

Influence of Competency, Principal Leadership, Teacher Creativity and Work Environment to Teacher Performance In State High Schools

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Abstract: *The purpose of this research is to describe the competency variables, headmaster leadership, teacher creativity, work environment, and teacher performance, analyze the influence of competency variables, headmaster leadership, teacher creativity, and work environment simultaneously on teacher performance, analyze the effect of competency variables, head leadership school, teacher creativity, and work environment partially on teacher performance and to know and analyze among the competency variables, headmaster leadership, teacher creativity, and work environment, which have a dominant influence on teacher performance in 16 Malinau State High Schools. The population in this study is 60 people. The sampling technique uses census sampling. The data analysis technique used is multiple linear analysis. The Results Show That Competence, Principal Leadership, Teacher Creativity, Work Environment Have Simultaneous Influence on Teacher Performance, Competence, Principal Leadership, Teacher Creativity, and Work Environment have Partial Effect on Teacher Performance and Principal Leadership has Dominant Influence on Teacher Performance in State High Schools 16 Malinau.*

Keywords: *Competence, Principal's Leadership, Teacher Creativity, and WorkEnvironment*

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I. Preliminary

Efforts to create human resources (HR) that have their capacity, quality, and creative attitude through the education sector. The process of improving the quality of human resources (HR) learning holds the main task. This is explained in Law Number 20 the Year 2003 concerning the National Education System, which stipulates that the National Education System functions to foster competence and build the dignity and behavior of an impressive country in the context of the nation's intellectual activities. In addition, this research was conducted to succeed in strengthening human resources, especially in the field of education in accordance with the objectives of Sustainability Development Goals (Natsir and Triatmanto, 2009). Regarding the role of the national education system, the government is required to work wisely to develop Indonesian people who can face competition by having the ability and superior life skills.

Therefore, it is always considered, open, and developed. "Quality human resources in the true sense of the work done will produce something that is desired." (Rivai, 2005: 3). Quality is not only smart but also meets the necessary qualitative requirements. Furthermore, the problem of the low quality of the workforce produced has not yet been completely resolved, many jobs are carried out with low quality and efficient skills, not creative, which results in low productivity. In an educational institution that requires good human resources, educators are one of them.

The role of the teacher is also very important in determining the success of education in the future. The teacher was the first person in the school to directly handle the transmission of knowledge to students. One of the fundamental factors that determine the achievement of educational goals is one of which is determined by the performance of teachers as educators. According to the Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and professors, competency is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers or teachers who carry out their professional duties.

II. Literature Review

Teachers must always improve their quality expansion so that the evaluation of teacher knowledge is very important. Understanding of knowledge according to Nurfuadi (2012: 73) explains that "competence is a combination of competencies, abilities, values, and attitudes that are reflected in the habits of thinking and acting". In line with what Sagala (2011: 29) explains that "competence is the ability to carry out something obtained through education and training, then, by Law No. 14 RI 2005, explains that competency is a set of

knowledge, skills, and behaviors that must be possessed, internalized, and controlled by a teacher or professor to carry out professional duties.

Therefore, the researcher concludes the previous opinion that one's competence comes from a mixture of knowledge, skills, values, and attitudes (behaviors) produced by education and training to achieve the objectives that must be met, depending on the expected conditions (prerequisites).

Leadership is an important aspect for a leader because a leader must act as a group administrator to achieve what has been determined. According to Wukir (2013: 134), it provides an understanding of leadership, which is the art of motivating and influencing a group of people to act towards a common goal. Principal's Leadership.

Toha (2010:5) means that leadership is an activity to influence people to go towards achieving organizational goals. According to Timple (2002: 58), leadership is a process to achieve organizational goals. Therefore, it can be said that leadership is very influential in organizations. So, the purpose of the explanation above concludes that leadership is a way to influence subordinates with certain characteristics so that they can achieve the expected goals. One factor in the success of a leader depends on how leadership believes in what is desired.

