



The Influence of Principal Leadership, Productive Teacher Training, Work Commitment and Motivation on Performance Management of Productive Vocational School Teachers in North Sulawesi Province

Harold F.K Tambajong*¹, J.A.M. Rawis², Jeffry S.J. Lengkong³, Treesje K. Londa⁴

¹Doctoral Program of Education Management, Manado State University

^{2,3}Faculty of Education Science, Manado State University, Tondano North Sulawesi Indonesia

⁴Faculty of Technic, Manado State University, Tondano North Sulawesi Indonesia

*Email: haroldkamangtambajong@gmail.com

Article Info

Article History:

Received: October 27, 2020

Revised: November 18, 2020

Published: December 2020

e-ISSN: 2623-2324

p-ISSN: 2654-2528

DOI: 10.5281/zenodo.4327392

Abstract:

This study aims to determine the influence of the principal's leadership, productive teacher training, commitment, and work motivation on the performance management of productive teachers of vocational schools in North Sulawesi Province who hold light vehicle engineering skills competencies totaling 722 teachers. This study uses a quantitative approach with a survey method with causality study techniques and uses path analysis. The research data were collected using a questionnaire technique and analyzed. The population in this study were vocational teachers in North Sulawesi Province. The determination of the number of samples in this study was carried out by multi-stage sampling using the Slovin formula to obtain 264 teachers. Based on the results of research, principal leadership has a positive effect on productive teacher professional training, this shows that the higher the leadership of the principal, the more productive teacher professional training for vocational teachers in North Sulawesi Province will be. Based on the conclusion that the leadership of the principal has a positive effect on productive teacher professional training, commitment and work motivation of productive teachers, this shows that the higher the leadership of the principal, the more productive teacher performance management of vocational teachers in 15 North Sulawesi Province will be improved.

Keywords: Regional expenditures, general allocation funds, special allocation funds

INTRODUCTION

Teachers as a profession are formally recognized, this declaration was followed up by the issuance of Law (UU) No. 14 of 2005 concerning Teachers and Lecturers. In this law, it is stated that teachers are: "professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education and secondary education". Furthermore, Article 6 of the Law states that: "the position of teachers and lecturers as professionals aims to implement the national education system and realize the goals of national education, namely: developing the potential of students to become human beings who believe and have devotion to God Almighty. , have noble character, healthy, knowledgeable, competent, creative, independent and become democratic and responsible citizens ".

Government Regulation Number 41 of 2009 concerning Professional Allowances for Teachers and Lecturers, Special Allowances for Teachers and Lecturers, and Honorary Allowances for Professors. This Government Regulation was followed up by the State Ministry for State Apparatus Empowerment by issuing PermenPAN and Bureaucratic Reform (RB) Number 16 of 2009 concerning Teacher Functional Positions and Credit Score which was effectively implemented in 2012. Compared to the previous regulations which were more administrative in terms of performance appraisal teachers, then this regulation provides an opportunity for teacher autonomy to design individual teacher development programs. This regulation has a more practical, quantitative and qualitative orientation so that it is hoped that teachers will be more eager to improve performance.

Implementation of PemenPANRB Number 16 of 2009 confirms that each teacher will be assessed for their performance using the Teacher Performance Assessment. The results of this teacher performance appraisal are used as the basis for the teacher to compile a self-development program within one year by following the directions set out in the Sustainable Professional Development (PKB) guide. At the end of the year, the teacher performance assessment will be conducted again, referring to the success rate of PKB implementation in the previous year. This is done continuously like the principle of continuous quality improvement. Based on Law Number 14 of 2005 concerning Teachers and Lecturers, it is clear that teachers are the central point in the implementation of educational activities. Anwar (2003: 50) states that: "The increased process of democratization in the education sector must be able to ensure the stability of the general foundation of education in schools for all members of society. All of this ultimately affects the role of the teacher, and further consequently the need to increase the professional ability of teachers. Furthermore, Surya M (2005: 2) states that: "The teacher is the main element in the whole educational process, especially at the institutional and instructional levels. Without teachers, education is only a grandiose slogan because all forms of policies and programs will ultimately be determined by the performance of those who are at the forefront, namely teachers.

Therefore, every effort to reform education should make teachers an active participant, not only as recipients of renewal. One of the efforts that has been made is the birth of several legal products that are the basis for implementing teacher professional development. In 2004, since the stipulation of teachers as a profession, the government issued Law Number 14 of 2005 concerning Teachers and Lecturers and followed up with the issuance of Government Regulation Number 19 of 2005 concerning National Education Standards. These laws and regulations aim to improve the quality of the Indonesian education system by addressing weaknesses in teacher competence, as well as low motivation and income. The main component of this law is the teacher certification program. This program is designed to certify teachers who can demonstrate teaching competence. Large incentives were also introduced so that certified teachers are entitled to a professional allowance equivalent to their basic salary.

Several studies have also expressed a similar tone. Several studies on post-certification teacher competence, Directorate General of PMPTK Depdiknas (2008); Baedowi and Hartoyo (2009); and Agun (2011: 378) concluded that the motivation of teachers to immediately participate in certification was not to increase their professionalism or competence, but seemed to be solely to get additional income through professional allowances. Based on the opinion previously described above, it raises doubts about an increase in teacher performance and professionalism after certification.

Another fact that strengthens the opinion that teacher performance has not been as expected is the Competency Test results obtained from sources: BPSDMPK and PMP of the Ministry of Education and Culture 2020 against the average national score of the 2016 SMK Teacher Competency Test is 52.9. In 2016, the national average score was 52.92 and the latest data is that in 2019 the average value remains at 52.92, where the city of Tomohon has the highest ranking, namely the average UKG score for vocational school teachers in North Sulawesi with an average value of 61.15. The average score of SMK in North Sulawesi Province is far below the national standard of 65.

These results indicate that teachers' mastery of subject areas and methodology is still weak. Mastery of the field of study and learning methods that will be taught to students is something that is absolutely essential, with appropriate subject matter and methodology not only will the teacher transform knowledge to students, but more than that, will instill discipline, develop critical thinking, encourage the ability to learn further, and what is no less important is to instill the values contained in science itself in students. Based on the facts and views above, improving teacher performance is not only determined by qualifications and recognition in the form of certification, but other efforts are needed.

