THE INFLUENCE OF PRINCIPAL LEADERSHIP, WORK MOTIVATION, AND WORK DISCIPLINE ON THE PERFORMANCE OF VOCATIONAL SCHOOL TEACHERS IN CLUSTER 3 OF SOUTH TANGERANG CITY

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Abstract: This research aims to examine and analyze the influence of school principal leadership, motivation and work discipline on the performance of vocational school teachers in cluster 3 of South Tangerang City. Data collection was carried out through distributing questionnaires and carried out on 154 teachers. Data analysis in this research used SPSS version 21. The sampling technique used was the census method and the data testing techniques used in this research included validity testing with factor analysis, reliability testing with Cronbach's Alpha. Test classical assumptions and multiple linear regression analysis, to test and prove research hypotheses. The results of the analysis show that the principal's leadership has a positive effect on employee performance. Motivation has a positive effect on teacher performance and work discipline has a positive effect on teacher performance.

Keywords: Influence of Principal Leadership, Motivation and Work Discipline on Teacher Performance.

INTRODUCTION

The development of the world of education in Indonesia is currently increasingly rapid and requires all parties to be able and ready to compete in the era of globalization. Education is the most urgent means of developing human resources and national character*(Nation Character Building).*The honor and dignity of a nation is largely determined by the quality of its education. In the context of the Indonesian nation, improving the quality of education is a development target in the field of national education and is an integral part of efforts to improve the quality of Indonesian people as a whole. Mulyasa, (2005). In order for education to be of quality, one of the important factors that must be met is the presence of quality teachers and school principals who are professional, prosperous and dignified.

Rapid growth in the Indonesian education sector requires all parties to compete in the current era of globalization. Education is the main key in developing human resources and building national character. The quality of education greatly influences the dignity of a nation. In Indonesia, improving the quality of education is the main focus in national development and improving overall human quality. One important factor in achieving quality education is having good, professional, prosperous and dignified teachers and school principals.

Schools as complex and unique organizations require a high level of coordination to achieve their vision and mission. Human resources play the biggest role in achieving organizational goals. Even though it can be a driver for achieving goals effectively and efficiently, HR can also be an obstacle. Therefore, the principal as a decision maker must pay extra attention to the school environment and the individuals in it.

Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers emphasizes that a teacher is an educational professional who is responsible for various tasks such as educating, teaching, guiding, directing, training, assessing and evaluating students. Article 31 of the 1945 Constitution of the Republic of Indonesia confirms the right of every citizen to receive basic education which must be funded by the government. The government is responsible for implementing a national education system that prioritizes increasing faith, piety, morality and intelligence in the life of the nation. The government is also

mandated to allocate an education budget of at least 20% of the state and regional income and expenditure budgets. The vision of Law Number 20 of 2003 concerning the National Education System is to create an education system that acts as a strong and authoritative social institution to empower all Indonesian citizens to become quality human beings, able to face changing times proactively.

Education is the main foundation for building quality Human Resources (HR). Schools are important centers in the world of education, which have a vision, mission, goals and functions that must be carried out. To achieve all this, schools need professional staff, well-organized work procedures, as well as financial and non-financial support. As a system, a school consists of various components that are interrelated and contribute to achieving goals. These components include students, curriculum, learning materials, teachers, principals, other educational staff, environment, facilities, learning processes, and final results. All of these components must develop following the times and changes in the environment.

This development requires a fundamental change process. This development process starts from identifying problems that hinder the functioning of the school organization. Institutional development seeks to introduce changes in an organization's ways, structures, processes, and systems to better align with its mission. In this change process, all school components must be involved. Changes occur in terms of structures, processes, staffing and systems, as well as how the change process itself is managed so that the school can carry out its mission effectively. During the change process, individuals in the organization improve their abilities and performance in accordance with their goals, resources and environment. This change will not be successful without full support from human resources, which is a valuable asset in achieving organizational goals.

Quality human resources are the main prerequisite for the progress of a nation and state. Even though natural resources and infrastructure can be great, in the end, achieving development targets depends on the ability of competent human resources. In this context, a quality education system is the main key. Teachers, as part of human resources in schools, have a vital role in achieving educational goals. The issue of teacher performance is of concern to various parties, because teacher performance has a direct impact on students and their parents.

