

FACTORS AFFECTING HIGH SCHOOL TEACHERS PERFORMANCE: THE ROLE OF LEADERSHIP BEHAVIOR, MOTIVATION, AND SCHOOL CULTURE

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Abstract—This study aims to determine how big the influence of the school principals leadership, teacher motivation and school culture towards the performance of teachers in SMK ICB Cinta Niaga Bandung, Indonesia. This research was conducted in SMK ICB Cinta Niaga Bandung with census method where the sample used by a number of population that is all the teachers of SMK ICB Cinta Niaga Bandung City which amounted to 42 people. The data collection technique is done through questionnaires, interviews and direct observation and using descriptive analysis method with quantitative approach. To test the hypothesis used path analysis (Path Analysis) and simple regression using significance level $\alpha = 0,05$. The results showed that principal leadership, teacher motivation and school culture had an effect on teacher performance of 82.4%..

Keywords: Leadership, Motivation, School Culture, Performance.

INTRODUCTION

The implementation of education in Indonesia, both formal and non-formal education requires good management. With good management, the process of education is more effective, and educational goals are achieved efficiently. Schools as organizations are designed to contribute to improving the quality of life for communities, and countries.

The principal as the ultimate control holder in the school, is the most decisive element in school success and is among the first to be responsible when education fails. As a central point in school, the principal is required to be more capable than other elements in influencing and mobilizing resources for the achievement of school goals. The ability of the principal in many ways will create a school life as an educational institution that has its own characteristics. The principal has a role as educator, managerial, administrator, supervisor, leader, innovator and motivator (EMASLIM). This important role is crucial to the successful performance of principals in the development of human resources (HR). The principal's leadership ability is directed to plan, organize, mobilize, and control teachers to perform well in their duties.

Teachers are components of human resources that must be nurtured and developed continuously. The establishment of the teacher profession is carried out through pre-service education programs as well as in-service programs. Not all teachers who are educated in educational institutions are well trained and qualified. Potential resources of teachers that need to continue to grow and develop in order to perform its function potentially. In addition, the effect of fast-paced changes encourages teachers to constantly learn to adapt to

the development of science and technology and the mobility of society.

Communities trust, acknowledge and submit to teachers to educate potential young people, and help to develop their potential professionally. This trust, and acceptance are the substance of the public's recognition of the teaching profession. The implications of such recognition imply that teachers should have adequate quality. Not only on the normative level but also able to develop the competence, both personal, professional, and social competence in the veil of educational policy actualization. This is because the teacher is a determinant of the success of education through its performance at the institutional and experiential level, so that efforts to improve the quality of education should start from the aspect of "teachers" and other education personnel related to the quality of professionalism and prosperity in a professional education management.

As one source of reference in the development of professional education personnel (especially teachers), it is important to be effectiveness dimensions of the competence of academic supervision by the principal. By maximizing the academic supervision activities by the principal at the education unit level, it is expected that the teachers can reach the mastery of the improvement of knowledge and skills in the learning process. There are two types of supervision that are currently developing and often implemented by the supervisors of education and principals of academic supervision and administrative supervision. Administrative / managerial supervision relates to the internal efficiency of the

system (education) and usually involves the quantitative aspect, giving an answer to the question of why the educational institution should operate in a certain way, and widely using the available resources. Communication and information are the two main functions of this type of supervision. This type of supervision is carried by a higher level of management to a lower level of management, therefore, the degree and pressure may be different. The function of administrative / managerial supervision is to trigger supportive and related elements of the learning service.

The demands on teacher's duties and responsibilities are unlikely to be met, when the psychological or motivational conditions felt by the teacher are not supportive, since the teacher's performance essentially requires concentration and enthusiasm in the work, and this can be realized if teachers have high motivation in performing their duties.

SMK ICB Cinta Niaga is one of the educational institutions in Bandung. Principal leadership, teacher motivation and ideal school culture are certainly needed in an effort to maximize teacher performance in SMK ICB Cinta Niaga. However, the motivation of teachers in SMK ICB Cinta Niaga is still not optimal, this is seen from the results obtained are still below 80%. The results obtained for the dimensions of achievement needs and relationship needs are 77%.

