

# **The Influence of Principal Leadership and Training on Teacher Performance at SMK Sumpah Pemuda Mediated by Teacher Competence**

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**ABSTRACT:** This study aims to analyze the effect of Principal Leadership and Training on Teacher Performance mediated by Teacher Competence. The population of this research is teachers who have been teaching for more than one year at SMK Sumpah Pemuda West Jakarta with a sample of 60 (sixty) teachers. The data analysis method used is Structural Equation Model-Partial Least Square (SEM-PLS) with SmartPLS 4.0. The results showed that Principal Leadership and Training directly had a positive and significant effect on Teacher Performance and Teacher Competence. Teacher Competence directly has a positive and significant effect on Teacher Performance. Principal Leadership and Training have a positive and significant effect on Teacher Performance mediated by Teacher Competence.

**KEYWORDS-** Teacher Performance, Principal Leadership, Training, Teacher Competence

## **I. INTRODUCTION**

The development of a nation's intelligence and talent depends on education, and education plays a very important role. All individuals involved in education must perform their roles optimally and responsibly to improve the quality of education. The purpose of national education is to develop students' abilities to become human beings who are faithful and devoted to God, have noble character, and become part of a democratic and responsible society. (Law of the Republic of Indonesia No. 20 of 2003 on the National Education System). Article 1 of Law No. 14/2005 on Teachers and Lecturers stipulates that teachers are professional educators whose main role is to educate, teach, guide, lead, train, test, and assess students formally in early childhood education.

Masrum (2021) emphasizes that teachers are an important part of the education process. As educational personnel, teachers are competent and professional implementers. Teachers must not only teach and disseminate knowledge, but must also guide, lead by example, and assume administrative responsibilities. Teachers are responsible for planning learning, implementing quality learning processes and evaluating practical learning outcomes. Teacher performance can be seen from the actions or learning activities carried out by the teacher in the classroom. Teacher performance in learning activities is an ability or skill of the teacher in creating an atmosphere of educational communication between teachers and students to the stage of assessment and supervision in order to achieve learning objectives.

SMK Sumpah Pemuda is one of the private vocational high schools in West Jakarta established by Al-Mujahidin Islamic Education Foundation. The researcher was motivated to conduct research at SMK Sumpah Pemuda and conduct interviews in order to find out the problems faced during the learning process. From the interviews with the principal and vice principal, it is said that the main problem faced by SMK Sumpah Pemuda is related to teacher performance. Evaluation of teacher performance is carried out once every three months using the direct supervision method.

The aspects assessed during direct supervision include learning preparation, apperception and motivation, mastery of learning materials, application of educational learning strategies, application of the scientific approach, utilization of learning resources/media in learning, involvement of students in learning, use of correct and appropriate language in learning, summary of learning materials, and closing learning.

**Table1. Teacher Performance of SMK Sumpah Pemuda**

Description	Year			Target (%)
	2019 (%)	2020 (%)	2021 (%)	
Pre-learning activities	75	73	70	100
Learning Implementation	80	75	70	100
Active Learning Process	80	75	73	100
Skills in the use of learning resources	75	70	65	100
Skills in the use of learning media	75	70	65	100

Source: SMK Sumpah Pemuda (2022)

Of the several aspects assessed during the evaluation, the aspects that were considered deficient were in the preparation for learning, the application of learning strategies, the application of the scientific approach and the utilization of learning resources/media in learning. In the aspect of learning preparation, teachers are considered still lacking in explaining basic competencies, learning objectives, or indicators of competency achievement so that the purpose of learning activities is not communicated which causes students to be less independent during the learning process. Furthermore, in the aspect of implementing learning strategies, teachers are considered still lacking in fostering active participation of students in expressing opinions so that the learning process is considered less interactive. In the aspect of applying the scientific approach, teachers are considered to be lacking in provoking students to ask questions during the learning process so that students are less trained in critical thinking. In the aspect of utilizing learning resources/media in learning, teachers are still considered lacking in the use of varied learning resources and learning media so that students look bored and show less interest during the learning process.

The principal also said that some teachers find it difficult to keep up with technological developments, especially senior teachers with more than 10 years of service and teachers aged 40 and above. This makes teachers less able to create a pleasant learning atmosphere in the classroom. In addition, the learning process is hampered when the world of education experiences obstacles such as the COVID-19 outbreak, which at that time required teachers to open up and be friendly with technology. It was also said that there were cliques between teachers, which was a complaint from several teachers. Furthermore, the principal admitted that training is still inadequate for teachers, especially training related to the development of learning media and the application of modern learning. In addition, the researcher also conducted interviews with two teachers who have been teaching at SMK Sumpah Pemuda for more than 3 years. Based on the results of interviews with these teachers, the main problem they face is related to the training conducted for teachers at SMK Sumpah Pemuda. It is said that not all teachers have the same opportunity to attend training, but only a few teachers appointed by the principal, usually the teacher who represents is a senior teacher in a particular subject.