The government has taken steps to increase attention to education, such as implementing the education budget in accordance with the mandate of the law which mandates a minimum allocation of 20%. Therefore, teacher performance is the focus of all parties. Teachers must have adequate competence and serve optimally. However, teacher performance is influenced by various factors, both internal and external.

However, the situation in the field still shows that there are a number of problems that have not been resolved as expected. According to Bahri, the quality of education in Indonesia has not yet experienced a significant improvement. This is reflected in Indonesia's Human Development Index (HDI) ranking which is still lagging behind compared to other ASEAN countries such as Malaysia and Thailand. The problem of education quality cannot be blamed on just one party, but is a joint responsibility of educational institutions, government, society and parents.

The achievements of a Vocational High School (SMK) in South Tangerang City are often measured through student achievement in National Examinations and high graduation rates. Although schools that achieve the highest National Examination scores and a 100% graduation rate are considered successful, this does not always reflect teacher performance directly. For example, at Link and Match Pondok Cabe Vocational School on Jalan Raya Terminal Pondok Cabe No. 95, South Tangerang City, there is data on the average National Examination scores and pass percentage in the last three years. Although there has been a slight increase in the average final National Examination score, student achievement has not yet reached optimal levels.

In an effort to achieve educational goals, teacher performance needs to meet qualification standards and organizational norms. Factors such as organizational culture, leadership style, job satisfaction, discipline, commitment, motivation, compensation, and work environment have a significant influence on teacher performance. Therefore, an in-depth study is needed regarding the influence of school principal leadership, work motivation and work discipline on the performance of teachers at SMK Gugus 3 South Tangerang City.

The leadership of the school principal has a significant role in determining the success of school achievement. Alan Tucker, as mentioned in Syafarudin, defines leadership as the ability to influence or encourage people in a group to work voluntarily to achieve certain goals in certain situations. Tabrani Rusyan also highlighted that the principal's leadership provides work motivation to increase teacher productivity and student learning outcomes. According to Mulyasa, school principals have a dual role as Educator, Manager, Administrator, Supervisor, Leader, Innovator and Motivator.

An effective school principal must be able to provide instructions, supervise, increase the motivation of educational staff, facilitate two-way communication, and delegate tasks. Wahjosumijo emphasized that school principals as leaders must have special characteristics that include a strong personality, basic skills, professional experience and knowledge, as well as administrative and supervisory knowledge.

Factors such as leadership, motivation, and work discipline can be used to improve performance. According to Hasibuan, leadership is a person's way of influencing his subordinates to work together and be productive to achieve organizational goals. Good leaders are able to motivate their subordinates, both through giving awards and motivation related to completing work. However, in practice, there is still a phenomenon in the field where leaders do not involve subordinates in setting organizational targets. Apart from that, the rigid relationship between superiors and subordinates means that employee complaints and problems are not conveyed properly to superiors. As a result, these problems are hidden and employees feel pressured by the targets and tasks given. There is still a lack of firm decisions in enforcing the rules and regulations that have been established.

The principal's ability as a leader can be analyzed from personality, knowledge about education, school vision and mission, decision-making abilities, and communication skills. Important personality traits include honesty, self-confidence, responsibility, courage to take risks and decisions, having a big soul, stable emotions, and being a role model. The principal's leadership acts as a motivator in encouraging teachers' work discipline. Even though discipline is only one aspect of teacher performance which involves attendance, compliance with rules, work productivity, and motivation, it has a big impact, especially in the context of an education system that still relies on the role of teachers in the learning process. Various studies show that the principal's leadership has a relationship and influence on teacher performance.

The results of studies and observations on the leadership of school principals at SMK Gugus 3 in South Tangerang City show that the leadership style applied tends to be democratic, with leaders who prioritize cooperation, accept input and criticism from subordinates, give them freedom, and are objective in providing feedback. However, in urgent decision-making situations, the leadership style can turn authoritarian.

The principal at SMK Gugus 3 South Tangerang City is considered to have carried out his leadership well, which is proven through data on the implementation of intensive coaching, direction and supervision. A school principal must have an exemplary personality, the ability to motivate, good planning, making the right decisions, effective communication, and the ability to delegate tasks. The school principal holds a large responsibility in managing the school and creating a conducive climate for the educational process. The principal's leadership has a significant influence on teacher performance, which can influence their work effectiveness. However, there is a gap between theory and facts regarding teacher performance at SMK Gugus 3 South Tangerang City. Even though the Republic of Indonesia Minister of National Education Regulation no. 18 of 2007 stipulates four professional teacher competencies, such as pedagogical, professional, social, and personality, but teacher performance still shows deficiencies, such as incompatibility in teaching, unclear task structures, and work schedules that are not well coordinated.

