



Leadership and management behavior of school principals on teacher performance in Tomohon State Middle Schools

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Abstract

This research aims to determine the magnitude of the influence of the principal's leadership and management performance on teacher performance. The hypotheses in this research are: (1) there is an influence of the principal's leadership performance on teacher performance, (2) there is an influence of management performance on teacher performance, (3) there is an influence of the principal's leadership and management performance simultaneously on teacher performance. The population in this study were teachers and principals of state junior high schools in Tomohon City in 2023. The research sample was 150 teachers and principals, taken using proportional random sampling technique. Data collection for this research was carried out using a questionnaire method, with an instrument of 80 statement items. Quantitative data analysis techniques using descriptive statistical techniques, simple correlation and regression analysis, as well as multiple correlation and regression analysis. The results of the research show that: (1) there is a significant influence between the principal's leadership performance behavior on teacher performance, (2) there is a significant influence between the principal's management on teacher performance, (3) there is a significant influence between leadership performance behavior and management principal simultaneously on teacher performance. This is indicated by the multiple correlation coefficient value of 0.714 or the coefficient of determination of 51.0%.

Keywords: Leadership behavior, principal management, teacher performance

Introduction

The city of Tomohon has 5 dimensions, 1 of which is the educational dimension. As a city with an educational dimension, it is of course supported by educational units that have good achievements in the field of human resources and better infrastructure. In this regard, the Tomohon City Government, through the Regional Education and Culture Service, as the organizer of education and culture in the region, is responsible for realizing the achievement of this vision. Tomohon City is nicknamed the City of Education. This is proven through success in improving the quality and quality of education, becoming a favorite area as a school destination, as well as achieving academic and non-academic achievements at the provincial, national and international levels. Apart from that, Tomohon City received the highest score in the Human Development Index in 2022 in North Sulawesi Province. It cannot be denied that the contribution of education has contributed to the achievement of the HDI. The progress of development in the region cannot be separated from the dominance of educational strategies in developing and producing quality human resources. Geographically, along with the development of education in Indonesia, the enactment of Law Number 22 of 1999 concerning the Implementation of Regional Government has had logical consequences in changing the paradigm of education management from being centralized to being decentralized. On the one hand, this change is beneficial because education in schools can be carried out more freely and independently according to the capabilities of each school, but on the other hand it will be an obstacle to its implementation if the school's readiness is not in line with the demands of the statutory policy.

One of the government's efforts to support the implementation of this law is by improving teacher education qualifications through an equalization program. Based on Law Number 14 of 2005 concerning Teachers and Lecturers, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, basic education and education. intermediate. Teachers must have a minimum background (S1). These efforts are still complemented by various training and improving teacher competency and teacher certification. These efforts indicate that teacher performance still needs to be improved. Teacher performance can be seen from the work process or work results. A job always has work steps (procedures), work procedures always lead to increasing work results in accordance with work demands. If a job is carried out according to the procedure, the desired work result will be achieved. Performance benchmarks are job demands that describe the work results to be achieved. How far a person is able to do a job is then compared with the results achieved is called a person's performance in that job (As'ad, 1992).

A teacher who has high performance should have a positive attitude towards the work he faces, such attitudes as being disciplined, like to work seriously, maintain the quality of his work, be responsible, highly dedicated and so on. Because the teacher performance factor is so important in its role in increasing educational success, maintaining and striving for teachers to have high performance is absolutely necessary. The answers to the factors that influence teacher performance improvement need to be immediately sought so that the problem of improving the quality of education,

especially at Tomohon City Public Middle Schools, can immediately be realized. Teachers are the main key to improving the quality of education, because an important requirement for the realization of quality education is that its implementation is carried out by educators whose professionalism can be relied upon. According to Slamet PH (1992) the world of education will not experience any changes as long as lecturers and teachers do not want to change, are not adaptive and anticipatory of change.

