THE EFFECT OF PRINCIPAL LEADERSHIP AND TEACHER'S PROFESSIONALISM ON TEACHERS WORKING PERFORMANCE AT BEACON ACADEMY KELAPA GADING NORTH JAKARTA

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Abstract

This study aims to analyze the effect of principal leadership on teacher performance at Beacon Academy Kelapa Gading, North Jakarta. Analyzing the effect of teacher professionalism on teacher performance at Beacon Academy Kelapa Gading, North Jakarta. As well as analyzing the influence of school principal leadership and professionalism on the performance of teachers at Beacon Academy Kelapa Gading, North Jakarta. This research method is a quantitative method. The object of this research is the Beacon Academy Kelapa Gading School, North Jakarta. The type of sampling chosen in this study is the Non Probability Sampling technique, namely Saturated Sampling (census). While the subjects or respondents (informants) selected in this study were Beacon Academy school teachers who had a direct connection to the topic, because this research was a case study, so the parties involved were used as respondents. While the source of data in this study is primary data processed using SPSS 25. The test used in this study is the classical assumption test (Normality, Heteroscedasticity, Multicollinearity and Autocorrelation), hypothesis testing (multiple regression test, coefficient of determination R2, partial test and simultaneous test). The results of this study indicate that: (1) Principal leadership partially affects teacher performance, (2) teacher professionalism does not partially affect teacher performance, and (3) principal leadership and teacher professionalism affect teacher performance simultaneously.

Keywords: Principal Leadership, Teacher's Professionalism, Performance

I. INTRODUCTION

The national education standard is formulated with the goal of enhancing the quality of the national education in order to increase the intellectual capacity of the nation, to form characters and to create a dignified civilization. To achieve this, the Government Regulation Number 19 Year 2005 concerning the National Education Standards (*PP No. 19 Year 2005*) has established eight Standards which must be met

in conducting any education practice. They are: the content standard, process standard, the graduates competence standard, the educator and management staffs standard, the facilities standards, the management standard, the funding standard and the education assessment standard. One of the standards directly related to the quality of graduates competence is the educators and management staff standards. This means that in order to obtain the desired graduates quality, the quality of educators (teachers) and education management staffs (principal, supervisor, lab technicians, librarian, administrative staffs, assistants) should be enhanced.

The educators, in this case teachers, have become the success determinant and the frontline officers in a school. Consequently, to ensure high working performance, a teacher must have 4 linear high competencies namely social, personality, pedagogical and professional competence. These competencies should be balanced, complementary with each other and perfected one another and together these competencies formed a unification of competencies that any teacher should posses. Thus, these competencies will become the requirements of a teacher in fulfilling his/her roles in becoming a professional educator with total responsibilities and commitment.

In an education institution, the principal is the leader whose duties are not limited only to managing the school but also has a role as a motivator of the whole school. Therefore, a good communication flow should be established between the principal and the school (Mutmainah, 2016). The education staffs working performance is the result of the implementation of competencies that a teacher or an educator has which can be perceived and measured so that it can be assessed whether a particular subject has a low working performance or high working performance. Therefore, the working performance can be well-measured in terms of both its quantities and qualities.

Based on the background stated earlier as well as the research conducted by Mutmainah (2016), the writer who is also an educator at Beacon Academy Kelapa Gading North Jakarta driven by curiosity and great concern towards the foundation motivated the writer to conduct observation and interviews with related parties in this case the foundation, principal and also teachers to see whether there is a relevance between the principal leadership, teacher's professionalism towards their working performance. Some of the components that are observed and investigated during the interviews among others are the principal leadership qualities, learning instruments which presumably have an influence on the principal leadership towards the teachers working performance. Based on the conducted observations and interviews, the researcher can draw a conclusion that the working performance in this particular foundation has not reached its maximum level due to several factors.

At the present time, the teachers working performance at the Beacon Academy Kelapa Gading North Jakarta has not reached its maximum standard. This is caused by the lack of entrepreneurship drive to apply the skills which can be observed from the trainings gained by the teachers of Beacon Academy Kelapa Gading North

Jakarta and the leadership style practices and also the working performance ability of teachers at the Beacon Academy Kelapa Gading, Jakarta Utara. Due to this particular reason, the researcher is interested to conduct a research and to examine further the effect of school principal leadership and professionalism towards the teachers working performance at the Beacon Academy School, Kelapa Gading North Jakarta.