Furthermore, a person's motivation is not always only influenced by external factors such as financial needs alone, but also by intrinsic motivation which involves pride in one's abilities, love of work, or great interest in the task being carried out. Various expert views on motivation show that there is no fixed formula for motivation, because the factors that influence it vary. However, motivation has a close relationship with behavior and work performance; The higher a person's motivation, the better his work performance, and vice versa. Motivation is also directed at achieving goals, so it is important for leaders to have clear goals in the organization. Physical, psychological and environmental factors also need to be considered in providing motivation to employees or subordinates, considering that each individual is different in this regard.

Maslow's theory of needs is one of the popular concepts related to human needs. According to Maslow, there are five levels of needs, namely physiological, safety, social, self-esteem and self-actualization needs. The implementation of the abilities that a school principal must have is reflected in his various duties, such as preparing plans, organizing activities, directing, coordinating, supervising, evaluating, determining policies, holding meetings, making decisions, organizing learning, and establishing relationships with the community. Apart from that, administrative tasks such as planning, organizing, financial management, curriculum preparation, student handling, infrastructure management, staffing, are also part of the school principal's responsibilities. Purwanto in Uno (2013: 64) explains that motivation for humans has several functions, such as being a driving force that encourages individuals to achieve goals, determining the direction of actions towards achieving goals, preventing deviation from the right path, and selecting actions that are in accordance with the goals. desired.

Work motivation is an important factor that can improve teacher performance. Teachers who have high motivation tend to carry out their duties with full enthusiasm and energy, because they are driven by certain goals or motives. Research by McCleland, Edward Murray, and Miller and Gordon shows that achievement motivation is positively related to performance achievement. This means that individuals with high achievement motivation tend to achieve better performance. However, there have been no significant work performance results from teachers at SMK Gugus 3 South Tangerang City in a single competition. One of the factors thought to be the cause is low teacher motivation, both in carrying out main tasks and in

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achieving higher work performance. It was also found that some teachers at SMK Gugus 3 South Tangerang City experienced a lack of work motivation and commitment to the organization, which was reflected in inconsistent attendance, unpunctuality in teaching, and completeness of learning support facilities.

Furthermore, at SMK Cluster 3 South Tangerang City, there are still many aspects that need to be improved, including teacher performance, discipline, work motivation, and the principal's leadership style. Discipline is also an important factor that can improve teacher performance. Discipline is defined as a procedure for providing correction or punishment to subordinates who violate rules or procedures, which reflects the level of seriousness of the work team in an organization. According to Keith Davis, work discipline is a part of management that is closely related to performance, because it is related to employee behavior and can influence overall performance.

Work discipline is still not optimal, which can be seen from several teachers being late and lacking enthusiasm in teaching. Apart from that, there are also teachers who do not have higher education and teach outside their educational background, indicating a lack of competence in teaching. The low level of teacher discipline is reflected in absenteeism data in the last semester. Although the monthly absenteeism rate appears relatively low, namely under 10%, in the context of the current education system, this can have a significant negative impact. The absence of teachers can result in students being neglected due to a lack of supervision and guidance, especially if the teachers are often absent for reasons of laziness or lack of responsibility. As a result, the learning process is hampered and students do not receive optimal knowledge.

In the cluster 3 area of South Tangerang City, there are many schools where teacher work discipline is still a problem. Many teachers have undisciplined habits, such as not adhering to working hours, forming groups within the school, and showing obedience only when the principal is present. This condition results in a lack of order in the implementation of teaching and learning activities (KBM), so that the effectiveness of study hours is reduced. At this point, the leadership role of the school principal becomes very important. The principal must be able to lead and manage the school firmly, as well as create a conducive work atmosphere to prevent disintegration in the school environment. Apart from that, the school principal must also take firm action against violations that occur, so that all components in the school can provide optimal services to students.

RESEARCH METHODS

This research aims to obtain information regarding the performance problems of Vocational High School teachers in cluster 3 of South Tangerang City as well as the variables that are thought to influence this performance. The specific aim is to evaluate the influence of school principal leadership, work motivation, and work discipline on teacher performance in this environment. This research will try to describe and analyze the relationship between the three independent variables and teacher performance, with the hope of providing conclusions that can provide input to various parties related to education at Vocational High Schools in cluster 3 of South Tangerang City.

