Effect of Leadership of School Headship, Supervision of School Education and Culture Supervisor on Teacher Vocational School Performance In Way Kanan Regency

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Abstract: *This research is motivated by the performance of teachers in State Vocational Schools in Way Kanan Regency that are not yet good and effective. This study aims to analyze and find out the significant positive influence of the leadership of school principals, supervision of education supervisors and school culture on the performance of teachers in state vocational schools in Way Kanan District. This study uses ex post facto with the study population being teachers at state vocational schools in Way Kanan District. Data collection tools using questionnaires and data analysis using regression. The results of this study indicate that the leadership of school principals, supervision of education supervisors and school culture has a significant positive effect on the performance of teachers in state vocational schools in Way Kanan District both partially and simultaneously. This means that if the leadership of school principals, supervision of education supervisors and school culture increases, the performance of teachers in state vocational schools in Way Kanan District will also increase.*

Keywords: Principal Leadership, Education Supervisor Supervision, Teacher Performance Culture
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I. Preliminary

Human resource management is very important for organizations / institutions in managing, managing, and utilizing employees so that they can function properly to achieve organizational / institutional goals. The role of human resources in the implementation of education is very important, so that in the management of education, human resource management is needed so that the management of human resources can run according to what is expected of education. According to Flippo (1990: 5) is planning, organizing, directing, and supervising activities of procurement, development, granting of wages, integration, maintenance and release of human resources in order to achieve various goals of individuals, organizations and communities

The role of teachers in schools in addition to strategic is also very decisive because the teacher is "the man behind the gun" that allows the education process to take place. The key to success in managing teaching and learning activities is the teacher's professional ability. Teachers are considered as people who have certain skills in the field of education, are given the task and authority to manage teaching and learning activities in order to achieve certain goals. The success of the teacher's task in the management of learning is determined by several things, including: interpersonal relationships with students, the existence of individual differences and students' abilities, the absence of feedback in the form of suggestions or criticism for the development of professional competence from peers or other teachers, even though what has been he did not necessarily do it right.

Understanding of effective teacher performance is a very difficult thing to do without knowing the purpose and function of the teacher's performance in school, but the performance of an effective teacher can be interpreted as a good teacher. Not only has good teacher quality but process input and output / outcome which will ultimately state the extent to which the school is able to achieve its goals or objectives. According to the 2016 Way Kanan Regency education office, teachers who are teaching appropriate for elementary to vocational schools both public and private turned out to be

Table 1 Teacher performance in Way Kanan district

No	Teacher	government employees	private employees
1	Elementary School	20,94%.	22,35%
2	Middle School	44,12%	60,99%
3	High School	65,29%	64,73%
4	Vocational High School	55,91 %	58,26%

Source: 2016 Way Kanan district education and culture service

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It is very irony for teachers that how teachers are one component of access and whether or not an education system can work well. Creating or making good teacher performance is influenced by several factors including supervision of education supervisors, principals, and school culture, because what if these three things go well will create a good teacher performance.

According to Byars and Rue (1991: 250) "The performance of the refer to degree of accomplishment mentions the tasks that make up the individual's job. It reflects how well individuals are fulfilling there quirements of job. " Whereas Satori (2004: 2) explained, "The term academic supervision refers to" the school system which has the main mission of improving and improving academic quality. Educational supervision is an effort by a supervisor to improve work patterns and school performance, so that it has a positive effect on the process and results of teaching and learning and the quality of education. The main activity of education supervision is the development of schools in general and teachers in particular, so that the quality of learning increases.

Educational supervision is an effort made by a supervisor to improve school work patterns (teachers), which directly affects the learning process. The task of subject supervisors is very strategic in the school environment, considering that teachers need consultation and discussion about the teaching and learning process that is the area of their work so that teacher performance can be maximized. Therefore, a supervisor must have the competence as a supervisor. In addition, the work performance of the teacher is also very much determined by the leadership of the principal. Good teacher performance can also be treated by a conducive culture of school organizations created in school. A strong organizational culture will treat every behavior. Culture can also treat organizational members' attitudes and behaviors including teacher attitudes that have a consistent positive effect on performance. Ndraha (2003: 43) quotes Tylor's opinion about the definition of culture as "Culture or Civilization, taking in its wide techno graphic sense, that is complex whole which includes convention, belief, art, morals, law, custom, and any other capabilities and habits acquires by men as a member of society ".