The teacher has a significant impact on learning ability because a teacher has responsibility for the learning process in class. Siswoyo (2007: 119) says that "teachers are professional educators who prioritize education, teaching, guidance, direction, training, evaluation, and student evaluation." According to Government Regulation (PP), RI No. 74 of 2008 concerning teachers, one of the criteria for outstanding teachers is that teachers can produce students with academic or non-academic achievements. Talajan (2012: 15) says that "creativity creates new things in the form of real works and ideas".

From this description, what is meant by teaching creativity in research is. Teachers can develop creative attitudes towards others, give them opportunities to enjoy learning activities that are fun in nature and can bring new ideas from students.

The work environment in an institution is very important to review because the work environment has a direct influence on workers "The work environment can also be interpreted as general work facilities and infrastructure around employees who perform work that can affect the implementation of work, this work environment includes the workplace, work facilities, and assistance, cleanliness, lighting, tranquility, including work relationships between people in that place" (Sutrisno 2010: 118).

It can be concluded that the work environment is anything that exists around employees in the workplace, both physically and non-physically, which can affect employees when they work. If the work environment is conducive, employees can be safe, comfortable, and if the work environment is not supportive, then the employee cannot be safe and comfortable.

Performance is the performance of a person in carrying out the tasks entrusted to him both in quality and quantity by the function and position. Employee behavior is the behavior done by the employee to reach the organizational purpose (Respati and Amin, 2014). According to (Mulyasa, 2005: 136), suppose that performance is "the output unit of the process, it is not." Performance is the result or output of a process.

In line with that, Rusman (2009: 319) argues that the form of teacher performance behavior in the learning process, namely, how a teacher plans learning, implements learning activities, evaluates learning outcomes, and implements advanced learning. From this description, what is meant by teacher performance in research is job performance and implementation of educational programs that can produce better quality results, to reveal and measure performance by examining the teacher's basic skills or the implementation of basic skills in the workplace.

III. Research Methods

Data analysis technique

Data analysis in this study uses descriptive analysis and multiple linear analyses. The equation model can be formulated as follows;

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$$

Note: Y = Teacher Performance, X₁ = Competence, X₂ = Leadership, X₃ = Teacher's Creativity, X₄ = Work environment. a = Constant Value b = Koefisien Regression e = Error.

IV. Research Results And Discussion

4.1 Description of Respondents

Respondents in this study were all teachers with the status of Civil Servants and contract teachers (Honorary) of 60 people with characteristics according to gender, respondent's age, last education, and years of service.

Table 1. Characteristics of Respondents

		Frequency		Percentage (%)	
Respondent's identity					
Gender					
Male		37		61%	
Female		23		38%	
Total	60				100%
Age					
20-30		8		13%	
30-40	22		36%		
40-50			20	33%	
50-60			10		16%
Total		60		100%	
Level of education					
Diploma			7		11%
S1			51	85%	
S2			23%		
Total	60				100%
Years of service					
1-11		30		50%	
12-21		17		28%	
22-31		7		11%	
32-41			6		10%
Total	60				100%

4.2 Validity test

Based on the results of the validity test of all items statements of each variable obtained a probability value smaller than $\alpha = 0.05$. These results indicate that the statement items of the competency variables, school principal's leadership, teacher's creativity, and work environment in the questionnaire are valid because they can measure what should be measured.

4.3 Reliability Test

Based on the results of the reliability test showed that the variables of competency, the leadership of the school principal, teacher creativity, and work environment reliability coefficient of 0.60. Thus, the instrument is feasible to be used in this study.