**Table2. Teacher Training Schedule at SMK Sumpah Pemuda**

Training Name	Month and Year	Number of Teachers Attended
Teaching Module	October 2022	50
Merdeka Curriculum Implementation	September 2022	54
Merdeka Curriculum	September 2022	1
Multi-media Based Learning	August 2022	20
Productive Teacher Competence	August 2022	4
Post-Pandemic Curriculum	July 2021	60
Curriculum during Pandemic	July 2020	60
Development of Lesson Plans	July 2019	60
Learning Methodology	January 2019	4

Source: SMK Sumpah Pemuda (2022)

It can be seen from the training schedule in Table 2. that teacher training is carried out but has not been regularly scheduled and the participants have not been evenly distributed. The unscheduled and uneven training for teachers has an impact on the performance and competence of SMK Sumpah Pemuda teachers, especially in the learning process and the use of learning media.

Senior teachers also said that the existence of camps between teachers often makes the atmosphere uncomfortable. Teachers stated that principals are less helpful in resolving conflicts between teachers, especially related to these camps. The principal's leadership role in the school organization is crucial in improving productivity. The principal is a decisive factor in the development and progress of the school. Principals are expected to organize various elements and all types of school resources to achieve educational and learning goals. Therefore, the principal must have strong leadership (Safaria, 2017). The problems found from interviews with key people at SMK Sumpah Pemuda that have been described above make teachers less able to fulfil their obligations in carrying out the learning process and in carrying out their professional duties as outlined in the Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers, especially the continuous development of education and skills in line with the development of science, technology and art.

Eliyana and Ma'arif (2019), David and Afnan (2017), Novitasari et al. (2020) found that principal leadership has no effect on teacher performance. Meanwhile, research from Hardono et al. (2017), Purwoko (2018), Elly and Soraya (2020) found that principal leadership affects teacher performance. Gala et al. (2017) showed that training is positively related to the performance of science teachers in junior high schools in Poso City. Wayuni (2017) states that there is a significant and positive influence between competence and performance. Research conducted by Pranata et al. (2018) found that training has a positive and significant effect on competence. Suhendra et al. (2017) stated that training significantly affects performance through competence.

## **II. THEORY REVIEW**

### **Teacher Performance**

According to Priansa (2020) teacher performance is the level of success of teachers in completing their duties which is then referred to as the "level of performance" or performance level. Performance is not individual traits, such as talent or ability, but is a manifestation of these abilities. Performance is the result of work achieved by teachers in schools in order to achieve school goals. The main task of teachers is to teach, guide, lead, train, and evaluate students in order to be considered as professional educators. In addition, it is the duty of a professional teacher to plan learning, implement a quality learning process, and evaluate learning outcomes. Then, recall that the main tasks of the teacher are to compile the lesson plan, achieve learning outcomes, evaluate learning outcomes, guide, and train students (Priansa, 2018). It can be said that the achievement of an educator is the achievement of an educator in carrying out and performing tasks that are naturally his responsibility, as well as additional tasks related to the implementation of the main activities of educators, especially teaching. activity planning, implementation of the learning process, to the implementation of learning outcomes assessment.

### **Leadership**

According to Yukl (2012), leadership refers to the deliberate process of a person using his or her dominant influence over other individuals to guide, design, and facilitate activities and relationships within a group or organization. Principal leadership is believed to influence the interpretation of external events by all components of the school, the choice of goals and strategies that the school pursues, the motivation of school members, to achieve common goals, learning and sharing new knowledge for the whole school membership, and mutual trust and co-operation.

### **Training**

Noe (2010) interprets training as a planned effort by a company to facilitate learning related to employee capabilities. According to Dessler (2010), training is the process of teaching new or existing employees, providing them with the basic skills necessary to perform their duties. In coaching, unsatisfactory performance is corrected in such a way that it is improved. So a group of pending tasks can be performed correctly by workers who have completed training.

### **Teacher Competence**

Based on the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers, there are four competencies that teachers must have, namely personality competence, social competence, pedagogical competence and professional competence. Educator competence is the professional knowledge, skills and professional values possessed by the educator himself and is related to the successful implementation of the teaching and learning process.

