The Effect of Principal's Leadership, Discipline and Competence on Teacher Performance in Saint Yakobus Foundation Jakarta

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Abstract:- **This research aims to investigate the influence of principals's leadership, discipline and competence on the performance of teachers in Saint Yakobus' Foundation Jakarta. The sample in this study there are 95 teachers. The method used in this study by distributing questionnaires, where researchers wanted to determine the effect of other variables, either partially or simultaneously by analyzing the data correlation and linear regression analysis, using tools Statistical Product and Service Solution or SPSS version 22.0. The research showed that the variables of principals's leadership, discipline and competence positive effect on the performance of teachers in Saint Yakobus Foundation Jakarta. Thus the three variables of principlas's leadership, discipline and competence simultaneously (together) proved to be a significant and positive effect on the performance of teachers in Saint Yakobus Foundation Jakarta.**

Keywords:- *Principals's Leadership, Discipline, Competence, Teacher's Performance.*

I. INTRODUCTION

Through government regulations number 19 of 2004, government issues regulations on national education standards which include content, process, competency of graduates, educators and education personnel, facilities and infrastructure, management of funding and standards of educational assessment. Teacher performance is a manifestation of the teacher's ability to carry out his duties and responsibilities in planning learning, carry out learning activities and assess student learning outcomes as according to law no. 14 of 2005.

In carrying out its performance as an educator, several factors that adequately influence performance as a teacher are the leadership of the principal, discipline and competency in the field of study. The three factors above are very closely related to performance as a teacher. The teacher is not merely a teacher who transfers knowledge but also as a mentor who provides direction and guides students in learning activities.

No.	Description	In 2015 (%)	In 2016 (%)	In 2017 (%)
1	Carry out basic tasks properly in accordance with Job desk	92	92	88
2	Carry out additional tasks from the principal	82	78	73
3	Serious in carrying out the task	81	77	74
4	Provide reports to school principals regarding the implementation of tasks	82	78	73
5	Actively involved in foundation activities	65	55	52
6	Neat, clean and complete in uniform	86	85	85
7	Make good use of time and work day and efficiently	89	88	86

Table 1:- Teachers Performance
Source: HRD data (2018)

The data above shows that the performance of all teachers at the Saint Yakobus Foundation for the past three years is still not perfect (100%) but even tends to decrease. Percentage of teachers in carrying out their duties in accordance with their job desks is high in 2015 and 2016 at 92% but decreased to 88% in 2017. The percentage of implementation of additional tasks from principals also decreased from 82% in 2015 to 78% in 2016 and 73% in 2017. Likewise the seriousness of the teachers in carrying out their duties decreased from 81% in 2015 to 74% in 2017. In 2015 the percentage of teachers who gave reports to school principals related to the implementation of their duties was around 82% and decreased in 2017 to 73%. Teacher activity in student activities and those held by foundations decreased in 2017 which was only 52% while in 2016 it was 55% and 2015 was 65%. Likewise related to the neatness and completeness of teacher uniforms the percentage dropped from 86% in 2015 to 85% in 2016 and 2017. The utilization of time and workdays efficiently experienced a slight decline from 89% in 2015 to 88% in 2016 and 86% in in 2017.

The author conducted a pre-research on 15 teachers who taught at the Saint Yakobus Foundation with details of 5 teachers from each work unit namely elementary, middle and high school through 9 questions from each variable indicator.

No.	Statement	Opinion of Respondents			
		Yes	%	No	%
1	The principal manages school change and development towards effective learning organizations	8	53%	7	47%
2	The principal is able to create innovations that are useful for the school.	8	53%	7	47%
3	The principal conducts academic supervision of the teacher by using the right approach and supervision.	7	47%	8	53%
4	Attendance in my opinion is very important in the enforcement of work discipline	10	67%	5	33%
5	I use working hours effectively	7	47%	8	53%
6	Always wear IDs during business hours	6	40%	9	60%
7	I routinely make RPP (Learning Program Plan)	7	47%	8	53%
8	Showing yourself as an honest, noble person, and role model for students and society	10	67%	5	33%
9	Communicate effectively, empathically, and politely.	9	60%	6	40%

Table 2:- Pre Research Data
Source: Data processed (2018)

Based on the processing of the data above, it can be concluded that there are still many teachers at the Saint Yakobus Foundation who have not yet felt the leadership of the principal to produce good performance. It was marked by 53% of the teachers feeling that the principal was able to manage school change and development and create innovations that were useful for the school. While 47% of teachers felt that the leadership of the principal was not able to manage school change and development and create useful innovations. Likewise with the supervision carried out by school principals, only 47% of teachers felt that the approach and supervision were correct while 53% of teachers felt that the supervision activities carried out were not appropriate.

Regarding discipline, 60% of teachers do not wear identification during teaching and learning activities which naturally characterize the teacher's undisciplined and also as many as 53% of teachers do not use effective working hours which of course greatly affects the activities of teacher performance. From the aspect of competency as much as 53% of teachers do not plan learning programs routinely but continue or repeat the previous year's RPP (lesson plan) which certainly does not support to produce good performance and shows that teacher competence is still low in the Foundation of Sint Yakobus.

