The Effect of Principal Leadership and Teacher Performance on the Quality of Education at Junior High School

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ABSTRACT

The quality of education is the ultimate goal of a teaching and learning process. This study aimed to examine the extent to which principal leadership and teacher performance could affect the quality of education at Junior High School level, both individually and concurrently. The research was conducted in Junior High School in Konawe regency, Southeast Sulawesi. The primary data was collected from 88 respondents. This study revealed that: 1) there is a significant effect of principal leadership on the quality of education at Junior High School; 2) there is a significant effect of teacher performance on the quality of education; 3) there is a significant simultaneous effect of principal leadership and teacher performance on the quality of education. The principal leadership variable and teacher performance explained 30.8% of the total variance in quality of education. Thus, in order to improve the quality of education in general, principal and teachers should develop their professional skills.

1. INTRODUCTION

Education is the basis for development and empowerment for every nation. It plays a vital role in understanding and participating in day to day activities of today’s world. It builds one’s character and plays a significant role in transmitting one’s culture, belief and values to others in society. It helps in creating innovations and meeting the growing needs of every nation. The development of a nation is not measured through the buildings it has built, the roads it has laid down, bridges it has constructed but by the
human resources, the nation has developed through a well-defined system of education. Although the physical facilities are usually important they are perishable and valuable. In the absence of proper education, the nation can hardly develop these and maintain them. Education is therefore more crucial factor not only to equip the new generations with skills so essential for earning a livelihood but also to create among them an awareness to social and environmental realities and inculcate in them scientific temper, independence of mind and spirit which are of paramount importance for them to become responsible citizens (Mehta & Rakhi Poonga, 1997).

Education also plays an important role in shaping an individual qualification in teaching. Education frequently takes place under the guidance of educators, and learners may also educate themselves. Education can take place in a formal or an informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The level of education helps people to earn recognition and respect in the society. Undoubtedly, education is both socially & personally an indispensible part of human life. An educational institution refers to a place that consist of a principal or other head, teachers and other stakeholders, staff, parents, and school committee, in which students are registered. The activities are regulated by a legal act or decree and follows a curriculum which is financed and controlled by a public authority. In this case, leader is the one who has important role in bringing the school into a quality educational institution (Southworth & Du Quesnay, 2008).

Indonesia’s education system comprises four levels of education: primary (grades 1–6), junior secondary (grades 7–9), senior secondary (grades 10–12), and higher education. The first two levels constitute ‘basic education’ as that term is used in the Indonesian context. Basic education is the foundation for secondary education. Basic education takes the form of primary schools is Sekolah Dasar (SD) as well as Madrasah Ibtidaiyah (MI), or other schools of the same level, and junior secondary schools, that is, Sekolah Menengah Pertama (SMP) as well as Madrasah Tsanawiyah (MTs), or other schools of the same level. Secondary education is the continuation of basic education. Secondary education comprises general secondary education and vocational secondary education. Secondary education takes the form of senior general secondary schools, that is, Sekolah Menengah Atas (SMA) as well as Madrasah Aliyah (MA), and senior vocational secondary schools, that is, Sekolah Menengah Kejuruan (SMK), as well as Madrasah Aliyah Kejuruan (MAK), or other schools of the same level. Higher education is a level of education after secondary education consisting of diploma, bachelor (sarjana), master, specialized postgraduate programs, and doctorate programs imparted by a higher education institution (Ministry of Educational and Culture, 2016).

The quality of education is closely related to leadership in managing school administration. Therefore, in improving the quality of education, leadership plays a challenging role of management in maximizing the efficiency and to achieve its goals. The success of improving the quality of education depend on teachers and principals. These two actors are the key in achieving school goals. The success of learning process is determined by the quality and performance of the teacher. The role
of the principal covers many different areas including leadership, teacher evaluation, and student discipline. Being an effective principal is hard work and is also time-consuming. A good principal is balanced within all his roles and works hard to ensure that he or she is doing the best for all constituents commitment. The quality of education is highly dependent on the creativity and the innovation of the school principal and the teacher's ability to teach. Therefore, the role and function of the principal and the teacher's performance are urgently needed in order to improve their school environment that lead to the quality of education.