Pidarta (2000: 162) besides that culture is also very instrumental in the formation of effective schools. School as a form of organization has its own culture which forms the pattern of a complete and distinctive system. From the initial observations that the authors did in several state vocational schools in Way Kanan District, it was found that there was a decline in the quality of education. This can be seen from the following phenomena, namely the lack of supervision of teacher performance which requires guidance, guidance, and a model from a supervisor. And also the principal is not yet optimal in mobilizing school resources to achieve school goals. In relation to the aforementioned problem in order to improve the quality of education, especially in order to improve the performance of teachers in state vocational schools in Way Kanan Regency, researchers are interested in examining the influence of academic supervision on teachers in state vocational schools in Way Kanan Regency in relation to their performance besides examining the influence of the principal's leadership on teacher performance

Formulation of the problem
Based on the background of the problems described above, the problems that will be examined in this study are as follows.
1. Is there a significant influence between school principals' education on the performance of public vocational school teachers in the Right Way District?
2. Is there a significant influence between supervisory supervision of public vocational school teachers in the Right Way District?
3. Is there a significant influence between school culture and public vocational school teachers in the Right Way District?
4. Is there a significant influence between training school principals, supervising education supervisors, and school culture together on the performance of teachers in State Vocational Schools in the Right Way District?

Research Objectives
Referring to the formulation of the above problems, the aim to be achieved in this study is to find out and analyze.
1. Significant influence between training principals on the performance of teachers in state vocational schools in the Right Way District?
2. Significant influence between supervision of education supervisors on the performance of teachers in state vocational schools in the Right Way District?
3. Significant difference between school culture and public vocational school teachers in the Right Way District?

4. Significant influence between training principals, supervising education supervisors, and school culture together on the performance of teachers in State Vocational Schools in the Right Way District?

II. Method

This research method uses a descriptive correlational quantitative approach. This study includes expost facto, according to Sugiyono, (2007: 7), namely research that aims to investigate. This study aims to examine the effect of independent variables, namely the leadership of the principal (X1) supervision of education supervisors (X2) and school culture (X3) on the dependent variable namely teacher performance (Y). The population of this study was the teacher of State Vocational School in Way Kanan Regency with a total of 337 Teachers from 5 selected schools. Samples taken were 109 people using proportional random sampling technique. Data collection in this study uses a questionnaire technique.

Data analysis of this study uses three techniques, namely: (1) descriptive analysis techniques, principal leadership, supervision of education supervisors, and school culture on the dependent variable, namely the performance of teachers in state vocational schools in Way Kanan District, and to determine the mean (mean) (2) regression analysis techniques are used to determine the significance or not the influence of the principal's leadership, supervision of education supervisors, and school culture on the dependent variable, namely the performance of teachers in state vocational schools in Way Kanan District. (3) path analysis techniques (path analysis) are used to determine the effect of joint leadership of school principals, supervision of education supervisors, and school culture on the dependent variable, namely the performance of teachers in state vocational schools in Way Kanan District. Data management uses the help of Statistical Product and Service Solution computer programs (SPSS version 16.0 for windows)

III. Results

Description Analysis

The data description shown in this section includes Teacher Performance data as the dependent variable (Y). Principal Leadership (X1), Supervision of Education Supervisor (X2), School Culture (X3) as an independent variable. Analysis is used in the presentation of data, data size, central size, and size of spread. Presentation of data includes distribution lists and histograms. Central measures include mean, median, and mode. Size of spread in the form of variance and standard deviation or standard deviation. The data summary of the central size, and the size of the distribution of the four variables studied can be seen in the following table:

Table 2: Research Descriptive Statistical Data Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
X1	109	20	53	36,88	7,969
X2	109	14	31	21,3028	4,32934
X3	109	23	50	37,7156	6,54566
Y	109	98	175	141,936	17,8589

The description of the four variables of Teacher Performance (Y), Effect of Principal Leadership (X1), Supervision of Education Supervisor (X2), and School Culture (X3) will be discussed sequentially as follows:

a. Teacher Performance:

The results of the data obtained in the field are then processed statistically, it is found that the variable Teacher Performance (Y) has an average value of 141.93 and a standard deviation. With a maximum score of 175 and a minimum score of 98. The frequency distribution of the variable score of Teacher Performance (Y) is listed in the table below:

Table 3: Distribution of Score of Teacher Performance Variables (Y)

No	Competency Level Teacher Performance	Range	Frequency	Percentage
1	Very	98-112	9	8%
2	low	113-127	14	13%
3	Low Medium	128-142	27	25%
4	High	143-157	38	35%
5	Very high	158-175	21	19%
	Amount		109	100%