Based on the above data the teacher needs leadership that can provide encouragement and motivation in carrying out their duties as educators. Discipline is another factor that greatly influences teacher performance apart from the influence of the principal's leadership. Teachers who are able to carry out their duties in full discipline facilitate various activities both individually and together. In addition to leadership and discipline, aspects of competence are also very influential in teacher performance. Competence will be realized in the form of mastery of knowledge, skills and professional attitudes in carrying out their duties. Teachers should have good competence, so that in carrying out their duties they can be maximized.

II. LITERATURE REVIEW, FRAMEWORK AND HYPOTHESIS

> *Effect of Principal's Leadership on Teacher Performance*

In the regulation of the minister of education number 13 of 2007 stated that to be appointed as principal, someone must meet the standards of qualifications and competencies. For standard qualifications include general and special qualifications. The principal's general qualifications are, academic qualifications (Bachelor degree), maximum age of 56 years, teaching experience of at least 5 (five) years, and rank as low as III / c or equivalent. While special qualifications are teacher status, certified educators, and have school principal certificates. In addition to the standard qualifications the principal must also meet competency standards.

Efforts to improve quality and productivity in any field cannot be separated from the management system developed and leadership factors play an important and decisive role. The competency of the principal greatly influences the performance of the teacher because the principal is the leader in the school whose task is to provide guidance, supervision, and improve the ability of the education staff. Therefore, personality, managerial, entrepreneurial, supervision and social competencies must be owned by the principal (Mulyasa, 2017: 319-322).

> *Influence of Discipline on Teacher Performance*

Work discipline is one of the factors that influence performance. Hasibuan (2011: 193) suggests that discipline is the awareness and willingness of someone to obey all applicable company regulations and social norms. Thus

discipline is an attitude to obey and obey all organizational rules in carrying out work to achieve the expected goals.

Sedarmayanti (2010: 222-223) sees discipline as a "mental attitude". This attitude can be seen in behavior or actions in the form of obedience in carrying out tasks. According to Mangkunegara (2011: 129) there are two forms of work discipline, namely, Preventive and corrective disciplines: Preventive Discipline is an effort to move employees to follow and comply with work regulations, the rules outlined by the company. The basic goal is to move employees to self-discipline. In a preventive manner, employees can maintain themselves against company regulations. Corrective discipline is an effort to move employees in uniting a regulation and directing them to stay aware of the regulations in accordance with applicable guidelines.

➢ *Effect of Competence on Teacher Performance*

Research conducted by Adnan Hakim (2015: 2) concluded that each aspect of pedagogic competence, personality competence, social competence and professional competence had an influence on teacher performance.

According to Suparno (2012: 27) competencies are skills or skills that are sufficient to perform a task. Competence of fundamental factors possessed by someone who has more abilities, which makes it different from someone who has average abilities or just ordinary. Regulation of the minister of education number 16 of 2007 concerning Academic and Competency Qualifications The teacher said that teacher competency standards that must be possessed and developed in their entirety were the main competencies, namely pedagogical, personal, social and professional competencies.

Teacher performance has certain specifications. Teacher performance can be seen and measured based on specifications or competency criteria that must be possessed by each teacher. Regarding the teacher's performance, the intended form of behavior is the teacher's activities in the learning process. According to Supardi (2014: 59) the teacher functions as a decision maker related to planning, implementation and evaluation.
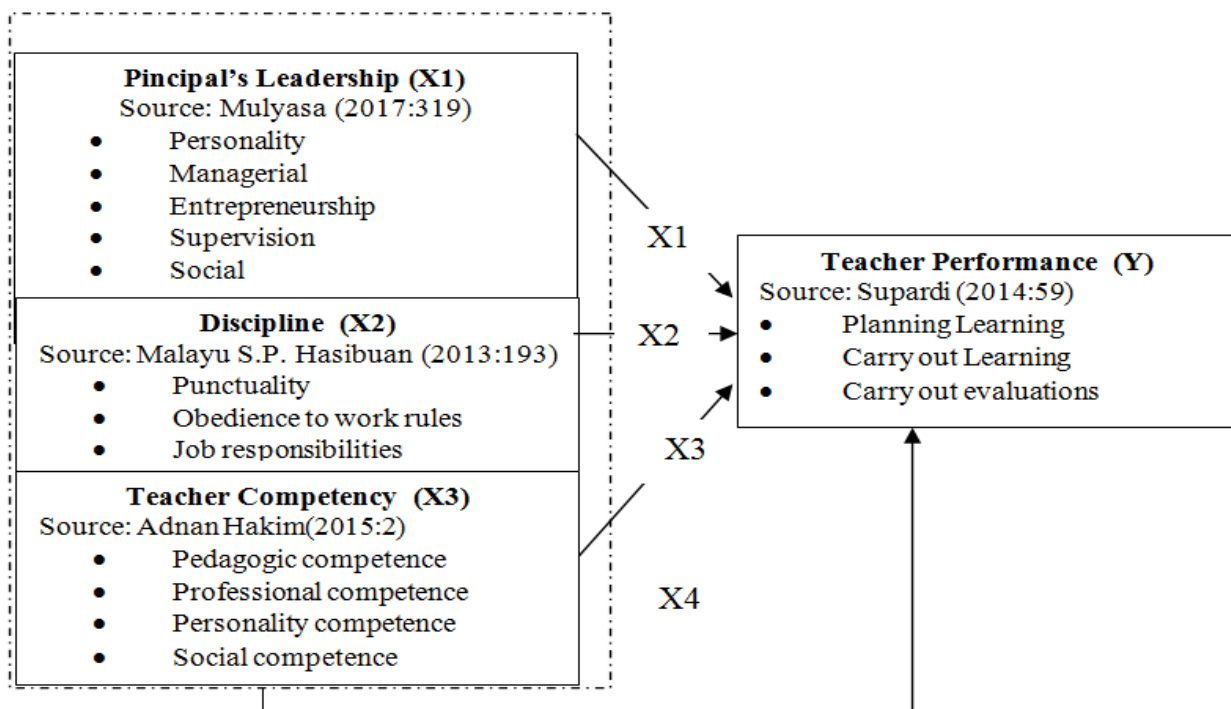
➢ *Framework*

