

THE INFLUENCE OF PRINCIPAL LEADERSHIP, WORK MOTIVATION, ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB) ON THE PERFORMANCE OF MUHAMMADIYAH HIGH SCHOOL / VOCATIONAL HIGH SCHOOL TEACHERS IN WONOSOBO REGENCY

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Abstract

This study aims to determine the effect of principal's leadership, work motivation and OCB on the performance of Muhammadiyah high school/vocational teachers throughout Wonosobo Regency. This research is included in field research or field research, with quantitative research methods. This thesis research took place at SMA/SMK Muhammadiyah in Wonosobo Regency. The population in this study were teachers who worked in SMA/SMK Muhammadiyah in Wonosobo Regency, totaling 134 and the sample used was 60 respondents/teachers. The data collection method used is a questionnaire method, while the analytical technique used consists of classical assumption test and regression analysis which is processed with the help of the SPSS for windows 26.00 program. This is evidenced by the t value for the effect of 3.408 which is greater than the t table value for df 58 at t 0.025, which is 2.00 with a significance level of 0.001. The effect of work motivation partially on teacher performance has also been shown to be influential and significant, as evidenced by the t count value of 2.633 (> t table = 2.00) with a significance level of 0.011. While the partial effect of OCB on teacher performance has also been shown to be influential and significant, as evidenced by the t count value of 3.596 (> t table = 2.00) with a significance level of 0.001. Together, the three variables have been shown to have an effect on teacher performance. This can be proven through the results of the F test which results in the calculated F value of 199.663 which is greater than the F table value of 2.00 with a significance level of 0.000. Based on the results of the study, in order to improve teacher performance, improvements to the principal's leadership, work motivation and OCB of teachers need to be improved first.

Keywords: leadership, motivation, OCB, performance, teacher

Introduction

One of the determining factors for the development of a nation can be seen from the aspect of education and the quality of its teachers. The quality of teachers is one of the elements that determine a school to be of high quality. Because teachers are considered as active resources (Rohmat, 2012: 114). The existence of teachers according to Warso (2014: 27) is said to have a very important role. Sagala (2013: 21) suggests that teachers have the main task of educating, teaching, guiding, directs, trains, assesses and evaluates the progress and development of student learning achievements. The above tasks and responsibilities can be

carried out if a teacher has four main competencies, namely: pedagogic competence, personality competence, social competence and professional competence (Law no.19 2005). Teacher competence is influenced by many factors, including the principal's leadership factor. The role of the principal is very strategic in empowering his teachers to improve the quality of education. A principal is expected to be able to foster his subordinates (teachers) to become technically proficient, have a conceptual framework that supports the vision and mission, and have good interpersonal relationships, passionate about work, loyal and have high morals (Nurfaizah, 2014: 2). As a leader, the principal must carry out his role properly. Terry in Hersey and Blanchard as quoted by Purwanto (2015: 226) says that leadership is an activity to influence people (subordinates) to fight hard to achieve group goals, in this case the success of educational goals. Therefore, the principal's leadership is expected to motivate teachers in carrying out their duties and improve their performance.

Literature Review

Leadership is the ability of a leader to influence others by provoking the growth of positive feelings in the people he leads to achieve the desired goals. (Veitzhal Rivai, 2012: 488). The role of the leader according to Edy Sutrisno (2017: 219) includes interpersonal roles, informational roles and decision-making roles. Principals have a role in providing education and efforts to improve the quality of school education as well as acting as educators, managers, administrators, supervisor, leader and interest generator (Fatimah, 2016: 42). According to Thoha (2010: 13) one of the theories of leadership, is Trait Theory, this theory explains that there are four traits that influence the success of leadership, namely: intelligence, maturity and power of social relations, self-motivation and achievement drive, attitude- attitude of human relations. Mulyasa (2013: 98) argues that the indicators of the success of the principal's leadership in general consist of the principal as an educator (educator) who is fully responsible for improving the quality of learning. The principal as a manager or leader, who has the right strategy to utilize educational staff through collaboration, encourages the involvement of all components in the school to support programs at school (Wahyudi, 2009: 64). As a leader, the principal should have good communication skills, be able to make wise decisions and be able to create a hormonal working relationship (Soetopo and Soemanto, 2015: 56). The principal as an administrator is closely related to recording, compiling, and organizing all activities. As an administrator, the head of the madrasa should be able to carry out this function as well as possible (Rahma et. al, 2006: 52). The principal as a supervisor should be able to make teachers more serious and enthusiastic and responsible for learning activities in their schools. Professional school principal leadership can be proven through the principal's ability to provide supervision, by auditing performance standard documents and auditing the compliance/loyalty of his subordinates to work standards in improving the quality of education in their schools (Sagala, 2013: 134). Principals as Innovators and Motivators As an innovator, the principal should have a precise strategy to establish harmonious relations with the environment and explore new bright ideas. The principal as an innovator is required to make changes or reforms to quality schools through new ideas. The right strategy, developing innovative learning models. Also as an innovator will be reflected through his work in a constructive, creative, delegative, rational, pragmatic, exemplary, disciplined, and flexible way (Mulyasa, 2013: 118). The Principal as a Motivator must have the right strategy to motivate education staff in carrying out various tasks and its function.