One of the important indicators regarding the current condition of our education is the low quality of teachers at all levels of education (Tilaar, 1991). Meanwhile, Zamroni (2000), said that the low quality of education will always be related to the low quality of teachers. Slamet PH (1994) also said that in gregative terms, the condition of our education is at a mediocratic level and conservative towards change. This can be seen from several aspects, especially the quality of management and leadership of the school principal which is less than transformative. However, in relation to efforts to improve the quality of human resources, this must be addressed immediately. For this reason, this research will relate how much influence the school principal's management and leadership has on teacher performance.

Another effort made by the government is to reorient education management, namely from a central-based quality improvement management system to school-based quality improvement management. The essence of School-Based Quality Improvement management is school management autonomy and participatory decision making to achieve school quality targets. Through this system, school administrators or managers are given the authority to organize and improve the educational process according to their own initiative, thereby reducing dependence on the central government. The definition above shows that schools have greater authority to manage their schools, because "schools know better about their strengths, weaknesses, opportunities and threats so that they can optimize the use of available resources to advance their schools," (Ditjend. Ditjend. Dikdasmen, 2000:5)^[7].

Its implementation requires changes in attitudes and behavior from all school components, including principals, teachers and administrative staff, including parents and the community in viewing, understanding and helping as well as observers who carry out monitoring and evaluation in school implementation. These changes in attitudes and behavior will be able to occur if existing school resources are utilized and managed optimally and effectively by the school principal as the person responsible for implementing education at school. The demand for school principals who have strong management and leadership skills is in fact inseparable from practical educational issues as well as issues related to educational decentralization, namely: Issues that often arise include; The limited authority of the school principal has implications for the low effectiveness of achieving educational targets in schools. This issue also concerns the lack of authority given to school principals in developing educational management in schools, including limited space in utilizing educational resources allocated to schools (Soebagyo Brotosedjati, 2002: 6).

In the matter of independence and creativity in school education management, it really depends on the reliability of a school principal, where the school principal has greater authority to make decisions related to school management policies compared to the education management system

managed by the central government. Meanwhile, in terms of openness and accountability of school management, the principal as a manager in organizing and managing his school should pay attention to school management input. For this reason, in its implementation, school principals are expected to apply the principles of efficiency, effectiveness, productivity and innovation in educational management. Realizing how important it is to improve school quality which can be seen from indicators; quality of input, quality of process, quality of human resources, quality of facilities, quality of management, and costs, it is necessary to support "the managerial ability of the school principal to improve the quality of education in the school", (Mulyasa, 2002: 57)^[18]. In this way, the school principal should be able to carry out his functions and duties as well as possible and play the appropriate role, namely as a leader as well as a manager. Besides that, the school is an agent of change, so the principal must understand and develop his skills in implementing that change, if the principal wants the school he leads to be more effective, (Wahjosumidjo, 2001: 170-171)^[26].

Thus, the relationship between the quality of the school principal's leadership is closely related to improving various aspects of school life, such as the predicate of schools with good quality and poor quality being closely related to the quality of the leadership and management of the school principal, as the person responsible for managing education in schools. One of the main aspects that is closely related to the performance of the principal is looking at the level of success of the principal's leadership and management and its influence on improving the performance of teachers and employees who participate in improving student achievement towards improving quality based on the school's mutually agreed vision and mission. Based on the phenomenon above, this research aims to determine the magnitude of the influence of the principal's leadership and management performance on teacher performance at Tomohon State Middle School.

Method

This research is survey research with a quantitative approach. The population of this study were all teachers and principals of State Middle Schools in Tomohon, totaling 80 people as the unit of analysis spread across State Middle Schools in Tomohon. To obtain valid research data, steps were taken, namely instrument development, instrument determination, data collection and testing of research instruments. Research data collection was carried out using a questionnaire. The research questionnaire used was a questionnaire with interval data using the Rating Scale model. The completed questionnaire was then tested first to determine its validity and reliability. Requirement tests are carried out to determine the statistics that will be used. If the data is normally distributed and homogeneous, then parametric statistics are used and vice versa, if the data is not normal and homogeneous then nonparametric statistics are used. Before the data is analyzed further using multiple regression analysis, the normality of the data distribution is first tested, the influence linearity test, the heteroscedasticity test (homogeneity test), and the multicollinearity test to test the independence of the independent variables. The data analysis techniques used are descriptive statistics, simple regression analysis, multiple regression analysis, and partial correlation coefficient.