Fig 1:- Framework

Principal's leadership, discipline and competence affect teacher performance. Likewise, the variables of leadership, discipline and competence are interrelated with each other that affect teacher performance. The existence of principals and teachers who are disciplined and competent becomes a force in achieving state commitment in the advancement of education. Therefore leadership, discipline and superior competence are a must in a school or education world.

➢ *Hypothesis*

Based on the literature review above the research hypothesis is formulated as follows:
H1: Principal's leadership has a positive effect on the performance of the Teachers of the Saint Yakobus Foundation Jakarta
H2: Discipline has a positive effect on the performance of the Teachers of the Saint Yakobus Foundation in Jakarta
H3: Competence has a positive effect on the performance of the Teachers of the Saint Yakobus Foundation in Jakarta

H4: Principal Leadership, Discipline, Competence together have a positive effect on Teacher's performance at the Saint Yakobus Foundation Jakarta

III. RESEARCH METHODS

The research method used in this study is a quantitative method. According to Sugiono (2014: 8) quantitative methods can be interpreted as research methods that are based on the philosophy of positivism, used to examine certain populations or samples. Data collection using a questionnaire. Questionnaire is a data collection technique that is done by giving a set of questions or statements of the author to the respondent to answer (Sugiyono, 2014: 142). The data needed is the effect of the principal's leadership variable (X1) with five dimensions, discipline (X2) with three dimensions and teacher competencies (X3) with four dimensions on teacher performance (Y) with three dimensions at the Santo Yakobus Foundation Jakarta.

In this study using a Likert scale. Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena (Sugiyono, 2014: 93). This scale interacts 1-5 with the answer choices for each answer on the questionnaire.

➢ *Population and Samples*

In the opinion of Wina Sanjaya (2013: 228) Population is a group of researchers who are concerned, groups that are related to whom the generalization of research results applies. From the expert's opinion, the population in this study was 125 people who were teachers at the Foundation of Saint Yakobus Jakarta. The research sample from the teacher population at the Saint Yakobus Foundation for this study was determined by the Slovin formula with a set margin of error of 5% or 0.05.

The calculation is as follows:

$n = N / (1 + (N \times e^2))$

$N = 125 / (1 + (125 \times 0,05^2))$

$N = 95,238$

If rounded, the sample size for this study is 95 people.

➢ *Data Validity Test*

Validity tests are used to measure the validity or validity of a questionnaire. The higher the validity of the measuring instrument, the smaller the variance of the error (Sugiyno, 2014: 84). The correlation value is sought by using the Product Moment Coefficient formula from Person (Sugiyono, 2014: 228), namely:

$$rxy = \frac{n(\sum XY) - (\sum X \sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum XY^2 - (Y)^2\}}}$$

Information:

Rxy	= correlation coefficient
n	= Number of Respondents
X	= Score obtained from all items
∑X	= Number of scores in distribution X
∑Y	= Number of scores in distribution Y
∑X2	= Number of squares of each X
∑ Y2	= Number of squares of each Y

With the criteria if obtained r count> r table, the question item is valid, but if r count <r table, then the question item is invalid.

➢ *Reliability Test*

Reliability test is an index that shows the extent to which a measuring instrument or research instrument can be trusted or relied upon in research activities. Reliability is basically measuring instrument reliability, a measurement is said to be reliable if the measurement provides consistent results.

To measure reliability used a measuring instrument with the Alpha Cronbach technique with the following formula (Arikunto, 2010: 239):

$$r_{11} = \left[\frac{n}{n-1}\right]\left[1 - \frac{S_i^{\,2}}{S_t^{\,2}}\right]$$

Information:

r11	= instrument reliability
n	= number of questions
Si2	= the number of variance scores for each item
St2	= total score variance

The reliable decision whether or not the questionnaire is stated if the value of r count> r table is obtained with a significance level of 5%, the questions are reliable. Reliability test using Reliability Analysis Statistics with Cronbach's Alpha (α). If the value of Cronbach's Alpha is> 0.70 (Ghozali, 2013: 48), it can be said that the variable is reliable.