The research was conducted at Vocational High Schools in cluster 3 of South Tangerang City, the research population consisted of 240 teachers in four Vocational High Schools in cluster 3 of South Tangerang City. Sampling was carried out using proportional random sampling technique, with a total sample of 155 teachers selected randomly from each school. The research method used is a survey method with a correlational approach, which aims to identify the relationship between the independent variable and the dependent variable. D

Data will be collected through questionnaires, interviews and observations. Questionnaires are used to obtain primary data about the variables studied. The questionnaire used is a closed questionnaire, where respondents are asked to choose answers that have been provided by the researcher. This instrument was prepared by the researcher himself based on a literature review and validity and reliability tests. Meanwhile, interviews with leaders and employees in the research environment will provide additional data that cannot be obtained through questionnaires. Observations will also be carried out to obtain further information about the variables being studied. The questionnaire respondents were teachers, while to measure teacher performance, the respondents were the deputy head of curriculum and the school principal. The collected data was processed using multiple linear regression analysis with SPSS 21.00

RESEARCH RESULTS AND DISCUSSION
A. Respondent Profile

This research was conducted at four private vocational schools in South Tangerang City, namely Sasmita Jaya 1 Vocational School Pamulang, Link and Match Pondok Cabe Vocational School, Sasmita Jaya 2 Vocational School Pamulang, and Waskito Pamulang Vocational School.

SMK Sasmita Jaya 1 Pamulang has a vision to become a school that produces professional graduates and is able to take advantage of job opportunities in the era of globalization. Led by a principal with the support of 2 deputy principals and 5 heads of study programs, this school has 94 teaching staff and 10 staff employees. Meanwhile, SMK Link and Match Pondok Cabe has a vision of becoming a training institution capable of preparing competent, independent and global-minded graduates. Led by a principal with 4 deputy principals, this school has 56 teaching staff and 12 staff employees.

Sasmita Jaya 2 Pamulang Vocational School has a vision to become a superior educational institution that produces quality and independent graduates in the fields of electronics and motorbike engineering. Led by a principal, this school has 60 teaching staff and 12 staff employees. Lastly, Waskito Pamulang Vocational School has a vision to form quality and independent middle school personnel in the automotive and informatics fields. Led by a principal, this school has 30 teaching staff and 9 staff employees.

Based on the research results, the majority of vocational school teacher respondents in cluster 3 of South Tangerang City are women, with a percentage reaching 60%. Most of them, namely 89.68%, have a bachelor's degree, while only 10.32% have a master's degree. The composition of teachers' work experience varies greatly, with 22.58% of respondents having work experience of more than 20 years, while 32.26% have work experience of less than 5 years. The majority of respondents were aged between 25 to 29 years, which accounted for 60.64% of the total respondents, while respondents aged over 40 years accounted for 23.87%.

B. Test Research Instruments

Validity shows the extent to which the measuring tool used measures what is being measured. The method is to correlate the scores obtained on each question item with the individual's total score. In conducting this research, the author used an instrument in the form of a questionnaire consisting of 18 items for principal leadership variables, 15 items for work motivation, 15 items for work discipline and 20 items for teacher performance statements.

Table 1. Leadership Variable Validity Test Results

Item No	Validity Level	Information
X1 _1	0.680	Valid
X1 _2	0.452	Valid
X1 _3	0.471	Valid
X1 _4	0.661	Valid
X1 _5	0.672	Valid
X1 _6	0.630	Valid
X1 _7	0.623	Valid
X1 _8	0.557	Valid
X1 _9	0.599	Valid
X1 _10	0.620	Valid
X1 _11	0.576	Valid
X1 _12	0.512	Valid
X1 _13	0.422	Valid
X1 _14	0.439	Valid
X1 _15	0.460	Valid
X1 _16	0.437	Valid
X1 _17	0.487	Valid
X1 _18	0.503	Valid

Source: Attachment to reliability validity test
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Table 2. Validity Test Results for Work Motivation Variable Items

Item No	Validity Level	Information
X2 _1	0.606	Valid
X2 _2	0.583	Valid
X2 _3	0.672	Valid
X2 _4	0.653	Valid
X2 _5	0.716	Valid
X2 _6	0.718	Valid
X2 _7	0.625	Valid