Based on the information in table 3 and figure 1 above it can be seen that as many as 8% or as many as 9 teachers have very low teacher performance, as many as 13% or as many as 14 teachers have low teacher performance, as much as 25% or as many as 27 teachers have performance moderate teacher, as many as 35% or as many as 38 teachers have high teacher performance, and as many as 19% or as many as 21 people have very high teacher performance.

b. Principal Leadership

The results of the data obtained in the field were then processed statistically, it was found that the Influence of Principal Leadership (X1) had an average value of 36.88, and a standard deviation of 7.969, a minimum value of 20 and a maximum value of 53. Frequency distribution score of the Participatory Head Influence variable School (X1) is listed in the table below:

Table 4: Distribution of Score of Principal Leadership Variables (X1)

No	Principal Leadership	Range	Frequency	Percentage
1	Very	20-26	14	13%
2	low	27-33	23	21%
3	Low Medium	34-40	37	34%
4	High	41-47	23	21%
5	Very high	48-53	12	11%
	Amount		109	100%

Based on the information in table 4 and in figure 2 above it can be seen that as many as 13% or as many as 14 teachers thought that the leadership of principals had an influence on teacher performance was very low, as many as 21% or as many as 23 teachers thought that the leadership of principals had an influence towards low teacher performance, as many as 34% or as many as 37 teachers thought that the principal had an influence on the teacher's performance, as much as 21% or as many as 23 teachers thought that the principal had an influence on high teacher performance, and as much as 11% or as many as 12 the teacher argues that the leadership of the principal has an influence on the teacher's performance is very high.

c. Supervision of Education Supervisors

The results of the data obtained in the field were then processed statistically, it was found that the supervisory supervisory variable (X2) had an average value of 21.30, and a deviation standard of 4.32 minimum value of 14, and a maximun value of 31. Frequency distribution of supervisor supervision variable score Education (X2) is listed in the table below:

Table 5: Score Distribution of Education Supervisor Supervision Variables (X2)

No	Education Supervisor Supervision	Range	Frequency	Percentage
1	Very	14-16	18	17%
2	low	17-19	25	23%
3	Low Medium	20-22	21	19%
4	High	23-25	21	19%
5	Very high	26-31	24	22%
	Amount		109	100%

Based on the information in table 5 and in figure 3 above it can be seen that as many as 17% or as many as 18 teachers thought that supervision of education supervisors affected teacher performance was very low, as many as 23% or as many as 25 teachers thought that supervision of education supervisors had an effect on performance teacher is low, as many as 19% or as many as 21 teachers argue that supervision of education supervisors influences the performance of teachers, as much as 19% or as many as 21 teachers argue that supervision of education supervisors affects high teacher performance, and as much as 22% or as many as 24 teachers argues that supervision of education supervisors influences teacher performance is very high.

d.School Culture

The results of the data obtained in the field were then processed statistically, it was found that the school culture variable (X3) had an average value of 37.71 and had a standard deviation of 6.54 with a minimum value of 23 and a maximum value of 50. The frequency distribution of school culture variable scores (X3) is listed in the table below:

Table 6: Distribution of School Culture Variable Score (X3)

No	School Culture	Range	Frequency	Percentage
1	Very	23-27	14	13%
2	low	28-32	6	6%
3	Low Medium	33-37	25	23%
4	High	38-42	37	34%
5	Very high	43-50	27	25%
	Amount		109	100%

Based on the information in table 6 and the histogram in Figure 4 above it can be seen that as many as 13% or as many as 14 teachers thought school culture had an effect on teacher performance was very low, as much as 6% or as many as 6 teachers thought school culture had an effect on low teacher performance, as many as 23% or as many as 25 teachers thought school culture had an effect on moderate teacher performance, as much as 34% or as many as 37 teachers thought school culture had an effect on high teacher performance and as many as 25% or as many as 27 teachers thought school culture had an effect on teacher performance very high.