Results and Discussion

A. Results

The leadership behavior variable of state junior high school principals in Tomohon City was revealed using a 30-item questionnaire consisting of 7 aspects, with a measurement scale of 1 to 1.5, from the overall research results, the average score was 3.82, with a standard deviation of 0.45, the highest average score was 5.00, and the lowest average score was 2.91. Overall, the average score for the Leadership Performance aspect of State Middle School principals in Tomohon City is above 3.4, which is in accordance with the assessment scale, including in the good category. It is known that the leadership performance of the head of State Middle Schools in Tomohon City is generally good.

As many as 50.9% of respondents rated the leadership performance category as good, 25.7% rated the leadership performance as very good, 20.5% as fair, and 2.9% rated the leadership behavior as poor. The aspect of leadership behavior with the highest percentage of good and very good is the transformation aspect of vision and mission reaching 89.2% (B: 56.8 + SB: 32.4), which includes indicators: (1) socializing the vision, mission and the school's goals are for all school members; and (2) inviting and involving teachers to participate in thinking about and formulating the school's vision, mission and goals. Meanwhile, the most unfavorable aspect with a percentage reaching 4.4% is the empowerment aspect, which includes indicators: (1) utilizing teacher potential to achieve goals; (2) trying to provide opportunities for teachers to develop themselves; (3) accept and expect opinions, suggestions and criticism from its members; and involve teachers in decision making.

The management behavior variables of state junior high school principals in Tomohon City were revealed using a 17-item questionnaire consisting of 4 aspects, with a measurement scale of 1 to 1.5, from the overall research results, the average score was 3.84, with a standard deviation of 0.50, the highest average score was 5.00, and the lowest average score was 2.47. Overall, the average score for the management aspects of State Middle School principals in Tomohon City is above 3.4, which is in the good category according to the assessment scale. The management of the head of State Middle Schools in Tomohon City is generally good, the best is the monitoring and evaluation aspect reaching an average of 3.88, while the lowest aspect is the coordination aspect with an average of 3.78.

As many as 49.2% of respondents assessed the Principal's management category as good, 26.1% assessed the Principal's management as very good, 21.5% as adequate, and 3.1% assessed the Principal's management as poor. The aspect of school principal management that is relatively low is coordination with a percentage of respondents reaching less than 5.2%, which includes indicators: coordinating teacher tasks; (1) communicating school assignments to the school community; (2) holding meetings, discussions or similar to convey important ideas and information, as well as to overcome problems faced by teachers; (3) establishing relationships and collaboration between the school and the community, business world, or related external parties to develop and realize the school's mission and goals; and (4) creating a productive work environment and climate.

The performance variables of State Middle School teachers in Tomohon City were revealed using a 31-item

questionnaire consisting of 6 components, with a measurement scale of 1 to 1.5, from the overall research results, the average score was 3.81, with a standard deviation of 0.56, the highest average score was 5.00, and the lowest average score was 2.84. Overall, the average performance component score for State Middle School teachers in Tomohon City is above 3.4, which is in the good category according to the assessment scale. The best average score is the moral component of teacher work, reaching 4.04, while the lowest is the productivity component in the fields of education, research and community service. The performance of junior high school teachers in Tomohon City is generally good, the best is the moral aspect of work and the quality of the learning process with an average of 4.04 and 4.00, while the lowest aspect is the aspect of productivity in the fields of education, research and community service with an average of 3.50.