Leadership in schools is very important in determining the quality of education. A principal is an individual who is able to perceive the available resources to encourage teachers to become professional and have high morale, and be able to devote much time of management and coordination to all stakeholders. A principal must become efficient at practices such as prioritizing, scheduling, and organization (Meador, 2019). The principal as school leader is expected to maintain the school performance, in order to measure the quality of education. It is not such an easy way to carry out because sometimes the school leaders can not work optimally even they have knowledge ability. On the other hand, they need to be able to control emotional intelligence.

At the same time, teacher performance is very important for school development. Based on the result of Teacher Competency Test (UKG) at Junior high level in Konawe Regency, the data showed that the average of teachers' score was 54,55. It shows that teachers' competency is still below the minimum standard. The implementation of teacher professional abilities is absolutely necessary in line with the implementation of regional autonomy, especially in the field of education. Therefore, the relationship between principal Leadership and Teachers' Job Satisfaction has been investigated by some researchers. However, little is known about the effect of principal leadership and teachers' performance.

Based on the results of the interview obtained from the school supervisor in Konawe regency that one of the problems found in school was that most principals were not equipped with adequate managerial leadership skills. Many principals only attended a few days of training on the concept of administration and orientation of the educational policy regulations when they were new of being principal. Principals had very limited autonomy in schools management and sometimes lack of skills to manage the school properly.

One of the concerns, both conceptually and practically in the field of education, is the principal's leadership. The quality of education at all school levels is a goal aspired to in all countries. The school achievement depends on many factors including personnel within each education system. In particular, leaders in educational institution and teachers' performance have essential roles in achieving the measure of quality to which all aspire. Based on the above analysis, therefore, this study justified the importance of principal and teacher performance in supporting the quality of education, especially in school level.

Research Questions
This research aimed to investigate the effects of Principal Leadership and Teachers’
Performance on the Quality of Education at Junior High School Level. The following are the research problems of the research:

1. Is there any significant effect of principal leadership on the quality of education at Junior High School level?
2. Is there any significant effect of teachers’ performance on the quality of education at Junior High School level?
3. Is there any significant effect of principal leadership and teachers’ performance concurrently on the quality of education at Junior High School level?

2. LITERATURE REVIEW

2.1 Education

Education is an attempt conscious and planned to create an atmosphere and the learning process so that learners are actively able to develop the potential that exists within him to have the spiritual strength of religious, good personality, self-control, morality, intelligence, and skills required by itself and the public (The Education Law 20 of 2003).

Education is the basis for development and empowerment for every nation. It plays a vital role in understanding and participating in day to day activities of today’s world. It builds one’s character and plays a significant role in transmitting one’s culture, belief and values to others in society. It helps in creating innovations and meeting the growing needs of every nation. Education is therefore more crucial factor not only to equip the new generations with skills so essential for earning a livelihood but also to create among them an awareness to social and environmental realities and inculcate in them scientific temper, independence of mind and spirit which are of paramount importance for them to become responsible citizens (Mehta & Poonga, 1997).

2.2 Leadership

During the twentieth century, there has been substantial effort put in by researchers and practitioners to classify different dimensions of leadership. Thus, creating an impact among organizational and social researchers to explore and understand structured research on leadership to understand leadership theories on trait, behavior, styles, and development of leaders. The history of leadership theory started with leadership traits, which makes the difference to the functioning and approach of the leader on his followers. This approach dominated research up to the late 1940’s. But further researches have proven that traits do not always predict leadership effectiveness, and so researchers have shifted to look at the behavior, style, and development of the leader and its effectiveness. The type of leadership applied in functions, situations, contexts, culture, working environment, new laws and regulations, information overload, organizational complexities and psycho-socio developments remarkably impact the leadership concept thereby, making it commensurate to the changing organizational dynamics (Amabile, Schatzel, Moneta & Kramer, 2004 & Khan, et, al 2016).