Normality test

Normality test is used to see whether the data is normally distributed or not. With this test using the Kolmogrov Smirnov formula. Normality test was carried out on all variables of Teacher Performance (Y), Principal Leadership (X1), Educational Supervisor Supervision (X2), School Culture (X3). The hypothesis proposed by Ho: data is normally distributed and Ha: data is not normally distributed. Based on calculations using SPSS assistance, the following results are obtained:

Table 7: Results of the Normality Test for Research VariablesOne-Sample Kolmogorov-Smirnov Test

		X1	X2	X3	Y
N		109	109	109	109
Normal Parameters[a]	Mean	36.88	21.30	37.72	141.94
	Std. Deviation	8.005	4.349	6.576	17.941
Most Extreme Differences	Absolute	.053	.113	.113	.083
	Positive	.053	.113	.077	.048
	Negative	-.049	-.096	-.113	-.083
Kolmogorov-Smirnov Z		.550	1.181	1.176	.872
Asymp. Sig. (2-tailed)		.923	.123	.126	.433

a. **Test distribution is Normal**.

To find out the data with normal distribution can be seen in table 7 obtained the significance value of teacher performance 0,433, school principal leadership 0,923, supervision of education supervisor 0,123 and school culture0,126. The significance value of all four variables is all greater than α (0.05), so in this case thank Ho. So that the data of the four variables are normally distributed. Furthermore, the summary of the results of testing the normality of research data can be seen in table 4.15 below

Homogeneity test

Homogeneity test is used to find out whether the sample taken is a sample from a homogeneous population. Homogeneity testing is performed on all the independent variables studied, namely Principal Leadership (X1), Educational Supervisor Supervision (X2), School Culture (X3). analysis using One Way Anova. With the Ho hypothesis: the population variance is not homogeneous, Ha: homogeneous population variance. Test criteria, reject Ho if Sig> α (0.05) and accept otherwise. The results of the homogeneity test can be seen in table 9 below:

Table 9 Analysis of Tests of Homogenity Of Variance

	Levence statistic	df1	df2	Sig.
Principal Leadership	1.839	27	78	.120
Supervision of Education Supervisors	1.495	14	92	.129
School Culture	1.215	19	83	.266

Based on the results of the test of homogeneity of variance in the table above obtained: sig value. Variable Principal Leadership 0.120, Education Supervisor Supervision 0.129, and School Culture 0.266. All of this significance on the variable is greater than α (0.05). This means rejecting Ho. Thus the sample comes from a homogeneous variant population. From the test it can be concluded that the three independent variables above are obtained from samples derived from homogeneous variant populations.

Linearity Test

Linearity test is carried out to determine the significance of the influence between research variables. Among them is the relationship between Teacher Performance (Y) and Principal Leadership (X1), between Teacher Performance (Y) and Education Supervisor Supervision (X2), and between Teacher Performance (Y) and School Culture (X3). The test criteria is to reject the null hypothesis if the asymtatic significance is greater than α (0.05). To determine the level of linearity of this research data, data processing is assisted by using the SPSS program. The linearity test of each independent variable with the devendent variable can be seen in the table below:

a. Principal leadership with. Teacher performance

Table 10: Test of Linearity Between Principal Leadership (X1) and Teacher Performance (Y)
ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Y * X1	Between Groups	(Combined)	11623.353	30	387.445	1.306	.175
		Linearity	3018.520	1	3018.520	10.174	.002
		Deviation from Linearity	8604.833	29	296.718	1.000	.481
	Within Groups		23141.198	78	296.682		
	Total		34764.550	108			

Based on table 10 it can be seen in the linearity line obtained by the sig value 0.002 or smaller than α (0.05). Means the data of the influence of the principal's leadership with the teacher's performance are linear.

b. School Culture with. Teacher Performance

Table 11: Linearity Test Between Teacher Performance (Y) With Supervision of Education Supervisors (X2)
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y* X2	Between Groups	(Combined)	6898.361	16	431.148	1.423	.148
		Linearity	2564.342	1	2564.342	8.466	.005
		Deviation from Linearity	4334.018	15	288.935	.954	.509
	Within Groups		27866.190	92	302.893		
	Total		34764.550	108			

Based on table 11 can be seen in the linearity line obtained sig value. 0.005 or smaller than α (0.05). Means the supervision data of education supervisors with teacher performance is linear.

C. School Culture with Teacher Performance

Table 12: Linearity Test Between Teacher Performance (Y) with School Culture (X3)
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X3	Between Groups	(Combined)	9491.912	25	379.676	1.247	.226
		Linearity	2130.061	1	2130.061	6.996	.010
		Deviation from Linearity	7361.851	24	306.744	1.007	.467

Within Groups	25272.639	83	304.490		
Total	34764.550	108			

Based on table 12 can be seen in the linearity line obtained the result of sig value of 0.010 or smaller than α (0.05). Means school culture data with teacher performance is linear. In connection with several tests above, both testing for normality, homogeneity, and linearity can be concluded that all meet the requirements for further data to be used to test the research hypothesis using regression analysis.