Motivation is often interpreted as the overall driving force both from within and from outside by creating a series of efforts to provide certain conditions that ensure continuity and provide direction to activities so that the desired goals can be achieved (Farlen, 2011: 2). The success of teachers in implementing their duties are a reflection of the teacher's performance and this can be seen from the actualization of teacher competencies in realizing their professional duties (Sagala, 2019: 128). In addition to this, there are other factors that can affect teacher performance, namely Organizational Citizenship Behavior, which is often abbreviated as OCB. According to Bateman and Organ in Yuliati (2016: 73-81) Organizational Citizenship Behavior (OCB) is extra-role performance, namely useful behavior carried out on the employee's own volition, regardless of the provisions or obligations imposed on him with the aim of helping others in achieving goals. organization. Meanwhile, the definition of Organizational Citizenship Behavior (OCB) according to Prameswari and I Gusti (2017: 106) is a preferred behavior that is not a formal work obligation of a teacher but supports the effective functioning of the organization. to fulfill their wants or needs. According to Herzberg, as quoted by Abdul Choliq that the cause of individuals feeling satisfied with their work can be seen by intrinsic and extrinsic motivational factors. Motivation both intrinsically and extrinsically arises because someone who works has a strong desire to achieve certain goals (Fattah, 2009: 21).

Related to the work motivation carried out by teachers, it can be concluded that teacher work motivation is something that encourages a teacher to work to be more accomplished and advanced, become professional, get recognition, get an adequate salary, be able to establish a harmonious and pleasant working relationship, so that the goal learning can be achieved. Several studies conducted by experts related to the factors that influence motivation have yielded varying results, including research conducted by Sutrisno (2011: 116-120). According to him, the factors that influence work motivation include: a) external factors, including: A pleasant work environment, adequate compensation, good supervision, job guarantees, status and responsibilities and flexible regulations. b) Internal factors (originating from within) include: the desire to live, the desire to have, the desire to gain appreciation, the desire to gain recognition and the desire to power.

According to Herzberg in Sumidjo (2013: 414) it is said that a person's satisfaction and dissatisfaction at work can be viewed from two aspects. The two aspects are intrinsic aspects and extrinsic aspects. However, in this thesis research, to make the discussion more effective, the author only applies intrinsic factors as an indicator of measuring work motivation. These intrinsic factors include: 1) the work itself (the work it self); The severity of the challenges felt by the workforce from their work. 2) Progress (advancement); It is unlikely that the workforce has the opportunity to advance in their work, such as being promoted. 3) Responsibility (responsibility); The perceived size of the responsibility given to a worker. 4) Recognition (recognition); The amount of recognition given to workers for their work. 5) Achievements; The possibility of the workforce achieving high work performance is very small.