➢ *Classic assumption test*

● *Normality test*

The normality test is to test whether the regression model, the independent variable and the dependent variable have normal data distribution or not. (Ghozali, 2012: 160). The basis of decision making is based on probability:

- If the probability value is> 0.05, the normal data distribution (Ho) is accepted.
- If the probability value is <0.05, the normal data distribution (Ho) is rejected

- *Multicollinearity Test*

This multicollinearity test is used for multiple regression because this test is used to see the relationship between the independent variables. The conditions used for VIF values (variance inflation factor) are:
(1). Has a VIF value smaller than 10
(2). Has a tolerance number close to 1
(3). The coefficient between independent variables must be low

- *Heteroscedasticity Test*

The heteroscedasticity test aims to test whether in the regression model there is an inequality of variance from the residual one observation to another observation. If the dots (points) in the graph form a diffuse pattern and then narrow or otherwise around the diagonal line (funnel shape) then it can be said that heteroscedasticity occurs. If the points spread by not forming a certain pattern below and above number 0 on the cloud shape, it is said to have a heteroscedasticity.

➤ *Analysis of Multiple Linear Regression*

Multiple linear regression analysis is a linear relationship between two or more independent variables (X1, X2, ... Xn) with the dependent variable (Y). This analysis is to determine the direction of the relationship between the independent variable and the dependent variable whether each independent variable is positively or negatively related and to predict the value of the dependent variable if the value of the independent variable increases or decreases.

The multiple linear regression equation is as follows:

$$Y = \alpha + b1X1 + b2X2 + b3X3 + e$$

Information:
- Y = Teacher Performance
- X1 = Principal's Leadership
- X2 = Discipline
- X3 = Competence
- A = Constants of the regression equation
- b1-3 = Regression Coefficient
- e = Standard Error

➤ *Hypothesis Test*

- *T test*
a. If the t count > t table then H0 is rejected, which means that there is a significant effect of the independent variable (X) on the dependent variable (Y).
b. If the t count < t table then H0 is accepted which means that there is no significant effect of the independent variable (X) on the dependent variable (Y).

- *Test F*

The F test is conducted to see the effect of the overall independent variables on the dependent variable. The F test aims to test whether between the independent variable X and bound Y, or at least between one variable X and the variable Y really has a linear relationship.

This test is used to determine whether the independent variable regression model (X1, X2, X3) partially has a significant effect on the dependent variable (Y). The T test in this study uses the t count value of each independent variable in the Coefficient table based on the results of data processing using SPSS . Linear line regression testing in this study uses an analysis or analysis of Variance (Anova) table based on the results of data processing with SPSS for Windows, namely:
a. If F count > F table then H0 is rejected, which means that together the independent variables significantly influence the dependent variable at a certain level of confidence.
b. If F count < F table then H0 is accepted which means that together the independent variables do not significantly influence the dependent variable at a certain level of confidence.

➤ *Interdimensional Correlation Analysis*

To analyze the relationship between exogenous variables and endogenous variables, a correlation matrix between dimensions is needed. Dimensional correlation analysis aims to find out how the relationship between variables X and Y variables and to find out how much the relationships between variables are examined in this study.

Variable	Dimension	Teacher Performance (Y)		
		Y1 Planning Learning	Y2 Carry out Learning	Y3 Carry out Evaluation
X1 Principal's leadership	X1.1	rx1. 1. y1	rx1. 1. y2	rx1. 1. y3
	X1.2	rx1. 2. y1	rx1. 2. y2	rx1. 2. y3
	X1.3	rx1. 3. y1	rx1. 3. y2	rx1. 3. y3
	X1.4	rx1. 4. y1	rx1. 4. y2	rx1. 4. y3
	X1.5	rx1. 5. y1	rx1. 5. y2	rx1. 5. y3
X2 Discipline	X2.1	rx2. 1. y1	rx2. 1. y2	rx2. 1. y3
	X2.2	rx2. 2. y1	rx2. 2. y2	rx2. 2. y3
	X2.3	rx2. 3. y1	rx2. 3. y2	rx2. 3. y3
X3 Competence	X3.1	rx3. 1. y1	rx3. 1. y2	rx3. 1. y3
	X3.2	rx3. 2. y1	rx3. 2. y2	rx3. 2. y3
	X3.3	rx3. 3. y1	rx3. 3. y2	rx3. 3. y3
	X3.4	rx3. 4. y1	rx3. 4. y2	rx3. 4. y3

Table 3:- Inter Dimensions Correlation Matrix
Source: Data processed (2018)

According to Sugiyono (2013: 248) the determination of the correlation coefficient can use the Pearson Product Moment correlation analysis method using the following formula:

$rxy=$

$$\frac{n\Sigma xiyi-(\Sigma xi)(\Sigma yi)}{\sqrt{\{n\Sigma xi2-(\Sigma xi)2\}-\{n\Sigma yi2-(\Sigma yi)2\}}}$$

Information:

rxy	= Pearson correlation coefficient	
xi	= independent variable	
yi	= Dependent variable	
n	= Many samples	

Coefficient Interval	Level of Relationship
0,00 – 0,199	Very Weak
0,20 – 0,399	Weak
0,40 – 0,599	Being
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

Table 4:- Guidelines for Interpretation of the Correlation Coefficient, Source: Sugiyono (2013:250)

IV. RESULTS AND DISCUSSION

➢ *Characteristics of Respondents*

The results of the analysis show that of the 95 teacher respondents who taught at the Saint Yakobus Foundation the majority of women were 63 people and men as many as 32 people. Respondents by age as many as 8 people up to the age of 25 years, 26-35 years as many as 31 people, 36-45 years as many as 30 people and 46-55 years as many as 26 people. Respondents based on their last education were divided into 87 undergraduate education and 8 people in S2 education. The majority of respondents in this study were permanent teachers of the Saint Yakobus Foundation as many as 74 people and contract teachers as many as 21 people when viewed from their employment status.