As many as 22.8% of respondents had a very good performance category, 44.1% had good teacher performance, 28.6% had sufficient performance, and 4.5% had poor performance. The best component of teacher performance is teacher work morale with a good and very good percentage reaching 86.4%. Meanwhile, the component of teacher performance that is still lacking is productivity in the fields of education, research and community service with a percentage that is less than 18.8%.

Data normality test using the Kolmogorov-Smirnov Test. The results of the normality test above obtained significance values of 0.142, 0.061 and 0.129 respectively. This figure shows that it is not significant because it is higher than the 5% significance level (0.05). This illustrates that the deviation of the data distribution from the normal curve is not significant, which means that the data distribution meets the normality assumption. The results of the linearity test show that the three influence models have met the linearity assumption, so that the linear regression model can be used in this research.

Homogeneity testing is intended to determine the similarity of the variants of each independent variable X_1 , X_2 to the dependent variable (Y). Testing the homogeneity of the research variables used the heteroscedasticity test. Detection of heteroscedasticity problems is done by looking at the residual value distribution graph. The heteroscedasticity test uses the Regression Standardized Predicted Value graphic plot method with Studentized Residual Regression in accordance with the opinion of Imam Ghazali (2002). The results of the heteroscedasticity test show that the data distribution does not form a clear pattern, the data points are spread above and below the number 0 on the Y axis. Thus it can be concluded that in the regression model there is no heteroscedasticity, in other words in the regression model there is equal variance from the residual of one observation to another observation. Thus, it can be concluded that this regression model has met the heteroscedasticity assumption, this shows that the data variations are homogeneous.

The multicollinearity test aims to test whether in a regression model a correlation is found between the research independent variables. A good regression model should have no correlation between independent variables. Whether there is a correlation between these variables can be detected by looking at the Variance Inflation Factor (VIF) value. If the VIF value <10 then it is stated that there is no perfect correlation between the independent variables and

vice versa. The tolerance value of the independent variable has a tolerance value of more than 10% (0.1) and the Variance Inflation Factor (VIF) value is less than 10. Thus, it can be concluded that in the regression model there is no multicollinearity between the independent variables.

The research hypothesis tested in this study reads: "There is an influence between the principal's leadership behavior and teacher performance." The results of the analysis show that the relationship model for principal leadership and management behavior (X₁) with teacher performance (Y) is expressed by the regression equation $Y' = 1.059 + 0.720 X_1$. Meanwhile, the significance of the model is shown by $F_0 = 129.838$ with $(p) = 0.000$. The linearity test of the relationship between the principal's leadership performance (X₁) and teacher performance (Y) is expressed in the form of statistical test results $F_0 = 1.157$ with $(p) = 0.244$. These results indicate that the research hypothesis which states that teacher performance is influenced by the leadership performance of the school principal can be accepted as true using a linear relationship model. With this regression equation, it can be understood that for every unit increase in the principal's leadership performance, teacher performance increases by 0.720 at a constant of 1.059.

The strength of the relationship between the principal's leadership and teacher discipline is expressed by a correlation coefficient of $r_{x_1y} = 0.586$ with $(p) = 0.000$. This means that the research hypothesis which states that there is an influence between the principal's leadership and teacher performance can be accepted as true. Thus, the better the principal's leadership performance, the better the teacher's performance. As for the magnitude of the contribution of the principal's leadership performance to teacher performance, a partial correlation coefficient of 0.445 or a partial determination coefficient of $(r^2 \times 100\%) = 0.445^2 \times 100\% = 19.80\%$ is obtained. This means that one of the determinants of whether the performance of State Middle School teachers in Tomohon City is good or not is the leadership performance of the school principal. If the principal's leadership is good, the performance of state junior high school teachers in Tomohon City will increase, and conversely, if the principal's leadership performance is not good, then the performance of junior high school teachers in Tomohon City will also be poor. If the principal's leadership behavior score increases, the teacher's performance score will also increase and conversely, if the principal's leadership behavior score is low, then the teacher's performance will also be low.