### III. CONCEPTUALFRAMEWORK

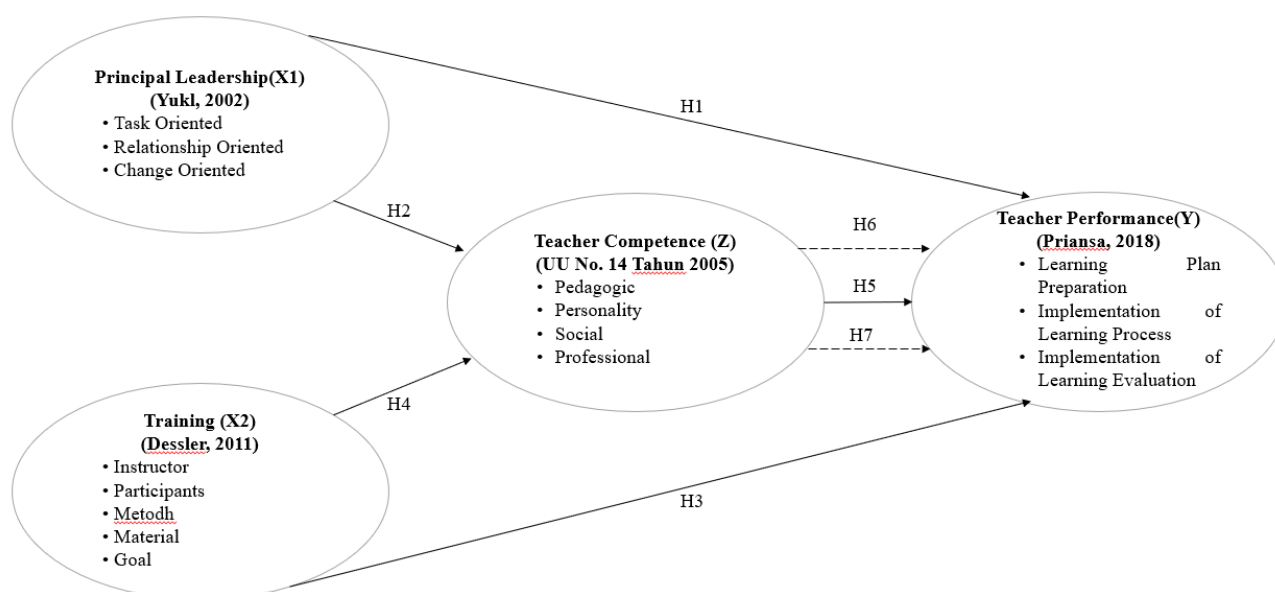


Figure 1. Conceptual Framework

Based on the conceptual framework, there are seven research hypotheses, namely:

- Hypothesis One : Principal Leadership has a positive and significant effect on Teacher Performance;
- Hypothesis Two : Principal Leadership has a positive and significant effect on Teacher Competence;
- Hypothesis Three : Training has a positive and significant effect on Teacher Performance;
- Hypothesis Four : Training has a positive and significant effect on Teacher Competence;
- Hypothesis Five : Teacher Competence has a positive and significant effect on Teacher Performance;
- Hypothesis Six : Principal Leadership has a positive and significant effect on Teacher Performance through Teacher Competence;
- Hypothesis Seven : Training has a positive and significant effect on Teacher Performance through Teacher Competence;

### IV. RESEARCH METHOD

This type of research is included in quantitative research with a causal descriptive approach, namely research conducted to describe the relationship between variables as well as to test hypotheses about the effect of one or several variables (independent variables) on other variables (dependent variables), Bahri, (2018). The research population was permanent teachers at SMK Sumpah Pemuda Jakarta. The sampling method is nonprobability sampling by taking all members of the population into the research sample (Saturated Sample) so that the number of samples in this study was 60 permanent teachers at SMK Sumpah Pemuda Jakarta. The data collection technique used a questionnaire and the measurement scale used was a Likert scale. The analysis technique used is Structural Equation Model- Partial Least Square (SEM-PLS) with the help of Smart-PLS software version 4.0.. Path Models are diagrams used to visually display the hypotheses and variable relationships examined when Structural Equation Modeling (SEM) is applied, Hair et al., (2021). In general, Partial Least Square (PLS) is a tool for analyzing variant-based Structural equations (SEM) simultaneously, Cashmere (2022). The Partial Least Square (PLS) Path Model consists of two measurement elements, namely the evaluation of the measurement model (Outer Model) and the evaluation of the structural model (Inner Model), Hair et al., (2021).

### V. RESULTS & DISCUSSION

#### Measurement Model Evaluation (Outer Model)

The research measurement model (Outer Model) is included in the Reflective measurement model, namely the Teacher Performance variable (Y), the Principal Leadership variable (X1), the Training variable (X2) and the Teacher Performance variable (Z) are measured reflectively. Evaluation of the reflective measurement model consists of loading factors (Outer Loading)  $\geq 0.70$ , composite reliability  $\geq 0.70$ , Cronbach's alpha and average variance extracted (AVE  $\geq 0.50$ ) as well as evaluation of discriminant validity, namely fornell

and larcker criteria and HeterotraitMonotrait Ratio (HTMT) below 0.90, Hair et al., (2021). According to Ghozali (2014), in early stage research from the development of a measurement scale, a loading value of 0.5 to 0.6 is considered sufficient and meets the measurement requirements. Thus, if in the initial stage of measurement there are still indicators with a loading factor value below 0.6 ( $< 0.6$ ), these indicators are removed from the measurement model and re-measurement is carried out.