According to Organ in Susilowati (2016: 45-50), there are five aspects that influence Organizational Citizenship Behavior (OCB), namely altruism, courtesy, sportsmanship, conscientiousness and civic virtue. In relation to teacher performance, the application of Organizational Citizenship Behavior (OCB) can encourage a teacher to demonstrate exceptional standards of "excellence", seek achievement in assignments, and seek opportunities or competition. Based on the description above, the authors are interested in

conducting research with the title "The Influence of Principal Leadership, Work Motivation, Organizational Citizenship Behavior on Teacher Performance". While the objectives of this study are: to determine the effect of principal leadership, work motivation, and OCB on the performance of Muhammadiyah high school/vocational teachers throughout Wonosobo Regency. Podsakoff and Mackenzi in Sufyan (2015:20) define OCB as individual behavior that is independent (discretionary).) the salespeople who are believed to directly increase the effectiveness of the organization without reducing the productivity of the organization. Borman and Motowidlo in Sufya (2015:20-21) define OCB as voluntary extra-role behavior in individuals intended to help others in the organization or to show awareness in an effort to support the running of the organization. According to Robbins (2006: 364) Organizational Citizenship Behavior or abbreviated as OCB is optional behavior that is not part of formal work obligations, but supports the effective functioning of the organization. is a must or obligation. According to Organ (2016), Organizational Citizenship Behavior or OCB is individual behavior that is free, free in the sense that this behavior is not a requirement that must be carried out in certain roles or job descriptions, or behavior that is a personal choice. In line with the above thinking, Richard (2013) also states that Organizational Citizenship Behavior (OCB) is work behavior that exceeds work requirements and plays a role in organizational success. OCB behavior is demonstrated by helping coworkers and customers, doing extra work when needed, and helping solve problems in improving products and procedures.

Several measures of a person's OCB have been developed. The scale (Morrison, 1995) is one of the measurements that has been refined and has good psychometric abilities (Wirawan, 2014). Therefore, in this thesis research, the author uses OCB measurement indicators as proposed by Organ (2016) which consists of: 1) Altruism, namely the behavior of helping colleagues in completing their work, for example being willing to voluntarily help coworkers who do not understand and new colleagues , help coworkers who get work overload, do the work of coworkers who don't come in. 2) Courtesy, namely behavior for the occurrence of problems related to work relations, for example encouraging coworkers who work lazily. 3) Sportsmanship, namely the behavior of accepting unpleasant and less than ideal conditions or circumstances, for example, do not like to complain in a petty way, do not like to neglect reality. 4) Civic virtue, namely responsible behavior to participate in company life activities, for example attending meetings that are not necessary for him but are beneficial for the company, are willing to follow or obey changes that occur in the company, have initiatives to increase company productivity. 5) Conscientiousness or generalized compliance, namely dedication to work and achieve results above the set standards, for example working all day, not wasting time, obeying all company regulations, voluntarily being willing to do work that is not their responsibility.

In this thesis research, the author will apply indicators of teacher performance measurement based on the description according to Article 10 of the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers that teacher competencies include: Pedagogic competence; personality competence; social competence; and professional competence obtained through professional education (Preparing Team, 2006: 51). What is meant by pedagogic competence is the ability of teachers to manage student learning which includes understanding of students, designing and implementing learning and developing potential. Personality competence relates to the personality of a teacher who is steady, stable, mature, wise, authoritative and a role model for students so that they are

said to have personality competencies. Therefore, the existence of a teacher is not only assessed from the scientific aspect, but also from the personality aspect (Roqib and Nurfuadi 2009: 15). The level of teacher authority in the view of students and the community is part of the personality problem (Djamarah, 2014: 40). Social competence is the ability of a teacher to communicate effectively with students, fellow educators, education staff, parents/guardians of students, and local communities. One of the essential indicators of social competence is the ability to communicate effectively between teachers and education personnel to students, as well as their ability to interact effectively with parents/guardians and the community in the surrounding area. requires various expertise in the field of education or teacher training. The teacher holds the role for "transfer of knowledge" and "transfer of values". During the process of transferring knowledge and values between teachers and students, the relationship or interaction between the two will automatically emerge. However, a teacher must remember that his main task is to teach, guide and train students so that they can develop in a better direction in terms of cognitive, affective, and psychomotor aspects.