In addition to motivation, school culture is also strongly related to organizational effectiveness. In schools with strong culture, school members state that their school is very effective in terms of productivity, adaptability, and flexibility. The importance of building an organizational culture in schools is primarily concerned with achieving the goals of school education and improving school performance. As stated by Stolp (1996) about school culture. Organizational culture in school correlates with increasing motivation and student achievement as well as job satisfaction and teacher productivity. Fyans & Maehr (1990) states that there are five dimensions of organizational culture in schools: academic challenges, comparative achievement, achievement awards, school communities, and perceptions of school goals. The survey of 16310 fourth, six, eight and ten students from 820 public schools in Illinois shows that they are more motivated in their learning through strong organizational culture in schools.

School culture in SMK ICB Cinta Niaga is still not optimal. This is seen from the results obtained that are still below 80% only in the dimensions of norms that reach 80%, all teachers try to obey the existing norms. The results obtained for the dimension of the behavioral order are 78%, the dominant value is 79%, the philosophy is 76%, while in the rules and the organization climate is 75%.

LITERATURE REVIEW

Principal Leadership, Motivation, and School Culture

Minister of National Education Regulation No. 13 of 2007 on Principal Standards Reference, states that there are five competencies that must be owned by the principal are: (1) Personality competence include: Be open, spirited leader, able to control themselves, able to develop themselves and have integrity of personality; (2) Social competence includes: the ability to cooperate, participate in institutional / school activities, and participate in community activities; (3) Managerial competence includes: the ability to plan school planning for various levels of planning; Develop the school organization as needed; Lead schools in order to optimally utilize school resources; Managing change and developing schools toward effective learner organizations, creating a conducive and innovative school culture and climate for learners' learning; Managing teachers and staff in order to optimally utilize human resources; Manage school facilities and infrastructure in order to optimally utilize; Managing school and community relationships in order to seek support for school ideas, learning resources and funding; Managing learners in order to receive new learners, and placement and capacity building of learners, managing curriculum development and learning activities in accordance with national education goals and objectives; Managing school finance in accordance with accountable, transparent and efficient management principles; Managing school administration in support of achieving school goals; Managing school-specific service units in support of learning activities and school-learner activities; Managing school information systems in support of programming and decision-making; Utilizing the advancement of information technology for the improvement of learning and school management; And monitoring, evaluating and reporting the implementation of school activities programs with appropriate procedures for advanced planning; (4) The supervision competence includes: the ability to supervise in accordance with appropriate procedures and techniques, able to monitor the evaluation and reporting of education programs in accordance with appropriate procedures, and able to follow up the results of supervision; And (5) entrepreneurial competence includes the ability to act creatively and innovatively in carrying out the work through ways of thinking and how to act, able to empower school potential optimally in various productive activities that benefit the school, and able to grow entrepreneurial spirit (creative, innovative and productive) among the school community.

The principal is the leader or manager or school organization. Squires (1983: 2) states that the principal is one of the most important in the school, in leading and setting the school atmosphere. The head provides the necessary supervision in support of professional upgrading. Mulyasa (2008: 98) states that the principal is a teacher who is given additional duty as head, attached to him the power and authority to manage resources in school according to applicable legislation. With such power and authority, the principal functions as an Editor, Manager, Administrator, Supervisor, Leader, Innovator, and

Motivator (EMASLIM). The principal is responsible for improving the process and outcomes of education at the school.