Hypothesis testing

In this study four hypotheses were tested, namely 1) there was the influence of the principal's leadership on teacher performance, 2) there was the influence of supervisory supervision on the teacher's performance, 3) there was influence of school culture on teacher performance, 4) there was influence of the principal's leadership, influence of supervisory supervision education, and school culture simultaneously on the performance of teachers of state vocational schools in Way Kanan Regency

To determine the direction and strength of the influence of independent variables with the dependent variable, either partially or simultaneously, regression analysis is used. Furthermore, to predict how much changes in the value of the dependent variable if the independent variables are manipulated using regression analysis, both simple regression and multiple regression. To test the four hypotheses will be discussed as follows:

a. Effect of Principal Leadership (X1) on Teacher Performance (Y)

The test was conducted to see the partial effect of the principal's leadership variable (X1) on teacher performance (Y). State Vocational School in Way Kanan Regency

The hypothesis is as follows:

H0: = 0, meaning that X1 partially has no significant effect on Y

H1: ≠ 0, meaning that X1 partially has a significant effect on Y

Decision making in this test can refer to two things, namely by comparing the value of t count <t table then H0 is accepted H1 is rejected, and if thitung> t table, then H1 is accepted H0 is rejected. Likewise if sig> α (0.05), then H0 is accepted H1 is rejected and if sig <α (0.05), then H0 is rejected H1 accepted. The value of table with degrees of freedom (df) = n-k = 109-4 = 105 (n is the number of samples k is the number of variables) at a significance level of 5% (0.05) is 1.659. The test results are as follows:

Table 13: Principal Leadership Test (X1) on Teacher Performance (Y)
Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	166.291	7.812		21.287	.000
	X1	.660	.207	.295	3.190	.002

a. Dependent Variable: y

Based on the results of testing the effect of Principal Leadership (X1) on Teacher Performance resulted in tcount of 3.190 with significance (sig) of 0.002. Thus, t count> t table (3.190 <1.659) and sig. 0.002 <0.05 then H0 is rejected and H1 is accepted meaning that the principal's leadership (X1) has a significant effect on Teacher Performance (Y).

Based on table 13 the regression equation is generated:

Y = a + bx

Y = 166,291+ 0,660X

Constants 166,291, means if participatory leadership is 0, the teacher's performance is 166,291. The coefficient of 0.660 means that the principal's leadership has an increase of 1, then Gurua's performance has increased by 0.660. Positive coefficient means that there is a positive influence on participatory leadership on teacher performance, the better the headmaster's leadership, the more the teacher's performance increases. The influence of the principal's leadership on teacher performance can be seen in the following table.

Table 14: Coefficient of Determination of Principal Leadership (X1) on Teacher
Performance (Y)
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.295[a]	.087	.078	17.225

a. Predictors: (Constant), X1

The R square value in the calculation is 0.087 or equal to 8.7%. This shows that the influence of the Principal Leadership variable (X1) in explaining the variable variability of Teacher Performance (Y) is 8.7% and the remaining 91.3% is determined by other factors outside the regression model used.

b. The Influence of Education Supervisor Supervision (X2) on Teacher Performance (Y)
The test was conducted to see the partial effect of the Education Supervisor Supervision variable (X2) on Teacher Performance (Y). State Vocational School in Way Kanan Regency
The hypothesis is as follows:
H0: = 0, meaning that X2 partially has no significant effect on Y
H1: ≠ 0, meaning that X2 partially has a significant effect on Y
Decision making in this test can refer to two things, namely by comparing the value of t count <t table then H0 is accepted H1 is rejected, and if thitung> t table, then H1 is accepted H0 is rejected. Likewise if sig> α (0.05), then H0 is accepted H1 is rejected and if sig <α (0.05), then H0 is rejected H1 accepted. The value of table with degrees of freedom (df) = n-k = 109-4 = 105 (n is the number of samples k is the number of variables) at a significance level of 5% (0.05) is 1.659. The test results are as follows:

Table 15: Supervision of Education Supervisors (X2) on Teacher Performance (Y)
Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	165.802	8.343		19.873	.000
	X2	1.120	.384	.272	2.919	.004

a. Dependent Variable: y

Based on the results of testing the influence of the Supervision of Education Supervisor (X2) on the performance of Gurudih resulted in tcount of 2.919 with significance (sig) of 0.004. Thus t count> t table (2,919> 1,659) and sig. 0.004 <0.05 then H0 is rejected and H1 is accepted, meaning that Supervisor of Education Supervisor (X2) has a significant effect on Teacher Performance (Y).
Based on table 15 the regression equation is generated:
Y = a + bx
Y = 165,802 + 1,120X
Constants 165,802, meaning if participative leadership value is 0, Teacher's performance is 165,802. The coefficient of 1.120 means that the Supervisor of Education Supervisor has an increase of 1, then the Teacher's Performance will increase by 1.120. The coefficient is positive means that there is a positive influence of Supervisor of Education Supervisor on Teacher Performance, the better the Supervisor of Education Supervisors the more the Teacher's Performance increases. The magnitude of the influence of the Supervisor of Education Supervision on Teacher Performance can be seen in the following table.

Table 16: Education Supervisor Supervision Determination Coefficient (X2) on
Teacher Performance (Y)
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.272[a]	.074	.065	17.348

a. Predictors: (Constant), X2

The R square value in the calculation is 0.074 or equal to 7.4%. This shows that the influence of the Education Supervisor Supervision variable (X2) in explaining the variable variability of Teacher Performance (Y) is 7.4% and the remaining 92.6% is determined by other factors outside the regression model used

c. The Effect of School Culture (X3) on Teacher Performance (Y)

The test was conducted to see the partial effect of the School Culture variable (X3) on the Performance of Public Vocational High School Teachers (Y) in Way Kanan Regency

The hypothesis is as follows:

H0: = 0, meaning that X3 partially has no significant effect on Y

H1: ≠ 0, meaning that X3 partially has a significant effect on Y

Decision making in this test can refer to two things, namely by comparing the value of t count <t table then H0 is accepted H1 is rejected, and if thitung> t table, then H1 is accepted H0 is rejected. Likewise if sig> α (0.05), then H0 is accepted H1 is rejected and if sig <α (0.05), then H0 is rejected H1 accepted. Table value with degrees of freedom (df) = n-k = 109-4 = 105 (n is the number of samples k is the number of variables) at a significance level of 5% (0.05) is. 1.659 The test results are as follows:

Table 17: School Culture Test X3 Against Teacher Performance Y
Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	116.465	9.782		11.906	.000
	X3	.675	.256	.248	2.643	.009

a. Dependent Variable: y

Based on the results of testing the influence of School Culture (X3) on Teacher Performance resulted in tcount of 2.643 with significance (sig) of 0.009. Thus t count> t table (2,643> 1,659) and sig. 0.009 <0.05 then H0 is rejected and H1 is accepted meaning School Culture (X3) has a significant effect on Teacher Performance (Y).

Based on table 17 the regression equation is generated:

Y = a + bx

Y = 116,465 + 0,675X

The constant of 116.465 means that the School Culture is 0, the teacher's performance is 116.465. The coefficient of 0.675 means that School Culture has an increase of 1, then the Teacher's Performance will increase by 0.675. Positive coefficient means that there is a positive influence on School Performance on Teacher Performance, the better the School Culture, the more the Teacher's Performance increases. The magnitude of the effect of pretesting motivation on Teacher Performance can be seen in the following table.

Table 18: School Culture Determination Coefficient (X3) on Teacher
Performance (Y)
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.248[a]	.061	.052	17.464

a. Predictors: (Constant), X3

The R square value in the calculation is 0.061 or equal to 6.1%. This shows that the influence of the School Culture variable (X3) in explaining the variable variability of Teacher Performance (Y) is 6.1% and the remaining 93.9% is determined by other factors outside the regression model used.

d. Effect of Principal Leadership (X1), Supervision of Education Supervisor (X2) and School Culture (X3) on Teacher Performance (Y)

This simultaneous test aims to determine whether the Principal Leadership (X1), Education Supervisor Supervision (X2), and School Culture (X3) variables simultaneously (simultaneously) affect the variable Teacher Performance (Y). The basis for decision making for the test is: Based on the Fcount and Ftable values:
a. If the value of Fcount> Ftable then the independent variable (X) affects the dependent variable (Y). b. If the Fcount value> F table table then the independent variable (X) does not affect the dependent variable (Y).