II. LITERATURE REVIEW
2.1 Research Review

Zamroni et. al (2016) conducted a research to (1) examine the effect of leadership style of a principal towards teachers working performance, (2) the effect of working motivation towards teachers working performance, and (3) the effect of both principal leadership style and teachers working motivation towards junior high school teachers working performance. This research applied a quantitative research method and the research population constituted of 130 junior high school teachers in Kersana county district, Brebes district. There were 98 samples in this research. The data was collected through questionnaires. In this study, the researcher utilized validity test, Reliability test, Normality Data Testing, Linearity and Hypothesis Testing through simple linear regression and multiple linear regression utilizing SPSS 21. The result of regression analysis showed that: (1) the effect of principal leadership style (X_1) towards teachers working performance (Y) was at the value of 15,7%, (2) the effect of working motivation (X_2) towards teachers working performance (Y) was significant because statistic analysis result showed that F count (11,781) > F table (0,5598) = 2,30 with a significant value of 0,000 < 0,05. Based on that statistics result, it can be concluded that there was a 10,9% correlation between teachers working motivation and teachers working performance, and (3) statistics showed that both the principal leadership style and teacher working motivation positively and significantly has a 21,6% influence on teachers working performance. The recommendation (1) the principal leadership style should be elevated to enhance the quality of teachers working performance, (2) teachers working motivation should be elevated to generate its working performance.

Mutmainah (2016) conducted a research to investigate how significance (1) the influence of Principal's leadership style on the Teachers Working Performance, (2) the influence of Teacher's Professionalism on their Working Performance, and (3) the influence of Principal Leadership and Teacher's Professionalism, separately and altogether on Teachers Working Performance. The type of the research was ex-post facto using a quantitative approach. The controlled variable in this research was the Teachers Working Performance. The independent variables in this research are the Principal Leadership and the Teacher's Professionalism. The type of research was a population research. The number of respondents involved was 38 teachers of Public Vocational Senior High School 1, Tepus. The data were collected using observations, questionnaires and documentation technique. The data were then analyzed using SPSS Statistics 21 using the descriptive analysis and regression analysis. The result

showed that: (1) The Principal Leadership affected the Teachers Working Performance with the value of 15,7% based on (R Square) of 0,157; (2) The Teacher's Professionalism affected Teachers Working Performance with the value of 26,3% based on (R Square) of 0, 263; and (3) Both Principal Leadership and Teacher's Professionalism affected Teachers Working Performance of 35% based on (R Square) of 0,350. Based on the research conducted, it can be concluded that the Principal Leadership variable and Teacher's Professionalism should be elevated in order to boost Teachers Working Performance of Public Vocational High School 1, Tepus. This can be done by revitalizing the indicators of Principal Leadership and Teacher's Professionalism in Public Vocational High School 1,Tepus.

Sari (2018) conducted a research in order to: (1) examine and analyze the effect of transformational principal leadership towards Teacher's Professionalism; (2) examine and analyze the effect of working motivation towards teacher's professionalism; (3) test and analyze both the effect of the transformational principal leadership and working motivation towards teacher's professionalism. The research was conducted from August-October 2017. The population was teachers of 13 Senior High Schools consisting of 5 Public High Schools and 8 Private High Schools located in Yogyakarta. There were 30 samples collected. Samples were collected by utilizing convenience sampling technique. The data was obtained by using questionnaires. The data then analyzed by using a simple linear regression analysis and multiple linear regression analysis. The result showed that: (1) the transformational principal leadership has an effect on teacher's professionalism; (2) working motivation has an effect on teacher's professionalism; and (3) the principal transformational leadership and working motivation has an effect on the teacher's professionalism. The F Test showed that the principal transformational leadership and working motivation can be an indicator of teacher's professionalism.

Hashem et.al (2017) conducted a research to verify the relationship between teachers working performance satisfaction, principal leadership style and decision-making style. The sample was taken from random sampling collected from elementary, secondary and high school in the education system in China. The data was collected trough surveys via mail. The result showed that the principal decision-making played a significant role in the teachers working performance and the leadership style.

