Negeri 13 Palembang .

Test Formula:

H₀ : b₁ = b₂ = b₃ = 0, there is no significant effect of leadership, principal decision making and job satisfaction together on teacher performance at SMA Negeri 13 Palembang .

H₁ : b₁ ; b₂ ; b₃ ≠ 0, There is a significant influence on Leadership, Principal's decision-making and job satisfaction together on performance Teacher of SMA Negeri 13 Palembang .

Level of Significance 95% (α = 0.05)

Testing Criteria:

- Ho is accepted, if sig. F > 0.05
- Ho is rejected, if sig. F < 0.05

Table 4.25
F Uji test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1191.309	3	397.103	9.301	.000 ^a
	Residual	2732.383	64	42.693		
	Total	3923.691	67			

a. Predictors: (Constant), Kepuasan kerja, Kepemimpinan , Pengambilan keputusan

b. Dependent Variable: Kinerja

Based on the table 4.25 the sig result test. F of 0.000 < 0.05, meaning that at the 95% confidence level, H₀ is rejected or together with the Leadership variable (X₁) , Principal's decision making (X₂) and job satisfaction (X₃) can explain the teacher's performance score (Y). Thus, it can be said that the first hypothesis is accepted. In other words, the higher the leadership, effective principal decision-making and the higher job satisfaction for the teachers of SMA Negeri 13 Palembang, the higher the performance shown by these teachers. On the other hand, the lower the leadership, effective principal decision-making and the

lower the job satisfaction program for teachers, the lower the performance shown by teachers. the.

2. Second Hypothesis: There is Significant influence of Leadership on Teacher Performance at SMA Negeri 13 Palembang.

Test Formula:

$H_0: b_1 = 0$, T there is no significant effect of Leadership on Teacher Performance at SMA Negeri 13 Palembang .

$H_1: b_1 > 0$, There is a significant influence of leadership on performance Teacher of SMA Negeri 13 Palembang

Level of Significance 95% ($\alpha = 0.05$)

Testing Criteria:

Ho is accepted, if sig. t 0.05
Ho is rejected, if sig. t < 0.05

Based on table 4.20 above **test results.t** a significance value of 0.034 < 0.05, meaning that at the 95% confidence level H_0 is rejected or individually the Leadership variable (X_1) can explain the teacher's performance score (Y). Thus, it can be said that the second hypothesis is accepted. In other words, the higher and periodic leadership applied to the SMA Negeri 13 Palembang teacher , the higher the performance shown by the Masters. Conversely, the lower the leadership, the lower the performance shown by SMA Negeri 13 Palembang teachers.

3. The third hypothesis: There is a significant influence on the Principal's decision making on the teacher's performance at SMA Negeri 13 Palembang.

Test Formula:

$H_0: b_2 = 0$, there is no significant effect on the Principal's decision-making on teacher performance at SMA Negeri 13 Palembang .

$H_1: b_2 > 0$, there is a significant influence on the Principal's decision making on Teacher Performance of SMA Negeri 13 Palembang

Level of Significance 95% ($\alpha = 0.05$)

Testing Criteria:

Ho is accepted, if sig. t 0.05
Ho is rejected, if sig. t < 0.05

Based on table 4.20 above **test results.t** significance value of 0.027 < 0.05, meaning that at the 95% confidence level, H_0 is rejected or individually the Principal's decision-making variable (X_2) can explain the teacher's performance score (Y). Thus, it can be said that the third hypothesis is accepted. In other words, the principal 's decision-making applied by the teachers of SMA Negeri 13 Palembang is effective , the higher the performance shown by the teachers. the. On the other hand, the lower the principal's decision making for teachers, the lower the performance shown by the Master.

4. Fourth hypothesis: There is a significant effect of job satisfaction on teacher performance at SMA Negeri 13 Palembang.

Test Formula:

$H_0: b_3 = 0$, T there is no significant effect of job satisfaction on performance Teacher of SMA Negeri 13 Palembang .

$H_1: b_3 > 0$, there is a significant effect of job satisfaction on Performance Teacher of SMA Negeri 13 Palembang .