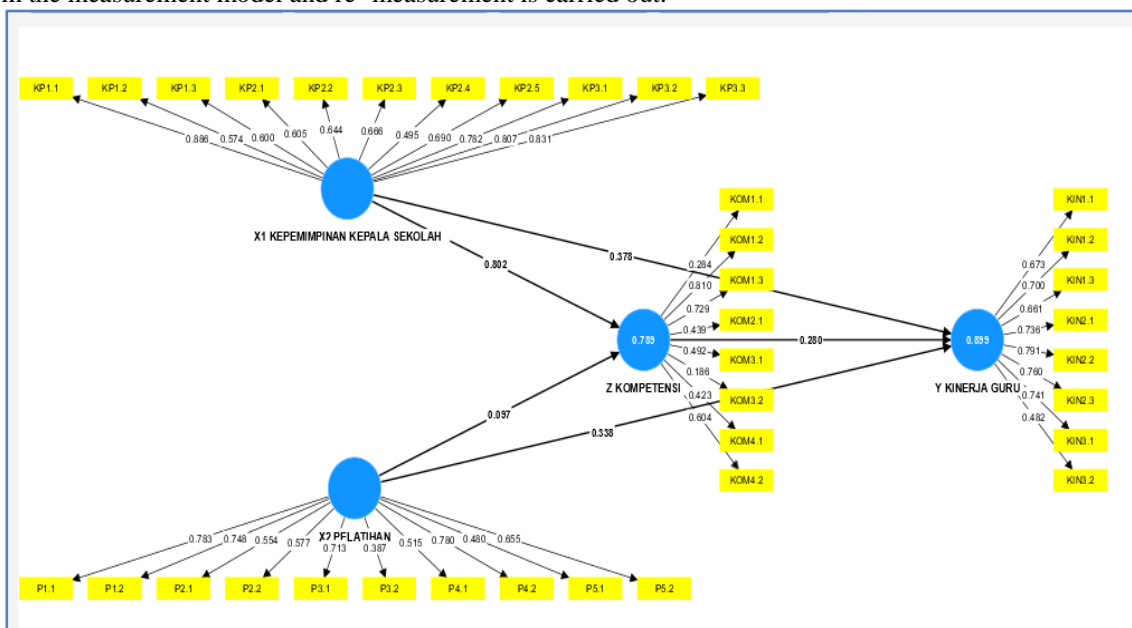
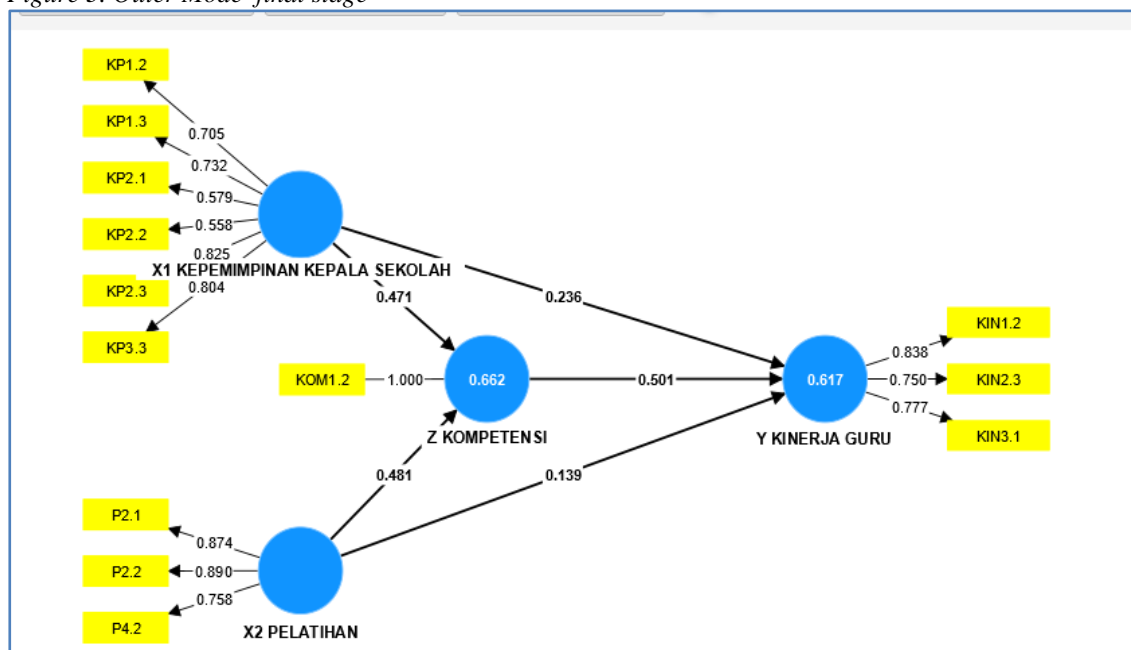


Figure 2. Outer Model first stage

Source:Smart-PLS4.0 (2023)

The results of the Outer Model stage 1 show that there are still variable indicators with a loading factor value below 0.5, namely the variable indicators of Teacher Performance (Y), KIN3.2, the variable indicator of Teacher Competence (Z), namely KOM1.1, KOM2.1, KOM3.1, KOM3.2, and KOM4.1, the variable indicators of Principal Leadership (X1), KP2.4, and the variable indicators of Training (X2), namely P3.2 and P5.1. Thus variable indicators with a loading factor value below 0.5 are excluded and re-measured.

Figure 3. Outer Mode final stage



Source:Smart-PLS4.0.(2023)

The results of the final stage Outer Model show that the loadingfactor value of all variable indicators is greater

than 0.6 and each variable has an Average Variance Extracted value above 0.5.

**Table 3. Outer Model final stage**

	Principal Leadership	Training	Teacher Performance	Teacher Competence
KIN1.2			0.838	
KIN2.3			0.750	
KIN3.1			0.777	
KOM1.2				1.000
KP1.2	0.705			
KP1.3	0.732			
KP2.1	0.579			
KP2.2	0.558			
KP2.3	0.825			
KP3.3	0.804			
P2.1		0.874		
P2.2		0.890		
P4.2		0.758		

Source: Data processed (2023)

The results of the Outer Model show that all variables are discriminantly valid as indicated by the Heterotrait Monotrait Ratio below 0.90 and the Fornell-Larcker criterion with the root value of the Average Variance Extracted latent variable greater than its correlation with other latent variables.