➢ *Descriptive Analysis*

	N	Minimum	Maximum	Mean	Std. Deviation
Leadership	95	3,60	5,00	4,1821	,34177
Discipline	95	3,40	5,00	4,2211	,29711
Competency	95	3,10	5,00	4,2832	,40044
Performacne	95	3,70	5,00	4,3474	,35154
Valid N (listwise)	95				

Table 5:- Descriptive Statistics
Source: Data processed (2019)

Based on Table 5.0. above can be seen as follows:
1. The leadership variable has a minimum value of 3.60 and a maximum value of 5.00. The variable mean value is 4.1821 out of 10 questions. The standard deviation value is 0.34177.
2. The discipline variable has a minimum value of 3.40 and a maximum value of 5.00. The average value of the discipline variable is 4.2211 out of 10 questions. The standard deviation value is 0.29711.
3. Competency variables have a minimum value of 3.10 and a maximum value of 5.00. The average value of the competency variable is 4,2832 out of 10 questions. The standard deviation value is 0.40044.

4. Performance variables have a minimum value of 3.70 and a maximum value of 5.00. The average value of the performance variable is 4.3474 from 10 questions. The standard deviation value is 0.35154.

➢ *Validity test*

Validity test was conducted on 95 respondents with 5 dimensions and 10 questionnaires for leadership variables, 3 dimensions and 10 questionnaires for disciplinary variables, 4 dimensions and 10 questionnaires for competency and 3 dimensional variables with 10 questionnaires for performance variables. The value of r table for respondents as many as 95 people is 0.202 at α ≤ 0.05.

Respondent	R count				R table	Note
	Leadership	Discipline	Competence	Performance		
95	0,504	0,551	0,488	0,445	0,202	Valid
95	0,436	0,586	0,296	0,503	0,202	Valid
95	0,618	0,237	0,596	0,557	0,202	Valid
95	0,725	0,478	0,689	0,629	0,202	Valid
95	0,686	0,281	0,754	0,639	0,202	Valid
95	0,670	0,499	0,805	0,707	0,202	Valid
95	0,624	0,510	0,696	0,632	0,202	Valid
95	0,725	0,413	0,698	0,693	0,202	Valid
95	0,684	0,397	0,746	0,724	0,202	Valid
95	0,570	0,467	0,674	0,701	0,202	Valid

Table 6:- Analysis of Variable Validity
Source: Data processed (2019)

➢ *Reliability Test*
Reliability test uses Reliability Analysis Statistics with the value of Cronbach's Alpha (α) > 0.70 (Ghozali, 2013: 48).

Variabel	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items	Status
Leadership (X1)	0,886	0,889	10	Reliabel
Discipline (X2)	0,770	0,776	10	Reliabel
Competence (X3)	0,889	0,899	10	Reliabel
Performance (Y)	0,887	0,888	10	Reliabel

Table 7:- Reliability Statistics
Source: Data processed (2019)

The results of reliability testing for this research variable all have a Cronbach's Alpha (α) value> 0.70 which means that all variables are reliable to study.

➢ *Normality test*
The method used is two by using histogram graphs and normal probabilistic graphs, but the more reliable is to look at the normal probabilility plot graph.
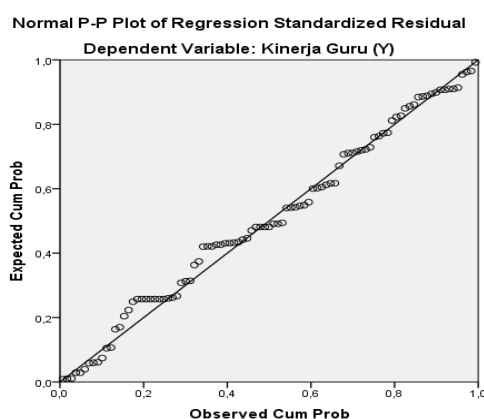

Figure 2:- Normal P-P plot

Based on image 2. above, the research data in the regression model is normally distributed. It can be seen that the line describing the data actually follows the diagonal line.
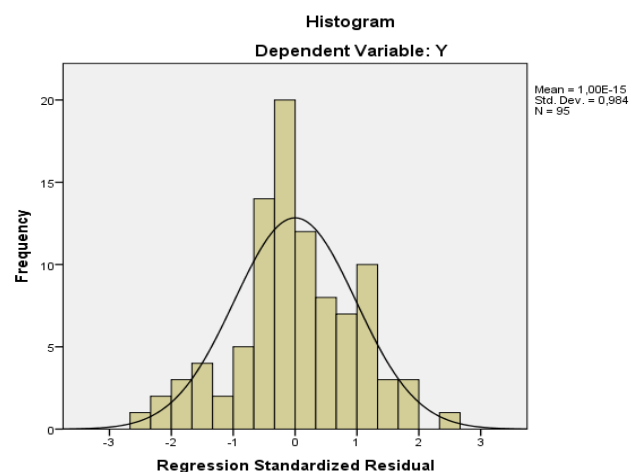

Figure 3:- Histogram

Figure 3. the histogram above shows that the histogram follows the bell curve that forms a normal curve. The histogram results prove that the data used in the study is normally distributed.