Basilius and Lucas (2018) conducted a research to investigate the relationship between principal leadership style, school organization climate and teachers working performance. The population consisted of 164 teachers in Public Senior High School in Merauke. To obtain a representative sample, the researcher utilized Krecjie table. Based on this table, if the population is 160-170 then the sample can be around 113-118. For this particular research, the sample was 118 public high school teachers or 71,95% of the population. The main instrument of collecting data was questionnaire. The data was processed using quantitative method. To ensure well-analyzed data, the researcher utilized SPSS software version 16 for Windows. Based on the data

analyzed, the result of the research showed that: (a) there is a significant relation between the principal leadership and teachers working performance in Merauke district, Papua; and (b) there is a significant relation between school organization climate and the teachers working performance in the public senior high school in Merauke district, Papua.

2.2. Teachers Working Performance

In an organization, the working performance has a major influence on the accomplishment of the organization goal. The working performance can be defined as the result of working performance that can be observed quantitatively and qualitatively when someone performs his/her duties with full responsibility. Working performance is the expression of progress that is based on knowledge, skill, behavior, and motivation to produce something (Fattah 2003: 27). From the human resource management (HRD) point of view, working performance is the accumulation of an achievement that has been obtained by someone or a human being concerning his/her assigned tasks and responsibilities whereas the effect of the following task and responsibilities is related to the working field that requires certain skill and legality on the certificate owned by someone, either he/she is working in a public institution or in a private institution.

Rusyan et al (1000:17) defined teachers working performance is to conduct learning process both inside and outside of class while at the same time they also conduct other activities such as doing school administration and learning administration, giving guidance and providing service for the students and carrying out assessment. Several components that are believed to have an effect on working performance are Competence, Personality, and Social. Competence is the accumulation of various abilities integrated in a person which can be observed when that particular person is given a certain task and responsibility and his/her performance makes the skill owned by that person measurable. That skill however requires a relatively long period of time to gain and a high level of expertise.

Working performance can be defined as working accomplishment in this case teachers achievements that are the result of teachers behavior that has shown (1) Competence and mastery of the their tasks and other field related to their duties. (2) An excellent skill in conducting their duties. (3) An extensive degree of experience in their field and other field related to their duties. (4) a complete seriousness and is not restricted by time in conducting their duties. (5) a fresh and excellent physical and spiritual well-being. (6) an efficient and effective task accomplishment. (7) Their working result exceeds the determined average working result, both in quality and quantity.

In this research, the Teachers Working Performance is defined as someone's ability in conducting a certain action based on the assigned goal. This is in line with what Supriyadi (1998) stated and is reflected on the teachers' ability concerning their

responsibilities during the learning process based on the following indicators: (1) the ability to construct a teaching program. (2) the ability to present the teaching program. (3) the ability to analyze the learning outcome. (3) the ability to construct a remedial and enrichment program. (5) the ability to construct a counseling program.

2.3 The Principal Leadership

The Department of Education and Culture in Elementary School management stated that "education leadership is the ability of the principal to generate influence which can cause teachers to do their tasks and activities together in pursuing the education goals in an efficient and effective manner". Atmodiwirio (2003) stated that an effective principal based on a research conducted by the National Association of Secondary School Principal has an assimilation between personal qualities and style that are embedded in a leader which are: (1) becoming a role model; (2) showing empathy and quality; (3) conducting activities on the basis on well-established interaction based on humanity values; (4) showing an in-depth understanding towards his/her working environment; (5) possessing a high and measurable perseverance mental quality; (6) showing interest towards the school where he/she works; (7) coordinating in order to reach an agreement; (8) sustaining stability; (9) being able to handle stress; (10) conditioning situation in order to maintain security and amenity.

According to Mulyasa (2013: 97), there are several leadership indicators among others: (1) Having strong personality; (2) Having a good comprehension of the teachers, employees and students condition; (3) Having an understanding of the school vision and mission; (4) Having the ability to make decision and (5) Having the ability to communicate well.