Discussions on the influence of principals' leadership, work motivation, OCB on teacher performance, both in the form of books and relatively large amounts of research with various perspectives. The writing of this research is colored by various research works that have been carried out by previous researchers. Several studies with similar themes include the following: Septianty (2016: 97-98) wrote a thesis entitled "The Influence of Principal Leadership and School Climate on Teacher Performance at State Vocational High School (SMKN) 2 Bengkulu City." In the thesis he revealed that from the results of the calculations he had done, it showed that between the principal's leadership on teacher performance there was a significant effect at a significant level of $= 0.05$. It is said to be very meaningful because the results of these calculations obtained a correlation coefficient of $r = 0.567$. From research conducted by Indira, it can be seen that this also means that the principal's leadership has a positive significance with teacher performance. This can strengthen the argument that the leadership of the principal shows the quality of the school. The influence of the principal's leadership is not only in the form of instructions but emphasizes the motivation that inspires teachers, so that teachers are able to take the initiative and increase their creativity which will have an impact on increasing teacher performance (Sagala, 2009: 128).

Method

This thesis research uses field research or field research with quantitative methods. While the type of research used is quantitative research with a survey method that uses a questionnaire (questionnaire) as a data collection tool. To process and analyze the existing data, in this study the authors used SPSS for windows release version 26.0. This thesis research took place at SMA Muhammadiyah Wonosobo, SMK Muhammadiyah Wonosobo and SMK Muhammadiyah Kaliwiro. The time of the research was carried out from October to December 2021. In this thesis research, the available samples are 134 so the authors take a total sample of 60 respondents/teachers. In this thesis research, the independent variables consist of Principal Leadership (X1), Work Motivation (X2), OCB (X3). In this thesis, the author uses data collection techniques through questionnaires. The data validation test was carried out using the Pearson Product Moment correlation coefficient which was obtained using the Statistical Product and Service Solution (SPSS) version 26.0 program. The results of the analysis of the validity of the questionnaire obtained that the validity value for each

item exceeds r table (0.254) which means that the questionnaire item is valid. The reliability test that the author did was carried out by means of a one shot or one-time measurement, namely the Cronbach Alpha statistical test, where the requirement to obtain a reliable statement was obtained by having a Cronbach Alpha value of > 0.6 .

The data analysis technique uses an assumption test in the form of the Kolmogorov Smirnov normality test, where the terms and conditions of a data series can be said to be data with a normal distribution, which must meet the requirements for a value of $0.05 < x < 2.00$. If the data distribution has met this value, then the data is said to be normally distributed data. Heteroscedasticity test is a test of whether or not the variances of two or more distributions are equal to determine whether the data in variables X and Y are homogeneous or not (Widiyanto, 2010: 51). Multicollinearity test is to test whether the regression model found a correlation between independent variables. If there is or there is a correlation, it is called a multicollinearity problem. Singgih (1999: 293) suggests that a statistical tool that is often used to test multicollinearity disorders is the Variance Inflation Factor (VIF), Pearson correlation between independent variables. Linearity test, this test is intended to determine whether each variable is a predator. In this analysis, it is calculated based on the probability price. If the p -value (significant) < 0.05 , then H_0 is accepted or linearity, and if the p -value (significant) > 0.05 , then H_0 is rejected or the linearity is not significant. This analysis is used to determine the magnitude of the influence of each variable on the ability to develop teacher learning designs. In the process of regression analysis, there are several analyzes that function to conduct a more in-depth analysis study, including: F test, t test and R square determination coefficient test.

Finding and Discussion

The results of data processing with the frequency test have been carried out by researchers using the help of the Statistical Program and Service Solution (SPSS) for Windows Release 26.0 program. Data on Principal Leadership was obtained from filling out a questionnaire of 25 items with the highest score of 5 by 60 respondents and involving 4 related variables. So that the ideal score is 30,000. From the Principal's Leadership data obtained a score of 5,782 x 4 variables so that a total score of 23,204 is obtained, then the average percentage score is $23,128/30,000 \times 100\% = 77.09\%$ or in the good category.