**Table 4. Heterotrait Monotrait Ratio**

	Principal Leadership	Training	Teacher Performance	Teacher Competence
Principal Leadership (X1)				
Training (X2)	0.596			
Teacher Performance (Y)	0.732	0.762		
Teacher Competence (Z)	0.702	0.774	0.814	

Source: Smart-PLS 4.0 (2023)

In table 4. it can be seen that all variables have a Heterotrait Monotrait Ratio value below 0.90, thus it can be concluded that all variables are discriminantly valid.

**Table 5. Fornell-Larcker Criterion**

	Principal Leadership	Training	Teacher Performance	Teacher Competence
Principal Leadership (X1)	0.708			
Training (X2)	0.460	0.843		
Teacher Performance (Y)	0.647	0.597	0.789	
Teacher Competence (Z)	0.692	0.698	0.761	1.000

Source: Smart-PLS 4.0 (2023)

In table 5. it can be seen that each pair of variables has a latent variable Average Variance Extracted root value greater than its correlation with other latent variables, meaning that each variable indicator really measures its latent variable and low measures other latent variables. Thus it can be concluded that all variables are discriminantly valid.

**Table 6. Cronbach's Alpha and Composite Reliability**

Cronbach's alpha	Compositereliability	Result	
Principal Leadership (X1)	0.803	0.855	Reliable
Training (X2)	0.794	0.880	Reliable
Teacher Performance(Y)	0.721	0.832	Reliable
Teacher Competence(Z)	1.000	1.000	Reliable

Source: Data processed (2023)

In table 6. It can be seen that all variables have Cronbach's alpha and composite reliability values above



0.70(>0.70). Thus, it can be concluded that all variables are reliable and reliable or reliable.

#### **R-Square(R<sup>2</sup>)**

The R-Square value describes the amount of variation in endogenous variables that can be explained by other exogenous or endogenous variables in the model. According to Chin (1998) in Narawati et al., (2019) an R-Square value of 0.19 is categorized as a weak effect, an R-Square value of 0.33 is categorized as a moderate effect and an R-Square value of 0.67 is categorized as a substantial or high effect.

**Table 7. R-Square(R<sup>2</sup>)**

	<b>R-square</b>	<b>R-square adjusted</b>
<b>Teacher Performance (Y)</b>	0.617	0.596
<b>Teacher Competence (Z)</b>	0.662	0.650

Source: SmartPLS 4.0 (2023)

The results of the R-Square (R<sup>2</sup>) value show that the joint effect of the Principal Leadership, Training and Teacher Competence variables on the Teacher Performance variable is 0.617 or 61.7% (Moderate effect or close to high), the remaining 38.3% is influenced by other variables not examined in this study. The results of the R-Square (R<sup>2</sup>) value also show that the influence of the Principal Leadership, Training and Teacher Competence variables on the Teacher Competence variable is 0.662 or 66.2% (Moderate effect or close to high), the remaining 43.8% is influenced by other variables not examined in this study.

#### **Q-Square (Q<sup>2</sup>)**

The Q-Square (Q<sup>2</sup>) value is used to see the relative effect of the structural model on the measurement of observations for dependent variables (endogenous latent variables). The Q-Square (Q<sup>2</sup>) value > 0 shows evidence that the observed values have been well reconstructed so that the model has predictive relevance, Narawati et al., (2019). The Q-Square (Q<sup>2</sup>) value is calculated using the formula:

$$(Q^2) = 1 - (1 - R^2_1) (1 - R^2_n)$$

Then:

$$(Q^2) = 1 - (1 - R^2_1) (1 - R^2_n)$$

$$(Q^2) = 1 - (1 - 0.617) (1 - 0.662)$$

$$(Q^2) = 1 - (0.383) (0.338)$$

$$(Q^2) = 1 - 0.129454$$

$$(Q^2) = 0.871$$

The results of the calculation of the Q-Square value show that, the Q-Square value of 0.871 > 0. Thus it can be concluded that the observed values in this study have been well reconstructed so that the research model has predictive relevance.

#### **Goodness of fit index (Gof)**

Goodness of Fit Index is an overall evaluation of the model between measurement model evaluation and structural model evaluation. Goodness of Fit Index can be obtained through calculation:

$$GOF = \sqrt{AVE \times R^2}$$

Then:

$$GOF = \sqrt{AVE \times R^2}$$

$$GOF = \sqrt{0.709 \times 0.640}$$

$$GOF = \sqrt{0.45376}$$

$$GOF = 0.674$$

Ghozali (2014) suggests that the Gof value of 0.1 is included in the Gof small criteria, 0.25 is included in the Gof medium criteria and 0.36 is included in the Gof large or high criteria). The results of the calculation of the Goodness of Fit Index (Gof) value of 0.674 are included in the large or high category. So it can be concluded that the overall evaluation of the model between the measurement model evaluation and the structural model evaluation in the study is good because the empirical data in the study are able to explain the measurement model as a whole and the measurement model has a category with a large or high level of fit.

#### **Structural Model evaluation (Inner Model)**

Structural Model Evaluation is related to hypothesis testing or to test whether there is an influence of independent variables (Exogenous) on the dependent variable (Endogenous). Testing the Inner Model or hypothesis testing in this study was carried out by means of Second Order (measurement of latent variables based on dimensions and indicators) with the bootstrapping method with the help of SmartPLS 4.0. software. The way to make a hypothesis decision is if the P-Values < 0.05 then there is an influence of exogenous

variables on endogenous variables (Hypothesis Accepted).