Based on the significance value:
a. If the value is Sig. <0.05, the independent variable (X) has a significant effect on the dependent variable (Y).
b. If the value is Sig. > 0.05 then the independent variable (X) has no significant effect on the dependent variable (Y). The test results are as follows:

Table 19: Simultaneous Test of Principal Leadership (X1), Supervision of Education Supervisor (X2) and School Culture (X3) on Teacher Performance (Y)

ANOVA[b]

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5704.878	3	1901.626	6.871	.000[a]
	Residual	29059.673	105	276.759		
	Total	34764.550	108			

a. Predictors: (Constant), X3, X2, X1

b. Dependent Variable: y

Based on the calculation, the calculated F value is 6.871 with a significance of 0.000. Ftable value with degrees of freedom (df) = (k-1; nk) = (4-1; 109-4) = 2.69 (n is the number of samples and k is the number of variables) at a significance level of 5% (0.05) is 2.69. These results show that Fcount> Ftable (6,871> 2,69) and sig. 0.000 <0.05, then H0 is rejected and H1 is accepted meaning the leadership of the principal, Supervision of Education and School Culture Supervisor together has a significant effect on Teacher Performance.
Regression equations are generated from the following table:

Table 20: Principal Leadership Coefficient (X1), Supervision Education Supervisor (X2) and School Culture (X3) Against Teacher Performance (Y)

Coefficients[a]

	Model	Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	156.792	14.646		10.705	.000
	X1	.446	.212	.199	2.109	.037
	X2	.868	.381	.210	2.278	.025
	X3	.533	.249	.195	2.138	.035

a. Dependent Variable: y

Based on the table, the regression equation from table 20 is generated:
Y = a + b1 X1 + b2X2 + b3X3
Y = 156,792 + 0,446X1 + 0,868X2 + 0,551X3
1. Constants of 156,792: meaning that if Principal Leadership (X1), Supervision of Education Supervisor (X2) and School Culture (X3) value is 0, then the Teacher Performance (Y) value is 156,792
2. The regression coefficient of the Principal Leadership variable (X1) is 0.446; that is, if other independent variables have a fixed value and participative leadership has increased 1, then Teacher Performance (Y) will increase by 0.446 Positive coefficient between participative leadership and pedagogic competence, the better the Principal Leadership, the better the Guruguru Performance.
3. The regression coefficient of the Education Supervisor Supervision variable (X2) is 0.868; that is, if another independent variable has a fixed value and the Education Supervisor Supervision has increased 1, then Teacher Performance (Y) will increase by 0.868. Positive coefficients between the Supervision of Educator Supervision and pedagogical competence, the better the Supervision of Education Supervisor is the better the performance of teachers.
4. The regression coefficient of the variable School Culture (X3) is 0.551; meaning that if other independent variables have fixed values and School Culture has an increase of 1, then Teacher Performance (Y) will increase by 0.551. The coefficient is positive between School Culture and pedagogic competence, the better the School Culture is the better the Teacher's Performance.
   Furthermore, to find out the contribution of the principal's leadership, supervision of education supervisors and School Culture on Teacher Performance are presented in the following table:

Table 21: Determination Coefficient of Principal Leadership (X1), Supervision of Education Supervisor (X2) and School Culture (X3) on Teacher Performance (Y)
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.405[a]	.164	.140	16.636

a. Predictors: (Constant), X3, X2, X1

Adjusted R Square value in the calculation is 0.164 or equal to 16.4%. This shows that the leadership of the principal, Supervisor of Education Supervisor (X2) and school culture (X3) in explaining the variability of variable Teacher Performance (Y) is 16.4% and the remaining 83.6.5% is determined by other factors outside the regression model used.

IV. Conclusion

Based on the results of testing the hypothesis statistically, it can be concluded that the proposed hypoteric proposition can be accepted entirely, this gives an indication that:

1. There is a positive and significant influence of Principal Leadership on the Performance of State Vocational Teachers in Way Kanan District, this is evidenced by t count> t table (2.919> 1.659) and sig. 0.004 <0.05, H0 is rejected and H1 is accepted, meaning that the Supervisor of Education Supervisor (X2) has a significant effect on Teacher Performance (Y)

2. There is a positive and significant influence on the Supervision of the Education Supervisor on the Performance of State Vocational Teachers in Way Kanan District, this is evidenced by tcount> t table (3.919> 1.659) and sig. 0.004 <0.05 then H0 is rejected and H1 is accepted, meaning that Supervisor of Education Supervisor (X2) has a significant effect on Teacher Performance (Y).

