

The Influence of Headmaster Leadership and Teacher Pedagogical Competence on Teacher Performance

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This research aims to examine the influence of headmaster leadership and teacher pedagogical competence, both partially and simultaneously, toward teacher performance in Senior High School 1 of Jambi. This research uses a quantitative approach and survey method. The population comprises of 64 teachers, while the number of the sample is 41 teachers. Data is collected using questionnaires applying Likert scale. Instrument validity is tested using content data validity applying expert judgment method. Reliability test uses Alpha Cronbach with SPSS 22. Data is analysed using simple and multiple regression analysis technique. Analysis requirements use normality, linearity, and heteroskedasticity, and multicollinearity tests. The results show that 1) headmaster leadership partially has a significant influence on teacher performance by 15.13%; 2) teacher pedagogical competence partially has a significant influence on teacher performance by 16.56%; 3) headmaster leadership and teacher pedagogical competence simultaneously have a significant influence on teacher performance by 80.5%. Based on the results of this research, it is recommended that teachers maintain and improve the quality of their pedagogical competency and performance, as well as motivate themselves to carry out tasks and responsibilities more effectively.

Key words: *Headmaster leadership, pedagogical competence, teacher performance.*

Introduction

Education is the main part of human life because, in the process of education, there are interactions and knowledge transfers which develop the quality and potentials of learners.



Education is also a very important means for all people to reach a bright future. School is an educational institution or facility where the teaching and learning process is held under the supervision of the teacher as an effort to increase students' knowledge and skills. High or low quality of education is influenced by the process of teaching and learning activities carried out by teachers both inside and outside the classroom.

The process of education in schools is not separate from the presence of students, teachers, and school staff. A teacher is a person who works sincerely in an important role to provide educational knowledge for the next generation of young people. Suprihatiningrum (2013: 23) states that teachers are professional educators whose main task is educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, and primary and secondary education. In the current era of globalisation, in Indonesia, we need competent people and experts in various fields in order to achieve the goals and progress of the country and nation.

Supardi (2016:23) states that teacher performance is the ability and success of teachers in carrying out learning tasks with several dimensions of ability to compile learning plans and to carry out learning, interpersonal relationships, assessment of learning outcomes, enrichment programs, and remedial programs. Sulhan (2018) explains that teacher performance is based on the learning objectives achieved. Their performance comes from their sense of responsibility in carrying out their duties and professional mandate, as well as their sense of moral responsibility that must be maintained. Teacher performance is an interesting study that many researchers discuss, such as Osorio & Raju (2017), who report the existence of additional wages to teachers in Pakistan as an effort to improve their performance.

An important factor that influences teacher performance is headmaster leadership. Priansa and Somad (2014: 185) state that leadership is the ability to constructively influence others to create a cooperative effort to achieve goals. Danim (2012: 6) says that leadership is a process in which the leader will give order or influence, and guidance, or a process of influencing the work of others in choosing and achieving the goals.

Eyal (2011) states that leadership is often described as the ability to get, to mobilise, and to motivate others to use their abilities and resources to achieve certain goals. As a leader, the headmaster has the responsibility to improve the quality and ability of education, including teacher performance. Litz, et al. (2016) in the conclusion of his research states that in the United Arab Emirates, the headmaster in his leadership needs to improve cooperation and a more harmonious relationship with the teachers.

This strengthens the fact that headmaster leadership influences teacher performance. Sulhan (2018) states that the headmaster plays a large role in improving qualified teachers and providing encouragement, direction, work motivation, coaching, and supervision which will ultimately improve their performance.

The task of the headmaster is not an easy. Thus, a person who has been assigned as the headmaster is required to have good leadership qualities. Handoko (2015) reports that there is a significant influence of headmaster leadership on teacher performance at Elementary School IV of Dabin, Watukumpul District, Pemalang Regency. To make teacher performance better and more organised, the headmaster must guide the teachers as well as encourage and ensure teachers' confidence that their role in education is very important in educating students as nation's young generation. Research by Setyaningsih (2020) also proves that headmaster leadership has an influence on teacher performance with a significance value of 0.035.