4.4 Description of Research Variables

Competency Variable (X₁)

Table 2 Frequency Distribution of Competency Variables (X₁)

Item	STS		TS		N		S		SS		Average
	F	%	F	%	F	%	F	%	F	%	
X 1.1	3	5	4	6	16	26	23	38	14	23	4,12
X 1.2	3	5	5	8	20	33	16	26	16	26	4,11
X 1.3	2	3	2	3	16	26	21	53	19	31	4,13
X 1.4	1	1	3	5	20	33	10	16	26	43	4,00
X 1.5	6	10	4	6	5	8	19	31	26	43	4,20
X 1.6	3	5	3	5	17	26	23	38	14	23	4,18
Average											4,12

From the overall average for each item on the statement, item X1.5 (I can use technology) has the highest average value of 4.20. From the analysis and interview results, it was found that MALINAU 16 High School teachers realized the important role of technology as a tool to help improve access to learning because it was very influential. in teacher performance. Although item X1.4 (I can work) has the lowest average value of 4, 00. According to the results of data analysis and interview support, teachers are not a barrier because every day they are accustomed to working, so teachers are more capable at work. On average, in general, it has a value

of 4.12, which means the respondent agrees with the Competency variable (X1) so that it can be concluded that competency is an important factor that can determine teacher performance.

Principal's Leadership (X2)

Table 3 Frequency Distribution of Principal Leadership Variables(X₂)

Item	STS		TS		N		S		SS		Average
	F	%	F	%	F	%	F	%	F	%	
X 2.1	2	3	3	5	29	48	7	12	19	32	4,10
X 2.2	3	5	3	5	8	14	23	38	23	38	4,14
X 2.3	4	7	4	7	10	16	23	38	19	32	4,32
X 2.4	2	3	4	7	29	48	20	33	5	9	4,31
X 2.5	4	7	3	5	15	25	22	36	16	27	4,18
X 2.6	2	3	3	5	5	9	24	40	26	43	4,48
X 2.7	1	1	2	3	5	9	23	38	29	49	4,17
Average											4,24

Based on the analysis, from the overall average of each item statement, item X 2.1 has the highest average value of 4.48. (The director makes the right decision). Based on interviews, it was found that 16 Malinau High School teachers knew that the role of the principal was important in decision making. Whereas X2.1 (the principal runs the school well) has the lowest average value of 4.10. Malinau's 16th high school teacher realizes that the principal directs the principal well so that he can influence the teacher's performance. Besides the average per indicator item, the general average of the leadership variable is 4.24, which means that the respondent states that he tends to agree with director leadership variable (X2), so it can be concluded that the principal's leadership is not an important factor in determining teacher performance.

Teacher Creativity Variables

Table 4 Frequency Distribution of Teacher Creativity Variables (X3)

Item	STS		TS		N		S		SS		Average
	F	%	F	%	F	%	F	%	F	%	
X 3.1	2	3	3	5	29	48	19	32	7	12	3,40
X 3.2	3	5	3	5	20	33	27	45	7	12	4,06
X 3.3	2	3	3	5	29	48	7	12	19	32	4,10
X 3.4	4	7	4	7	10	16	23	38	19	32	4,12
X 3.5	2	3	4	7	29	48	20	33	5	9	3,49
X 3.6	4	7	4	7	10	16	23	38	19	32	4,09
Average											3,87

From interviews, it was found that teachers realized that it was important to evaluate themselves, while X3.1. (I use media) has the lowest average value of 3.87. It can be concluded that teacher creativity is not an important factor in determining teacher performance. The average, in general, has a value of 3.87 which means the respondent agrees with the teacher creativity variable (X3), so it can be concluded that the teacher creativity variable is not an important factor for determining the performance of work discipline is an important factor in determining teacher performance.

Work Environment Variables

Table 5 Frequency Distribution of Work Environment Variables (X4)

Item	STS		TS		N		S		SS		Average
	F	%	F	%	F	%	F	%	F	%	
X 4.1	2	3	3	5	29	48	16	26	10	16	4,00
X 4.2	1	1	5	8	20	33	27	45	7	12	4,05
X 4.3	2	3	2	3	29	48	8	13	19	32	4,11

X 4.4	1	1	4	7	10	16	26	43	19	32	4,02
X 4.5	2	3	4	7	29	48	20	33	5	9	3,30
Average											3,89

This result was confirmed by the interview. Public high School 16 MALINAU Teachers realize that school facilities are inadequate to influence teacher performance. Whereas article X4. 5 (work relationship between teachers in established schools) has an average grade of 3.30. Teachers feel that they can build good cooperation so that performance also increases. An average overall score of 3.89 means that respondents stated that they tend to agree with the work environment variable (X4) so it can be concluded that the work environment is not an important factor in determining teacher performance.