Work motivation data obtained from filling out the questionnaire as many as 20 items with the highest score of 5 by 60 respondents and 4 variables so that an ideal score of 24,000 was obtained. From the data obtained a score of 4.635 x 4 variables = 18,540 so that the average percentage score is $18,540/24,000 \times 100\% = 77.25\%$ in the good category. Pay attention to the following table:

Table. 2
Frequency Distribution of Teachers' Perceptions of Principal Leadership

No	Interval	Criteria	Frequency	Percentage
1.	100 – 125	Very Good	31	51,6 %
2.	75 – 99	Good	25	41,7 %
3.	50 – 74	Enough	1	1,7 %

4.	25 – 49	Poor	3	5 %
	Total		60	100

Based on the table above, it can be seen that most of the respondents view positively on the leadership of school principals in Muhammadiyah SMA/SMK throughout Wonosobo Regency and are included in the very good category. This is evidenced from the 60 respondents studied, as many as 31 respondents (51.6%) viewed it very well and 25 respondents (41.7%) viewed the leadership applied by the principal as good, 1 respondent (1.7%) considered it quite good. and 3 respondents (5%) viewed it less well. These data indicate that in general the teacher's perception of the principal's leadership has been viewed favorably by the teachers.

Work motivation data obtained from filling out the questionnaire as many as 20 items with the highest score of 5 by 60 respondents and 4 variables so that an ideal score of 24,000 was obtained. from the data obtained a score of 4.635×4 variables = 18,540 so that the average percentage score is $18,540/24,000 \times 100\% = 77.25\%$ in good category.

Table 3
Distribution of Work Motivation Frequency

No	Interval	Criteria	Frequency	Percentage
1.	80 – 100	Very Good	37	61,6 %
2.	60 – 79	Good	19	31,7 %
3.	40 – 59	Enough	1	1,7 %
4.	20 – 39	Poor	3	5 %
	Total		60	100 %

Seen in table 3 as many as 37 respondents (61.6%) are highly motivated at work, 19 respondents (31.7%) are in a well-motivated condition, 1 respondent (1.7%) is quite motivated and 3 respondents (5%) feel less motivated.

OCB data obtained from filling out the questionnaire were 20 items with the highest score of 5 by 60 respondents and 4 variables so that the ideal score of 24,000 was obtained. From the data obtained a score of 4652×4 variables = 18,608, so the average percentage score is $18,608/24,000 \times 100\% = 77.53\%$ in the good category.

Table 4
OCB Frequency Distribution

No	Interval	Criteria	Frequency	Percentage
1.	80 – 100	Very Good	32	53,4 %
2.	60 – 79	Good	23	38,3 %
3.	40 – 59	Enough	2	3,3 %
4.	20 – 39	Poor	3	5 %
	Total		60	100 %

It can be seen in table 4 as many as 32 respondents (53.4%) have very good OCB, 23 respondents (38.3%) have good OCB, 2 respondents (3.3%) think it is quite good and 3 respondents (5%) think they lack good OCB. .

Teacher performance data obtained from filling out the questionnaire as many as 20 items with the highest score of 5 by 60 respondents and 4 variables so that an ideal score of

24,000 was obtained. From the data obtained a score of 4,650 x 4 variables = 18,600, so the average percentage score is $18,600/24,000 \times 100\% = 77,50\%$ in the very good category.

Table 5
Teacher Performance Frequency Distribution

No	Interval	Criteria	Frequency	Percentage
1.	80 – 100	Very Good	32	53,4 %
2.	60 – 79	Good	23	38,3 %
3.	40 – 59	Enough	2	3,3 %
4.	20 – 39	Poor	3	5 %
	Total		60	100 %

Seen in table 5 as many as 32 respondents (53.4%) have a very good performance, 23 respondents (38.3%) have a good performance, 2 respondents (3.3%) have a pretty good performance and 3 respondents (5%) still has poor performance.

The results of the questionnaire recapitulation are presented in the following table:

Table 6
Descriptive Statistics of Research Variables

Research Variables	N	Min	Max	Mean
Principal Leadership	60	39	119	96,37
Teacher's Work Motivation	60	34	91	78,25
OCB	60	28	99	78,53
Teacher Performance	60	35	93	77,50