2.4 Teacher's Professionalism
Based on its etymology, the word professionalism, derived from the English word "profession" and it is rooted from the Latin word "Profesus" meaning able or expert in a certain job (Sanusi, 1991). According to Tilaar (2004: 86), profession can be defined as a job and it can also be defined as a position in a certain bureaucratic hierarchy which posses a certain skill and has a certain ethic and also means book service to the community. A professional conducts his/her works based on his/her profession demand or in other words has the appropriate ability and attitude suitable to his/her profession demand. A professional conduct his/her activities based on professionalism, and it is not done amateurishly. A professional would consciously and continuously increase his/her qualities through education and trainings.

A profession can be in the form of a job, and can also take the form of a position in a certain bureaucratic hierarchy which posses a certain skill and has a certain ethic and also means standard service to the community. The main point of a profession is that someone should have expertise and in a modern society such

expertise is gained through special education and training. Tilaar stated that a profession is an activity that someone does to earn a living (2004: 86).

In Constitution No. 14/2005 Article 7 Section (1) and Section (2) stated that:

a. A teacher and a lecturer profession is a special work field which is conducted based on the principle that that a particular person should (1) have the talent, interest, calling and idealism, (2) have the commitment to enhance the quality of education, faith, piety, and noble character, (3) have the academic qualification and education background suitable to his/her subject, (4) have the competence, (5) be responsible for his/her professional duties, (6) earn a living suitable to his/her working achievements, (7) have the opportunities to develop his/her professionalism continuously by increasing his knowledge throughout his/her life, (8) have a certain guarantee concerning legal protection in conducting his/her professional duties, and (9) be involved in a profession organization which has the authorities in managing matters related to teachers professional duties.

b. Teacher professional development and empowerment is conducted through self-development program done democratically, fairly, non-discriminatively, and sustainably by upholding human rights, religious values, cultural values, nation's betterment, and profession code of ethics.

Teacher professional competence includes: (1) mastering the subject material; (2) managing the teaching and learning program; (3) managing class; (4) utilizing media/teaching resources; (5) mastering educational fundamentals; (6) managing teaching-learning interaction; (7) assessing students' achievement for the benefit of teaching interest; (8) acknowledging the guidance and counseling function and program; (9) acknowledging and conducting school administrative tasks; and (10) understanding the principles and interpreting the education research results for teaching purpose. The indicators of Teacher Professionalism according to Supriadi (1998) are as follows: (1) Mastering of the curriculum; (2) Mastering the subject matter; (3) Mastering the learning methods and evaluation; (4) Showing faithfulness towards one's duties; (5) Being Discipline in a broad sense.

III. RESEARCH METHODOLOGY

The research methodolgy utilized in this research is a quantitative method. A quantitative methodology according to Arikunto (2013: 27) involves numbers starting from the process of data collecting, data interpretation and the result. In addition to this, a quantitative study also involves data which is categorized as qualitative information. The definition of quantitative research methodology according to Sugiyono (2016: 13) is a research methodology based on positivism philosophy, used to investigate a certain population or sample. The sample collecting is generally done

randomly, the data colleting using a research instrument and the data analysis is conducted quantitatively/statistically employed to test a stipulated hypothesis.

This research investigates a systematic empirical data and in this research, the researcher is not able to control directly the independent variable because the event has occurred and based on its nature it cannot be manipulated. This research placed the principal leadership influence and teachers working performance in the Beacon Academy School, Kelapa Gading North Jakarta.

The population in this study is school teachers at the Beacon Academy Kelapa Gading North Jakarta. The sample chosen in this research is using the Non Probability Sampling technique, that is by Saturation sampling (census). According to this technique, the samples selected can be taken when all population members can be made into samples (Supriyanto and Machfudz, 2010: 188). The sample selected method in this research is the saturation sampling method which is a sampling technique in which all population members is included.

The source of data in this research is primary data source which is obtained by: Interview. The data is collected by the writer in this case is personally related to the ongoing research. The primary data is collected through interviews with the related parties. The data collection in this research is utilized by data survey collection technique and documentation. A survey is a data collection technique in which the researcher or a data collector raises a question or statement to the respondents either in the form of oral or written communication (Sanusi, 2011: 104).