Leadership of the principal will be applied in an integrated manner in the implementation of the seven tasks: (1) The principal as an educator is obliged to guide teachers, employees and students; Developing staff; Learning or following the development of science and technology; And set an example of good teaching; (2) The principal as manager is obliged to formulate program, organization or personnel in madrasah; Moving staff (teachers and employees); Optimizing resources at school; Acting as administrator, able to manage the administration of KBM and BK, Student Affairs, Manpower, Finance, Facilities and infrastructure; (3) The principal as supervisor should be able to prepare and implement the supervision program and utilize the results; And the principal as a leader must have: a strong personality, vision and mission of the madrasah, understanding the conditions that well, have the ability to make decisions, and communicate; (4) The principal as an innovator should be able to look for change opportunities and make renewal in schools; And (5) Principal as a motivator: able to manage work environment (physical) and work atmosphere (non physical) and apply the principle of reward and punishment

Toha (2012: 220) cites the opinion of Livingstone states that :

“Subordinates will not be motivated to reach high levels of productivity unless they consider the boss high expectations realistic and achievable, if they are encouraged to strive for unattainable goals, they eventually give up trying and settle for results that lower than they are capable of achieving”.

Based on the competence and tasks of the principal, the principal should be able to motivate teachers and staff to work together in a synergistic manner so as to improve optimal performance. Rivai (2004: 470) defines the Motivation associated with the stages of management thinking. Motivational models can be divided into 3 parts: (1) Traditional models, according to Fredrick Taylor, to encourage employees to do their jobs successfully, managers use incentive pay systems, the more they produce or achieve perfect work, The greater their income. This motivational tool is based on the assumption that employees are lazy and can be encouraged only in financial terms. In many situations these incentives are quite effective. Employees are willing to accept the manager's authority by being rewarded for high wages, running an efficient work system designed by managers; (2) The Human Relations Model, Elton Mayo, finds that the social contacts experienced by employees and boredom and work routines are a factor that diminishes their motivation in work, so motivation is required by recognizing their social needs and by making them feel important and useful. With this model employees are expected to receive managerial authority

because their superiors treat them well and considerate are also attentive to their needs; And (3) Human Resource Models, employees have a very diverse motivation, not just motivation because of money or desire for satisfaction, but also the need for achievement and meaning in work. With this model managers are not bribing employees with wages or money alone but also to develop a sense of shared responsibility in achieving the goals of the organization and its members, in which each employee donates according to their own interests and abilities.

Principal competence as a managerial manager must be able to manage change and develop schools to effective learner organizations, creating a conducive and innovative school culture and climate for learners' learning; Managing teachers and staff in order to optimally utilize human resources; Manage school facilities and infrastructure in order to optimally utilize; Managing school and community relationships in order to seek the support of ideas, learning resources, and school finance. Schein (1990) states that the characteristics of organizational culture in schools include: (1) observed behavioral regularities; (2) norms; (3) dominant value. (4) philosophy; (5) rules and (6) organization climate. In this case, schools should be able to create a conducive atmosphere and fun for every member of the school, through various environmental arrangements both physical and social.

Teacher's Performance

Ali (1996: 503) defines performance or performance as the ability of work or achievement shown. Performance is the executor of work or job performance. Thus the performance of teachers is the performance of teachers achieved by the expertise they have. The performance of professional teachers is closely related to the work performance achieved by the teacher's expertise. Teachers' expertise includes school teaching. Furthermore, according to Dick and Carey in Dimiyati (2006: 22), said that, performance or performance and low learning outcomes can be caused by various factors that come from within and outside the self, as internal conditions as a characteristic of students which is a general description Of the characteristics of the student who will receive the lesson, such as age, class, interest, motivation, health, achievement level, ability, and so on. External conditions are stimuli that come from outside that can cause the learning process. External conditions in the learning process is influenced by the competence of teachers, parents, environment, learning, study habits, and so on. An important task for teachers is to design and provide conditions that can stimulate students to succeed in learning.

In relation to the task of education, it can be said that the mastering of the teacher profession is related to the skills of conveying the material and technical skills of teaching the teachers, the implementation of teaching that can be educated. Simon and Alexander in Mulyasa (2008: 13) stated that, it has

summarized more than 10 research results in developing countries, and indicates the existence of two important keys of the teacher's role that influence the improvement of learning achievement of learners, ie the amount of effective time used Teachers to do learning in the classroom, and the quality and ability of teachers in this case the teacher should have a standard of professional ability to conduct quality learning.