With regard to Vocational Secondary Education, the Government issued regulation No. 29 of 1990 stating that: "Vocational secondary education is education at the secondary education level which prioritizes the preparation of students to enter the workforce and develop professional attitudes". Supriadi (2002: 17), states that: "Vocational education aims to produce productive humans, not human burdens for the family". Meanwhile, Malik Fajar as quoted by Supriadi (2002: iii) gives a similar view, namely: "Vocational education is an expensive but strategic investment in producing skilled and skilled Indonesians in their fields according to the needs of society and the nation, especially the business world and the industrial world. ". Because the orientation of vocational education is the preparation of students to enter the workforce, based on a study, the Decree of the Director General of Secondary Education Number 06 / D.D5 / KK.2018 dated June 7, 2018 concerning the Expertise Spectrum for Vocational High Schools (SMK) / Madrasah Aliyah Vocational (MAK) Defined 9 Expertise Areas 49 Expertise Programs and 146 Expertise Competencies.

In North Sulawesi, there are 189 SMKs consisting of Expertise Areas, Expertise Programs and Expertise Competencies. Based on the experience of visiting some of these schools and reports on the results of monitoring of the Center for Development and Empowerment of Educators and Educational Personnel in the Field of Mechanical and Industrial Engineering in 2015 through the results of the Teacher Competency Test (UKG) and until 2019 there is no longer Teacher Competency Test (UKG).

Several things were found that led to the low performance of productive teachers. These findings include:

- Learning activities in the workshop should be carried out by two teachers in each meeting because the number of students ranges from 32 to 40, in fact only one teacher is in the workshop because the teacher takes turns learning every week.
- The use of learning tools in the workshop is not prepared, such as; list of practical task division (DPTP) and practical worksheets.

- The use of safety devices by students while practicing is no longer a requirement before students practice.
- The performance of the implementation of the Teaching (RPP) is made but not evaluated for improvement.
- Assessment of student performance management is carried out only on work results, but not for assessment of the process as long as students practice.
- In addition, the low performance of productive teachers can also be seen from the performance of their students. The Directorate of Vocational High School Development organizes National Level Student Competency Contests every year for all study programs. Based on the results of winning the title from 2003 to 2019, North Sulawesi has never been in the top three, meaning that it has never been a champion (Directorate of Vocational Education, 2019).

The low performance of productive teachers is based on:

- Lack of mastery of teacher competence (Pedagogy, personality and professional)
- Lack of mastery of competences practical skills (skills)
- Lack of equipment (equipment in the workshop is incomplete and not proportional to the number of students)
- Lack of practice material

Explanations and facts as stated earlier indicate that the performance of productive teachers is still low, Anggie Velinda (2019: 16) This can be observed through: (1) the low mastery of teachers in the field of study and learning methodology; (2) teachers' low willingness to carry out the preparation, implementation and evaluation of learning; and (3) students' low competence among SMK students throughout Indonesia. These three problems are thought to be influenced by: (1) lack of direction, monitoring and development carried out by school principals; (2) lack of training for productive teachers with regard to mastery of subject areas and learning methodologies; (3) low commitment of productive teachers in carrying out their duties; and (4) low motivation that comes from the teacher to carry out the task.

Theoretical Description

Teacher Performance Management

Management is a unique process, which consists of planning actions, exploiting human resources and other resources. Hasibuan (2002: 3).

Management can be defined as working with people to define, express and achieve organizational goals by implementing the planning functions (planning) organizing, personnel and staffing (staffing), direction and leadership (leading), and supervision. (controlling) Handoko, (1999: 8).

Performance management or often known as performance management is about how to manage activities in an organization to achieve organizational goals. The success and success of an organization is determined by the quality of its human resources, leaders and subordinates, so that the understanding and ability to operate performance management becomes a need as one of the means to fulfill it is to get actual complete and responsive references that can not only be applied in business organizations. but also in public organizations.

Performance Management is a process that is carried out systemically and holistically. Performance management begins with a strategic plan through to performance evaluation and performance improvement. Thus, it is a comprehensive process. Administration occupies an important position in the development of cooperative activities of a group of people in an effort to achieve goals. The administrative function of education arises from the need to provide direction for the development and operation of schools. School as an educational institution in

carrying out its functions in the field of education and teaching is very much determined by the administration and arrangement of education in the school.

Educational administration, according to Daryanto (2006: 12) is: "the act of coordinating human behavior in education, so that existing resources can be arranged as best as possible, so that educational goals can be achieved productively". The purpose of education administration itself according to Daryanto (2006: 11) is: "to achieve the goals of education productively that is effective and efficient". Effective means getting work results in accordance with the plan, while efficiency is the use of power, funds, and facilities not more than planned.

In accordance with the previously intended opinion, it can be emphasized that administration includes activities carried out by people in an organization whose task is to organize or organize activities in order to create a collaborative effort by a group of people to achieve certain goals.

Administration as a function shows the overall actions of a group of people in a collaboration according to certain functions until goals are achieved. One function is related to other functions in a series of activity stages. These functions are considered as the basic process of administration, which consists of the function of determining what to do (planning or planning), classifying the activities to be carried out in a series of relationships (organizing or organizing), arranging the right people. perform each type of activity (staffing or staffing), mobilize and give instructions for the activity to take place (actuating / directing or directing), and take measures to ensure that the results of the implementation are relatively in accordance with what is expected (controlling or supervision / control).

Starting from the intended Educational Administration function, it can be stated that Educational Administration places teachers as an essential resource in education. As stated by Sudjana (2009: 1): There are three main variables that are interrelated in the strategy for implementing education in schools. The three variables referred to are curriculum, teacher, and teaching. The teacher occupies a central position, because its role is very decisive. So, education administration places teacher performance as a very important aspect.

Teacher Performance

1. The Concept of Performance

Human resources in the organization play a role in organizational activities through their performance in carrying out the tasks and roles they carry out in the organization. Therefore the contribution of human resources in an organization including educational organizations requires good management and development. With good management, human resources will carry out their duties and roles to be able to contribute optimally in efforts to improve organizational performance.

Performance is a translation of the word performance (Job Performance), etymologically, performance comes from the word to perform which means displaying or implementing, while the word performance means "The execution of an action" (Webster New Collegiate Dictionary).

2. Factors Affecting Performance

A person's performance is influenced by the factors that surround him so that the factors that affect each individual will be different. The factors that affect performance according to Mangkunegara (2012: 16) are as follows:

1) Individual Factors.