The study of leadership can be traced back to the ancient Egyptians, the Greek philosophers such as Pluto, Socrates, and Aristotle. To the Arabian civilization, it was
Ibn Khaldun in 1377. However, the understanding and importance of leadership studies emerged in the early part of the twentieth century but a social-scientific approach to study didn’t emerge until 1930’s (House & Aditya, 1997 & Ozera et. al, 2014). The effectiveness of leadership began at few of the centers in Iowa 1930, Michigan and Ohio states during 1940’s and 1950’s (Avolio, Bruce, Reichard, Rebecca, Hannah, Sean, Walumbwa, Fred, & Chan, Adrian. 2009). The first research studies concentrating on the leader were conducted by Tannenbaum & Massarik in 1957 (Almohaimeed, Saleh, 2014). Fisher (1985) and Chowdhury (2014) argue “Leadership is probably the most written about the social phenomenon of all time” and express with grief that it is still not well understood due to its complexity, defined by the number of variables associated with the concept of leadership, variables that encompass the entire social process. Over the years, researchers on the leadership focused on personality and traits of leaders, Situational and Contingencies factors that affected leadership and behavior styles, transformational, charismatic and transactional leadership. At the end of the twentieth century, attempts were made to look at various models of leadership to integrate and into a broader framework called “complete range theory of leadership” (Avolio, 1999 & Avolio.et.al., 2009).

Leadership is one of the terms that researchers have attempted to understand or define it. Today leadership is the most studied and least understood topic, since we assume that it’s a life’s phenomenon which is complex and mysterious (Almohaimeed. 2014). Since the early 20th century, leadership has constantly been redefined by a number of leadership theories having been proposed based on different theoretical perspectives by various researchers. There is no specific or single definition for leadership and it’s a complex as various literature and research studies on leadership are varied and there is no definition that is accepted universally. Most definitions have a common theme of directing a group on a goal. Shastri, Shashi Mishra & Sinha (2010) and Keskes (2014) define leadership as “the relationship between an individual and a group based on common interest and they behave as per the directions of the leader”. According to Yukl (1994), “leadership is the process of influencing followers”.

Leaders play an important role in the attainment of organizational goals by creating a climate that would affect employee’s attitudes, motivation, and behavior. Cole (2005) and Chowdhury (2014) define leadership as a “dynamic process whereby one-man effects other to contribute voluntarily to the realization and attainment of the objectives on the common goal”. Aspiration, values of the group that is representing the essence of leadership is to help a group or an organization to attain sustainable development and growth. Harper (2012) and Malik, Saleem, and Naeem (2016) argue that leadership brings in the required change to effect learning and development of required skills, performance and creates a platform for individual growth in an organization. Aldoory and Toth (2004) and Men (2010) put forward that despite the extensive research on the construct of leadership in the disciplines of management, business, and marketing, a scholarly discourse on leadership is lacking in public relations. Leadership is all about taking ownership and accountability aimed at achieving the end objective by applying the available resources and ensuring a cohesive
organization where an individual effects a group to achieve the common objective (Amanchukwu, Stanley & Ololube, 2015). Therefore, it appears that leadership interventions do have an impact on a variety of outcomes. Based on some definition according to some experts, it can be concluded that leadership is a process of influencing or setting an example by leaders to followers in an effort to achieve organizational goals.

2.3 Teacher Performance
Teachers’ performance is the ability of the teacher to impart the relevant skills, knowledge using appropriate methods consistently over time to enhance students’ learning and achievements. Corcoran, Evans and Schwab (2014) posited that the quality of teachers and teaching are the most dominating factors that affect learning at large scale. Additionally, teacher performance denotes teachers’ ability to functions effectively in performing his teaching tasks with high skills and effort with regards to his subject matter using a sound pedagogical content that leads to student’s understanding and effective learning.

Job performance is the product of a combination of an individual’s motivation and ability (Kreither, 1995). During the Eric system era the evaluation of teachers in teacher training on their performance started gaining familiarity (Akram, 2014). He further asserts that from 1976 to 1984 there were present 1055 studies on student’s evaluation of teacher performance. According to Adeyemi (2010) teacher performance refers to duties performed by teachers at a particular period in the school system. It is also the ability of teachers to combine relevant input for the enhancement of teaching and learning process (Riaz, 2000).

For quality education to be realized in our school system what takes place in the classroom and other learning environment need to be well taken care of. As a major input of education quality, performance of teachers was widely recognized as critical factor influencing education quality thus the development of teacher performance (UNESCO, 2014). There are many factors that affect the teacher’s job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristic the classroom environment, general mental ability personality, relation with student, preparation and planning, effectiveness in presenting subject matter, relation with other staffs, self- improvement, relation with parent and community, poise, intellect, teaching techniques, interaction with student, teaching competence demonstrated, motivational skills etc. (Akram, 2014).