Data analysis is using a descriptive statistics method utilized to provide information concerning the research variable characteristics respondent demographics. Descriptive statistics explains the respondent answer scale in every variables which is measured from the minimum, maximum, average and standard deviation and also it is also used to know the respondent demography which consists of categories, gender, education, age, position and working period (Ghozali, 2012). The data in this research is analyzed using SPSS version 25 software. This study uses two types of instrument testing which are validity test and reability test. The data analysis technique in this research uses the multiple regression data analysis technique using the SPSS Windows version 25. The stages of analysis consist of: (1) descriptive analysis, (2) classical assumption testing including the normality testing, heteroskedasticity testing, multicollinearity testing and autocorrelation testing, and (3) hypothesis testing (t-test and F-test).

IV. RESEARCH RESULT AND DISCUSSION
4.1 Validity Testing

The validity testing is conducted using a computer by utilizing SPSS

version 25.0 program. The research instrument can be said to be valid (accurate) in a research when it has a validity value larger than or equals to 0,3 and vice versa, when the validity value is less than 0,3 then it can be said to be not valid (inaccurate).

TABLE 1

The Principal Leadership Variable Validity Test Result (X_1)

Question	r-count	R-critical	Result
1	0,967	0,3	Valid
2	0,947	0,3	Valid
3	0,909	0,3	Valid
4	0,948	0,3	Valid
5	0,921	0,3	Valid
6	0,961	0,3	Valid
7	0,908	0,3	Valid
8	0,958	0,3	Valid
9	0,839	0,3	Valid
10	0,962	0,3	Valid

Source: Analyzed Data

Table 2

Instrument Validity for each statement concerning Teacher's Professionalism Variable(X_2)

Question	r-count	r-critical	Result
1	0,785	0,3	Valid
2	0,811	0,3	Valid
3	0,772	0,3	Valid
4	0,814	0,3	Valid
5	0,816	0,3	Valid
6	0,775	0,3	Valid
7	0,499	0,3	Valid
8	0,457	0,3	Valid
9	0,501	0,3	Valid
10	0,477	0,3	Valid

Source: Analysed Data

Table 3

Teacher Working Performance Variable Validity Test Result(Y)

Question	rhitung	rkritis	Keterangan
1	0,945	0,3	Valid
2	0,947	0,3	Valid
3	0,938	0,3	Valid
4	0,892	0,3	Valid
5	0,853	0,3	Valid

6	0,908	0,3	Valid
7	0,936	0,3	Valid
8	0,927	0,3	Valid
9	0,956	0,3	Valid
10	0,948	0,3	Valid

Source: Analysed Data

Based on the analyzed data we can see that the result of the Principal Leadership Variable (X_1), Teacher's Professionalism (X_2), and Teachers Working Perfomance (Y) from the 10 statements has a higher r_{count} value than 0,3 thus the statements can be used in the data collecting process in this research.

4.2 Reliability Test

The reliability test is utilized to ensure that the instruments used has the consistency as a measuring device so that its level of reliability can show a consistent result. The reliability test is conducted by using Cronbach Alpha method. Moreover, Sugiono stated that a research instrument can be classified as reliable if the Cronbach Alpha value is 0,6 or more. The data is correlated with the aid of SPSS version 25.0 program.

Table 4
Reability Test Result

Variable	r_{count}	$r_{critical}$	Result
Principal Leadership (X_1)	0,983	0,6	Reliable
Teacher's Professionalism (X_2)	0,865	0,6	Reliable
Teachers Working Performance (Y)	0,981	0,6	Reliable

Source: Analysed Data

Table 4 showed the data of the questionnaire answer result of the 10 (ten) item statement concerning the Principal Leadership (X_1), 10 (ten) items statement concerning Teacher's Professionalism (X_2), and 10 (ten) items statement concerning Teachers Working Performance (Y) are reliable since the Alpha Cronbach value based on the table is more than 0,60.

4.3 Classical Assumption Testing
4.3.1 Normality Testing

In this research, the data normality testing is performed using Kolmogorov-Smirnov Test by observing the significance of the resulted residual and the normal probability plot graph. The normality detection is conducted by seeing the data distribution (dots) diagonal axis of the graph. The result of the normality testing result from the residual is as follows:

Table 5
Data Normality Testing Result

One-Sample Kolmogorov-Smirnov Test

|		Unstandardized Residual
N		85
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	2,52831076
Most Extreme Differences	Absolute	,388
	Positive	,256
	Negative	-,388
Test Statistic		,388
Asymp. Sig. (2-tailed)		,000[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Source : Output SPSS Versio 25.0