Another factor that influences teacher performance is competencies as an educator, one of which is pedagogical competence. Pedagogical competence, according to the Law of the Republic of Indonesia Number 14 of 2005, is the ability of teachers to manage student learning.

According to the Government Regulation of the Republic of Indonesia No.74 of 2008 concerning teacher, it is explained that pedagogical competencies are the ability of an educator to manage learners' learning which includes: a) understanding of educational insight or foundation; b) Understanding of students; c) development of curriculum or syllabus; d) learning design; e) implementation of learning that is educational and dialogical; f) utilisation of learning technology; g) evaluation of learning outcomes; h) development of students to actualise the various potentials they have.

Muspawi (2017: 363) explains that pedagogical competence is a set of abilities and skills applied by teachers to organise teaching and learning activities, and to interact well with students in the classroom. Based on these explanations, it can be said that pedagogical competence is the ability of an educator or teacher in managing teaching and learning activities in the classroom to achieve the specified learning goals.

Payong (2011) states that in carrying out their duties, teachers must have, pay attention to, and carry out a series of teacher qualifications and competency standards determined by the government. The results of research conducted by Viquaizin (2015) show that pedagogical competence has a significant influence on teacher performance as proven by the correlation value of 0.113 and the effective contribution weight of 11.28%. Madhavaram & Laverie (2010) explain that pedagogical competence has five components, namely 1) knowledge of content or

subject matter; 2) knowledge of pedagogical approaches; 3) management ability; 4) class management skill; and 5) student management skill.

Based on the preliminary observation, information has been obtained. It is seen that headmaster leadership of Senior High School 1 of Jambi is good. However, in the pedagogical competence and teacher performance, some teachers still have not been good in mastering teacher pedagogical competence and their performance is less than optimal. It is proven that some educators or teachers provide lessons that do not really match the subjects matter in their fields.

Based on these facts, the author is interested in conducting a research with the aim at examining the influence of headmaster leadership and teacher pedagogical competence on teacher performance at the school.

Literature Review

The teacher performance according to Supardi (2016:23) is the ability and success of teachers in carrying out learning tasks with several dimensions of ability to compile learning plans and to carry out learning, interpersonal relationship, assessment of learning outcomes, enrichment programs, and remedial programs. Dharma (2011: 36) states that performance or performance in the context of the teaching profession is an activity that includes learning planning, implementing learning, and evaluating learning outcomes.

Leadership according to Eyal (2011) is often described as the ability to get, to mobilise, and to motivate others to use their abilities and resources to achieve certain goals. As a leader, the headmaster has the responsibility to improve the quality and ability of education, including teacher performance. Priansa and Somad (2014: 185) state that leadership is the ability to constructively influence others to create a cooperative effort to achieve the goals. Danim (2012: 6) says that leadership is a process in which the leader will give order or influence, and guidance, or a process of influencing the work of others in choosing and achieving the goals.

Emmanouil (2014) states that leadership in schools is an important factor in efforts to increase the effectiveness of teachers at work. Carudin (2011) states that the principal's leadership has a significant influence on teacher performance. Park (2012) states that the principal's leadership influences the overall state of the school including the problem of change and innovation.

Robbins (2001: 37) says competence is as ability, that is the capacity of an individual to do various tasks in a job. Teacher competence has been expanded with education reform, the development of teacher education, and scientific outcomes in education and other fields (Selvi,

2010). Mulyasa (2013: 75) explains that pedagogical competence is the ability of teachers in managing student learning which includes an understanding of insights and educational foundations, understanding of students, curriculum / syllabus development, learning planning, implementation of educative and dialogical learning, utilisation of learning technology, evaluation of learning outcomes, and student development to actualise the potential they have.