Furthermore, Natawijaya (1998: 38), conceptually states that teacher performance includes aspects: (1) professional ability in teaching and learning process, (2) social ability in teaching and learning process, (3) personal ability in teaching and learning process. Professional skills in teaching and learning include aspects of (a) mastery of subject matter consisting of mastery of the materials to be taught and the scientific concepts of the material being taught, (b) the ability to manage the learning program, (c) the ability to manage the class, (D) ability to manage and use media and learning resources, and (e) ability to assess teaching and learning achievement. Personal abilities in teaching and learning include aspects of (a) personal stability and integrity, (b) sensitive to change and renewal, (c) alternative thinking, (d) fair, honest and objective, (e) discipline in (G) seek to obtain the best possible work, (g) be sympathetic, attractive, flexible, wise, and simple in action, (h) creative, and, (i) authoritative. Social skills in the learning process include: (a) skillfully communicating with students, (b) being sympathetic, (c) being able to work together, (d) being able to associate with co-workers and co-partners.

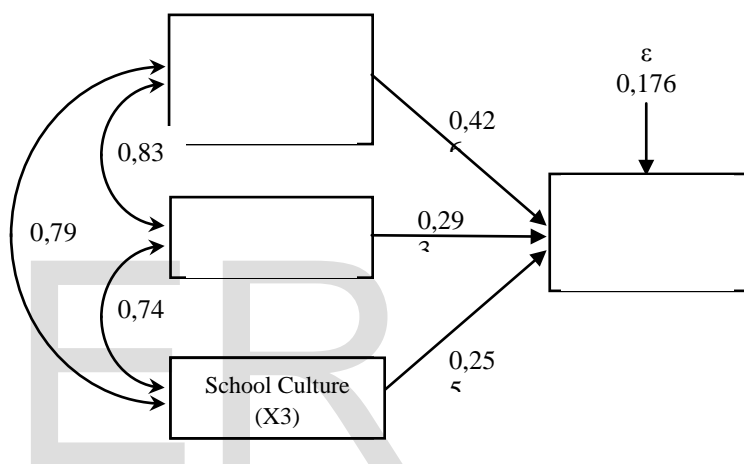
Teacher performance is influenced by many elements. The influence can come from within the teacher itself or called an internal factor, and there are influences that come from outside or called external factors. The most important internal factors that affect performance include needs, motives, perceptions, attitudes, experiences, intelligence and others. Thus it can be concluded that the professional performance of teachers can be influenced by internal factors and external factors. Internal factors include individual motives, as suggested by Mowday et al. (2013) that "performance (performance) is influenced by the motives of individuals in interacting with their environment". Mangkunegara (2002: 13) suggests "factors that affect the achievement of performance, among others (1) ability factor (ability), (2) motivation factor (motivation)."

Performance in the context of teacher profession as expressed by Suryadarma et al (2006) is an activity that includes learning planning, implementation of learning and doing assessment of learning outcomes. To achieve these goals often the performance of a person or organization is expected on a variety of obstacles or constraints that can lead to ineffective form of performance.

RESEARCH RESULT

Population in this research is all employees at SMK ICB Cinta Niaga Bandung City. The number of research subjects in this study was 42 people. The variables involved include: Principal Leadership (X1), Motivation (X2), School Culture (X3) and Teacher Performance (Y). All of these variables are possible to have a relationship or have influence. Results of statistical data processing obtained correlation of variables X1 and X2 of 0.833 with very strong criteria. Correlation X1 and X1 of 0.795 with very strong criteria. Correlation of X2 and X3 is 0.742 with strong criterion.

Path analysis results (Path Analysis) using SPSS software obtained the following results:



Gambar 1. Path Analysis Result

In Figure 1 above, it shows that all of these variables are correlated with the path coefficients. The results of path calculation, for leadership variables Head of School (X1) has a path coefficient of 0.426. Motivation variable (X2) has path coefficient 0,293. School Culture Variables (X3) has a path coefficient of 0.255. Based on the calculations seen in the results of path analysis, it is obtained the influence of Principal Leadership (X1), Motivation (X2), School Culture (X3) on Teacher Performance (Y) of 0.824 or 82.4%. While the rest of 0.176 or 17.6% is the contribution of other variables that are not examined include compensation, organizational culture, job satisfaction, organizational commitment and others. The greatest influence on Teacher Performance is Principal Leadership. Followed by the influence of Motivation, and the last is the influence of School Culture.