3. METHOD
3.1 Participants
The population of the present study was all Junior high teachers at Konawe Regency. The population consisted of 716 teachers from 69 schools and the sample was taken through cluster sampling method. The sample consisted of 88 teachers.
3.2 Instruments
A close-ended questionnaire of a Likert scale type was employed in the present study. Respondents read the questions, interpret what was expected of them and then wrote down the answers. Possible answers were set out in the questionnaire and respondents ticked the category that best suited them.

3.4 Data Analysis

Descriptive Data analysis
A descriptive analysis of the data in this study used category scoring techniques. As for the measurement of the category using measurements according to Sudijono, (2008: 174-175) i.e., using the technique of category is very good, good, fair, poor and very poor.

Simple linear regression analysis
A simple linear regression analysis is based on a functional or causal relationship of one independent variable with one dependent variable. In this study, a simple linear regression analysis was used to test a single hypothesis is between one independent variable with one dependent variable. So, there are two hypotheses to be tested i.e., hypothesis 1: The effect of principal leadership (X1) on the quality of education (Y) and hypothesis 2: The effect of teachers’ performance (X2) on the quality of education (Y). To test the hypothesis, the researcher used the equation of simple linear regression analysis.

T Test
The t-test or simple regression coefficient test is used to test whether a partial independent variable affects the dependent variable. This is to find the principal leadership variables and teachers’ performance independently affect the quality of education. T-test is done by comparing the value of t-count and t-table. Criteria of the test said that if t-count ≤ t-table means H0 is accepted; On the other hand, if the value of t-count > t-table, then H0 is rejected. The researcher used applications SPSS version 24.

Multiple Linear Regression Analysis
Analysis of the data used in this study is multiple regression proposed by Algifary (2000: 62). The multiple regression equation implies that in a regression equation there is one dependent variable and more than one independent variable. In accordance with the framework of data processing using multiple analysis using IBM SPSS 24.0. Multiple linear analysis is used to find out the close relationship between profitability (the dependent variable) and the influencing factors. The form of the equation is as follows: Y = α + c + b1X1 + b2X2 + e
Where:
\[ Y = \text{Quality of education} \]
\[ \alpha = \text{Constant} \]
\[ b_1, b_2, = \text{Partial regression coefficient} \]
\[ X_1 = \text{Principal Leadership variable} \]
\[ X_2 = \text{Teachers’ performance variable} \]
\[ e = \text{error} \]


\textbf{F-test}

F-test or test coefficient of regression simultaneously used to test whether the independent variables simultaneously affect dependent variables. F-test is done by comparing F-count value and F-table value. The test criteria said if F-count \( \leq \) F-table then \( H_0 \) is accepted, or if F-count > F-table then \( H_0 \) is rejected.

\textbf{4. FINDINGS AND DISCUSSION}

\textbf{4.1 Principal leadership and teacher performance}

The results of descriptive analysis of principal leadership variables could be seen through the following category:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Range of normal</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>( \geq 187 )</td>
<td>5</td>
<td>5.7</td>
</tr>
<tr>
<td>Good</td>
<td>178 s/d &lt;187</td>
<td>23</td>
<td>26.1</td>
</tr>
<tr>
<td>Fair</td>
<td>169 s/d 178</td>
<td>37</td>
<td>42.0</td>
</tr>
</tbody>
</table>

Table 4.1 shows that most of the principal leadership on the quality of education who has categorized into \textit{very good}, amounted to 5 or 5.7%, there were 23 respondents or 26.1% categorized into \textit{good} level, there were 37 respondents or 42% categorized into \textit{fair} level, there were 17 respondents or 19.3% categorized into \textit{poor} level, and 6 respondents or 6.8% categorized into \textit{very poor} level. The results of the analysis showed that principal leadership belongs to \textit{fair} category.

The results of descriptive analysis of principal leadership variables could be seen through the following category:
Table 4.2 The Classifications and Percentage of Teachers’ Performance on the Quality of Education.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Range of score</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>≥184</td>
<td>6</td>
<td>6.8</td>
</tr>
<tr>
<td>Good</td>
<td>178 s/d &lt; 184</td>
<td>24</td>
<td>27.3</td>
</tr>
<tr>
<td>Fair</td>
<td>172 s/d &lt; 178</td>
<td>34</td>
<td>38.6</td>
</tr>
<tr>
<td>Poor</td>
<td>166 s/d &lt; 172</td>
<td>16</td>
<td>18.2</td>
</tr>
<tr>
<td>Very poor</td>
<td>&lt;166</td>
<td>8</td>
<td>9.1</td>
</tr>
</tbody>
</table>

The above table also shows the teacher’s performance who has categorized into very good, amounted to 6 or 6.8%, there are 24 respondents or 27.3% categorized into good level, there are 34 respondents or 38.6% categorized into fair level, there are 16 respondents or 18.2% categorized into poor level, and 8 respondents or 9.1% categorized into very poor level. The results of the analysis showed that teachers’ performance belongs to fair category.