The research hypothesis tested in this study reads: "There is an influence between school principal management and teacher performance". The results of the analysis show that the relationship model for principal management (X₂) with teacher performance (Y) is expressed by the regression equation $Y' = 1.152 + 0.693 X_2$. Meanwhile, the significance of the model is shown by $F_0 = 157.407$ with $(p) = 0.000$. The linearity test of the relationship between management performance (X₂) and teacher performance (Y) is expressed in the form of statistical test results $F_0 = 1.382$ with $(p) = 0.083$. These results indicate that the research hypothesis which states that teacher performance is influenced by management performance can be accepted as true using a linear relationship model. With this regression equation, it can be understood that for every unit increase in management performance, teacher performance increases by 0.693 at a constant of 1.152. The strength of the relationship

between management performance and teacher performance is expressed by a correlation coefficient of $r_{x_2y} = 0.623$ with $(p) = 0.000$. This means that the research hypothesis which states that there is a relationship between management performance and teacher performance can be accepted as true. Thus, the higher the management performance, the higher the level of teacher performance. As for the magnitude of the contribution of management performance to teacher performance, we obtained a partial correlation coefficient of 0.503 or a partial coefficient of determination of $(r^2 \times 100\%) = 0.503^2 \times 100\% = 25.30\%$. This means that one of the determinants of whether the performance of State Middle School teachers in Tomohon City is good or not is the performance of the school principal's management. If the principal's management performance is high, teacher performance will increase, and conversely, if the principal's management performance is low, then teacher performance will also be low. If the management performance score increases, the teacher performance score will also increase and conversely, if the management performance score decreases, the teacher performance will also decrease.

The leadership and management behavior of school principals on the performance of junior high school teachers in Tomohon City is 0.586 and 0.623 respectively, while the partial correlation coefficients are 0.455 and 0.503 respectively. It appears that the partial correlation coefficient of principal management is higher than the principal leadership behavior variable. In simple terms, the results of multiple regression analysis can be described as follows. The relationship between the simultaneous influence of the principal's leadership behavior variable (X₁), and the principal's management variable (X₂) with the teacher performance variable (Y) is as follows. The results of multiple regression analysis showed a multiple correlation coefficient (R) of 0.714 with a coefficient of determination (R²) of 0.510 or 51.0%. The rest is influenced by other factors. The regression F value is 128.368 with a significance of 0.000. The multiple regression equation is: $Y' = 0.058 + 0.476 X_1 + 0.504 X_2$.

The product moment correlation coefficient (Zero-order correlation) of school principal leadership performance and management performance on the performance of State Middle School teachers in Tomohon City is 0.586 and 0.623 respectively. Meanwhile the partial coefficients (partial correlation) are 0.445 and 0.503 respectively. It appears that the partial correlation coefficient of principal management is higher than the principal leadership behavior variable. Hypothesis testing was carried out to find the relationship between the principal leadership behavior variable (X₁) and the teacher performance variable (Y), the principal management variable (X₂) with the teacher performance variable (Y), and the simultaneous relationship between the independent variables. (X₁), (X₂), with the dependent variable (Y).

1. The Influence of Principal Leadership on the Performance of Public Middle School Teachers in Tomohon City

From the research results, it was found that the partial correlation coefficient of leadership and management behavior of school principals on the performance of State Middle School teachers in Tomohon City was 0.445 with a regression coefficient of 0.476, a t value of 7.820 and a significance (probability 'p') of 0.000, which means the null

hypothesis was rejected because The significance of $t(p)$ is less than the significance level $\alpha=0.05$, which indicates that the calculated t is in the H_0 rejection area. Thus, the alternative hypothesis is accepted, which means that there is a significant influence between the leadership behavior and management of school principals on the discipline performance of State Middle School teachers in Tomohon City with a partial correlation coefficient of 0.445 or a partial determination coefficient of $(r^2 \times 100\%) = 0.445^2 \times 100\% = 19.80\%$. This means that one of the determinants of whether the performance of State Middle School teachers in Tomohon City is good or not is the leadership and management behavior of the school principal. If the principal's leadership behavior is good, the performance of state junior high school teachers in Tomohon City will be better, and conversely, if the principal's leadership behavior is not good, then the performance of junior high school teachers in Tomohon City will also be poor.