According to Priansa (2014: 123), pedagogical competence is the ability of teachers to manage student learning, which includes an understanding of student characteristics, planning and implementing learning, evaluating learning outcomes, and developing student potential. Pedagogical competence requires teachers to master learning theories and learning principles, because students have different characters, traits, and interests. Competence is proven through solid knowledge, through skills and abilities to use it in developing certain activities and to get results that are successfully valued by others (Mihaela, 2014). Xu and Long (2014) say that teacher competence influences teacher performance.

Research Method

This research was carried out in Senior High School 1 of Jambi from 17 January 2019 to 31 January 2019. This research uses quantitative approach applying survey method. Quantitative research, according to Darmawan (2014: 37), is a process of finding knowledge that uses data in the form of numbers as a means of obtaining information about what the researcher wants to know. The population of this research comprised of 64 people. Questionnaires were distributed to 64 teachers, but the number of questionnaires returned was 61. The number of samples used for questionnaire validity was 20, while the remaining 41 questionnaires were used as respondents of this research. Thus, the samples of this research were selected using total sampling technique, taking the total population as samples, namely 41 people. Data collection uses questionnaire by giving several written statements to be answered by the respondents. The validity test uses *product moment correlation* coefficient formula, while the researcher calculates the value of reliability using the Cronbach's Alpha method, which is assisted in the calculation by the SPSS 25.0 application for Windows. A series of requirement analysis tests conducted were data normality test, linearity test, multicollinearity test, and heteroscedasticity test. Hypothesis testing uses multiple regression analysis tests, t test, f test, and coefficient of determination test. The test was carried out using SPSS 25.0 program assistance for Windows.

Results and Discussion

Results

Hypothesis data testing can be done by looking at the significance value of the influence of headmaster leadership and teacher pedagogical competence, both partially and simultaneously, on teacher performance. Partial hypothesis data testing is done by using t test, while simultaneous hypothesis testing is done by using F test as described below:

T Test (Partial T Test)

a. Headmaster Leadership Variable (X_1)

The hypothesis proposed in the partial data test (t test) of the influence of headmaster leadership on teacher performance is shown below:

H_a: Headmaster leadership partially has a significant influence on teacher performance

H₀: Headmaster leadership partially does not have a significant influence on teacher performance

The statistical hypothesis test is as follows: H_a is accepted if the Sig. < 0.05. H₀ is accepted if the Sig. > 0.05.

Table 1: Partial Test (t Test) of Headmaster Leadership

Coefficients ^a						
Model		Unstandardised Coefficients		Standardised Coefficients Beta	T	Sig.
		B	Std. Error			
1	(Constant)	4.597	6.419		.716	.478
	Headmaster leadership	.953	.084	.876	11.316	.000

a. Dependent Variable: Teacher Performance

Based on Table 1, it is known that the simple regression equation data obtained is $Y = 4.597 + 0.953 X_1$. The influence of headmaster leadership on teacher performance is 0.953 and Sig. 0.000, which means in each addition of one percent of headmaster leadership, teacher performance in Senior High School 1 of Jambi will increase by 0.953%. It is also seen that the t_{count} is greater than t_{table} , which is $11.316 > 1.685$. This means that headmaster leadership has a positive influence on teacher performance. The t_{table} is obtained by calculating $df = n - 2$.

Based on the calculation, the distribution of t_{table} in column df 0.05 and in column number 39 can be seen, so t_{table} is 1.685.

Based on Table 1, it can be seen that the significance value of headmaster leadership is less than the alpha value (0.05), namely sig. 0,000 < 0.05. Thus, it can be concluded that H_a is accepted, that is, the headmaster leadership variable (X_1) partially has a significant influence on teacher performance (Y).

b. Teacher Pedagogical Competence Variable (X_2)

The hypothesis proposed in the partial data test (t test) of the influence of teacher pedagogical competence on teacher performance is shown below:

H_a : Teacher pedagogical competence partially has a significant influence on teacher performance

H_0 : Teacher pedagogical competence partially does not have a significant influence on teacher performance

The statistical hypothesis tested is as follows: H_a is accepted if the Sig. < 0.05. H_0 is accepted if the Sig. > 0.05.