The result of data processing to see the influence of Motivation (X2) on Teacher Performance (Y) obtained direct influence of 0.086 or 8.6%, indirect influence through Principal Leadership (X1) of 0.086 or 8.6%, indirect influence through

Culture School (X3) of 0.055 or 5.5%. Thus the total effect of 0.245 or 24.5%. Results of data processing shows that there is influence Motivation on Performance Teachers. Thus proven hypothesis proposed in this study, that there is a significant influence Motivation on Performance.

The results of data processing to see the influence of School Culture (X3) on Teacher Performance (Y) obtained direct influence of 0.065 or 6.5%, indirect influence through Principal Leadership (X1) of 0.087 or 8.7%, indirect influence through Motivation (X2) is 0,055 or 5,5%. Thus the total effect of 0.207 or 20.7%. Results of data processing shows that there is influence of School Culture on Teacher Performance. Thus proven hypothesis proposed in this study, that there is a significant influence Motivation on Performance.

The results of data processing to see the influence of Principal Leadership (X1) on Teacher Performance (Y) obtained direct influence of 0.182 or 18.2%, indirect influence through Competence (X2) of 0.104 or 10.4%, indirect influence through Culture School (X3) of 0.087% or 8.7%. Thus the total effect of 0.372 or 37.2%. Results of data processing shows that there is influence of Principal Leadership on Teacher Performance. Thus proven hypothesis proposed in this research, that there is a significant influence Principal Leadership on Performance.

In accordance with the results of data processing conducted, the results obtained that the influence of Principal Leadership (X1), Motivation (X2), and School Culture (X3) on Teacher Performance (Y) simultaneously or simultaneously have a total effect of 0.824 or 82, 4%. These results indicate that the influence of these three variables is a significant category. The results of data processing shows that there is influence of Principal Leadership, Motivation and School Culture on Teacher Performance. Thus proven hypothesis proposed in this study, that there is a significant influence Principal Leadership, Motivation and School Culture on Performance.

DISCUSSION

Based on the results of data processing, then obtained a picture of Principal Leadership (X1) is with an average score of 3.52. The average score corresponds to the table of interpretation criteria, including the Good category. The statement was declared good because the principal gave a new idea in the learning process (4.29), the Principal devised a vision and mission plan carefully (4.26). This is consistent with Mulyasa (2008) theory which suggests that the role, function and task of a professional school principal consists of 7 (seven) characteristics, one of which is the principal as an innovator. In order to perform its roles and functions as an innovator, the principal of SMK ICB has the right strategy to build harmonious relationship with the environment, seek new ideas, integrate each activity, give exemplary to all educational staff in school, and develop innovative learning models .

The second thing is the Principal prepares a vision

and mission plan carefully. This is in accordance with a set of Competencies that the principal must possess as a learning leader. One of them is directing and guiding curriculum development. Headmaster of SMK ICB directs and guides teachers in developing curriculum, starting from the formulation of vision, mission, and school goals; Development of curriculum structure and content; And making school calendars.

The results of data processing on Principal Leadership earning the lowest average score is the Principal made the supervision program (2.86), and the Principal gives exemplary attitude in his daily life (2.74). To solve the problem of creating a supervision program, the Principal should refer to the Principal Supervision Competence. Schools carry out the most productive responsibilities if there is consensus on the purpose of the school and all parties work together to achieve it. The position of the principal in this case is responsible for organizing the school productively. The problem is that in the implementation of the education the principal is not possible to carry out all the activities themselves, therefore there is a delegation to teachers and staff, to ensure that the delegation of tasks carried out in a timely manner in a timely manner or not then it is necessary supervision that supervise the work of others .