4.2 Data requirements test
Testing data requirements is one of the necessary parts of analyzing data. The data requirements test in this study are normality test, homogeneity test, linearity test, and multicholinearity test.
The results of the test analysis of normality in this study can be seen in the following table:

Table 4.3 Normality Test

<table>
<thead>
<tr>
<th></th>
<th>Kolmogorov-Smirnova</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
</tr>
<tr>
<td>Principal Leadership</td>
<td>0.072</td>
</tr>
<tr>
<td>Teachers Performance</td>
<td>0.086</td>
</tr>
<tr>
<td>Quality of Education</td>
<td>0.089</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The above table indicates that the significance value for the principal (X1) leadership variable amounted to 0.200 and the teachers’ performance (X2) of 0.120. While, the quality of education’s variable (Y) obtained a significance value of 0.080. So, from calculating the third result the variable showed the significance value greater than 0.05. Thus, it can be concluded that the distribution of data on these three variables
were declared normal. The result of hhomogeneity test can be seen in the following table:

<table>
<thead>
<tr>
<th>Table 4.4 Homogeneity test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Teachers Performance</td>
</tr>
<tr>
<td>Principal Leadership</td>
</tr>
</tbody>
</table>

Table 4.4 indicates that that a significant value of principal leadership (0,099) and teachers’ performance (0,242) is greater than the probability value 0.05. Thus, from the results of the calculation, it can be concluded that the data group is declared Homogeneous. The criteria for linearity test, two variables are said to have a linear relationship when the value of significance on the linearity is less than 0.05. The value of significance on the linearity of principal leadership variabel (0,000) and teachers performance (0,021) are less than 0.05 It can be concluded that there is a linear relationship between those independent variables and dependent variable.

Multicollinearity test was conducted by looking at the value of Variance Inflation Factor (VIF) and Tolerance. The result of multicollinearity test can be seen in the following table:

<table>
<thead>
<tr>
<th>Table 4.5 Recapitulation Test of Multicollinearity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coefficientsa</td>
</tr>
<tr>
<td>Model</td>
</tr>
<tr>
<td>Sig. Collinearity Statistics</td>
</tr>
<tr>
<td>B       Sig. Tolerance VIF</td>
</tr>
<tr>
<td>1 (Constant)</td>
</tr>
<tr>
<td>Principal Leadership</td>
</tr>
<tr>
<td>Teachers Performance</td>
</tr>
</tbody>
</table>

The above table indicates that the VIF value for the principal's leadership (X1) and teachers’ performance (X2) variable is VIF= 1,061. Tolerance value for both variables are 0,942, greater than 0,10. The VIF value of both variables is less than 10.00. So, it can be concluded that the regression model does not occur multicollinearity.
Research Question #1. Is there any significant effect of principal leadership on the quality of education at Junior High School level?

The analysis was conducted using simple linear regression calculations based on the number of questionnaire scores gained from 88 respondents to the principal's leadership variables and the quality of education.

\[
\text{Table 4.6 Coefficients Table}
\]

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>140,791</td>
<td>16,853</td>
</tr>
<tr>
<td>Principal Leadership</td>
<td>264</td>
<td>5,486</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Quality of Education

From calculations with the above formula is known T-count value is 5,486. Then the value searched in table t statistic with α = 0.05 and the Freedom (DF) of N-2 or 88-2 = 86 (n is the amount of data), obtained the result of 1,991. Based on the test is obtained T-count value (5,486) > this (1,991). Then to test the significance obtained the value of Sig = 0.000 < 0.05. The result concludes that there is a significant effect of the principal's leadership on the quality of education.

Research Question #2. Is there any significant effect of teachers' performance on the quality of education at Junior High School level?