Table 2: Partial Test (t Test) of teacher pedagogical competence

Coefficients ^a						
Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.812	5.893		1.665	.104
	Teacher pedagogical competence	.944	.083	.878	11.443	.000

a. Dependent Variable: Teacher Performance

Based on Table 2, it is known that the simple regression equation obtained is $Y = 9.812 + 0.944 X_2$. The influence of teacher pedagogical competence on teacher performance is 0.944 and Sig. 0.000, which means with each addition of one percent of teacher pedagogical competence, teacher performance in Senior High School 1 of Jambi will increase by 0.944%. It is also seen that the t_{count} is greater than t_{table} , which is $11.444 > 1.685$. This means that the teacher pedagogical competence has a positive influence on teacher performance.

Based on Table 2, it can be seen that the significance value of the teacher pedagogical competence is less than the alpha value (0.05), which is $0.000 < 0.05$. Thus, it can be concluded that H_a is accepted, namely the teacher pedagogical competence variable (X_2) partially has a significant influence on teacher performance (Y).

F Test (Simultaneous)

Table 3: Results of Multiple Regression Analysis

Coefficients ^a						
Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.946	5.943		.664	.511
	Headmaster leadership	.486	.187	.447	2.604	.013
	Teacher Pedagogical Competence	.507	.185	.472	2.749	.009
Dependent Variable: Teacher Performance						

Based on Table 3, it can be seen that the equation of multiple regression analysis is $Y = 3.946 + 0.486 X_1 + 0.507 X_2$. This means that each addition of one percent of headmaster leadership increases teacher performance in Senior High School 1 of Jambi by 0.486%, and each addition of one percent of teacher pedagogical competence increases teacher performance in Senior High School 1 of Jambi by 0.507%. Additionally, it can be seen that the positive constant value is 3.946. This shows that there is a direct correlation between variable X and Y.

The hypothesis proposed in the simultaneous test (F) of the influence of headmaster leadership and teacher pedagogical competence on teacher performance is as follows:

H_a: Headmaster leadership and teacher pedagogical competence simultaneously have a significant influence on teacher performance.

H₀: Headmaster leadership and teacher pedagogical competence simultaneously do not have a significant influence on teacher performance.

The statistical hypothesis tested is as follows: H_a is accepted if the Sig. < 0.05 . H_0 is accepted if the Sig. > 0.05 .

Table 4: Results of Simultaneous Test (F Test)

ANOVA ^b						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1731.228	2	865.614	78.565	.000 ^a
	Residual	418.674	38	11.018		
	Total	2149.902	40			
a. Predictors: (Constant), Teacher Pedagogical Competence, Headmaster Leadership						
b. Dependent Variable: Teacher Performance						

Based on F test results in Table 4, it can be seen that the F_{count} is greater than the F_{table} , which is $78.565 > 3.24$. It means that the headmaster leadership and teacher pedagogical competence have a positive influence on teacher performance. F_{table} is obtained from the df_1 value = $k - 1 = 3 - 1 = 2$. Then, df_2 value is $n - k = 41 - 3 = 38$. Thus, F_{table} is 3.24.

Based on data Table 4, it is known that the influence between variables simultaneously can be seen from the significance value which is less than the alpha value (0.05), namely $0.000 < 0.05$. Thus, it can be concluded that H_a is accepted, which is the headmaster leadership and teacher pedagogical competence simultaneously have a significant influence on teacher performance.