Teacher Performance Variable

Table 6 Frequency Distribution of Teacher Performance Variables (Y)

Item	STS		TS		N		S		SS		Average
	F	%	F	%	F	%	F	%	F	%	
Y 1.1	2	3	3	5	29	48	16	26	10	16	4,19
Y 1.2	1	1	3	5	20	33	27	45	7	12	4,40
Y 1.3	2	3	3	5	29	48	8	13	19	32	4,18
Y1.4	1	1	4	7	10	16	26	43	19	32	4,09
Y1.5	2	3	4	7	29	48	20	33	5	9	4,11
Y1.6	1	1	4	7	10	16	26	43	19	32	4,14
Y1.7	3	5	5	8	20	33	16	26	16	26	4,16
Y1.8	2	3	2	3	16	26	21	53	19	31	4,20
Y1.9	1	1	3	5	20	33	10	16	26	43	4,00
Y1.10	2	3	4	7	29	48	20	33	5	9	4,15
Average											4,16

Based on the results of data processing and interviews, it was found that the mastery of teacher learning in Malinau 16 State High Schools continues to be taken into account so that teacher performance over time increases. The teacher realizes that the success or success of an institution also depends on how well they can master the learning material. While item Y 1.9 (able to interpret the results of an investigation) has the lowest average value of 4.00. This is influenced by teachers who often participate in training that can enrich their horizons. On average, it generally has a value of 4.16, which means that the respondent agrees with the teacher performance variable (Y).

4.5 Multiple Linear Regression Analysis

Table 7 Analysis of Multiple Linear Regression

Variable	Regression Coefficient	t _{count it}	Sig.	Information
Competence	0,253	3,250	0,000	Significant
Principal's Leadership	0,409	4,563	0,000	Significant
Teacher's Creativity	0,015	0,614	0,145	Not significant
Work environment	0,025	1,840	0,477	Not significant
A constant = 1,366				
R square = 0,682				
Adjusted R square = 0,654				
F stat = 35,644				
Sig. F = 0,000				
N = 60				
Dependent variable = Teacher Performance (Y)				

F table =	3,15
t table =	2,000

The definition of the multiple linear regression equation that has been explained above contains the relationship;

- a) The constant 1.366 implies that if there are no competency, principals leadership, teacher creativity, and work environment variables (X1, X2, X3) and X4 = 0) so the teacher's performance is at 1.366.
- b) Regression coefficient X1 (Competency) 0.253 and having a positive sign implies a direct effect if an increase in the competency variable will have a tendency followed by an increase in teacher performance.
- c) Regression coefficient X2 (Principal's Leadership) 0.409 and marked positive implies a direct effect if an increase in the principal's leadership variable can tend to be followed by supporting teacher performance.
- d) Regression coefficient X3 (teacher creativity) 0.015 and marked positive implies that there is a direct effect if an increase in teacher achievement variable will have a tendency followed by an increase in teacher performance.
- e) Regression coefficient X4 (work environment) 0.025 and marked positive contains the meaning of a direct effect if an increase in work environment variables will have a tendency followed by an increase in teacher performance.
- f) The coefficient of determination is 0.654. There is a relationship that the competency variables, the leadership of the school principal, teacher creativity, work environment have an impact on the performance of teachers 16 State High School Malinau 65.4%.

Classic assumption test

Multicollinearity Test

To detect the presence or absence of multicollinearity by looking at the Tolerance and VIF values. If tolerance is more than 0,1 and VIF is less than 10 then multicollinearity does not occur.