Psychologically, normal individuals are individuals who have high integrity between their psychic (spiritual) and physical (physical) functions. With the high integrity between psychological and physical functions, the individual has a good self-concentration. This good concentration is the main asset of an individual human being to be able to manage and utilize

his / her potential optimally in carrying out activities or daily productivity activities in achieving organizational goals.

2) Organizational Environmental Factors.

Environmental factors of organizational productivity are very supportive for individuals in achieving performance. The organizational environmental factors include clear job descriptions, adequate authority, challenging productivity targets, effective communication patterns, harmonious productivity relationships, a respectful and dynamic productivity culture, career opportunities and relatively adequate productivity facilities.

Wibowo (2007: 4) reveals performance from a different perspective as he states that performance is: "the implementation of the plans that have been prepared. Performance implementation is carried out by human resources who have the ability, competence, motivation and interests ". Furthermore, it is said that the organization has a share in the implementation of work, namely how the organization appreciates and treats its human resources will affect their attitudes and behavior in carrying out performance ". The conclusion is that the factors that affect performance consist of internal factors, namely ability, competence, motivation, and interests, as well as external factors in the form of rewards and treatment of the organizations that employ them.

The previously intended opinion describes the things that can shape or influence a person's performance, namely individual factors with their unique psychological characteristics and organizational factors. In other words, the quality of performance is determined by internal factors and individual external factors. These two factors will interact in a process to realize the quality of performance that a person performs in carrying out his role and duties in the organization.

RESEARCH METHODS

This study uses a quantitative-descriptive approach with survey research methods. Descriptive research according to Sugiyono (2009: 148) is: "a method that describes what is done based on facts or events on the object under study". Meanwhile, quantitative research can be interpreted as a research method based on the philosophy of positivism, used to research on certain populations or samples carried out randomly using research instruments (Sugiono, 2013: 13).

The survey research method according to Kerlinger (2004: 660), namely: "is intended to study the population (universe) large and small by selecting and studying the selected sample from that population, to find the incidence, distribution, and relative interrelation of the variables". Also (2004: 20) states that: "survey design is a procedure in which the researcher carries out a survey or provides a questionnaire or scale to a sample to describe the respondent's attitude, opinion, behavior, or characteristics. From the results of this survey, the researcher makes claims about the existing trends in the population ".

Descriptive and verifiative research characteristics are carried out through data collection in the field, therefore the research methods used are descriptive and explanatory surveys. The type of investigation used is causalities because it will explain the effect of one variable on another. Furthermore, this research was carried out at a certain time so that the time horizon of the study was cross sectional.

This descriptive research approach was carried out in order to obtain an overview based on the data collected to formulate a teacher performance model, namely by identifying, describing and examining aspects of teacher commitment, principal leadership, productive teacher training, and teacher work motivation. The data collected were analyzed quantitatively with a correlational analysis approach using path analysis to obtain a model of teacher performance factors.

This research was conducted in 72 SMKs in the field of technology and engineering expertise program of automotive engineering expertise competency of light vehicle engineering in North Sulawesi province. This research was conducted from February to May 2020.

This research was conducted on Vocational School Productive Teachers who are limited to the Competency of Light Vehicle Engineering Skills in North Sulawesi. The population of this study were all productive teachers in vocational high schools in North Sulawesi Province who held a Light Vehicle Engineering Skills Competency totaling 722 teachers, as shown.

RESEARCH RESULTS AND DISCUSSION

Research Results

The research data can be used to enrich the discussion, through the description of the respondent's response data, it can be seen how the respondent responds to each variable being studied. In order to make it easier to interpret the variables being studied, categorization is carried out on the respondents' scores. The principle of categorization of the number of scores of respondents' responses was adopted from Arikunto (2008: 353). Descriptive analysis in this study aims to explain how respondents respond to the variables studied, namely school principal leadership, productive teacher training, teacher commitment, teacher work motivation and teacher teaching performance management.

1. Descriptive Analysis of Principal Leadership

Researchers distributed questionnaires to 264 people who were a sample consisting of productive vocational school teachers in 15 districts / cities of North Sulawesi Province. The questionnaire on principal leadership consisted of 7 dimensions and 25 statement items, to which respondents had responded. The following are the results of the responses of all respondents that have been set in the table

Table 1. Descriptive Analysis of Principal Leadership

Dimensions	Item	Respondents' Responses					N	ST	SI	%
		SS	S	KS	TS	STS				
Use Influence X1	P1	75	161	28	0	0	264	1103	1320	83.56
	P2	73	156	34	1	0	264	1093	1320	82.80
	P3	69	161	34	0	0	264	1091	1320	82.65
	P23	67	172	24	1	0	264	1097	1320	83.11
	P25	64	167	33	0	0	264	1087	1320	82.35
	P4	62	168	34	0	0	264	1084	1320	82.12
Use Influence X1										82.77
Transformation vision and mission X2	P5	86	160	16	2	0	264	1122	1320	85.00
	P7	76	154	31	3	0	264	1095	1320	82.95
	P6	59	163	31	11	0	264	1062	1320	80.45
Transformation vision and mission X2										82.80
Empowerment X3	P8	83	180	1	0	0	264	1138	1320	86.21
	P9	82	180	2	0	0	264	1136	1320	86.06
	P10	82	178	4	0	0	264	1134	1320	85.91
Empowerment X3										86.06
Mobilization X4	P11	75	181	8	0	0	264	1123	1320	85.08
	P22	65	179	20	0	0	264	1101	1320	83.41
	P12	66	173	25	0	0	264	1097	1320	83.11
	P13	57	186	21	0	0	264	1092	1320	82.73
Mobilization X4										83.58
Motivation X5	P14	65	165	34	0	0	264	1087	1320	82.35
	P15	63	164	37	0	0	264	1082	1320	81.97
	P16	87	158	17	2	0	264	1122	1320	85.00
Motivation X5										83.11
	P18	77	151	33	3	0	264	1094	1320	82.88

Guidance and Briefing X6	P21	75	161	28	0	0	264	1103	1320	83.56
	P17	73	153	34	4	0	264	1087	1320	82.35
Guidance and Briefing X6										82.93
Formation Commitment X7	P20	69	152	32	11	0	264	1071	1320	81.14
	P24	68	163	24	9	0	264	1082	1320	81.97
	P19	64	162	32	6	0	264	1076	1320	81.52
Formation Commitment X7										81.54
Skor Total								27459	33000	83.21

Based on the responses of respondents regarding the leadership of school principals at Vocational High Schools in 15 Regencies / Cities of North Sulawesi Province, it can be seen that all dimensions of school principal leadership are overall in the good category, this is because they have a score percentage value > 67.99%, the leadership dimensions of school principals who have The largest percentage value is in the dimension regarding empowerment which gets a percentage score of 86.06% in the very high / very good category, while the lowest dimension score is in the dimension regarding commitment formation which gets a percentage score of 81.54% in the high / good category. Furthermore, to find out the overall response score regarding the leadership of school principals at SMK in 15 districts / cities of North Sulawesi Province.