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X2 _8	0.607	Valid
X2 _9	0.442	Valid
X2 _10	0.711	Valid
X2 _11	0.729	Valid
X2 _12	0.659	Valid
X2 _13	0.688	Valid
X2 _14	0.549	Valid
X2 _15	0.630	Valid

Table 3. Validity Test Results for Work Discipline Variable Items

Item No	Validity Level	Information
X3 _1	0.746	Valid
X3 _2	0.764	Valid
X3 _3	0.788	Valid
X3 _4	0.802	Valid
X3 _5	0.686	Valid
X3 _6	0.819	Valid
X3 _7	0.791	Valid
X3 _8	0.826	Valid
X3 _9	0.831	Valid
X3_10	0.809	Valid
X3 _11	0.863	Valid
X3 _12	0.876	Valid
X3 _13	0.810	Valid
X3 _14	0.818	Valid
X3 _15	0.836	Valid

Table 5. Validity Test Results for Teacher Performance Variable Items (Y)

Item No	Validity Level	Information
Y _1	0.654	Valid
Y _2	0.650	Valid
Y _3	0.675	Valid
Y _4	0.684	Valid
Y _5	0.560	Valid
Y _6	0.550	Valid
Y _7	0.713	Valid
Y _8	0.652	Valid
Y _9	0.707	Valid
Y _10	0.695	Valid
Y _11	0.698	Valid
Y _12	0.714	Valid
Y _13	0.695	Valid
Y _14	0.667	Valid
Y _15	0.465	Valid
Y _16	0.487	Valid
Y _17	0.597	Valid
Y _18	0.470	Valid
Y _19	0.496	Valid
Y _20	0.403	Valid

Based on the validity test table, information regarding the level of validity is obtained, that all items are declared valid and used for research.

Next, a reliability test was carried out on question items that were declared valid. A variable is said to be reliable or reliable if the answers to questions are always consistent.

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Table 6. Reliability Test Results

Variable	Reliability	Criteria
Principal Leadership (X1)	0.954	High Reliability
Work Motivation (X2)	0.935	High Reliability
Work Discipline (X3)	0.986	High Reliability
Teacher Performance (Y)	0.949	High Reliability

From the data above, the principal leadership variable (X1) is 0.954 with high reliability criteria, the work motivation variable (X2) is 0.935 with high reliability criteria, the work discipline variable (X3) is 0.986 with high reliability criteria, and the teacher performance variable (Y) is 0.949 with high reliability criteria.

C. Research Results and Discussion
1. Research Results

Path analysis was used to examine the influence of principal leadership, work motivation, and work discipline on teacher performance. Data from research questionnaires which have an ordinal measuring scale are transformed into an interval scale using the Method of Successive Interval (MSI). Hypothesis testing was carried out to determine how much influence the principal leadership variables, work motivation and work discipline have on teacher performance. The variables of principal leadership, work motivation, and work discipline are considered as causal variables (exogenous), while teacher performance is an effect variable (endogenous). The initial step in the analysis is to evaluate the correlation between these variables, the results of which are listed in the table.

Table 7. CorrelationBetween Variables

		Principal leadership (X1)	Motivation work (X2)	Discipline work (X3)	Performance teacher (Y)
Chief leadership school (X1)	Pearson Correlation	1	,723**	.438**	,828**
	Sig. (2-tailed)		,000	,000	,000
Work motivation (X2)	Pearson Correlation	,723**	1	.505**	,766**
	Sig. (2-tailed)	,000		,000	,000
Work discipline (X3)	Pearson Correlation	.438**	.505**	1	,564**
	Sig. (2-tailed)	,000	,000		,000
Teacher performance (Y)	Pearson Correlation	,828**	,766**	,564**	1
	Sig. (2-tailed)	,000	,000	,000	

**. Correlation is significant at the 0.01 level (2-tailed).
a. Listwise N=155

The path coefficient is obtained based on the correlation between variables. Through SPSS calculations, the path coefficients for school principal leadership, work motivation and work discipline on teacher performance are obtained as follows:

Table 8. Results of Path Coefficients X to Y

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1,479	3,710		,399	,692
	Principal leadership (X1)	,695	.116	,546	5,982	,000
	Work motivation (X2)	,351	,120	,278	2,920	,005
	Work discipline (X3)	,186	,074	,184	2,518	,015

a. Dependent Variable: Teacher performance (Y)

The path coefficient from principal leadership to teacher performance (PYX1) was 0.546, the path coefficient from work motivation to teacher performance (PYX2) was 0.278, and the path coefficient from work discipline to teacher performance (PYX3) was 0.184.