Table 8 Multicollinearity Analysis of Colinearity Data

Variable	Tolerance	VIF
Competence	0,929	1,076
Principal's Leadership	0,922	1,085
Teacher's Creativity	0,956	1,046
Work environment	0,948	1,055

Judging from the value of tolerance in the variables of competence, director leadership, teacher creativity, work environment, it has a value greater than 0.1 (tolerance 0,1), so there is no multicollinearity problem between the four variables.

Heteroscedasticity Test

Heteroscedasticity occurs because of changes in the situation that are not explained in the regression model specifications of the heteroscedasticity test results for each independent variable in the dependent variable.

Table 9 Data Heteroscedasticity Analysis

Variable	Significance Value
Competence	0,306
Principal's Leadership	0,166
Teacher's Creativity	0,562
Work environment	0,368

The heteroscedasticity problem does not arise from the independent variables because the sig value of each variable > 0.05

Autocorrelation Test

To detect the presence or absence of autocorrelation, the Durbin-Watson test is carried out with the following procedure:

Table 10 Data Heteroscedasticity Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Durbin-Watson
1	.332 ^a	.0682	.654	2.015

From the output above the DW value obtained from the regression model is 2.015, while from the DW table with a significance of 5% and the amount of data n = 60 and k = 5 the value of dL = 1.4083 and dU = 1.7716 due to the DW value (DW 2,015) is located between dU (1,7671) and 4-dU (2,2329) so Ho is accepted, so it does not autocorrelation.

Normality test

Using histogram images and P-P plot curves with the following decision-making benchmarks:

Table 11 Test Normality of Data with Skewness and Kurtosis

	N	Skewness	Kurtosis	
	Statistics	Std. Error of Skewness	Statistics	Std. Error of Kurtosis
Unstandardized Residual	60	-0,504	0,309	-0,813
Valid N	60			0,608

From the table above, it is clear that the Skewness relationship = - 0.504 / 0.309. = - 1.63 while Kurtosis ratio = -0.813 / 0.608 = -1, 33. Criteria to test whether the data is normally distributed or not with a disposition which if the slant ratio and kurtosis ratio between -2 and +2, can deduce that the data distribution normal. From the proportions of bias and kurtosis above, -1.63 to -1.33 is obtained, which means that it is in the period of -2 to +2, which is useful that the data are normally distributed.

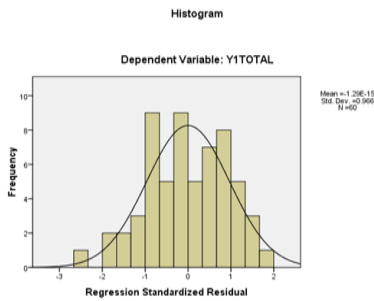


Figure 1 Histogram

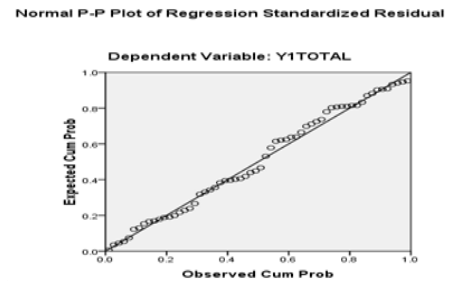


FIGURE 2 NORMAL P-P PLOT

4.6 Hypothesis testing

First Hypothesis

Table 12 F Test Results Competency variables, Principal Leadership, Teacher Creativity and Work Environment

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	156.944	4	39.236	22.232	.000 ^a
	Residual	1266.039	55	23.019		
	Total	1422.983	59			

a. Predictors: (Constant), X4TOTAL, X3TOTAL, X1TOTAL, X2TOTAL

b. Dependent Variable: Y1TOTAL

Competency Outcomes (X1), Principal Leadership (X2), Teacher Creativity (X3) and Work Environment (X4), simultaneously or in tandem, they affect teacher performance (Y). Therefore, based on the previous calculation, it can be concluded that the first hypothesis that competence, principal leadership, teacher creativity, and work environment simultaneously affect teacher performance. in Malinau 16 State High School is statistically shown with α 5%.