2. Descriptive Analysis of Teacher Commitment

Researchers distributed questionnaires to 264 people who were a sample consisting of productive vocational school teachers in 15 districts / cities of North Sulawesi Province. The questionnaire on teacher commitment consisted of 3 dimensions and 15 statement items, to which respondents had responded. The following are the results of the responses of all respondents that have been set in the table.

Table2. Descriptive Analysis of Teacher Commitment

Dimention	Item	Respondents' Responses					N	ST	SI	%
		SS	S	KS	TS	STS				
Identification Y2.1	P6	59	180	25	0	0	264	1090	1320	82.58
	P7	65	168	31	0	0	264	1090	1320	82.58
	P11	73	164	27	0	0	264	1102	1320	83.48
	P8	79	160	25	0	0	264	1110	1320	84.09
	P10	123	132	9	0	0	264	1170	1320	88.64
	P15	124	135	5	0	0	264	1175	1320	89.02
Identification Y2.1										85.06
Involvement Y2.2	P9	78	163	23	0	0	264	1111	1320	84.17
	P2	75	161	28	0	0	264	1103	1320	83.56
	P4	73	157	34	0	0	264	1095	1320	82.95
Involvement Y2.2										83.56
Loyalty Loyalty Y2.3	P5	70	161	33	0	0	264	1093	1320	82.80
	P13	58	178	26	2	0	264	1084	1320	82.12
	P3	63	160	38	3	0	264	1075	1320	81.44
	P12	69	157	34	4	0	264	1083	1320	82.05
	P1	76	154	32	2	0	264	1096	1320	83.03
	P14	123	128	12	1	0	264	1165	1320	88.26
Loyalty Y2.3										83.28
Skor Total								16642	19800	84.05

Based on the responses of respondents regarding the commitment of teachers to Vocational High Schools in 15 Regencies / Cities of North Sulawesi Province, it can be seen that all dimensions of the overall teacher commitment are in the good category, this is because it has a percentage score of > 67.99%, the dimension of teacher commitment has the largest percentage value is in the dimension regarding identification which gets a percentage score of

85.06% in the very high / very good category, while the lowest dimension score is in the dimension regarding loyalty which gets a percentage score of 83.28% in the high / good category. Furthermore, to find out the overall response score regarding the commitment of SMK teachers in 15 districts / cities of North Sulawesi Province.

3. Descriptive Analysis of Work Motivation

Researchers distributed questionnaires to 264 people who were a sample consisting of productive vocational teachers in 15 districts / cities of North Sulawesi Province. The questionnaire on work motivation consisted of 5 dimensions and 35 statement items, to which the respondents had responded. The following are the results of the responses of all respondents that have been set in the table.

Table 3. Descriptive Analysis of Work Motivation

Dimension	Item	Respondents' Responses					N	ST	SI	%
		SS	S	KS	TS	STS				
Achievements to be achieved Y3.1	P17	130	100	32	2	0	264	1150	1320	87.12
	P31	68	143	53	0	0	264	1071	1320	81.14
	P19	71	144	49	0	0	264	1078	1320	81.67
	P13	130	100	32	2	0	264	1150	1320	87.12
	P32	104	111	46	3	0	264	1108	1320	83.94
	P23	77	117	69	1	0	264	1062	1320	80.45
	P33	135	114	15	0	0	264	1176	1320	89.09
Achievements to be achieved Y3.1									84.36	
Responsible Y3.2	P3	129	114	21	0	0	264	1164	1320	88.18
	P35	117	124	23	0	0	264	1150	1320	87.12
	P14	104	140	20	0	0	264	1140	1320	86.36
	P15	66	151	47	0	0	264	1075	1320	81.44
	P4	110	123	29	2	0	264	1133	1320	85.83
	P18	92	120	50	2	0	264	1094	1320	82.88
	P22	63	150	51	0	0	264	1068	1320	80.91
	P7	76	126	62	0	0	264	1070	1320	81.06
	P24	73	121	70	0	0	264	1059	1320	80.23
P5	77	116	71	0	0	264	1062	1320	80.45	
Responsible Y3.2									83.45	
Independence Y3.3	P6	65	150	49	0	0	264	1072	1320	81.21
	P8	61	146	57	0	0	264	1060	1320	80.30
	P34	59	156	49	0	0	264	1066	1320	80.76
	P16	56	182	26	0	0	264	1086	1320	82.27
	P30	62	170	32	0	0	264	1086	1320	82.27
Independence Y3.3									81.36	
Recognition Y3.4	P25	68	169	27	0	0	264	1097	1320	83.11
	P26	72	167	25	0	0	264	1103	1320	83.56
	P27	121	134	9	0	0	264	1168	1320	88.48
	P11	121	138	5	0	0	264	1172	1320	88.79
	P28	75	166	23	0	0	264	1108	1320	83.94
	P29	72	163	29	0	0	264	1099	1320	83.26
Recognition Y3.4									85.19	
Self-development Y3.5	P1	72	158	34	0	0	264	1094	1320	82.88
	P2	69	162	33	0	0	264	1092	1320	82.73
	P10	130	99	32	3	0	264	1148	1320	86.97
	P12	70	139	53	2	0	264	1069	1320	80.98
	P9	71	140	50	3	0	264	1071	1320	81.14
	P20	128	99	34	3	0	264	1144	1320	86.67
	P21	105	109	46	4	0	264	1107	1320	83.86
Self-development Y3.5									83.60	
Skor Total								38652	46200	83.66

Based on the responses of respondents regarding the work motivation of SMK teachers in 15 Regencies / Cities of North Sulawesi Province, it can be seen that all dimensions of work

motivation are all in the good category, this is because it has a percentage score of > 67.99%, the work motivation dimension has the largest percentage value. is in the dimension of recognition which gets a percentage score of 85.19% in the very high / very good category, while the lowest dimension score is in the dimension regarding independence which gets a percentage score of 81.36% in the high / good category. Furthermore, to find out the overall response score regarding the work motivation of SMK teachers in 15 districts / cities of North Sulawesi Province.