2. The Influence of Principal Management on the Performance of State Middle School Teachers in Tomohon City

From the research results, it was found that the partial correlation coefficient of principal management on the performance of state junior high school teachers in Tomohon City was 0.503 with a regression coefficient of 0.504, a t value of 9.145 and a significance (probability 'p') of 0.000. The null hypothesis was rejected because the significance of $t(p)$ less than the significance level $\alpha=0.05$, thus the alternative hypothesis is accepted, which means there is a significant influence between management performance and the performance of State Middle School teachers in Tomohon City with a partial correlation coefficient of 0.503 or a partial determination coefficient of $(r^2 \times 100\%) = 0.503^2 \times 100\% = 25.30\%$. Whether the performance of State Middle School teachers in Tomohon City is good or not can be determined by the management performance of the principal, the higher the principal's management performance, the better the performance of State Middle School teachers in Tomohon City and vice versa, if the principal's management performance is low, the performance of State Middle School teachers in the City Tomohon would also be less good.

3. The Simultaneous Influence of Principal Leadership and Management Behavior on the Performance of State Middle School Teachers in Tomohon City

From the research results, it was found that the multiple regression equation model $Y' = 0.058 + 0.476 X_1 + 0.504 X_2$; with Freg of 128.368 and significance (probability) = 0.000. These results indicate that H_0 is simultaneously rejected because (sig F/p) of 0.000 is less than the significance level $\alpha=0.05$ (5%). Rejecting H_0 means that the alternative hypothesis (H_a) in this research is accepted, namely that there is a significant simultaneous influence of leadership performance, school principal management performance, on the performance of State Middle School teachers in Tomohon City with a coefficient of determination of 51.0%. Whether the leadership performance and management performance of the principal is good or not, can determine whether the teacher's performance is good or not, so the teacher's performance

will be good if the leadership performance and management performance of the principal is also good.

B. Discussion

1. The Influence of Principal Management Leadership Behavior on Teacher Performance

The research results prove that there is a significant influence of the principal's leadership behavior on the performance of State Middle School teachers in Tomohon City ($p=0.000$) and the partial correlation coefficient is 0.445 or the coefficient of determination is 19.80%. This means that whether the school principal's leadership and management behavior is good or not influences the performance of State Middle School teachers in Tomohon City. The better the principal's leadership performance will improve the performance of State Middle School teachers in Tomohon City. On the other hand, if the principal's leadership performance is not good, then the performance of State Middle School teachers in Tomohon City will also be low.

These results can be understood because they are in line with the theory which states that school principal leadership is also the ability and readiness of the principal to influence, guide, direct and mobilize school staff so that they can work effectively in order to achieve the educational and teaching goals that have been set (Ditjend Dikmenum, 2002:16). According to Koonz and Doonel (Burhanudin, 1994:74) ^[5] the ability in question consists of four elements, namely: (1) the authority or strength of the leader; (2) the ability to combine human resources that have motivational forces that vary over time and in situations; (3) the ability to develop a work climate so as to generate motivation; and (4) the ability to develop appropriate leadership styles. It is clear that if the principal has good leadership performance, he will be able to lead the teachers as his subordinates well, which in turn, the teachers will show good performance too.

2. The Influence of Principal Management on Teacher Performance

The results of the research above prove that there is a significant influence between school principal management on the performance of State Middle School teachers in Tomohon City ($p=0.000$) and the partial correlation coefficient is 0.503 (25.30%). This means that whether the principal's management performance is good or not influences the performance of State Middle School teachers in Tomohon City. The better the principal's management will improve the performance of State Middle School teachers in Tomohon City. On the other hand, if the principal's management is not good, then the performance of State Middle School teachers in Tomohon City will also be low.