The most effective form of supervision occurs when staff, learners, and parents see the principal as a person who knows exactly what the school is doing. In this context, supervising classroom visits, talking with teachers, students, and parents, keeps track of the development of the school community, the people and events that occur in order to fulfill this responsibility.

This supervision competence includes at least (1) planning the academic supervision program in order to improve the professionalism of teachers (2) to supervise the academic supervision of teachers by using appropriate supervision approach and techniques (3) to follow up the academic supervision of teachers in order to increase the professionalism of teachers (MoNE, 2007: 228). Competence of supervision is the knowledge and ability of the principal in planning, implementing and following up supervision in an effort to improve the quality of school.

One of the forms of supervision is the supervision of teaching, which needs to be directed to efforts that give teachers the opportunity to develop professionally. Some of the reasons underlying the importance of teaching supervision are: (1) aimed at improving the quality of learning in the classroom; (2) integrating relative teaching improvements into a more perfect and steady state which means providing direct support to teachers in order to achieve required levels of competence; Efforts to improve the quality and ability of teachers.

The inappropriateness of the supervision approach used can improve the stagnation of teacher performance, on

the contrary the precision of technical supervision will improve teacher performance. While the level of teacher performance in relation to supervision is determined by the situation of better teaching and learning process, the increasing ability to overcome the problem of professional tasks in the field, the implementation of the supervision which is democratic, systematic, constructive, creative, cooperative and continuous.

In the concept of teaching supervision are covered two different concepts, although the implementation is interrelated, ie class supervision and clinical supervision. Classroom supervision is intended as an attempt to identify learning problems that occur in the classroom and prepare alternative solutions. Clinical Supervision is a professional service of principals and supervisors due to unresolved issues in the implementation of classroom supervision. Classroom supervision is top-down, meaning improvements in teaching are determined by the supervisor, while the clinical supervision is bottom-up, ie the program's needs are determined by the authentic problems experienced by the teacher.

Educational supervision is a strategic and important position in improving the quality of teaching and learning process. Thus, educational supervisors (in this case principals and supervisors) must have professional skills that are reliable in the implementation of instructional supervision (instructional supervision), the professional capacity of supervisors is necessary to improve the quality of teacher training in schools. The problem of improving the quality of teacher guidance in schools is essentially related to the role of supervisors in providing professional assistance and services for teachers so that they are better able to carry out their main tasks. The quality of the school supervisor's performance needs to be based on the supervisory capacity of supervisors in carrying out their responsibilities responsibly.

In educational organizations (school systems) the term classroom supervision refers to the main mission of learning, ie activities aimed at improving and improving process quality and academic achievement. In other words, classroom supervision is an activity that deals with the improvement and improvement of learning processes and outcomes in schools (Depdikbud, 2004).

Supervisory behavior is directed at improving teacher's teaching behavior that impact on student learning behavior can be used as feedback for improvement of teaching behavior and supervision behavior.

The goal of classroom supervision is the learning process of learners with the aim of improving process quality and learning outcomes. The learning process is influenced by many factors, such as teachers, learners, curriculum, tools and textbooks, as well as the social and physical environment of the school. In this context, teachers are the most dominant factor. Therefore, the supervision of the class places a major

emphasis on providing opportunities for teachers to develop professionally, so that they are better able to carry out their main task of implementing and improving the learning process and outcomes reflected in the abilities: (1) Plan learning activities; (2) conducting learning activities; (3) assessing the learning process and outcomes; (4) utilizing the assessment results for the improvement of learning services; (5) provide appropriate, regular, and continuous feedback to learners; (6) serve learners who have learning difficulties; (7) create a pleasant learning environment; (8) develop and utilize teaching aids and media; (9) utilizing available learning resources; (10) develop appropriate learning interactions (strategies, methods, and techniques); (11) do practical research for the improvement of learning.