Level of Significance 95% ($\alpha = 0.05$)

Testing Criteria:

Ho is accepted, if sig. t 0.05
Ho is rejected, if sig. t < 0.05

Based on table 4.20 above **test results.t** a significance value of 0.003 < 0.05, meaning that at the 95% confidence level H_0 is rejected or individually the job satisfaction variable (X_3) can explain the teacher's performance score (Y). Thus, it can be said that the fourth hypothesis is accepted. In other words, the higher the job satisfaction for the SMA Negeri 13 Palembang teachers, the higher the performance shown by these teachers. Conversely, the lower job satisfaction for teachers, the lower the performance shown by teachers the.

The results of statistical analysis carried out with the help of computers including regression analysis, correlation and determination show the following:

1. The regression constant is 5.080. This means that if you ignore the variables of leadership, principal's decision making and job satisfaction, the teacher's performance score is 5,080. Leadership regression coefficient (X_1) is 0.274, meaning that each addition of one unit of Leadership score, will increase the Teacher Performance score by 0.274 unit score by maintaining the Principal's decision-making score (X_2) and job satisfaction (X_3) fixed/constant. The regression coefficient for the Principal's Decision Making (X_2) is 0.403, meaning that each addition of one unit score of the Principal's Decision Making variable (X_2) will increase the Teacher Performance score by 0.403 unit score by maintaining the Leadership score (X_1) and Job satisfaction (X_3) fixed/constant. The regression coefficient for job satisfaction (X_3) is 0.409, meaning that each additional unit score of the variable Job satisfaction (X_3) will increase the teacher's performance score by 0.409 by keeping the Leadership score (X_1) and Principal's decision making (X_2) constant. constant.
2. The correlation coefficient (R) of the variables influencing leadership (X_1), Principal decision making (X_2) and job satisfaction (X_3) together on teacher performance (Y) is 0.551 meaning the relationship between leadership, principal decision making and satisfaction work together with Teacher Performance SMA Negeri 13 Palembang shows a fairly strong and positive correlation.
3. coefficient of determination (R^2) is 0, 304 which gives the understanding that 30.4 % Performance Teacher (Y) can be explained or influenced by Leadership (X_1), Principal's decision making (X_2) and

- job satisfaction (X_3) together while the remaining 69.6% is influenced by other factors not examined.
4. Based on the calculated sig F value of $0.000 < 0.05$, it means that at the 95% confidence level H_0 is rejected or together Leadership (X_1), Principal's decision-making (X_2) and job satisfaction (X_3) can explain Teacher Performance scores (Y). Thus, it can be said that the first hypothesis is accepted.
 5. Based on the calculated sig t value of $0.034 < 0.05$, it means that at the 95% confidence level H_0 is rejected or individually Leadership (X_1) can explain the Teacher Performance score (Y). Thus, it can be said that the second hypothesis is accepted.
 6. Based on the sig t value, calculate $0.027 < 0.05$, meaning that at the 95% confidence level H_0 is rejected or individually the Principal's decision-making variable (X_2) can explain the performance score Teacher (Y). Thus, it can be said that the third hypothesis is accepted.
 7. Based on the calculated sig t value of $0.003 < 0.05$, it means that at the 95% confidence level H_0 is rejected or individually the job satisfaction variable (X_3) can explain the Teacher Performance score (Y). Thus, it can be said that the fourth hypothesis is accepted.

DISCUSSION

The concept of performance stands for kinetics of work energy. Performance is the output produced by the functions or indicators of a job or a profession within a certain time. Work is the activity of completing something or making something that only requires certain energy and skills. Therefore, quality human resources are needed, in this case teachers who have the potential and achievements to become school principals so that quality education can be realized.

The principal is the main key in efforts to realize improved school management performance, this is in accordance with the opinion of Deroche (2011:226) who wrote, *"I have never seen a good school without a good principals."* In line with that, Conant wrote *"The difference between a good and a poor school is often the difference between a good and a poor principals."* This opinion means that there is no good school without being led by a good principal, and the difference between a good school and a bad school can be seen from the good or bad performance of the principal.

The organization must have a highest leader in its organizational environment, which is called a *leader*. In the school environment called the principal (*principal or headmaster*).

The principal can be defined as "a functional teacher who is given the task of leading a school where the teaching and learning process is held, or a place where there is interaction between teachers who give lessons and students receive lessons." The word 'lead' from the formulation contains a broad meaning, namely the ability to mobilize all existing resources in a school so that it can be utilized optimally to achieve the goals that have been set.