Based on table 6 above, it is known that the results of the descriptive analysis of the Principal Leadership variable have a minimum score of 39 and a maximum value of 119, and an average of 96.37. All variables in this study were measured using a number of questionnaire items with a scale of 1-5. Meanwhile, the principal's leadership variable in this study is the teacher's perception of the principal's leadership. The number of respondents in this study was 60. While the variable of teacher work motivation in this study was the teacher's perception of work motivation. The number of respondents on this variable is 60. The results of the descriptive analysis of the work motivation variable have a minimum value of 34 and a maximum value of 91, and an average of 78.25. All variables in this study were measured using a number of questionnaire items with a scale of 1-5. Furthermore, the OCB variable in this study is the teacher's perception of OCB behavior in schools. The results of the descriptive analysis of the OCB variable have a minimum value of 28 and a maximum value of 99, and an average of 77.53. All variables in this study were measured using a number of questionnaire items with a scale of 1-5. The number of respondents in this variable is 60. The teacher performance variable in this study is the teacher's perception of teacher performance. The results of the descriptive analysis of the Teacher Performance variable have a minimum value of 35 and a maximum value of 93, and an average of 77.50. All variables in this study were measured using a number of questionnaire items with a scale of 1-5. The number of respondents in this variable is 60.

From the results of testing the questionnaire data, the answers to 60 respondents in this study using SPSS version 26.00 obtained the following results:

1. Test the validity of the principal's leadership variables, work motivation, OCB and teacher performance with $df = N-2 = 58 = 0.254$, it can be seen from the Pearson Correlation value that all items have a value > 0.254 so that all items are valid and can be used to further research.
2. Reliability test, the results of the reliability test can be seen from the value of Cronbach's alpha > 0.6 then the variable is said to be reliable. This can be proven through the following table:

Table 7
Instrument Reliability Test Results

Instrument	Cronbach's Alpha	Conclusion
Leadership (X1)	0.754 > 0,6	Reliable
Work Motivation (X2)	0.746 > 0,6	Reliable
OCB (X3)	0.757 > 0,6	Reliable
Teacher Performance (Y)	0.760 > 0,6	Reliable

Data processed in 2022

Based on the table, it is known that the reliability values of the variables X1, X2, X3 and Y all have high reliability.

3. Normality Test, the results of the normality test with SPSS can be seen through the value of the *N Par Test One-Sample Kolmogorov-Smirnov Test*, which can be seen in the Asymp value. Sig (2-tailed) which the author summarizes in the following table:

Table 8
Summary of Normality Test Results

No	Variable	Asymp Sig	Predicate	Description
1.	Leadership	0,200	Normal	0,200 > 0,05
2.	Work Motivation	0,200	Normal	0,200 > 0,05
3.	OCB	0,200	normal	0,200 > 0,05

Table 9
One-Sample Kolmogorov-Smirnov Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual All Variable
N		60
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.24943583
Most Extreme Differences	Absolute	.089
	Positive	.080
	Negative	-.089
Test Statistic		.089
Asymp. Sig. (2-tailed)		.200^{c,d}

a. Test distribution is Normal.

- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the output of the Kolmogorov-Smirnov normality test, the Asymp Sig value is obtained. (2-tailed) of 0.200 (> 0.05), it can be concluded that the OCB variable (X3) is normally distributed.

4. Linearity Test, the results of the linearity test can be seen through the significance value of deviation from linearity in the "Anova Table", which the authors have summarized in the following table:

Table 10
Summary of Normality Test Results

No	Linearity	The Significance of Deviation from Linearity	Meaning	F Count	F Table	Description
1.	Leadership	0,317	0,317 $>$ 0,05 Linear	1,195	2,00	1,195 $<$ 2,00 Linear
2.	Work Motivation	0.469	0.469 $>$ 0,05 Linear	1,020	2,00	1,020 $<$ 2,00 Linear
3.	OCB	0.424	0,424 $>$ 0,05 Linear	1,080	2,00	1,080 $<$ 2,00 Linear

From the output of the linearity test of the research data above, it can be explained that the significance value of the principal's leadership linearity test on teacher performance is 0.317 more than 0.05 so it can be said that there is a significant linear relationship between the principal's leadership variable (X1) and the performance variable Teacher (Y). The linearity test of the work motivation variable (X2) on teacher performance (Y) has a significance value of 0.469 (> 0.05) so it can be said that there is a significant linear relationship between the work motivation variable (X2) and the Teacher Performance variable (Y). Meanwhile, for the linearity test of the OCB variable (X3) with the teacher performance variable (Y), a significance value of 0.424 (> 0.05) can be obtained so that it can be said that there is a significant linear relationship between the OCB variable (X3) and the Teacher Performance variable (Y), or if the calculated F test is smaller than F table, it is said to be linear (F count $<$ F table).