➢ *Multicollinearity Test*
To detect the presence or absence of a multicollinearity relationship between the independent variables and the dependent variable can be seen in the tolerance value or variance inflation factor (VIF). The recommended value for showing no multicollinearity problem is that the Tolerance value must be> 0.1 and VIF value <10.

H0: Tolerance> 0.1 and VIF <10: then there is no multicollinearity between independent variables.
H1: Tolerance <0.1 and VIF> 10: then multicollinearity occurs between independent variables.

Collinearity Statistics	
Tolerance (> 0,1)	VIF (< 10)
0,621	1,611
0,444	2,253
0,497	2,011

Table 8:- Interpretation of the Correlation Coefficient
Source: Data processed (2019)

The results of multicollinearity testing showed that tolerance value > 0.1 is a leadership variable of 0.621, discipline of 0.444 and competence of 0.497. VIF value for all independent variables consisting of leadership is 1,611, discipline is 2,253 and competence of 2,011 has a value smaller than 10. The test results show that there are no symptoms of multicollinearity in the model.

➤ *Heteroscedasticity Test*
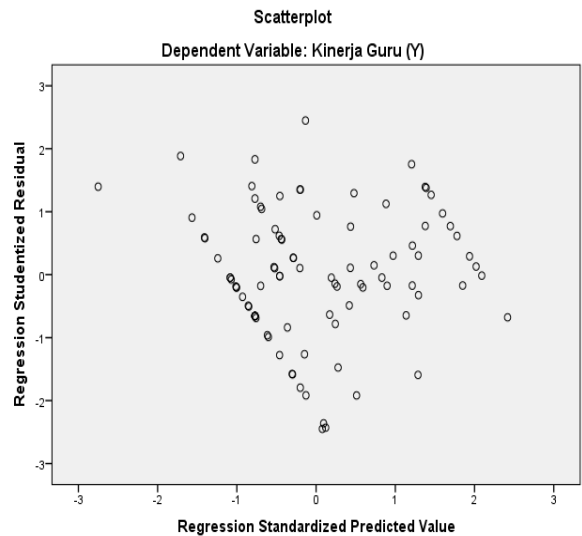Heteroscedacity test using Scatter Plots

Fig 4:- Scatterplot

Heteroscedasticity test aims to test whether in the regression model variance inequality occurs from a residual observation to another observation. Symptoms of heteroscedasticity can be detected by seeing whether there is a certain pattern on the Scatterplot chart above.

➤ *Analysis of Multiple Linear Regression*
Multiple linear regression analysis is used to determine the magnitude of the effect caused by the independent variable on the dependent variable. To predict the magnitude of the effect of independent variables consisting of leadership, discipline and competence on teacher performance, the value of regression coefficients produced and multiple linear regression analysis were used.

Model	Variable	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,102	2,508		,440	,661
	Leadership_X1	,244	,062	,237	3,923	,000
	Discipline_X2	,265	,084	,224	3,142	,002
	Competence_X3	,490	,059	,558	8,271	,000
	R^2	,794				
	F count				116,985	,000^b

Table 9:- Regression Test Results
a. Dependent Variable: Performance
Source: Data processed (2019)

Then based on Table 9. above, equation can be arranged regression as follows:

$$Y = 1,102 + 0,244\ X1 + 0,265\ X2 + 0,490\ X3$$

The interpretation of the above equation is:
1. The constant value shows the value of teacher performance 1,102 if the principal's leadership, discipline, and competency variables are 0. From the results of multiple linear regression calculations, a constant value of 1.102 is obtained. The magnitude of

the constant value which only reaches 1.102 from the value of 5.00 indicates that the teacher's performance is not good, so that without the influence of leadership, discipline and competence, the performance of the teacher of the Foundation of Saint James Jakarta is very bad.
2. Regression coefficient of Leadership variable (X1) is equal to 0.244, meaning that if the other independent variables are fixed and the value of the leadership variable increases 1, then the value of Teacher Performance will increase by 0.244. Likewise vice

versa, if the other independent variables are fixed values and the value of Leadership experiences a decline of 0.244. In this case the influence of the Leadership variable is directly proportional to discipline, and competence, meaning that the more Leadership increases, the performance value will also increase, and vice versa.

3. Regression coefficient of work discipline variable (X2) is 0,265. This means that if the other independent variables are fixed and the value of the discipline increases 1, then the value of the performance will increase by 0.265. Likewise, vice versa, if the other independent variables are fixed and the value of the discipline has decreased 1, then the value of the variable teacher performance will decrease by 0.265. In this case the influence of the independent variable of discipline is directly proportional to the performance of the teacher, meaning that the more the work discipline increases, the performance value will also increase, and vice versa.