3. There is a positive and significant influence on school culture on the performance of State Teacher Schools in Way Kanan District, this is evidenced by tcount> t table (2.643> 1.659) and sig. 0.009 <0.05 then H0 is rejected and H1 is accepted meaning School Culture (X3) has a significant effect on Teacher Performance (Y).

4. There is a positive and significant influence of principals' participative leadership, Supervision of Education Supervisor and School Culture on the Performance of State Teacher Teachers in Way Kanan District, this is evidenced by Fcount> Ftable (6,871> 2,69) and sig. 0.000 <0.05, then H0 is rejected and H1 is accepted meaning the leadership of the principal, Supervision of Education and School Culture Supervisor together has a significant effect on Teacher Performance.

Hypothesis Discussion

Based on the data obtained both from descriptive statistical analysis and inferential statistical analysis, it was proved that the influence of the principal's leadership competencies, supervision of education supervisors, school culture on the performance of teachers in state vocational schools in Way Kanan District. In detail, the effect of each variable can be explained as follows

a. **Discussion of the First Hypothesis**

Based on statistical analysis between Principal Leadership and Teacher Performance, the R square value in the calculation was 0.087 or equal to 8.7%. This shows that the influence of the Principal Leadership variable (X1) in explaining the variable variability of Teacher Performance (Y) is 8.7% and the remaining 91.3% is determined by other factors outside the regression model used

b. **Discussion of Second Hypothesis**

Based on statistical analysis between supervisors of education supervisors and teacher performance obtained R square values in the calculation of 0.061 or equal to 6.1%. This shows that the influence of the School Culture variable (X3) in explaining the variable variability of Teacher Performance (Y) is 6.1% and the remaining 93.9% is determined by other factors outside the regression model used.

c. **Discussion of the Third Hypothesis**

Based on statistical analysis between School Culture and Teacher Performance obtained R square values in the calculation of 0.061 or equal to 6.1%. This shows that the influence of the School Culture variable (X3) in explaining the variable variability of Teacher Performance (Y) is 6.1% and the remaining 93.9% is determined by other factors outside the regression model used

d. Discussion of the Fourth Hypothesis

Based on the results of statistical analysis obtained multiple correlation coefficients for the fourth hypothesis Adjusted R Square value in the calculation of 0.164 or equal to 16.4%. This shows that the leadership of the principal, Supervisor of Education Supervisor (X2) and school culture (X3) in explaining the variability of variable Teacher Performance (Y) is 16.4% and the remaining 83.6.5% is determined by other factors outside the regression model used

Based on the above conclusions it is known that the independent variables studied both separately and together have a significant effect on the dependent variable. This suggests that to improve Gurudan performance is done by improving the leadership competencies of principals, supervision of education supervisors, and school culture

V. Conclusions And Recommendations

Conclusion

Based on the results of data analysis and statistical calculations that have been described in the previous chapter, this research can be summarized as follows:

a. There is the influence of the principal's leadership on the teacher's performance with the strength level of the 0.087 relationship so it can be said that the principal's leadership contributes to the teacher's performance of about 8.7% which means that the more managerial competence of the principal, the better the teacher's performance

b. There is the influence of Supervisor Education Supervision on school effectiveness, with the level of the coefficient of determination 0.164, it can be said that around 16.4% variants of teacher performance scores can be influenced by the Supervision of Education Supervisor, which means that the better the Supervisor of Education Supervision, the better the teacher's performance

c. There is an influence of school culture on teacher performance, with a determination coefficient level of 0.061, it can be said that about 6.1%. variants of teacher performance scores can be influenced by school culture, which means that the better the school culture, the better the teacher's performance.

d. There is the influence of the principal's leadership, supervision of education supervisors, and school culture together on the teacher's performance with the level of coefficient of determination of 0.164 so it can be said that around 16.4% variants of teacher performance scores can be influenced jointly by the principal's leadership, supervision supervisor of education, and school culture, which means that the better the leadership of the principal, supervision of education supervisors, and school culture together, the better the teacher's performance will be. The above conclusion partially supervises the education supervisor has the greatest influence on teacher performance that is equal to 16.4% when compared with the principal's leadership 8.7% and school culture 6.1%.

Suggestion

The role of the principal's leadership, supervision of education supervisors, and school culture towards improving teacher performance is very important. In order to maintain the quality of the teacher's performance in this case the principal, supervision of education supervisors, and school culture are expected to be able to carry out their roles well and maximally. So that later the teachers of State Vocational Schools in Way Kanan Regency can be an example for teachers in other areas

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