Simultaneous Coefficient of Determination (R^2)

Table 5: Results of Simultaneous Coefficient of Determination (R^2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.897 ^a	.805	.795	3.319
a. Predictors: (Constant), Teacher Pedagogical Competence, Headmaster Leadership				

Based on the results of the coefficient of determination in Table 5, it can be seen that the R square value is 0.805. It means that the independent variables, namely the headmaster leadership (X_1) and the teacher pedagogical competence (X_2), influence the dependent variable, namely teacher performance (Y) by 80.5% and the remaining 19.5% is influenced by other factors. Based on the interpretation of the correlation coefficient, the results of this study belong to the level of a very strong and trusted relationship.

Partial Coefficient of Determination (r^2)

Table 6: Results of Partial Coefficient of Determination (r^2)

Coefficients ^a									
Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	3.946	5.943		.664	.511			
	Headmaster Leadership	.486	.187	.447	2.604	.013	.876	.389	.186
	Teacher Pedagogical Competence	.507	.185	.472	2.749	.009	.878	.407	.197

a. Dependent Variable: Teacher Performance

Based on Table 6, it is known that the value of r on variable X_1 is 0.389. This means that the contribution of the influence of variable X_1 is $r^2 = (0.389)^2 = 0.1513$ or 15.13%. Thus, it can be concluded that headmaster leadership can partially influence on teacher performance by 15.13%. Furthermore, it is known that the value of r on variable X_2 is 0.407. It means that the contribution of the influence of variable X_2 is $r^2 = (0.407)^2 = 0.1656$ or equal to 16.56%. Thus, it can be said that the teacher pedagogical competence partially influences teacher performance by 16.56%.

Discussion

The aim of this research is to examine the influence of headmaster leadership and teacher pedagogical competence on teacher performance in Senior High School 1 of Jambi. The discussion is provided as follows.

The Influence of Headmaster Leadership (X_1) Partially on Teacher Performance (Y) in Senior High School 1 of Jambi

The first problem statement is answered using the first hypothesis test. Headmaster leadership partially has a significant influence on teacher performance in Senior High School 1 of Jambi. The headmaster leadership is classified in good category, as seen in the majority of teachers. 25 teachers (60.97%) state that the headmaster leadership is in the good category. The obtained sig. of 0.000 is less than the alpha value (0.05) or $0.000 < 0.05$, so it can be said that headmaster

leadership has a significant influence on teacher performance. If seen from the t_{count} , headmaster leadership variable (X_1) has a t_{count} that is greater than the t_{table} , which is $11.316 > 1.685$. Thus, it can be said that the headmaster leadership has a positive influence on teacher performance. Then, the contribution of the influence of headmaster leadership variable is 15.13%. Thus, it can be concluded that the statement, that headmaster leadership partially has a significant influence on teacher performance in Senior High School 1 of Jambi, can be accepted. Besides having a significant influence, headmaster leadership also has a positive influence on teacher performance.

The results of this study are in line with Handoko's research (2015). He explains that there is a significant influence of headmaster leadership on teacher performance, which is indicated by the results of R (0.422) and the coefficient of determination (R^2) of 17.81% of probability value of $0.000 \leq 0.05$ (sign) and the influence of headmaster leadership on teacher performance, namely 17.8%. Puspaningtyas' research (2015) shows that headmaster leadership influences teacher performance by 11.69% and there are some positive influences of headmaster leadership on teacher performance.

The results of this study are also in line with Benu's research (2018) which says there is an influence of headmaster leadership on teacher performance by 42.7%, with an influence rate of 0.865 and a significance value of $0.000 < 0.05$. Rohayati (2014) also states that there is a significant influence of headmaster leadership on teacher performance in Junior High Schools in Tulang Bawang Tengah, as indicated by the $t_{\text{count}} > t_{\text{table}}$ or $2.625 > 1.978$ with a significance value of $0.010 < 0.05$. The headmaster leadership variable contributes about 45% to the teacher performance in Junior High Schools in Tulang Bawang Tengah. It is the same as the results of research by Manik and Bustomi (2011), Tetuko (2012), Septiana, et al. (2013), Setiyati (2014), Baihaqi (2015), Ngiode (2016) Supriyono (2017), Chen (2017), and Purwoko (2018) which state that headmaster leadership influences teacher performance.