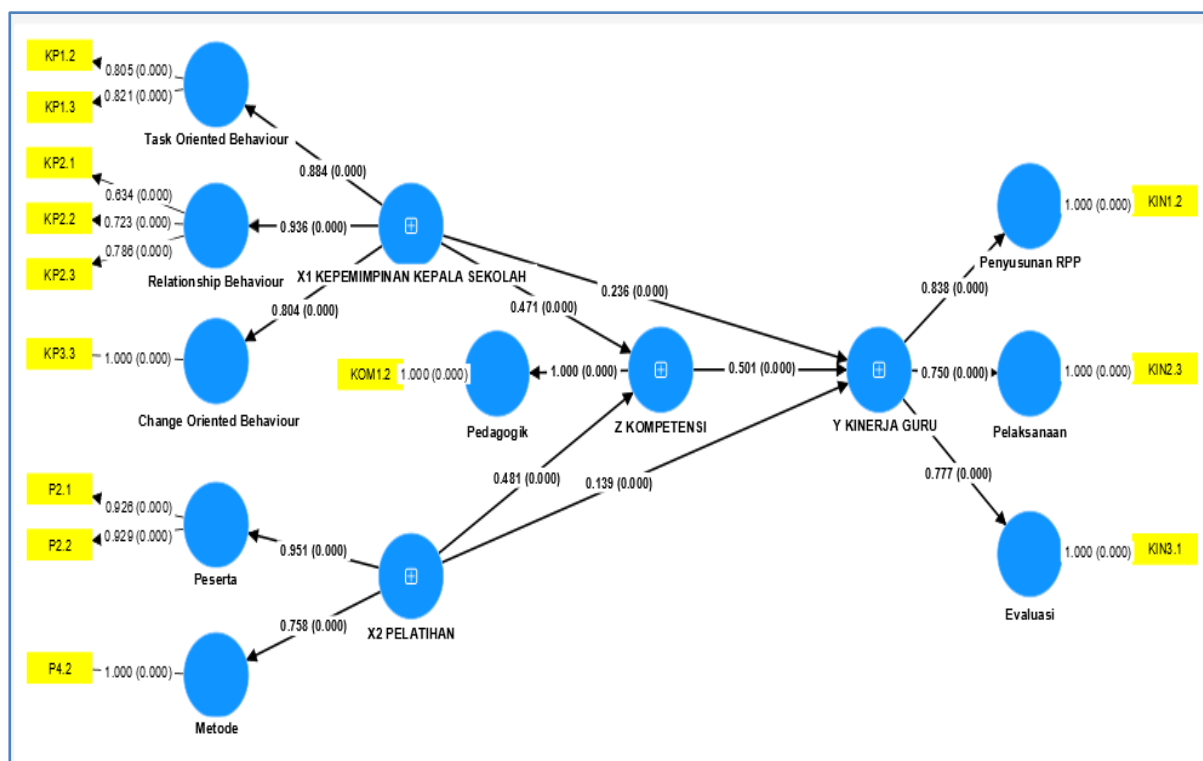


Figure 4. Inner Model

Source: Smart-PLS4.0.9.2(2023)

**Table9.Hypothesis TestResults**

Variable	PathCoefficient	P-Value	Effect	Result
<b>DirectEffect</b>				
Principal Leadership(X1)→ Teacher Performance(Y)	0.236	0.000	Positive& Significant	Accepted
Principal Leadership(X1)→ Teacher Competence(Z)	0.471	0.000	Positive& Significant	Accepted
Training(X2)→ Teacher Performance(Y)	0.139	0.000	Positive& Significant	Accepted
Training(X2)→Teacher Competence(Z)	0.481	0.000	Positive& Significant	Accepted
Teacher Competence(Z)→ Teacher Performance(Y)	0.501	0.000	Positive& Significant	Accepted
<b>Indirect Effect</b>				
Principal Leadership (X1) → Teacher Competence(Z) → TeacherPerformance (Y)	0.236	0.000	Positive&Signi ficant	Accepted
Training (X2) → Teacher Competence(Z) →TeacherPerformance (Y)	0.241	0.000	Positive& Significant	Accepted

Source: Dataprocessedbyresearchers (2023)

#### Effect of Principal Leadership on Teacher Performance

The results showed that, the path coefficient of the effect of Principal Leadership (X1) on Teacher Performance (Y), is 0.236, which means that the performance of teachers of SMK Sumpah Pemuda will increase positively if the leadership of principal of SMK Sumpah Pemuda is improved. The results of the research hypothesis test show that the p- value of the effect of Principal Leadership (X1) on Teacher Performance (Y) is  $0.000 < 0.05$ , which means that Principal Leadership has a significant effect on Teacher Performance, so that if there is an increase in the leadership of principal of SMK Sumpah Pemuda, Teacher Performance will increase



significantly. From the research results it can be concluded that, hypothesis one (H1), as the researcher's initial assumption, Principal Leadership has a positive and significant effect on Teacher Performance is accepted. Yukl (2002) stated that leadership relates to the deliberate process of a person emphasizing his or her powerful influence over others to guide, structure, facilitate activities and relationships within a group or organization. Yusrini et al. (2022), Sriyono et al. (2022), Elly and Soraya (2020), Asterina (2019), Hardono et al., (2017), and Purwoko (2018) found that Principal Leadership has a positive and significant effect on Teacher Performance.