4. Coefficient of Competence regression variable (X3) is equal to 0.490, meaning that if the other independent variables have a fixed value and the value of competence increases, then the value of performance will increase as much as 0.490. Likewise, vice versa, if the other independent variables are fixed and the compensation value increases 1, then the value of the variable teacher performance will increase by 0.490. In this case, the influence of the independent variable Competence is directly proportional to the teacher, increasing competence, the value of the teacher's performance will also increase, and vice versa.

➤ *Hypothesis Test*

• *Determination Coefficient / R2*

Determination analysis is used to determine the percentage of contribution of the influence of independent variables together on the dependent variable.

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics Sig. F Change
1	,891[a]	,794	,787	1,62127	,000
a. Predictors: (Constant), Competence, Leadership, Discipline					
b. Dependent Variable: Performance					

Table 10:- Test Results Determination (R Square)
Source: Data processed (2019)

From table 10. above obtained the value of R Square of 0.794 which means the relationship of leadership variables (X1), discipline (X2) and competence (X3) with the dependent variable (Y) teacher performance of 79.4% and the remaining 20.6% is influenced by other variables not discussed in this study.

• *Test F*

The F test aims to determine the effect of jointly independent variables on the dependent variable. The

calculated F value will be obtained using SPSS for window then it will be compared with the F table value of the level of significance of α: 5% determined also through the formula F table = (k; n-k). Where "k" is the number of independent variables (X1, X2, X3) and "n" is the number of respondents. In this study the number of "k" is 3 variables and the number of "n" is as many as 95 people. The above values in the formula are F table = (3; 95-3) = (3; 92) then the f table value will be obtained at 2.70. For the calculated F value obtained from SPSS of 116.985.

ANOVA[a]						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	922,490	3	307,497	116,985	,000[b]
	Residual	239,194	91	2,629		
	Total	1161,684	94			
a. Dependent Variable: Performance						
b. Predictors: (Constant), Competence, Leadership, Discipline						

Table 11:- Test Result F
Source: Data processed (2019)

Accept Ha because: F-count> F-table, from table 4.21. below obtained: F-count 116,985> F-table 2, 70.

• *T test*

T-test statistics aim to see how far the influence of one independent variable X1, X2, and X3 on the dependent variable Y by considering the other independent variables is constant. In this test if t count> t table then it means that

there is a statistically significant influence between the independent variables to find out the dependent variable. To find the value of t table is to determine the level of significant level of 0.05 and Degree of Freedom (DF) or degree of freedom (DK), (Sugiyono: 2014: 231) is DK: n - k or 95 - 4 = 91 then from the provision obtained t-table number equal to 1.662.

Model	Variabel	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,102	2,508		,440	,661
	Leadership_X1	,244	,062	,237	3,923	,000
	Discipline_X2	,265	,084	,224	3,142	,002
	Competence_X3	,490	,059	,558	8,271	,000
	R^2	,794				
	F count				116,985	,000^b
a. Dependent Variable: Performance						

Table 12:- Test results t

Source: Data processed (2018)

All hypotheses are accepted because all X variables have an effect on the Y variable, namely the value of t count> 1.662 (t table value).

➢ *Interdimensional Correlation Matrix*

The following is a table of correlation analysis in this study:

Variable	Dimension	Teacher Performance		
		Y1 Planning Teaching	Y2 Carry out Teaching	Y3 Carry out Evaluation
Leadership (X1)	Personality	0,578	0,317	0,380
	Managerial	**0,624**	0,515	0,444
	Entrepreneurship	0,530	0,345	0,429
	Supervision	0,475	0,412	0,466
	Social	0,402	**0,304**	0,365
Discipline (X2)	Punctuality	0,620	0,519	0,503
	Obedience to work rules	**0,657**	0,512	0,544
	Job responsibilities	0,537	**0,392**	0,438
Competence (X3)	Pedagogic	0,506	**0,441**	0,525
	Personality	0,615	0,589	0,660
	Social	0,507	0,532	0,645
	Professional	0,455	**0,733**	0,679

Table 13:- Interdimensional Correlation Matrix

Source: Data processed (2019)

V. DISCUSSION

Based on the calculation above, the highest correlation value of leadership variable (X1) is correlation between managerial dimensions and planning of teaching with a correlation level of 0.624. The level of correlation with this value is quite influential in correlation. It means that managerial leadership is enough to influence teacher performance in planning teaching. The lowest correlation value between leadership and teacher performance is the social dimension and leadership personality with the teacher's performance in implementing teaching with a correlation value of 0.304. This means that social and personal leadership is less influential in the teacher's obligation to carry out teaching.

Discipline is needed by the school because through good work discipline it can produce good teacher performance and maximum output. The results of the research have been conducted that the discipline has a significant influence on teacher performance. This statement is supported by correlation values between dimensions. From the disciplinary variable (X2) found the highest correlation dimension is obedience to the general

rules of employees (PUK) with the teacher's performance in teaching planning at 0.657 and the lowest discipline dimension correlation is job responsibility with the teacher's performance in carrying out teaching evaluations of 0.392. The correlation between the dimensions of obedience to PUK by planning this teaching proves that PUK correlates strongly with learning planning. While the lowest is job responsibility by carrying out evaluations.