Based on the description, it can be concluded that there is a significant influence of headmaster leadership on teacher performance. It can also be said that the better the headmaster's leadership, the better the teacher's performance.

The Influence of Pedagogical Competence (X_2) Partially on Teacher Performance (Y) in Senior High School 1 of Jambi

The second problem statement is answered using the second hypothesis, namely teacher pedagogical competence has a significant influence on teacher performance in Senior High School 1 of Jambi. The teachers' pedagogical competence is classified in the good category, as

seen in through the majority of 26 teachers (63.41%), who state that teacher pedagogical competence is good. The obtained sig. of 0.000 is less than the alpha value (0.05), namely $0.000 < 0.05$, which means the teacher pedagogical competence has a significant influence on teacher performance. If seen from the t_{count} , the teacher pedagogical competency variable (X_2) has a greater t_{count} than the t_{table} , which is $11.444 > 1.685$. Thus, it can be concluded that the teacher pedagogical competence has a positive influence on teacher performance. Then, the contribution of the influence of teacher pedagogical competence variable is 16.56%. It can be concluded that the second formulation is acceptable, namely teacher pedagogical competence has a significant influence on teacher performance in Senior High School 1 of Jambi.

The results of this study are in line with the research conducted by Arifin (2015), Rahman (2014), and Hakim (2015) which also proves that teacher pedagogical competence influences teacher performance. The results of this study are also in line with a research conducted by Viqraizin (2015), which states that teacher pedagogical competence has a significant influence on teacher performance with a determinant correlation of 0.113 and the effective contribution weight of 11.28%. Then, the results of a research conducted by Zaeni et al. (2016) show that there is a positive and significant influence of pedagogical competence on teacher performance. This is seen from the partial t test, the t_{count} (4.635) is greater than t_{table} (1.974) or $4.635 > 1.974$. Thus, the hypothesis that there is a significant influence of the Pedagogical Competency (X_2) variable partially on Teacher Performance (Y) can be accepted. This means that there is a positive and significant influence of Pedagogical Competence (X_2) on Teacher Performance (Y), from the determination test (R²) that obtains the coefficient of determination (R Square) of 0.110 or 11.0% on teacher performance.

Based on the description, it can be concluded that there is a significant influence of teacher pedagogical competence on teacher performance and it can be said that the better the teacher pedagogical competence, the better the teacher performance.

The Influence of Headmaster Leadership (X_1) and Teacher Pedagogical Competence (X_2) Simultaneously on Teacher Performance (Y) in Senior High School 1 of Jambi

The third problem statement is answered using the third hypothesis, namely headmaster leadership and teacher pedagogical competence simultaneously have a significant influence on teacher performance in Senior High School 1 of Jambi. As seen in the significance value that is less than 0.05, namely $0.000 < 0.05$, it can be concluded that headmaster leadership and teacher pedagogical competence have a significant influence. From the results of the statistical F test, it is seen that the F_{count} is greater than the F_{table} , which is $78.565 > 3.24$. Thus, it can be seen that there is a positive influence of headmaster leadership and teacher pedagogical

competence on teacher performance. From the simultaneous coefficient of determination test (R^2), headmaster leadership and teacher pedagogical competence have an influence on the dependent variable, namely teacher performance, by 80.5% while the remaining 19.5% is influenced by other factors. Thus, it can be concluded that the third problem statement can be accepted, namely headmaster leadership and teacher pedagogical competence have a significant influence on teacher performance in Senior High School 1 of Jambi City simultaneously. Besides having a significant influence, headmaster leadership and teacher pedagogical competence have a positive influence on teacher performance.