Second Hypothesis

Table 13 Partial Regression Coefficient Test

Variable	t _{count it}	t _{table}	Sig	Information
Competence	3,250	2,000	0,000	Significant
Principal's Leadership	4,563	2,000	0,000	Significant
Teacher's Creativity	0,614	2,000	0,145	Not Significant
Work environment	1,840	2,000	0,477	Not Significant

Based on the calculation of the sig value in table 4.32 which states that the variable Variance (X1) and the Principal Leadership variable (X2) have a significant effect on teacher performance (Y), while the Teacher Creativity variable (X3) and the Work Environment variable (X4) are declared not has a significant impact on teacher performance variables (Y) thus concluded that the second hypothesis is not proven statistically with α 5%.

Third Hypothesis

Table 14 Results of Dominant Variable Regression Coefficient Tests

Variable	B	t _{count it}	t _{table}	Sig	Information
Competence	0,253	3,250	2,000	0,000	Significant
Principal's Leadership	0,409	4,563	2,000	0,000	Significant
Teacher's Creativity	0,015	0,614	2,000	0,145	Not Significant
Work environment	0,025	1,840	2,000	0,477	Not Significant

From the results of these calculations, there is the greatest coefficient is the Principal's Leadership (X2) 4,563 which means that it has a significant effect on teacher performance (Y), thus from the results of the third hypothesis test stating that the alleged Principal Leadership variable (X2) is a variable that has a dominant influence on performance teacher at MALINAU 16 Public High School. Thus the third hypothesis is proven.

V. Discussion Of Research Results

5.1 Effect of Competence Variables on Teacher Performance

The findings show that competence has a significant effect on the performance of 16 Malinau high school teachers with a significance value of $0,000 < 0.05$. The quality of the education process is determined by the competencies of the teachers. This is caused by the teacher's role as the spearhead in education. This result is supported by findings conducted by Maulana (2017) he said that competence has a significant effect on teacher performance. Besides, it was also strengthened by the results of observations and interviews that the competency variable is an important aspect that must be carried out by teachers at 16 Malinau State High Schools. The teachers feel that their competencies are less effective so that it impacts on their performance as educators. This is caused by competence being an aspect that underlies its role as an educator. Without adequate mastery of competencies it will affect its performance and of course, also affect the quality of education in the school. Therefore, teachers recognize that competence has a significant effect on teacher performance.

5.2 Effect of Principal Leadership Variables on Teacher Performance

The results showed that motivation had no significant effect on teacher performance with a significance value of $0,000 > 0.05$. From the observations and results of the principal's leadership interview are important aspects that must be owned by the principal. This is supported by research with the results that explain that the principal's leadership and competence have a significant effect on teacher performance, such as the research conducted by Gito (2015) at Barito District Public High Schools. Broadly speaking, respondents felt that the principal's leadership was less than optimal so that it affected the performance of the teachers as educators. Without the ability to lead the school well, be consistent with the ideas conveyed, be able to create good relationships, have firmness in attitude, be able to conduct evaluations, be able to make decisions correctly, create an innovative culture that will affect the performance of teachers. Therefore, teachers at Malinau 16 State High School realize that the leadership of school principals has a significant influence on teacher performance.

5.3 Teacher Kreativas Variable (X3) on Teacher Performance (Y)

The results showed that the work discipline had a significant effect on teacher performance with a significance value of $0.145 < 0.05$. From the results of observations and descriptive analysis results, the

indicators of self-evaluation did not affect the performance of Malinau 16 High School teachers. This is supported by research because of the results which explain that teacher creativity and work environment have a negative and not significant effect on teacher performance such as research conducted by Swito (2016) at the Barong Tongkak District National High School. Broadly speaking, respondents felt they had creativity in themselves including being able to use power points when explaining the material, creative in utilizing learning media, creating props for learning needs, conducting self-evaluations, developing learning creativity. Thus, based on the findings in the field that teacher creativity does not affect the performance of 16 Malinau High School teachers. However, simultaneous teacher creativity is a factor that influences teacher performance.