A study requires data analysis and interpretation that aims to answer research questions in uncovering certain social phenomena. This study intends to reveal the influence of the independent variable and the dependent variable through the intervening variable. The analysis method used is a structural equation modeling (structural equation modeling). The choice of this model is based on the idea that a dependent variable can be influenced by several independent variables, as well as several independent variables that can affect several dependent variables, so that the model will appear to be very complicated. Basically, this complex model can be analyzed using regression analysis or path analysis, but in practice it will be inefficient because each sub-structure must be analyzed one by one, then combined into a complete model. These complex problems can be analyzed using analysis of structural equational modeling (SEM) using the help of AMOS program applications. This form of relationship can be built between one or more independent variables (exogenous variables) with one or more dependent variables (endogenous variables) and the mediating variable (intervening). Each variable can be in the form of a factor or construct built by several manifest variables (indicators). The structural equation model (SEM) has two parts, namely a measurement model and a structural model. Following are the results of the model in this study, namely as follows

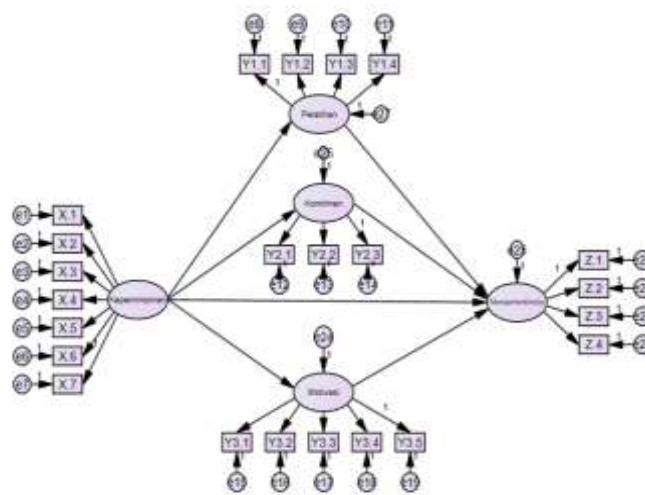


Figure 1. Research Model

1. Normality Test

Data normality test is done by calculating the overall data distribution (multivariate). The test is carried out by looking at the critical ratio results of ± 2.58 at a significance level of 0.01 (1%). The data is said to be normally distributed if the critical ratio value of kurtosis is below ± 2.58 . (Latan. 2013). Based on the results of processing, the results of data normality are as follows:

Table 4. Normality Test

Variable	min	max	skew	c.r.	kurtosis	c.r.
Z.4	10,072	28,415	,180	1,196	-,335	-1,110
Z.3	5,314	16,850	-,005	-,033	-,149	-,495
Z.2	11,746	37,458	,020	,135	-,585	-1,940
Z.1	13,753	43,915	,024	,162	-,381	-1,265
Y3.1	10,118	29,997	-,112	-,741	-,506	-1,679
Y3.2	12,558	38,556	,171	1,137	-,507	-1,682
Y3.3	5,000	19,272	,289	1,916	-,236	-,784
Y3.4	7,585	24,328	,238	1,578	-,494	-1,637
Y3.5	9,730	30,950	,128	,846	-,185	-,615
Y2.1	7,574	24,330	,117	,775	-,371	-1,229
Y2.2	3,000	11,750	-,075	-,496	-,387	-1,283
Y2.3	11,520	28,447	,193	1,282	-,456	-1,512
Y1.4	8,708	21,458	-,097	-,641	-,649	-2,152
Y1.3	9,394	29,773	,377	2,498	-,538	-1,785
Y1.2	12,166	32,522	-,220	-1,460	-,545	-1,806
Y1.1	4,000	16,436	-,258	-1,709	-,319	-1,059
X.1	8,649	26,102	,166	1,101	-,382	-1,267
X.2	3,000	14,145	,009	,057	,126	,417
X.3	7,325	14,660	,689	4,571	-1,046	-3,470
X.4	4,000	16,890	,346	2,297	-,128	-,425
X.5	3,000	12,656	-,062	-,412	-,160	-,531
X.6	4,057	13,450	,025	,164	-,396	-1,315
X.7	3,786	13,517	,088	,584	-,302	-1,002
Multivariate					224,114	53,690

Based on table the results of the normality test can be seen that all the dimensions of the forming factors have a critical ratio kurtosis < 2.58, so it can be stated that the data in this study were normally distributed.

2. Measurement Model

Measurement models are used to connect observed variables (observed variables / dimension variables) or those that can be measured with latent variables (constructs). Analysis of this measurement model is useful for showing how the level of validity and reliability of the research indicators is in measuring their constructs, in other words this model describes how much the indicators in the model are able to explain the constructs or latent variables. There are three criteria for assessing the convergent validity measurement model (the magnitude of the loading factor of each construct). If the loading factor value is above 0.5 then it is declared valid. Second, by measuring the internal consistency using constructs reliability (CR) with a value above 0.70. and thirdly, to measure the discriminant validity, the criteria are met if the VD coefficient > of the correlation between contracts is average variance extracted (AVE) with AVE criteria above 0.5. Based on the results of data processing, the results of the measurement model are as follows:

Table 5. Measurement Model

Variable	Indicator	Construct Validity (SL)	Information	CR	AVE
Principal Leadership X	X.1	0.938	Valid	0.956	0.760
	X.2	0.683	Valid		
	X.3	0.611	Valid		
	X.4	0.668	Valid		
	X.5	0.889	Valid		
	X.6	0.917	Valid		
	X.7	0.885	Valid		
	Y1.1	0.958	Valid		

Productive Teacher Training Y1	Y1.2	0.876	Valid	0.864	0.618
	Y1.3	0.662	Valid		
	Y1.4	0.990	Valid		
Teacher Commitment Y2	Y2.1	0.945	Valid	0.888	0.727
	Y2.2	0.757	Valid		
	Y2.3	0.970	Valid		
Work motivation Y3	Y3.1	0.950	Valid	0.885	0.611
	Y3.2	0.943	Valid		
	Y3.3	0.675	Valid		
	Y3.4	0.664	Valid		
	Y3.5	0.949	Valid		
Teacher Teaching Performance Management Z	Z.1	0.991	Valid	0.879	0.647
	Z.2	0.814	Valid		
	Z.3	0.925	Valid		
	Z.4	0.924	Valid		

Based on the results of confirmatory factor analysis (CFA) by testing the validity, reliability of latent constructs and average variance extract, the results of each loading of the forming factors of the latent variables are obtained.