Based on the result presented in Table 5, the significance value is shown at
the value under 0,05 which is 0,000. This means that the residual data is not normally
distributed. Then the result can be explained by the graphic analysis result (Normal
Probability Plot Graph) below:

Figure 1
Normal Probality Plot Graph
Normal P-P Plot of Regression Standardized Residual
Dependent Variable: Teachers Working Performance
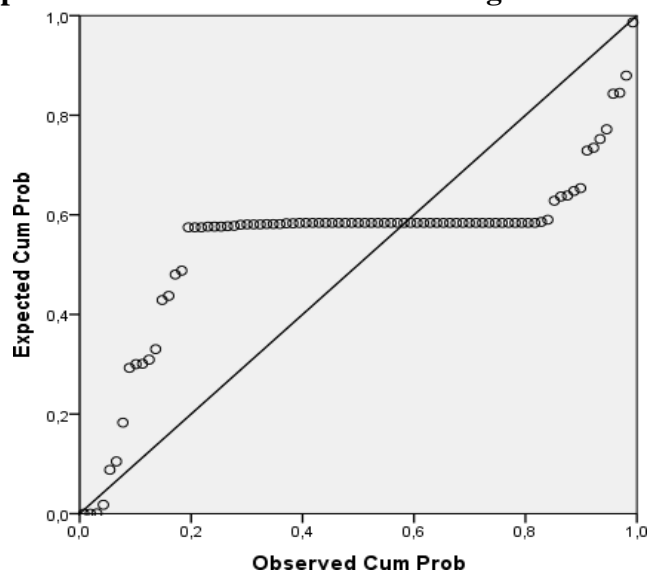
Source : Output SPSS Version 25.0

4.3.2 Heteroskedasticity Test

To determine the heteroskedasticity, this study utilizes the Glejser Test.

The Underlying decision making in this test is that if the significance value is $\geq$ 0,05 then it can be concluded that there no heteroskedasticity problem on the other hand if the significance value is < 0,05 then it can be concluded that there is a heteroskedasticity problem. The result of the heteroskedasticity is as follows:

Tabel 6
**Heteroskedasticity Test Result**

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1,089	1,693		-,643	,522
	School Principal Leadership	1,019	,059	,961	17,235	,000
	Teacher Professionalism	-,005	,082	-,003	-,060	,953

a. Dependent Variable: Teacher Working Performance

Source : Output SPSS Version 25.0

The counting result in Table 6 shows that the significance value of the principal leadership is less than 0,05, that is 0,000, whereas the teacher professionalism variable is more than 0,005 that is 0,953. Based on that, it can be concluded that there is a heteroskedasticity on X_1 variable in the regression model. Then the above result can be explained using the graphic analysis result which is the scatterplot graph in which the dots should be distributed randomly, both above and below 0 on the Y axis. If this condition is met then heteroskedasticity does not occur and regression model can be used. The heteroskedasticity testing result by using the scatterplot graph is shown in Figure 2 as follows:

Figure 2 Scatterplot Graph
Scatterplot
Dependent Variable: Teacher Working Performance

Sekolah Ting
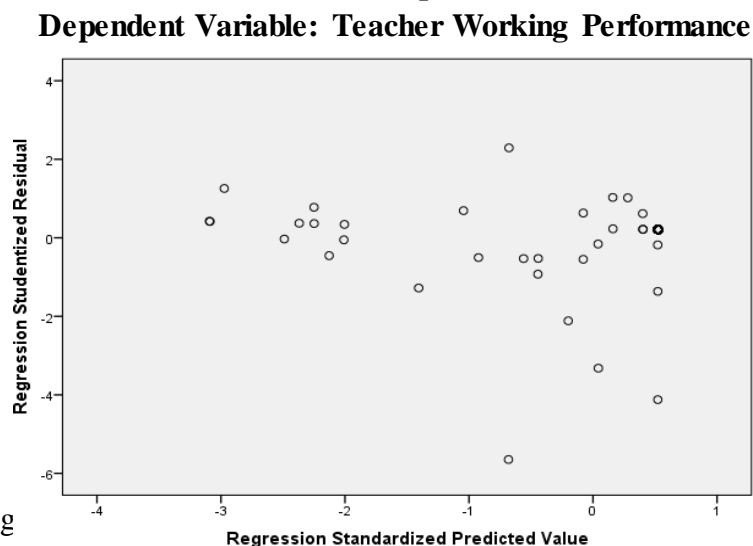
Source : Output SPSS Version 25.0

As we can see from the scatterplot graph above, the dots are distributed randomly and they are distributed above and also under the) (zero) value in the Y axis. Then we can draw a conclusion that there is heteroskedasticity indication present in the utilized regression model.