Table 9. Simultaneous Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
dimension0 1	.877a	,769	,757	5.60296

a. Predictors: (Constant), Work Discipline (X3), Principal Leadership (X1), Work Motivation (X2)

It was found that the joint influence of the principal leadership, motivation and discipline variables on teacher performance was 0.769. Apart from the influence of the principal's leadership, motivation and discipline variables on teacher performance, there is a probability that other variables (residue) will emerge. So, to calculate the magnitude of the influence coefficient of the variable in question, the following formula is used:

$$\rho_{y\varepsilon} = = 0.481\sqrt{1 - 0{,}769}$$

The path coefficient for other factors not included in the specification is 0.481

The path coefficient equation formed is expressed as follows:

Y = 0.546 X1 + 0.278 X2 + 0.184 X3 + 0.481

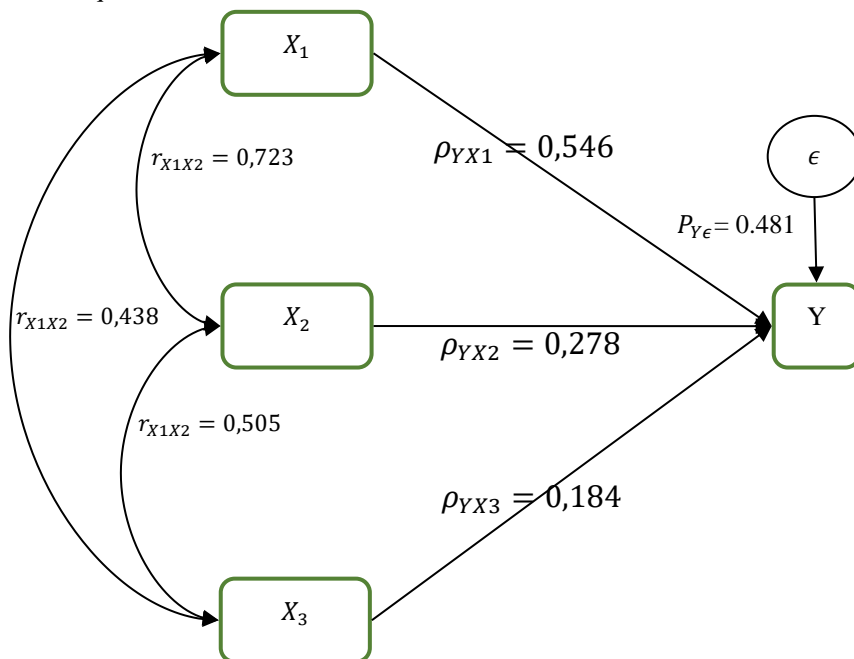This equation can be described in a structural model as follows:

Figure 1. Structural Model

From Figure 1. above, the test results can be formulated through the following table:

Table 10. Path Calculation Results

Variable	Path Coefficient
Principal Leadership (X1)	0.546
Work Motivation (X2)	0.278
Work Discipline (X3)	0.184

Source: Data Processing Results

The results of data processing to prove the direct and indirect influence of variables are presented in the following table:

Table 11. Direct and Indirect Influence of X1, X2 and X3 on Y

Variable	Coefficient Track	Influence Direct	Indirect influence (through)				Total
			X1	X2	X3		
X1	0.546	29.8%		11%	4.4%		45.2%

X2	0.278	7.7%		11.0%			2.6%	21.3%
X3	0.184	3.4%		4.4%	2.6%			10.4%
Total Influence (R2)								76.9%
Influence of other factors (ε)								23.1%

a. Test Results of the Influence of Principal Leadership on Teacher Performance

After testing the path coefficient from the principal's leadership to teacher performance, it was found that there was an influence of the principal's leadership on teacher performance. Then we could determine the magnitude of the direct and indirect influence of the principal's leadership on teacher performance.