In the principal leadership variable (X), all dimensions are forming factors of the latent variable, which consists of the use of the influence of X.1, transformation of vision and mission X.2, empowerment X.3, mobilization X.4, motivation X.5, guidance and direction of X.6 and the formation of X.7 commitment, it can be seen that all indicators have a loading factor value of > 0.5 , for the value of constructs reliability (CR) the result is 0.956 ($0.956 > 0.700$) and the average variance extracted (AVE)) obtained a result of 0.760 ($0.760 > 0.500$).

In the productive teacher training variable Y1, all dimensions are forming factors of the latent variable, which consists of Y1.1 knowledge, Y1.2 skills, Y1.3 attitudes and Y1.4 continuity, it can be seen that all indicators have a loading factor value. > 0.5 , for the constructs reliability (CR) value obtained a result of 0.864 ($0.864 > 0.700$) and the average variance extracted (AVE) value obtained a result of 0.618 ($0.618 > 0.500$).

In the teacher commitment variable Y2, all dimensions are forming factors of the latent variable, which consists of Y2.1 identification, Y2.2 involvement and Y2.3 loyalty, it can be seen that all indicators have a loading factor value > 0.5 , for the constructs value. reliability (CR) obtained a result of 0.888 ($0.888 > 0.700$) and the average variance extracted (AVE) value obtained a result of 0.727 ($0.727 > 0.500$).

In the Y3 work motivation variable, all dimensions are the forming factors of the latent variable, which consist of the achievement to be achieved Y3.1, Y3.2 responsibility, Y3.3 independence, Y3.4 recognition and Y3.5 self-development, this is It can be seen that all indicators have a loading factor value > 0.5 , for the constructs reliability (CR) value, the result is 0.885 ($0.885 > 0.700$) and the average variance extracted (AVE) value is 0.611 ($0.611 > 0.500$).

In teacher Z's teaching performance management variable, all dimensions are forming factors of the latent variable, which consist of Z1 learning activity program plans, Z2 learning activity implementation, Z3 interpersonal relationships and Z4 learning evaluation / assessment, it can be seen that all indicators have loading factor value > 0.5 , for the value of constructs reliability (CR) obtained a result of 0.879 ($0.879 > 0.700$) and the average variance extracted (AVE) value obtained a result of 0.647 ($0.647 > 0.500$).

Based on the results of the measurement model, the results of the research model graph are as follows:

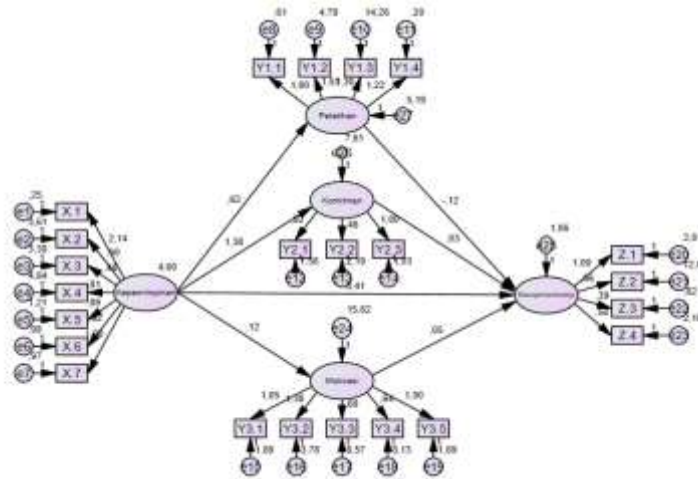


Figure 2. Measurement Model

3. Structural Model

Structural model is the relationship between latent variables (variables that cannot be measured directly and require several indicators to measure them). This structural model test consists of goodness of fit and hypothesis testing.

a) Goodness of Fit

Testing using the SEM model is carried out in stages. If a fit model has not been obtained, the model originally proposed needs to be revised. The need for revision of the SEM model arises from problems arising from the analysis. The problem that may arise is the problem of the inability of the model developed to produce unique estimates. If these problems appear in the SEM analysis, it indicates that the research does not support the structural model that was formed. Thus the model needs to be revised by developing existing theories to form new models. The criteria for goodness-of-fit have been described in the previous chapter III. Based on the results of data processing, the results of the goodness of fit model are obtained as follows:

Table 6. Goodness of Fit

Categori Fit	Fit Measure	Hasil Model	Keterangan
Absolute Fit	CMIN/DF	2092.150	Close Fit
	GFI	0.595	Close Fit
	RMSEA	0.179	Close Fit
Incremental fit measures	AGFI	0.498	Close Fit
	TLI	0.750	Close Fit
	CFI	0.779	Close Fit
Parsimony Fit	PNFI	0.670	Close Fit
	PGFI	0.481	Close Fit

Based on table 6, the results of the initial goodness of fit show that the overall model is in the close fit category, so it is necessary to evaluate the goodness of fit, so that the following results are obtained:

b) Hypothesis Testing

Testing the hypothesis about causality developed in this research model, begins with testing the hypothesis which states that the interrelationship coefficient is equal to zero through the "t-test". The SEM output of the causality test is done by reading the CR (Critical Ratio) value which is identical to the t-test. The value listed in the significance column shows the level of significance between the variables in the model. In testing the hypothesis it can be seen from the t-statistical value and the probability value. The criterion for acceptance / rejection of the hypothesis is that H_a is accepted and H_o is rejected when the $t\text{-statistic} > t\text{ table}$ and to reject /

accept the hypothesis using probability, then H_a is accepted if the p value is <0.05 . Hypothesis testing in this study consists of direct effect, indirect effect and total effect, with t table obtained from the probability of 5% and $df = 264 - 1 = 263$, then the result is 1.969, along with the results of hypothesis testing obtained.