4.3.3. Multicolloniearity Test

This testing is intended to see whether there two or more independent variables linearly correlated from the others. If this happens then we encounter difficulty to differentiate the influence of each independent variables on the controlled variables. To detect the multicolloniearity phenomenon in this research model, we can see from the tolerance value or Variance Inflation Factor (VIF). If the value of intolerance is > 10 and the value of VIF is < 10,00 then it can be concluded that there is no multicollinearity between the independent variables.

The result of the multicollinearity testing in this research is shown in table 7 below:

Table 7
Multicollinearity Testing Result

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Principal Leadership	.324	3.086
	Teacher Professionalism	.324	3.086

a. Dependent Variable: Teacher Working Performance

Source : Output SPSS Version 25.0

Based on Table 7, we can see that the Variance Inflation Factor (VIF) value is no more that 10 (VIF less than 10) and the tolerance value is no less than 0,1 (tolerance value more than 10% or 0,10 then it can said that there is no multicollinearity).

4.3.3 Autocorrelation Testing

The result of the autocorrelation testing in this research is shown on the following table:

Table 8
Autocorrelation Testing Result

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
					Change Statistics					
1	,958[a]	,917	,915	2,559	,917	455,674	2	82	,000	1,697

a. Predictors: (Constant), Principal Leadership, Teacher's Professionalism
b. Dependent Variable: Teacher Working Perfomance

Source : Output SPSS Version 25.0

Based on table 8, we can observe that the DW value is 1,697. This value will be compared to the significance table of value of 5% , the sample size is 85 (n) and the number of independent variable is 2 (k=2) then DU value is 1,695, and the DW value is 1,697. It is more than the DU value or the upper limit is 1,695 and less than (4-du) or $4 - 1,695 = 2,305$ then it can be concluded that there is no autocorrelation.

4.4 Multiple Linear Regression Analysis

To test the effect of the Principal Leadership and Teacher's Professionalism on the Teachers Working Performance, a regression equation is made as follows:

$Y' = a + b_1 X_1 + b_2 X_2 + ….. + b_n X_n$

Whereas the result of the multiple linear regression equation using the regression calculating result is presented below:

Table 9
Multiple Regression Calculation Result

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
2	(Constant)	-1,089	1,693		-,643	,522
	Principal Leadership	1,019	,059	,961	17,235	,000
	Teacher's Professionalism	-,005	,082	-,003	-,060	,953

a. Dependent Variable: Teachers Working Performance

Source : Output SPSS Version 25.0

Thus, the multiple regression equation in this research is as follows:

$Y' = a + b_1 X_1 + b_2 X_2$
$Y' = (- 1,089) + 1,019 X_1 + (-0,005) X_2$

4.5 Coefficient of Determination (Adj. R^2)

Based on the study, the Coeeficient of Determination (Adj. R^2) from the regression result shows the significance of the dependent variables which can be explained by its independent variables.

Table 10
Coefficient of Determination Result
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.958^a	.917	.915	2.559	1.694

a. Predictors: (Constant), Principal Leadership, Teacher's Professionalism
b. Dependent Variable: Teachers Working Performance
Source : Output SPSS Version 25.0

Based on table 10, it is shown that the value of coefficient of determination (Adj. R^2) is 0,915. This means that the the contribution of the Principal Leadership and Teacher Professionalism towards Teachers Working Performance is 91,5% whereas the rest 8,5% which are the Principal Leadership variable and Teacher's Professionalism is not revealed in this research.