Classroom supervision is conducted on the basis of the following beliefs: (1) supervision of the implementation of the learning process (PBM) should pay particular attention to improving the professional skills of the teacher, which in turn will improve the quality of the learning process and outcomes; (2) the proper and continuous coaching provided to teachers contributes to the improvement of the quality of learning; (3) improving the quality of education through teacher professional development is based on the belief that the quality of learning can be improved in the best way at the school / class level through direct coaching from people working with teachers to improve the quality of learning; (4) Effective supervision can create conditions that are appropriate for professional growth of teachers. This condition is grown through participative leadership, where teachers feel valued and needed. In such a situation there will be a mutual trust between the coach (supervisor, principal) and the teachers, between the teacher and the teacher, and among the coaches themselves. Teachers will feel free to talk about their work with the coach if there is a belief that the coach will appreciate his thoughts and opinions; (5) effective supervision can give birth to a forum of cooperation that can meet the professional needs of teachers. Through this vessel, teachers have the opportunity to think and work as a group in identifying and solving problems.

The second problem, the Headmaster has not given exemplary attitude in his daily life. To overcome this problem, the principal needs to reconsider the perspective of national education policy, the government which has formulated four types of teacher competence as stated in the Government Regulation No. 19/2005 on National Education Standards, namely: (1) Pedagogic competence is the ability to manage (B) understanding of learners, (c) curriculum development / syllabus, (d) learning design, (e) implementation of educational and dialogical learning; (F) evaluation of learning outcomes, and (g) the development of learners to actualize their potentials; (2) Personality competence is a personality skill that is: (a) steady, (b) stable, (c) mature, (d) wise and prudent, (e) authoritative, (f) noble character, (g) Learners and

the community, (h) evaluate their own performance, and (i) develop themselves sustainably; (3) Social competence is the ability of educators as part of the community to: (a) communicate oral and written, (b) use communication and information technology functionally, (c) socialize effectively with learners, fellow educators, Parents / guardians of learners and (d) get along well with the surrounding community; (4) Professional competence is the ability of mastery of learning materials in a wide and in depth which includes: (a) the concept, structure, and method of science / technology / art that coherent / coherent with teaching materials; (B) teaching materials present in the school curriculum; (C) conceptual relationships among related subjects; (D) application of scientific concepts in everyday life; And (e) competing professionally in a global context while maintaining national values and culture.

In the second point, the competence that must be owned is to be an example for learners and the community. Still according to Mulyasa (2009), one's leadership is closely related to the personality and personality of the principal as the leader will be reflected in the properties as barikut: (1) honest; (2) confident; (3) responsibility; (4) dare to take risks and decisions; (5) a big soul; (6) stable emotions, and (7) exemplary.

Exemplary school principal is actually fulfilled with exemplary on other aspects, not limited to exemplary in school. However, exemplary attitude needs to be applied in the community environment. Because the principal's figure will always stick even outside the school environment. Headmaster as an exemplary center for school residents and community members around the school. Key education overcomes chaos, deterioration, oppression and backwardness. Education as a seed of hope should make the character a basic pedestal. Intelligence, heredity, elegance and power, becomes worthless if someone is unreliable and has no moral constancy. Exemplary is the key to change. This nation will be difficult to change, if it is difficult to find the example of this nation's elite. The credibility of the principal depends on the honesty and trust of the citizens of the school and the surrounding community. Exemplary in school environment: Principal should be professional; Building the convenience of schools; Come before the student or teacher comes; Provide examples of staff handling cleanliness; Control the KBM process, when the headmaster's class is not angry, but invites students to enter the class and fill the materials while waiting for the teacher to arrive; Do not limit communication with teachers and students, without diminishing authority. Exemplary in the community: Looking for good relationships with the surrounding community where the school is located; In the place of residence: maintaining personality, morality and giving thoughts that encourage progress and solving problems in activities in the midst of society.

CONCLUSSION

Leadership of principal in SMK ICB Cinta Niaga Bandung is in good category with an average score of 3.52. For the motivation is in the category quite well with an average score of 2.81. For school culture is in good category with an average score of 2.77 and for teacher performance is in fairly good category with an average score of 3.11. Leadership of school principals, motivation and school culture affects the performance of teachers by 82.4%.

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