5. Multicollinearity test is an assumption test for multiple regression analysis. The multicollinearity test is intended to determine whether there is a significant correlation between the independent variables. The multicollinearity test can be seen from the VIF (variance inflation factor) value less than < 10 and the tolerance value above > 0.1 so there is no multicollinearity. The results of the multicollinearity test are presented in the following table:

Table 11
Summary of Multicollinearity Test Results

No	Independent Variable	Tolerance	VIF	Description
1.	Leadership	0,121	8,256	0,121 > 0,1 and 8,256 < 10, it has meaning that there is no multicollinearity
2.	Work Motivation	0.133	7,516	0,133 > 0,1 and 7,516 < 10 it has meaning that there is no multicollinearity
3.	OCB	0.186	5,377	0,186 > 0,1 dan 5,377 < 10, it has meaning that there is no multicollinearity

From the results of the multicollinearity test, it was obtained information that the tolerance value for leadership (X1) was $0.121 > 0.1$ and the VIF value for leadership (X1) was $8.256 < 10$, meaning that there was no multicollinearity. While the tolerance value of Work Motivation (X2) is $0.133 > 0.1$ and the value of $7.516 < 10$ means that there is no multicollinearity. While the OCB tolerance value is $0.186 > 0.1$ and the VIF value is $5.377 < 10$, meaning that there is no multicollinearity.

From the table above, it can be concluded that there is no multicollinearity between Principal Leadership, Work Motivation and OCB on Teacher Performance.

To determine the magnitude of the influence of Principal Leadership (X1) on Teacher Performance (Y) in this simple regression analysis, it is calculated using the Effective Contribution (SE) formula, as follows:

$$\begin{aligned} SE(X)\% &= \text{Beta}(X) \times \text{Correlation Coefficient} \times 100 \\ SE(X1) &= 0.383 \times 0.933 \times 100 \\ &= 35.73 \end{aligned}$$

From the calculation results above, it is known that the Effective Contribution (SE) between X1 and Y is 35.73. This value means that the influence of Principal Leadership (X1) on Teacher Performance (Y) is 35.73%.

The Effect of Work Motivation on the Performance of SMA/SMK Muhammadiyah Teachers in Wonosobo Regency

To determine the magnitude of the influence of Work Motivation (X2) on Teacher Performance (Y) in this simple regression analysis, it is calculated using the Effective Contribution (SE) formula, as follows:

$$\begin{aligned} SE(X)\% &= \text{Beta}(X) \times \text{Correlation Coefficient} \times 100 \\ SE(X2) &= 0.282 \times 0.921 \times 100 \\ &= 25.97 \end{aligned}$$

From the calculation above, it is known that the Effective Contribution (SE) between X2 and Y is 25.97. This value means that the effect of Work Motivation (X2) on Teacher Performance (Y) is 25.97%.

The Influence of Organizational Citizenship Behavior (OCB) on the Performance of SMA/SMK Muhammadiyah Teachers in Wo nosobo Regency

To determine the magnitude of the effect of OCB (X3) on Teacher Performance (Y) in this simple regression analysis, it is calculated using the Effective Contribution (SE) formula, as follows:

$$SE(X)\% = \text{Beta}(X) \times \text{Correlation Coefficient} \times 100$$

$$SE(X3) = 0.326 \times 0.914 \times 100 = 29.80$$

From the calculation results above, it is known that the Effective Contribution (SE) between X3 and Y is 29.80. This value means that the effect of OCB (X3) on Teacher Performance (Y) is 29.80%.

The Influence of Principal Leadership, Work Motivation, and Organizational Citizenship Behavior (OCB) on the performance of Muhammadiyah high school/vocational teachers throughout Wonosobo Regency.