Based on the results of the study with the data obtained from the field, the highest competency variable (X3) was obtained in correlation with teacher performance is the professional competence of the teacher with the teacher's performance in carrying out the teaching of 0.733. The lowest correlation is the pedagogic competence of the teacher with the performance of the teacher in carrying out the teaching process at 0.441. Correlation between dimensions of teacher professional competence with teacher performance in carrying out this teaching states that professional competence is strongly related to the implementation of learning. While the lowest correlation states that pedagogical competence is quite influential on teacher performance in carrying out learning.

The hypothesis of the four studies is that leadership, discipline and competence have a significant influence on teacher performance. Based on simultaneous regression tests (F test) conducted by researchers using the help of SPSS analysis software in table 11.0 states that the influence of leadership variables, discipline and competence together (simultaneous) has a positive and significant effect on teacher performance. This is based on the results of the simultaneous regression test (F test) where the significance level is $0,000 < 0,05$.

VI. CONCLUSIONS AND SUGGESTIONS

Based on the results of the research that has been tested the calculation using multiple linear regression analysis, has produced proof of research hypotheses, then conclusions can be put forward as follows:

➢ *Conclusion*
1. There is a positive and significant influence of principal's leadership at the Saint Yakobus Foundation teacher performance.
2. There is a positive and significant influence of discipline on the teacher performance.
3. There is a positive and significant influence on the level of teacher competency on its performance.
4. For the fourth hypothesis, namely principals' leadership, discipline, teacher competence simultaneously has a positive and significant effect on teacher performance.

➢ *Suggestion*
Based on the results obtained in this study, the suggestions that the researcher can give to the Saint Yakobus Foundation as a place of research include suggestions for the teacher himself, the school leader and if possible for the Foundation of Saint Yakobus. The suggestions that will be put forward include findings from the results of the research that have been carried out, which includes the leadership of the principal, discipline, competence in relation to the performance of the teacher at the Saint Yakobus Foundation. teacher competency is;

1. Competence has the biggest influence on teacher performance, so the focus of improvement is given first to competence. Teacher competence shows the quality in teaching which can be seen through mastery of material and professionals in carrying out their duties. The results of the study found that competence had a strong influence on teacher performance. The dimension that correlates very strongly with performance is the professionalism of a teacher with the implementation of learning. The indicators of these dimensions are mastering the scientific mindset that supports and develops the learning material that is taught creatively. What should be a concern is the weak level of correlation, namely the pedagogic dimension and the teacher's performance in terms of carrying out teaching. Based on these indicators, the authors propose school management to think about efforts to improve teachers who can be done through various activities such as workshops, training, comparative studies to other schools, continuing education to the next level and so

on. Besides that, it can also hold regular training that will have a positive impact on improving competence. This means that if competence increases, the teacher's performance will also increase

2. The second variable that influences teacher performance is the discipline variable obedience to the general rules of employees (PUK) with learning planning. Discipline has a strong influence on teacher performance because discipline itself is a fundamental thing that must be owned by a teacher. So the focus of improvement in addition to increasing competency also needs evaluation and improvement in discipline. The results of the study found that discipline had a strong influence on teacher performance. The dimension that correlates very strongly with performance is obedience in implementing PUK with learning planning. The indicators of this dimension are understanding and implementing work rules, using ID cards during working hours and dressing uniformly in the workplace. Based on these indicators, the authors propose that teachers really understand and implement PUK properly and correctly. Effective in running the PUK is very helpful for teachers as well as in carrying out their duties and responsibilities as educators.
A weak level of correlation is found in the dimensions of job responsibility with teacher performance in carrying out teaching. To improve self-discipline that can be done through training or seminars on the importance of the discipline of running PUK, the timeliness and especially job responsibilities as an educator. Educators also need to be trained in seminars on discipline and activities that lead to discipline into a culture of life. Important discipline to improve teacher performance more effectively.

3. The third variable that influences teacher performance is the leadership of the principal. Managerial dimensions of principals' leadership influence teacher performance in teaching planning. The managerial indicators of the principal's leadership, namely the school principal coordinates the involvement of all teaching staff / educators in an activity and the principal is able to manage the administration of the curriculum, student affairs, facilities and infrastructure, public relations and school finance. On the basis of this indicator it is recommended that each school principal must master the management of education well so that cooperation with all teachers and the surrounding environment and other schools can be well established. Likewise in the procurement, utilization and maintenance of equipment or equipment supporting teaching and learning activities must be controlled by the leadership of the principal. However, the correlation of the leadership personality dimensions is weak towards teacher performance in the dimensions of carrying out teaching. Therefore, it is necessary to periodically provide training and development to the principal so that he has a personality that embraces and improves the quality of the performance of his teachers. Quality and effective leadership will bring the performance of employees or teachers more qualified and effective as well.

4. Teacher performance, should be considered and improved so that the key performance indexes of each are better measured, so that they can know the shortcomings of each teacher and improve and improve them, especially points related to leadership, discipline and teacher competence.

5. The results of this study attempt to maximize teacher performance by paying attention to the leadership variables, disciplines and competencies that influence them. This suggests that to improve teacher performance can be done by increasing the leadership of the principal, increasing teacher discipline and competence. To support the improvement of science and improve this research, it is recommended that further researchers conduct similar research by adding other variables and certain more varied constraints in order to obtain better conclusions than this study.

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