4.6 Hypothesis Testing

4.6.1 Partial Testing (T-test)

The statistics T-test basically shows how significant the influence of one independent variable individually in explaining a dependent variable. This partial test is conducted by comparing the α (alpha) value to the p-value . If the p-value < α (0,05) then H$_0$ is rejected. Thus, it can be stated there is a partially effect between the independent variable to the dependent variable and vice versa. Below is the t-statistics testing result which is presented in the following table:

Table 11
Partial Test

Variable	P-Value	Sig.	Result
Principal Leadership(X_1)	0,000	0,05	Significant
Teacher's Professionalism (X_2)	0,953	0,05	Not Significant

Source: Analyzed Data

Based on table 11, it is shown that the Principal Leadership variable has P-Value of 0,0000 where its probability value is under 0,05. Thus, based on the testing criteria convention if the probability value <0,05 then it can be concluded that the Principal Leadership variable has a positive and significant effect on the Teachers Working Performance. Then it is shown that the P-Value of the Teacher's

Professionalism variable is at 0,953 in which the probability value is more than 0,05. Thus, based on the testing criteria convention if the probability value > 0,05 then partially Teacher's Professionalism has no positive effect and significant to the Teachers Working Performance.

4.6.2 Simultaneous Testing (F-test)

The simultaneous testing is conducted by comparing the α (alpha) value to the p-value. If the p-value $< \alpha$ (0,05), then H_0 is rejected. Therefore it can be stated that there is an simultaneous effect between the independent variable to the dependent value. Below is the F-statistics testing result:

Table 12
Simultaneous Testing
ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5967,748	2	2983,874	455,674	.000^b
	Residual	536,958	82	6,548		
	Total	6504,706	84			

a. Dependent Variable: Teachers Working Performance

b. Predictors: (Constant), Principal Leadership, Teacher's Professionalism

Source : Output SPSS Version 25.0

Based on table 4.17, we can see that the independent variable has a P-value of 0,000 in which the probability value is under 0,05. Thus, based on the testing criteria convention if the probability value is <0,005 then it can be concluded that the both the Principal Leadership variable and Teacher's Professionalism variable has a significant effect towards the Teachers Working Performance.

V. CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on the reserach conducted, the researcher arrives at the following conclusions:

1. The data analysis in this research shows that there is a postive effect of the significance of principal leadership on teachers working performance partially. This means that the presence of good leadership is expected to yield a good working performance moreover it can also yield a more effective and efficient work. This means that the more effective leadership a principal shows then it will yield a higher teachers working performance and on the contrary the less effective principal leadership then the teachers working performance will also be low.
2. The result of data analysis in this research shows that there is no signficant

effect of the Teacher's Professionalism towards Teachers Working Performance partially. To improve the working performance and teacher's professionalism to yield an effecive and efficient result and reach the expected result optimally cannot be separated from the role of a principal as a leader so that the education quality will be achieved if the teachers can do their work professionaly. A professional work method will yield an optimal working performance.

3. The data analysis result in this research shows that there is a positive significant effect of the School Principal Leadership and Teacher's Professionalism towards Teachers Working Performance simultanously. This means that the Principal Leadership can empower resources, especially human resorce which is teachers then eventually will enhance teachers working performance and the end result is the betterment of education quality. A professional teacher is related and embedded to his/her professional duties which will then effect his/her working performance as long as the professional teacher profile remains in his/her duties.

5.1 Reccomendation

Based on the research conclusion, it is reccomended that there are several efforts that can be done in enhancing teachers working performance. They are as follows:

1. It is reccomended that the principal coordinates intensively with the foundation to review the coaching patterns so that what is stated by the principal has positive effects on the teachers profession and a teacher does not only obey the leader in this case the principal but also obey the school regulation.
2. The principal should enhance his/her communication ability in order to boost the teachers working performance.
3. Teachers should be fully aware of their duties and responsibilities and this is not just done subjectively and not accompanied by high working ethics because based on the instrument test result it is concluded that there is no partial effect found between the Teacher's Professionalism towards working performance.
4. Both teachers and school Principal in conducting their tasks and responsibilities should be based trully on the basis of total responsibility since the instrument testing shows that there is an effect between the principal towards the teacher profession but the teacher profession does not have any effect on the working performance whereas to determine whether someone is compentent or not is determined by the high level of working performance.
5. For future researchers, this research can be made into a reference in solving a problem concerning teachers working performance. If the future researcher conduct a similar study then it is recommended that to measure the Teacher's Professionalism variable, the researcher can make use of the teacher competency test data obtained from the researched schools.

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