Table 7. Regression Weights (Direct Effect)

	Estimate	S.E.	C.R.	P	Kesimpulan
Training <- Leadership	0.612	0.075	8.156	0.000	Diterima
Commitment <- Leadership	1.375	0.100	13.721	0.000	Diterima
Motivation <--- Leadership	0.068	0.123	0.551	0.581	Ditolak
Performance Management <--- Training	0.106	0.050	2.133	0.033	Diterima
Performance Management <--- Commitment	0.039	0.042	0.930	0.352	Ditolak
Performance Management <--- Motivation	0.069	0.027	2.524	0.012	Diterima
Performance Management <--- Leadership	3.381	0.135	24.969	0.000	Diterima

Based on the results of the table 4.10 above, the results of the hypothesis testing between variables are as follows:

1. Hypothesis I: The Effect of Principal Leadership on Productive Teacher Professional Training

Hypothesis 1 in this study regarding the effect of principal leadership on productive teacher professional training, obtained a CR result of 8,156 and a p-value of 0,000, then compared with the t-table value and 5% probability, because the results of $CR > t$ table ($8,156 > 1,969$) and p-value ($0,000 < 0,05$), then H_0 is rejected and H_a is accepted, so from these results it can be concluded that the hypothesis is accepted, which can be stated that the principal's leadership has a positive effect on productive teacher professional training.

2. Hypothesis II: The Effect of Principal Leadership on Teacher Commitment

Hypothesis 2 in this study regarding the effect of principal leadership on teacher commitment, obtained a CR result of 13,721 and a p-value of 0,000, then compared with the t-table value and 5% probability, because the results of $CR > t$ table ($13,721 > 1,969$) and p-value ($0,000 < 0,05$), then H_0 is rejected and H_a is accepted, then from these results it can be concluded that the hypothesis is accepted, which can be stated that the principal's leadership has a positive effect on teacher commitment.

3. Hypothesis III: The Effect of Principal Leadership on Work Motivation

Hypothesis 3 in this study regarding the effect of principal leadership on work motivation, obtained a CR result of 0.551 and a p-value of 0.581, then compared with the t-table value and 5% probability, because the results of $CR < t$ table ($0.551 < 1.969$) and p-value ($0.581 > 0.05$), then H_0 is accepted and H_a is rejected, so from these results it can be concluded that the hypothesis is rejected, which can be stated that the principal's leadership has no positive effect on work motivation.

4. Hypothesis IV: The Effect of Productive Teacher Professional Training on Teacher Teaching Performance Management

Hypothesis 4 in this study regarding the effect of productive teacher professional training on teacher teaching performance management, obtained a CR result of 2.133 and a p-value of 0.033, then compared with the value of t table and probability of 5%, because the results of $CR > t$ table ($2.133 > 1.969$) and pvalue ($0.033 < 0.05$), then H_0 is rejected and H_a is accepted, so from these results it can be concluded that the hypothesis is accepted, which can be stated that productive teacher professional training has a positive effect on teacher teaching performance management.

5. Hypothesis V: The Effect of Teacher Commitment on Teacher Teaching Performance Management

Hypothesis 5 in this study regarding the effect of teacher commitment to teacher teaching performance management, obtained a CR result of 0.930 and a p-value of 0.352, then compared with the t-table value and 5% probability, because the results of $CR < t_{table}$ ($0.930 < 1.969$) and $pvalue (0.352 > 0.05)$, then H_0 is accepted and H_a is rejected, so from these results it can be concluded that the hypothesis is rejected, which can be stated that teacher commitment has no positive effect on teacher teaching performance management.

6. Hypothesis VI: Effect of Work Motivation on Teacher Teaching Performance Management

Hypothesis 6 in this study regarding the effect of work motivation on teacher teaching performance management, obtained a CR result of 2.524 and a p-value of 0.012, then compared to the t-table value and 5% probability, because the results of $CR > t_{table}$ ($2.524 > 1.969$) and $p-value (0.012 < 0.05)$, then H_0 is rejected and H_a is accepted, so from these results it can be concluded that the hypothesis is accepted which can be stated that work motivation has a positive effect on teacher teaching performance management.

7. Hypothesis VII: The Effect of Principal Leadership on Teacher Teaching Performance Management

Hypothesis 7 in this study regarding the principal's leadership on teacher teaching performance management, obtained a CR result of 24,969 and a p-value of 0,000, then compared with the t-table value and 5% probability, because the results of $CR > t_{table}$ ($24,969 > 1,969$) and $p-value (0,000 < 0.05)$, then H_0 is rejected and H_a is accepted, so from these results it can be concluded that the hypothesis is accepted, which can be stated that the principal's leadership has a positive effect on teacher teaching performance management.

DISCUSSION

One of the influences of principal leadership on teacher teaching performance is reliable human resources that are closely related to the leadership patterns applied in an organization. Leadership is a person's ability to move subordinates to be willing to act and work optimally in order to achieve goals. Arifin (2004: 23) states that: "Leadership acts as a driving force for all human resources and other resources in the organization". Therefore, leadership has a central role in the dynamics of organizational life.

Slamet (2000: 46) states "The principal must be able to mobilize teacher staff and administrative staff, and the principal is responsible for organizing educational activities, school administration, coaching educational personnel and empowering and maintaining infrastructure".

Based on the aforementioned opinions and findings, in this study the principal leadership variable is thought to have a significant relationship with teacher teaching performance. In this study, the hypothesis is: "Principal leadership has a positive effect on teacher teaching performance (H_1)"

The influence of principal leadership on teacher commitment. Research conducted by Bennis and Nanus (in Yukl, 2010: 338) found that: "Commitment to the vision is closely related to follower trust in the leader. Trust is dependent on perceived expertise of the leader, but it also depends on the leader's consistency in statement and action. "Commitment to vision achievement is closely related to follower (teacher) trust in the leader. Follower (teacher) belief is influenced by the performance of the leader and also on the consistency of the leader's statements and actions.

From the process of leadership influence, followers or subordinates will have an attitude of commitment, obedience, or even against their leadership. In this study the hypothesis is as follows: "Principal leadership has a positive effect on teacher commitment (H_2)".

The influence of the principal's leadership on teacher work motivation The principal as a motivator must have the right strategy to motivate education personnel to carry out various tasks and functions. McShane and Von Glinow, (2008: 402), define leadership as "Leadership is influencing, motivating, and enabling others to contribute toward the effectiveness and success of the organizations of which they are members". Leadership is influencing, motivating, and providing opportunities for people (teachers) to contribute to the effectiveness and success of the organizations in which they are members. In this study, this relationship is hypothesized to be: "Principal leadership has a positive effect on teacher work motivation (H3)".