Direct influence of X1 on Y

$$= . = 0.546 \times 0.546 = 0.298\ (29.8\%) \rho_{yx1}\ \rho_{yx1}$$

Indirect influence of X1 on Y through X2

$$= .\ rx1.x2\ .\ Pyx2 = 0.546 \times 0.723 \times 0.278 = 0.110\ (11\%) \rho_{yx1}$$

Indirect influence of X1 on Y through X3

$$= .\ rx1.x3\ .\ = 0.546 \times 0.438 \times 0.184 = 0.044\ (4.4\%) \rho_{yx1}\ \rho_{yx3}$$

From the results of the calculations above, it was found that the direct influence of the principal's leadership on performance was 29.8%. The magnitude of the indirect influence of the principal's leadership on teacher performance because there is a connection (relationship) with work motivation provides an additional influence of 11.0% and the indirect influence of the principal's leadership on teacher performance because there is a connection (relationship) with work discipline provides an additional influence of 4.4%

The total influence (direct and indirect influence) of the principal's leadership on performance was obtained at 29.8% + 11.0% + 4.4% = 45.2%.

b. Test Results of the Effect of Work Motivation on Teacher Performance

After testing the path coefficient from work motivation to teacher performance, it was found that there was an influence of work motivation on teacher performance, then we could determine the magnitude of the direct and indirect influence of work motivation on teacher performance.

Direct influence of X2 on Y

$$= . = 0.278 \times 0.278 = 0.077\ (7.7\%) \rho_{yx2}\ \rho_{yx2}$$

Indirect influence of X2 on Y through X1

$$= .\ rx1.x2.\ Pyx1 = 0.278 \times 0.723 \times 0.546 = 0.11\ (11\%) \rho_{yx2}$$

Indirect influence of X2 on Y through X3

$$= .\ rx2.x3\ .\ = 0.278 \times 0.505 \times 0.184 = 0.026\ (2.6\%) \rho_{yx2}\ \rho_{yx3}$$

From the results of the calculations above, it is obtained that the direct influence of work motivation on performance is 7.7%. The amount of calculation obtained is the indirect effect of work motivation on teacher performance because there is a link (relationship) with the leadership of the school principal which gives an additional influence of 11.0% and the indirect effect of the work motivation variable on teacher performance because there is a link (relationship) with work discipline gives an addition. influence of 2.6%. The total influence (direct and indirect influence) of work motivation on performance is 7.7% + 11.0% + 2.6% = 21.3%.

c.Test Results of the Effect of Work Discipline on Teacher Performance

After testing the path coefficient from work discipline to teacher performance which is statistically significant, we can then determine the magnitude of the direct and indirect influence of work discipline on teacher performance.

Direct influence of X2 on Y

$$= . = 0.184 \times 0.184 = 0.034\ (3.4\%) \rho_{yx3}\ \rho_{yx3}$$

Indirect influence of X3 on Y through X1

$$= .\ rx1.x3.\ = 0.184 \times 0.438 \times 0.546 = 0.044\ (4.4\%) \rho_{yx3} \rho_{yx1}$$

Indirect influence of X3 on Y through X2

$$= .\ rx2.x3\ .\ = 0.184 \times 0.505 \times 0.278 = 0.026\ (2.6\%) \rho_{yx3} \rho_{yx2}$$

From the results of the calculations above, the direct influence of the work discipline variable on performance is 3.4%. The calculation above shows an indirect effect of work discipline on teacher performance because there is a link (relationship) with the principal's leadership giving an additional

influence of 4.4% and an indirect effect of work discipline on teacher performance because there is a link (relationship) with work motivation. additional influence of 2.6%

D. Test results of the joint influence of principal leadership, work motivation and work discipline on teacher performance

The results of the direct and indirect effects obtained can be summarized in the following table:

Table 12. Coefficients for Principal Leadership Path, Work Motivation andWork Discipline on Teacher Performance

	Path Coefficientρ_{YX_1}	Direct influence	Influence does not direct	Total Influence
Principal leadership	0.546	29.8%	15.4%	45.2%
Work motivation	0.278	7.7%	13.5%	21.3%
Work discipline	0.184	3.4%	7.0%	10.4%
Total				76.9%

The results obtained show tThere was an influence of school principal leadership on the performance of vocational school teachers in cluster 3 of South Tangerang City of 45.2%, the influence of work motivation on the performance of vocational school teachers in cluster 3 of South Tangerang City of 21.3% and the influence of work discipline on the performance of vocational school teachers in cluster 3 South Tangerang City was 10.4%. So it can be seen that the influence of the principal's leadership on the performance of vocational school teachers in cluster 3 of South Tangerang City is the greatest among the three variables studied and is followed by the influence of work motivation and work discipline. In total, the influence of school principal leadership, work motivation and work discipline on the performance of vocational school teachers in cluster 3 of South Tangerang City was found to be 76.9%, while the remaining 23.1% was influenced by other factors.