SMK Sumpah Pemuda Jakarta can optimize Teacher Performance by further improving the Principal's Leadership ability. As a reference to be considered in optimizing Teacher Performance, SMK Sumpah Pemuda Jakarta can develop and improve Principal Leadership by further establishing a good relationship between the Principal and the Teachers, for example by involving Teachers in decision making, asking for teachers' opinions, and providing input to Teachers regarding work. Thus, teacher performance will increase and become more optimal.

#### **Effect of Principal Leadership on Teacher Competence**

The results showed that the path coefficient of the effect of Principal Leadership (X1) on Teacher Competence (Z), was 0.471, which means that the competence of teachers of SMK Sumpah Pemuda will increase positively if the leadership of principal at SMK Sumpah Pemuda is increased. The results of the research hypothesis test show that, the p-value of Principal Leadership (X1) on Teacher Competence (Z), is  $0.000 < 0.05$ , which means that Principal Leadership has a significant effect on Teacher Competence, so that if there is an increase in the leadership of principal of SMK Sumpah Pemuda, it will have a significant effect on Teacher Competence. From the research results, it can be concluded that hypothesis two (H2), as the researcher's initial assumption, Principal Leadership has a positive and significant effect on Teacher Competence is accepted.

Dwiyono (2017) and Suponco (2018) found that participative leadership can improve teachers' competencies so that schools can become more qualified. SMK Sumpah Pemuda Jakarta can optimize Teacher Competence by paying more attention to Teachers' Pedagogical Competence. As a reference to be considered in optimizing Teacher Competence, the Principal can ensure that Teachers start and end teaching and learning activities according to the predetermined schedule. In addition, Principals also need to ensure that teachers conduct assessments as evaluation materials. Thus, teacher performance will improve and become more optimal.

#### **Effect of Training on Teacher Performance**

The results showed that the path coefficient of the effect of Training (X2) on Teacher Performance (Y), was 0.139, which means that the performance of teachers of SMK Sumpah Pemuda will increase positively if training is increased. The results of the research hypothesis test show that the p-value of Training (X2) on Teacher Performance (Y) is  $0.000 < 0.05$ , which means that Training has a significant effect on Teacher Performance so that, if there is an increase in the training of teachers of SMK Sumpah Pemuda, Teacher Performance will increase significantly. Qomariah (2020) found that training has a positive and significant effect on performance. From the results of the study, it can be concluded that hypothesis three (H3), as the researcher's initial assumption, Training has a positive and significant effect on Teacher Performance, is accepted. SMK Sumpah Pemuda Jakarta can optimize teacher performance through training by ensuring that the training materials provided are in accordance with the needs of teachers to carry out their duties. Thus, teacher performance will increase and become more optimal.

#### **Effect of Training on Teacher Competence**

The results showed that the path coefficient of the effect of Training (X2) on Teacher Competence (Z), was 0.481, which means that the competence of teachers of SMK Sumpah Pemuda will increase positively if training is increased. The results of the research hypothesis test show that the p-value of Training (X2) on Teacher Competence (Z) is  $0.000 < 0.05$ , which means that Training has a significant effect on Teacher Competence, so that, if there is an increase in the training of teachers of SMK Sumpah Pemuda, Teacher Competence will increase significantly. Yulianti (2021) and Nur (2021) found that training has a positive and significant effect on teacher competence. From the results of the study, it can be concluded that hypothesis four (H4), as the researcher's initial assumption, Training has a positive and significant effect on Teacher Competence, is accepted.

#### **Effect of Teacher Competence on Teacher Performance**

The results showed that the path coefficient of the effect of Teacher Competence (Z) on Teacher Performance (Y), was 0.501, which means that the performance of teachers of SMK Sumpah Pemuda will increase positively if Teacher Competence is increased. The results of the research hypothesis test show that the p-value of Teacher Competence (Z) on Teacher Performance (Y) is  $0.000 < 0.05$ , which means that Teacher Competence has a significant effect on Teacher Performance, so that, if there is an increase in the competence of teachers of SMK Sumpah Pemuda, Teacher Performance will increase significantly.

Nur (2021), Karyono et al. (2020), Qomariah (2020), Farida et al. (2022) found that Teacher Competence has a

positive and significant effect on Teacher Performance. From the results of the study, it can be concluded that hypothesis five (H5), as the researcher's initial assumption, Teacher Competence has a positive and significant effect on Teacher Performance, is accepted.

#### **Principal Leadership on Teacher Performance through Teacher Competence**

The results showed that, the path coefficient of the effect of Principal Leadership (X1) on Teacher Performance (Y) through Teacher Competence (Z), was 0.236, which means that, the performance of teachers of SMK Sumpah Pemuda will increase positively if, the leadership of principal of SMK Sumpah Pemuda is improved and Teacher Competence is high. The results of the research hypothesis test show that the p-value of Principal Leadership (X1), on Teacher Performance (Y) through Teacher Competence (Z), is  $0.000 < 0.05$ , which means that, indirectly Principal Leadership has a significant effect on Teacher Performance through Teacher Competence, so that if the Principal Leadership of SMK Sumpah Pemuda is improved and Teacher Competence is high, the performance of teachers of SMK Sumpah Pemuda will increase and become more optimal.