The Influence of Principal Leadership on Productive Teacher Training Wayne F. (2003: 245) stated that: "Training consists of planned programs designed to improve performance". This means that training is aimed at improving performance, therefore it must be planned, and designed so that it can fill the gap between the skills productive teachers have and the skills they should have. In contrast to the facts that are often found in the field, training tends to be used as a means of collecting teacher credit scores so that the opportunity for teachers to participate in training is equal, the impact of post-training teacher teaching performance is less significant.

Based on the previous explanation, it can be concluded that the principal's leadership has an effect on teacher training in this study of productive teachers. In this study, this relationship is hypothesized to be: "Principal leadership has a positive effect on productive teacher training (H4)".

The Effect of Teacher Commitment on Teacher Teaching Performance Mowday (in Sopiah, 2008: 155) states that work commitment is another term for organizational commitment. Organizational commitment is the degree to which employees believe and accept the goals of the organization and will remain or will not leave the organization.

The Effect of Teacher Work Motivation on Teacher Teaching Performance Work motivation is an impetus that grows in a person to do a job with high enthusiasm using all the abilities and skills he has which aim to get work results so as to achieve satisfaction as desired. To get quality and quantity work, a teacher needs work motivation. This work motivation will greatly influence his morale and ultimately determine his performance.

Therefore, in this study, the teacher work motivation variable is believed to have an effect on teacher performance. This influence is hypothesized as follows: "Teacher work motivation has a positive effect on teacher teaching performance (H6)".

The Effect of Productive Teacher Training on Teacher Teaching Performance The importance of training in human resource development cannot be denied. Almost all human resource experts in their writing include training as an activity that is able to adjust the knowledge, skills and attitudes of employees with those that are demanded by each employee's job. However, a number of studies in several institutions found a different impact of training. Werther and Davis (1996: 284) say that: "... training can make a substantial contribution when done properly". While Schuler (1987: 406) said that "Successful implementation of training and development programs depends on selecting the right programs for the right people under the right conditions. Need analysis helps identify the right people and the right programs, and several training and development considerations help make the right conditions. This means that the success of training as an employee development effort is determined by various things including the suitability of the program to the needs of the participants and the suitability of the training method.

This means that the success of training as an employee development effort is determined by various things including the suitability of the program to the needs of the participants and the suitability of the training method.

CONCLUSION

Based on the research results, the researcher can conclude as follows.

1. Principal leadership has a positive effect on productive teacher professional training, this shows that the higher the leadership of the principal, the more productive teacher professional training for vocational school teachers in 15 districts / cities of North Sulawesi Province.
2. The leadership of the principal has a positive effect on teacher commitment, this shows that the higher the leadership of the principal, the greater the commitment of vocational school teachers in 15 districts / cities of North Sulawesi Province.
3. The leadership of the principal does not have a positive effect on work motivation, this shows that the higher the leadership of the principal, the higher the work motivation of vocational school teachers in 15 districts / cities of North Sulawesi Province.
4. Productive teacher professional training has a positive effect on teacher performance management, this shows that the higher the teacher professional training, the more vocational teacher performance management will be in 15 districts / cities of North Sulawesi Province.
5. Teacher commitment does not have a positive effect on teacher performance management, this shows that the higher the teacher's commitment, the higher the performance management of SMK teachers in 15 districts / cities of North Sulawesi Province
6. Work motivation has a positive effect on teacher performance management, this shows that the higher the teacher's work motivation, the better the performance management of SMK teachers in 15 districts / cities of North Sulawesi Province.
7. The leadership of the principal has a positive effect on teacher performance management, this shows that the higher the leadership of the principal, the better the performance management of SMK teachers in 15 districts / cities of North Sulawesi Province.
8. Directly the principal's leadership has a positive effect on teacher performance and indirectly there is a positive influence on the principal's leadership on teacher performance through teacher job training.

REFERENCES

- Alsa, Asmadi. (2004). *Pendekatan Kuantitatif dan Kualitatif serta Kombinasinya dalam Penelitian Psikologi*. Yogyakarta: Pustaka Pelajar.
- Baedowi., Hartoyo., dan Gede Agung. (2011). Motivasi guru memperoleh sertifikasi. *Jurnal Penelitian dan Pengembangan Pendidikan*, Jakarta: Direktorat Jenderal PMPTK Depdiknas.
- Departemen Pendidikan dan Kebudayaan (2009). *Peraturan Pemerintah Nomor 41 Tahun 2009 tentang Tunjangan Profesi Guru dan Dosen, Tunjangan Khusus Guru dan Dosen, serta Tunjangan Kehormatan Profesor*. Jakarta: Depdikbud
- Departemen Pendidikan dan Kebudayaan (2007). *Peraturan Menteri Pendidikan Nasional Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru*. Jakarta: Depdikbud.
- Departemen Pendidikan dan Kebudayaan (2008). *Peraturan Pemerintah Nomor 74 Tahun 2008 tentang Guru*. Jakarta: Depdikbud.
- Daryanto, M. (2006). *Administrasi Pendidikan*. Jakarta: Rineke Cipta.
- Hasibuan, Malayu, S.P. (2005). *Manajemen Sumber Daya Manusia*. Jakarta: PT. Bumi Aksara.
- Mangkunegara, A. P. (2004) *Manajemen Sumber Data Perusahaan*, Bandung: PT. Refika Aditama

- McShane, Steven L. & Von Glinow, Mary Ann, (2008). *Organizational behavior, fourth edition*. United States of America : McGraw Hill International
- Sudjana, N. (2009). *Dasar-Dasar Proses Belajar Mengajar*. Bandung: Sinar Baru Algesindo.
- Sugiyono, (2010). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, kualitatif, dan R&D*. Bandung: CV.Afabeta
- Supardi, (2013). *Kinerja Guru*. Jakarta: PT RajaGrafindo Persada
- Sopiah, (2008). *Perilaku Organisasional*. Yogyakarta: Andi Offset.
- Wena, Made. (2012) *Strategi Pembelajaran Inovatif Kotemporer*. Jakarta: Bumi Aksara
- Yukl, G. (2010). *Leadership in organizations (7th ed)*. Upper Saddle River, NJ: Prentice Hall.