5.4 Work Environment Variable (X4) on Teacher Performance (Y)

The results of observation indicate that organizational commitment influences teacher performance with a value of $0.477 > 0.05$. From the results of observations and descriptive analysis results, indicators of work relations between teachers in schools that are well established do not affect the performance of 16 Malinau high school teachers. This is supported by research with results that show that compensation and work environment has a negative and not significant effect on teacher performance such as research conducted by Hatmoko (2014). Broadly speaking, respondents feel the work environment is something that has become a habit for them to carry out their duties at Malinau 16 State High School. Thus, the work environment variable does not significantly influence teacher performance. However, simultaneously the work environment is a factor that influences teacher performance.

5.5 Principal's Leadership Has Dominant Influences on Teacher Performance

The results of testing the third hypothesis state that the principal's leadership has a dominant effect on teacher performance. This can be proven by the multiple linear regression coefficients of 0.409 and a count of 4.563. Based on the above results, it will describe how much influence the principal's leadership has on teacher performance. The principal must be possessed because it is related to his role in an educational institution that is influencing, encouraging, inviting, guiding, mobilizing, directing teachers. Good leadership, which can move the teacher, gives an outline of the formation plan, and does not neglect the abilities and skills of the teachers in the school. teacher's ability in managing the learning process and understanding the characteristics of students. The results of the study stated that the majority of teachers as respondents expected that the principal was able to make decisions appropriately, be able to create an innovative culture, be able to do the evaluation. Besides, the teacher also expects the school principal to be able to lead the school with a lot of consistency, be consistent with the ideas that are delivered, and create a good relationship. This is consistent with Valeria's (2015) study in Singkawang District.

VI. Conclusions And Recommendations

6.1 CONCLUSIONS

Simultaneously competency, headmaster leadership, teacher creativity, and work environment influence the performance of 16 Malinau High School teachers. Increasing competence, principal leadership, teacher creativity, and the work environment will increase teacher performance.

Teacher creativity variables and work environment variables have no significant effect on teacher performance. This is influenced by the needs in themselves including being able to use power points when explaining the material, creative in utilizing learning media, creating teaching aids for learning needs, conducting self-evaluations, developing learning creativity, internally fulfilled so that there is or no teacher creativity, performance the teacher is still good, there may be an external creativity factor that can be used as a variable to measure creativity on teacher performance. Also, Malinau 16 State Senior High School educators are accustomed to the work environment, so the work environment is not new to them. Therefore, it was concluded that Competency (X1), Principal Leadership (X2), Teacher Creativity (X3), Work Environment (X4) partially did not affect teacher performance (Y) Malinau 16 High School.

The principal's leadership has a dominant effect on teacher performance. a good leader in carrying out his duties and functions as a leader is needed in the world of education, especially to improve teacher performance. This situation shows that the main aspects that need to be considered in improving the ability of teachers are the principal should be consistent with the ideas conveyed, able to create good relationships, have firmness in attitude, be able to conduct evaluations, be able to make decisions correctly, create an innovative culture that will improve teacher performance.

6.2 Suggestion

Principal's leadership can play a direct role in the institution of education in schools. Therefore it needs to be maintained and improved again by being able to move the teachers, plan the organization, and not ignore

the abilities and skills of the teachers. Leaders must also provide opportunities for teachers to manage the progress of the learning process.

Competencies need to be maintained and improved, teachers are required to continue to develop their competencies. If the teacher has high competence, the teacher will automatically be able to improve his performance well.

Teacher Creativity and Work Environment should be evaluated and increased again, although the regression coefficients of the two variables are low and not significant, a positive value of the two variables can affect teacher performance.

This discovery only examines the Competency, Principal Leadership, Teacher Creativity, and Work Environment factors. Only in Malinau 16 State Senior High School. It is important to note that the quality is not reviewed by the company standpoint, it is seen from the perspective of the customer or public (Respati,2010). Therefore, the quality of education needs attention to be examined. For this reason, it is hoped that further researchers will examine other variables, for example, quality education and work motivation.

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