These results can be understood because if the principal has good management performance, he will be able to manage human resources, including teachers in the school, well too. This result is in line with the theory which states that management activities are essentially a series of managerial activities carried out by a manager which cannot be separated from the implementation of management functions themselves. Managerial activities according to Fayol (Nanang Fatah, 200:13) include planning, organizing, commanding, coordinating and supervising. In addition, managerial activities are also part of the implementation of "administrative functions in management which consist of

planning functions, organizing functions, including staff arrangements, implementation including direction, guidance, coordination and communication, budget functions, and supervisory functions" (Hadari Nawawi, 2000:49) [12]. It is clear that if a school principal has good management performance, he will be able to carry out planning, organizing, commanding, coordinating and supervising well, and teachers will definitely be able to work as well as possible in accordance with their duties and responsibilities.

3. Simultaneous Influence of Principal Leadership and Management Behavior on Teacher Performance

The results of the research and simultaneous hypothesis testing above prove that there is a significant simultaneous influence of principal leadership behavior and principal management on the performance of State Middle School teachers in Tomohon City ($p=0.000$) and the coefficient of determination is 51.0%. This means that the performance of State Middle School teachers in Tomohon City can be determined by the leadership performance of the principal and the management performance received by the teachers together (simultaneously) amounting to 51.0% while the remaining 49.0% is the performance of State Middle School teachers in the City. Tomohon is determined by other factors outside the variables in this research model.

The research results prove that the leadership and management performance of the school principal is said to be good and correct if it is able to bring about improvements and changes in the attitudes and behavior of subordinates (in this case teachers). Changes in teacher attitudes are characterized by teachers' high levels of commitment and loyalty to their principal, high teacher motivation in carrying out their duties, and feelings of satisfaction felt by teachers. Meanwhile, changes in teacher behavior are shown by teacher involvement or achievement, support and willingness to carry out various tasks given by the school principal. Through high leadership and management behavior, the principal will improve the performance of his subordinates. Thus, it can be said that the leadership and management performance of the principal is positively correlated with teacher performance. That whether the leadership and management behavior of the school principal is good or not influences the performance of State Middle School teachers in Tomohon City. The better the leadership and management behavior of the school principal will improve the performance of State Middle School teachers in Tomohon City. On the other hand, if the leadership and management behavior of the principal is not good, then the performance of State Middle School teachers in Tomohon City will also be low.

Thus, to improve the quality of education, especially State Middle Schools in Tomohon City, it starts with improving the professional abilities of school principals in order to improve teacher performance. This has a direct impact on the quality of learning which can ultimately improve the achievement of State Middle School students in Tomohon City. It would not be an exaggeration to use the results of this research as input for policy makers in the education sector, especially to improve the abilities of school principals in various ways, whether through scientific meetings, training or recruiting new school principals. The way to recruit school principals must include an assessment of the principal which emphasizes measuring basic

competencies and skills as well as having good managerial behavior in managing basic educational data and principals paying more attention to the standardization of managerial abilities in order to be able to create professional principals.

Conclusion

1. There is a significant influence between the leadership and management behavior of school principals and the performance of State Middle School teachers in Tomohon City, with a partial correlation coefficient of 0.445 or a partial determination coefficient of 19.80%. This means that the better the principal's leadership and management behavior, the better the performance of State Middle School teachers in Tomohon City.
2. There is a significant influence between school principal management and the performance of State Middle School teachers in Tomohon City, with a partial correlation coefficient of 0.503 or a partial determination coefficient of 25.30%. This means that the better the principal's management, the better the performance of State Middle School teachers in Tomohon City.
3. There is a significant simultaneous influence between Principal Leadership and Management Behavior on the Performance of Public Middle School Teachers in Tomohon City, with a multiple correlation coefficient of 0.714 or a multiple determination coefficient of 51.0%.

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