Research conducted by Mendfora (2018) found that Principal Leadership has a positive and significant effect on Teacher Competence. Furthermore, research conducted by Nur (2021), Karyono et al. (2020), Qomariah (2020), Farida et al. (2022) found that Teacher Competence has a positive and significant effect on Teacher Performance. From the research results it can be concluded that, hypothesis 6 (H6), as the researcher's initial assumption, Principal Leadership has a positive and significant indirect effect on Teacher Performance through Teacher Competence, is accepted.

#### **Training on Teacher Performance through Teacher Competence**

The results showed that, the path coefficient of the effect of Training (X2) on Teacher Performance (Y) through Teacher Competence (Z), was 0.241, which means that, the performance of teachers of SMK Sumpah Pemuda will increase positively if, the teacher Training of SMK Sumpah Pemuda is improved and Teacher Competence is high. The results of the research hypothesis test show that the p-value of Training (X2), on Teacher Performance (Y) through Teacher Competence (Z), is  $0.000 < 0.05$ , which means that, indirectly Training has a significant effect on Teacher Performance through Teacher Competence, so that if the Training of SMK Sumpah Pemuda is improved and Teacher Competence is high, the performance of teachers of SMK Sumpah Pemuda will increase and become more optimal. Yulianti (2021) and Nur (2021) found that Training has a positive and significant effect on Teacher Performance through Teacher Competence. From the research results it can be concluded that hypothesis 7 (H7), as the researcher's initial assumption, Training has a positive and significant indirect effect on Teacher Performance through Teacher Competence is accepted.

#### **Implications**

Principal Leadership and Training have a direct and indirect effect on Teacher Performance through Teacher Competence. Relationship behaviour of leadership, in terms of providing consultation, has the greatest influence on Principal Leadership. Thus, to improve and optimize the Teacher Performance, SMK Sumpah Pemuda can pay attention to Principal Leadership, namely relationship oriented behaviour, in terms of providing consultation to teachers, for example by giving advice to teachers about new methods that can be implemented by teachers in carrying out their work. Training participants, in term of having desire to understand, has the greatest influence on Training. Thus to improve and optimize Teacher Performance, SMK Sumpah Pemuda needs to ensure that there is a change in teachers' attitudes after the training.

## **VI. CONCLUSION & SUGGESTION**

### **CONCLUSION**

Based on the results of research and discussion of the problems faced by SMK Sumpah Pemuda Jakarta related to teachers, the following conclusions can be drawn:

1. Principal Leadership has a positive and significant effect on Teacher Performance at SMK Sumpah Pemuda Jakarta, meaning that if Principal Leadership is improved, Teacher Performance will also increase.
2. Principal Leadership has a positive and significant effect on Teacher Competence at SMK Sumpah Pemuda Jakarta, meaning that if Principal Leadership is improved, Teacher Competence will also increase.
3. Training has a positive and significant effect on Teacher Performance at SMK Sumpah Pemuda Jakarta, meaning that if more training is provided for teachers, Teacher Performance will increase.
4. Training has a positive and significant effect on Teacher Competence at SMK Sumpah Pemuda Jakarta, meaning that if more training is provided for teachers, Teacher Competence will increase.
5. Teacher Competence has a positive and significant effect on Teacher Performance at SMK Sumpah Pemuda Jakarta, meaning that if Teacher Competence is improved, Teacher Performance will also increase.
6. Principal Leadership has a positive and significant effect on Teacher Performance through Teacher Competence at SMK Sumpah Pemuda Jakarta, meaning that Teacher Performance will improve if Principal Leadership and Teacher Competence are both improved.
7. Training has a positive and significant effect on Teacher Performance through Teacher Competence at SMK Sumpah Pemuda Jakarta, meaning that Teacher Performance will improve if Training and Teacher

Competence are both improved.

### **SUGGESTION**

1. To improve and optimise Teacher Performance at SMK Sumpah Pemuda Jakarta, the Principal can improve Principal Leadership by building good relationships with teachers. Principals need to involve teachers in making decisions, for example by asking teachers for suggestions before making decisions about work. In addition, the Principal can also give suggestions to teachers about new methods that can be used by teachers while doing work.
2. To improve Teacher Performance at SMK Sumpah Pemuda Jakarta by providing training to teachers, the Principal needs to ensure that the training provided can provide changes in the attitude of teachers in doing their work. For example, by ensuring that the training materials provided are in accordance with the needs of the teachers.
3. To improve Teacher Performance at SMK Sumpah Pemuda Jakarta, the Principal can improve Teacher Pedagogical Competence by ensuring that teachers are able to start and end the learning process according to the scheduled time. In addition, the Principal also needs to ensure that teachers always conduct class assessments which are part of the assessment of learning outcomes.

This study still has limitations, namely the number of research samples totalling 60 teachers, of course it is still less than the expected number of samples, for this reason it is hoped that future researchers will be able to develop a research model by increasing the number of research samples so that the research becomes more varied and becomes useful input in the field of human resource management science and for related organizations and it is hoped that future researchers with the same topic as this study are expected to develop other exogenous variables that are not included in this study, for example, the variables of Organizational Culture, Work Motivation, Work Environment, and Self-Efficacy which are factors that influence Teacher Performance

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