The results of this study are in line with a research conducted by Binatmo, et al. (2013). It is stated that there is a significant correlation among pedagogical competence, work motivation, and headmaster leadership on teacher performance. Additionally, there is a strong correlation among pedagogical competence, work motivation, and headmaster leadership on teacher performance simultaneously. The influence of these three independent variables is 54.5%.

Nurmalasari (2016) states that there is an influence of headmaster leadership, pedagogical competence, and teacher professional competence on teacher performance ($F = 33,584$, $sig = 0,000$) simultaneously. Thus, it is concluded that there is a significant influence of headmaster leadership, pedagogical competence, and teacher professional competence on teacher performance.

The results of this study are also in line with Mahmud's research (2016) which states that there is an influence of headmaster leadership and teacher competence on teacher performance simultaneously in the UPTD Elementary School in Cilamaya District. The correlation coefficient for the influence of the three variables obtained based on the R Square table, namely R^2 is 0.259 (25.9%). Thus, the F_{count} is greater than F_{table} or $21 \geq 3.06$. Additionally, Parwati et al. (2013) state, "the effectiveness of headmaster leadership, pedagogical competence, and achievement motivation contribute significantly to the teacher performance Senior High School 1 of Sukawati, both partially and simultaneously."

Other research results showing the influence of headmaster leadership and teacher pedagogical competence on teacher performance are studies conducted by Resawati & Larashati (2016), Sukayana, et al. (2019), Susanto (2012), Zaini, et al. (2017), and Zubaidah (2016).

This research discusses the variables of Leadership, Competence and Performance. This research is supported by research and articles including: Limakrisna et al. (2016), Anwar et al. (2020), Elmi et al. (2016), Chauhan et al. (2019), Bastari, -, et al. (2020), Ansori & Ali (2017), Sulaeman et al. (2019), Harini et al. (2020), Ali et al., (2016), Brata, Husani, and Hapzi (2017),

Bastari, Hamidah, et al. (2020), Djoko Setyo Widodo, and P. Eddy Sanusi Silitonga (2017), and Widodo et al. (2020).

Conclusion and Suggestion

Conclusion

Based on the results of the research, several conclusions were drawn. *First*, there is a significant influence of headmaster leadership on teacher performance. It can be seen from the significance value that is less than the alpha value, namely 0.05 or $0.000 < 0.05$. It can also be seen that the t_{count} is greater than the t_{table} , namely $11.316 > 1.685$. Headmaster leadership partially has an influence on teacher performance by 15.13%. *Second*, there is a significant influence of teacher pedagogical competence on teacher performance. It can be seen from the significance value that is less than the alpha value, namely 0.05 or $0.000 < 0.05$. It can be seen that the t_{count} is greater than the t_{table} , namely $11.444 > 1.685$. Teacher pedagogical competence partially has an influence on teacher performance by 16.56%. *Third*, there is a significant influence of headmaster leadership and teacher pedagogical competence on teacher performance which can be seen in the significance value that is less than 0.05 , namely $0.000 < 0.05$. It is shown that the F_{count} is greater than the F_{table} , namely $78.565 > 3.24$. Headmaster leadership (X_1) and teacher pedagogical competence (X_2) influence the dependent variable, which is teacher performance (Y), by 80.5% while the remaining 19.5% is influenced by other factors.

Suggestions

Based on the conclusions above, several suggestions can be made. First, it is suggested that the headmaster maintain and improve their competence and supervise the teacher performance, as well as guide and motivate teachers to improve their performance as expected. Second, it is suggested that the teachers maintain and improve their pedagogical competence and performance, as well as motivate themselves in carrying out their tasks and responsibilities more effectively. In addition, the teachers are motivated to be more confident and patient in dealing with problems when teaching and solving problems. Third, it is suggested that further researchers choose research subjects with different characteristics and be able to examine other variables that can influence teacher performance in addition to the headmaster leadership and teacher pedagogical competence variable. The results of these studies can later supplement studies and information that will be useful for the academic field and make a major contribution to science.

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