Wahjosumidjo (2010:11), states that the principal as a leader requires: 1) the ability to lead, 2) administrative and supervisory competence, 3) an understanding of the duties and functions of the principal, 4) an understanding of the *multi-functional role of schools*, and 5.) the principal duties of the principal are in the context of fostering teaching programs, human resources, students, funds, facilities and facilities, as well as cooperative relations between schools and the community.

Decision making is a process of choosing an alternative way of acting with an efficient method according to the situation. The process is to find and solve organizational problems. Decision making requires a series of actions and requires several steps. Decision makers are people who have the ability, responsibility, and authority to change the system.

According to Daft (2010: 283), *decision making* is the process of recognizing problems and opportunities and then solving them. Decision making requires effort both before and after the actual choice has been made.

Everyone who works expects to get satisfaction from his place of work. Basically job satisfaction is an individual thing because each individual will have a different level of satisfaction according to the values that apply to each individual. The more aspects of the job that match the individual's wishes, the higher the level of perceived satisfaction.

Job satisfaction is an affective or emotional response to various aspects or aspects of one's work so that job satisfaction is not a single concept. A person can be relatively satisfied with one aspect of the job and dissatisfied with one or more other aspects.

Job satisfaction in Maslow's theory of motivation ranks high. Because it is related to the human goal to realize and actualize his potential in work. However, this motivation is sometimes not carried out by various routines, barriers to an unbalanced work environment, or work situations and equipment that are ergonomically unsupportive to increase work productivity.

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the data analysis and hypothesis testing that have been described in Chapter IV, the following conclusions can be drawn:

1. There is a positive and significant influence on leadership, principal decision-making and job satisfaction simultaneously on teacher performance at SMA Negeri 13 Palembang as evidenced by the sig F value of $0.000 < (0.05)$.
2. There is a positive and significant influence of leadership on teacher performance at SMA Negeri 13 Palembang with a sig t value of $0.034 < (0.05)$.
3. There is a positive and significant influence on the Principal's decision-making on teacher performance at SMA Negeri 13 Palembang with a sig t value of $0.027 < (0.05)$.
4. There is a positive and significant effect of job satisfaction on teacher performance at SMA Negeri 13 Palembang with a sig t value of $0.003 < (0.05)$.

B. Implication

Efforts to improve teacher performance at SMA Negeri 13 Palembang. This can be done by improving leadership, principal decision making and job satisfaction which in turn can improve performance, namely:

- a. Efforts to improve performance, such as I am able to master the study material according to the subjects being taught, I always provide services that students need.
- b. Efforts to carry out leadership, such as the principal always supervises me as a teacher strictly The principal divides the work according to my ability as a teacher.

- c. Efforts to optimize Decision-making Principals, such as the principal working with the head of the library to buy textbooks for students, the principal always adds science, computer, and language laboratory equipment/tools .
- d. Efforts to increase job satisfaction, I feel safe in teaching, Principal periodically, go on field trips with the teacher council, I am satisfied with my work, thereby increasing enthusiasm for work .

C. Suggestion

Based on the conclusions of the research results as described previously, in the following section it is necessary to give some suggestions to the parties related to this research.

1. For teachers of SMA Negeri 13 Palembang, it is recommended to further improve the performance that is already running well now, especially the indicators that are still low, namely
I am able to build various advantages in the classroom, I always develop myself continuously both in education and training.
2. For the Head of SMA Negeri 13 Palembang in order to be able to further improve teacher performance through leadership, principal decision-making and job satisfaction that has been carried out at this time:
 - a. Leadership, some indicators that are still low need to be optimized, among others The principal appreciates the ideas that I put forward as a teacher.
 - b. Principal's decision making, some indicators that are still low need to be optimized, among others The principal makes a periodic vision and mission by inviting me as a teacher and the principal assigns me as a teacher to take turns taking part in the training.
 - c. Job satisfaction, some indicators that are still low need to be optimized, among others The principal always strengthens the close relationship with me as a teacher and the principal can control emotions so that the work situation is more conducive.
3. For other researchers, to follow up the results of this study further by developing other independent variables such as; Supervision of teacher motivation, student interest in learning, and teacher work discipline so that they can contribute to improving teacher performance at SMA Negeri 13 Palembang.

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