DISCUSSION

The influence of the principal's leadership on teacher performance in SMK cluster 3 South Tangerang City is 45.2%, showing quite large significance. This means that the principal has the strongest impact in improving teacher performance compared to other factors studied. Apart from that, work motivation also contributed 21.3%, while work discipline had an impact of 10.4%. However, the direct influence of the principal's leadership is still the dominant factor in improving teacher performance, followed by work motivation and then work discipline. This emphasizes the importance of the role of effective leadership in creating a supportive work environment for teachers at SMK cluster 3, South Tangerang City.

The Head of Vocational Schools in cluster 3 of South Tangerang City effectively plays the role of Educator, Manager, Administrator, Supervisor, Leader, Innovator and Motivator (EMASLIM). As stated by Mulyasa (2009: 90), the main role of the principal in driving the school organization is very important. The principal's ability to carry out his duties well has a significant impact on teacher performance. When a school principal is able to fulfill the roles and functions of EMASLIM well, this will improve teacher performance and can raise the quality of education. The principal's leadership is a key factor that encourages schools to achieve goals and targets through programs designed in a planned and gradual manner.

Based on the results of research and data analysis, it was found that work motivation (X2) has a direct influence on teacher performance (Y) of 7.7%. Apart from that, there is an indirect influence through work discipline (X3) of 2.6%, and through the principal's leadership (X1) of 11%. The total influence of these three factors is 21% which is quite significant. The importance of work motivation on teacher performance is in accordance with the views of Gordon W. quoted by Mangkunegara (2005), that achievement motivation has a positive relationship with performance achievement. In this context, school principals have a crucial role as motivators in implementing policies and making decisions that can stimulate teachers' work motivation.

Based on the results of research and data analysis, it is concluded that work discipline (X3) has a direct influence on teacher performance (Y) of 3.4%. Apart from that, there is an indirect influence through the principal's leadership (X1) of 4.4%, and through work motivation (X2) of 2.6%. The total influence of these three factors is 10.4%, indicating a fairly high level of significance. The importance of discipline in the work environment is recognized because it has an impact on achieving organizational goals. The level of discipline of an employee can be reflected in punctuality, awareness of work, and compliance with applicable

regulations. Thus, a good level of discipline not only benefits the company, but also provides benefits for the employees themselves.

The results of research involving the influence of the principal's leadership, work motivation, and work discipline on teacher performance as a whole show that the principal's leadership has the greatest influence with a percentage of 45.2%. Followed by work motivation which has an influence of 21.3%, and work discipline with an influence of 10.4%. When these three variables are combined, the total influence of principal leadership, work motivation, and work discipline on teacher performance reaches 76.9%. This emphasizes that the variables that influence teacher performance do not operate separately, but interact and synergize with each other to provide a significant contribution.

CONCLUSION

Based on respondents' responses, the leadership of school principals in vocational schools in cluster 3 of South Tangerang City is considered good, but teachers' work motivation and work discipline still need to be improved. However, teacher performance is generally considered quite good. Teacher performance greatly influences student achievement, which can be measured by the way they educate, teach and interact with students. Other factors that influence teacher performance include the principal's leadership, work motivation, and work discipline. To improve student achievement, teachers need to continue to strive to increase insight, use appropriate learning methods, and pay attention to punctuality and discipline in carrying out tasks.

The results of data analysis show that the quality of leadership, which includes the various roles of school principals in education, management, administration, supervision, leadership, innovation and motivation, is rated as good. The level of work motivation, both from intrinsic and extrinsic sources, is also considered adequate according to research. Work discipline, including aspects of time regularity, awareness in carrying out tasks, and obedience to regulations, shows adequate quality according to research results. The performance of teachers at SMK cluster 3 in South Tangerang City, which includes teaching, guiding, assessing and training activities, is also considered quite good. The direct and indirect influence of the principal's leadership, work motivation, and work discipline on teacher performance has a significant and quite large impact. Thus, overall, the influence produced by the principal's leadership, work motivation, and work discipline on teacher performance shows a very large impact.

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