The result of analysis can be seen through the following table:

\[
\text{Table 4.7 Coefficients Table}
\]

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>154,407</td>
<td>11,070</td>
</tr>
<tr>
<td>Teachers Performance</td>
<td>184</td>
<td>2,306</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Quality of Education
The above table shows that T-count value (2,306) > this (1,991). Then to test the significance obtained the value of Sig = 0.000 < 0.05. The result concludes that there is a significant effect of the teachers’ performance on the quality of education.

Research Question #3. Is there any significant effect of principal leadership and teachers’ performance simultaneously on the quality of education at Junior High School level?

Table 4.8 ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Regression</td>
<td>596,420</td>
<td>2</td>
<td>298,210</td>
<td>18,955</td>
<td>.000b</td>
</tr>
<tr>
<td>Residual</td>
<td>1337,296</td>
<td>85</td>
<td>15,733</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1933,716</td>
<td>87</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Quality of Education (Y)
b. Predictors: (Constant), Teacher Performance (X2), Principal Leadership (X1)

The ANOVA test shows F-count was obtained amounting to 18,955. Then the f-table value was searched in table F Statistics with a significance level of α = 0.05 on N-2-1 (88-2-1 = 85), obtained f-table was 3.95. By comparing the F-count and f-table values, the F-count value (18,955) > f-table (3.95), so H03 was rejected and Ha3 was accepted. Then, to test value of Sig. 0.000. The value is less than 0.05, so H03 rejected and Ha3 received.

4.3 Discussion

Every teacher is required to demonstrate his or her quality performance. There are many things that can affect the professional performance of teachers at school, one of which is the figure of a leader in the school in this case is the principal. The principal has the dominant role at school. The dominant role of the principal can affect morale, job satisfaction, safety, and quality of work life and especially the level of achievement. Leadership of the principal also has a very central role in determining the direction and policy of the school. Teachers’ performance is the ability of the teacher to impart the relevant skills, knowledge using appropriate methods consistently over time to enhance quality of education. Teachers’ performance denotes teachers’ ability to functions effectively in performing his teaching tasks with high skills and effort with regards to his subject matter using a sound pedagogical content that leads to successcomplete of education.

In this study, the variable leadership of the school principal and teachers’ performance simultaneously affected the increasing education quality. Based on test calculation F obtained the magnitude of F-count value (18,955) >F-table (3.95). Then the magnitude of contributions of school principal and cultural teachers’ performance to the quality of education obtained from R-square value of 0.308, meaning the percentage of
donation variable leadership of principal and teachers’ performance to the quality of education was 30.8%.

Based on the result of contribution of both factors, principal leadership has more contribution than teachers’ performance. From the calculation of the principal's contribution to the education quality can be seen from the value of $r^2$ was 0.259, meaning increased quality of education because of the leadership effect of the principal of 25.9%. The contributions of the teachers’ performance variable to the education quality can be seen through the result of coefficient analysis calculation. From the calculation of the teachers’ performance contribution to the education quality can be seen from the acquisition of the R2 value of 0.059, meaning increased quality of education because of the teachers’ performance effect was 5.8%.

5. CONCLUSION
The purpose of the study is to investigate the effect of principal leadership and teachers’ performance on the quality of education at Junior High school. First, there is a significant effect of principal leadership on the quality of education at Junior High School level in Konawe regency. Based on significance test obtained $t$ value counted 5.486 compared with table $t$ values with probability 0.05 of 1.662 where the value of $t$ -count $\geq t$ table then Ho1 rejected; Then for significance test, the value Sig = 0.000 < 0.05. This means, hypotheses 1 test results stating that there is a significant effect of the principal's leadership on the quality of education (Ha1) is accepted. Second, there is a significant effect of teachers’ performance on the quality of education in Konawe regency. Based on significance test obtained $t$ value counted 2.306 $\geq t$ table value of 1.662 where $t$ -count $\geq t$ table then Ha2 accepted; Then for significance test, the value Sig = 0.000 < 0.05. This means, the hypothesis 2, stating that there is a significant effect of teachers’ performance on the quality of education (Ha2), accepted. Third, there is a significant effect of principal leadership and teachers’ performance on the quality of education in Konawe regency. Based on ANOVA test results, obtained F count of 18,955 with significance level 0,000 < probability value $\alpha$ 0.05 while F table according to the level of significance 0.05 (1.72) of 3.95 so that F -count $>$ F table (18,955 > 3.95) so that Ho3 is rejected and Ha3 is accepted. Last, the result of contribution of both factors, principal leadership has more contribution than teachers’ performance.
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