In this calculation we will measure how much (%) the influence of the Principal Leadership (X1), Work Motivation (X2) and OCB (X3) variables simultaneously (together) on the Teacher Performance variable (Y) in SMA/SMK Muhammadiyah in Wonosobo Regency. The results of multiple linear regression analysis (in the F test) are presented in the table below:

Table 12
Variable table

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6663.429	3	2221.143	199.663	.000 ^b
	Residual	622.971	56	11.124		
	Total	7286.400	59			

a. Dependent Variable: PERFORMANCE

b. Predictors: (Constant), MOTIVATION, OCB, LEADERSHIP

Based on the "ANOVA" output table above, it is known that the significance value (Sig.) in the F test is 0.00. Because Sig.0.00 < 0.05, it can be concluded that Principal Leadership (X1), Work Motivation (X2) and OCB (X3) simultaneously (together) significantly affect Teacher Performance (Y). Meanwhile, to see what percentage (%) of the influence given by the Principal Leadership (X1), Work Motivation (X2) and OCB (X3) variables simultaneously (together) on the Teacher Performance variable (Y), referring to the R square value contained in the results of multiple regression analysis, namely in the "Model Summary" table below:

Table 12
Summary^b Model

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.956 ^a	.915	.910		3.335

a. Predictors: (Constant), MOTIVATION, OCB, LEADERSHIP

b. Dependent Variable: PERFORMANCE

Based on the table above, it is known that the coefficient of determination or R Square is 0.915 or equal to 91.5%. This figure means that the Principal's Leadership (X1), Work Motivation (X2) and OCB (X3) simultaneously (together) affect the Teacher Performance variable (Y) by 91.5%. It can also be calculated using the following formula:

$$SE (X1) + SE (X2) + SE (X3) = R \text{ Square}$$

$$35,73 \% + 25,97 \% + 29,80 \% = 91,5 \%$$

While the rest (100% - 91.5% = 8.5 %) is influenced by other variables.

Hypothesis Test Results

a. The Effect of Principal's Leadership (X1) on the Performance of Muhammadiyah High School / Vocational High School Teachers in Wonosobo Regency

To find out the influence of the principal's leadership on teacher performance, it can be proven through the output of the SPSS test results through the following t-test:

Table 16
Output of t Test Results (Direct Effect)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.671	3.182		.839	.405
	LEADERSHIP	.280	.082	.383	3.408	.001
	OCB	.276	.077	.326	3.596	.001
	MOTIVATION	.292	.111	.282	2.633	.011

a. Dependent Variable: PERFORMANCE

Based on the table above, it can be seen that the output of the SPSS test results which state the relationship between Principal Leadership and Teacher Performance produces a significance value (Sig.) of 0.01 which is smaller than the probability value of 0.05 so it can be concluded that there is an influence between Principal Leadership (X1) on Teacher Performance (Y). Meanwhile, the t-count value is 3.408. Ho is rejected and Ha is accepted if t count > t table.

The t table value for df 58 at t0.025 is 2.00. In this calculation Ho is rejected and Ha is accepted, because 3.408 > 2.00. So it can be concluded that there is an influence between the variables of Principal Leadership (X1) on Teacher Performance (Y) in SMA/SMK Muhammadiyah in Wonosobo Regency.

The Influence of Work Motivation (X2) on the Performance of SMA/SMK Muhammadiyah Teachers in Wonosobo Regency

Based on the output of the analysis of the relationship between Work Motivation and Teacher Performance through SPSS as contained in table 4.28 above, it is proven that the significance value (Sig.) of the effect of work motivation on teacher performance is 0.011. This value is smaller than the probability of 0.05 so it can be concluded that there is an influence between Work Motivation (X2) on Teacher Performance (Y).

Meanwhile, the t-count value is 2.633. H_0 is rejected and H_a is accepted if t count > t table. The t table value for df 58 at t 0.025 is 2.00 in this calculation H_0 is rejected and H_a is accepted because $2.633 > 2.00$. So it can be concluded that there is an influence between the variables of Work Motivation (X2) on Teacher Performance (Y) in SMA/SMK Muhammadiyah in Wonosobo Regency.

The Effect of OCB (X3) on the Performance of Muhammadiyah SMA/SMK Teachers in Wonosobo Regency

Based on the output of the analysis of the relationship between OCB and Teacher Performance through the SPSS test as contained in table 4.28 above, it produces a significance value (Sig.) of 0.001 which is smaller than the probability of 0.05 so it can be concluded that there is an influence between OCB (X3) on Teacher Performance. (Y).

Meanwhile, the t-count value is 3.596. H_0 is rejected and H_a is accepted if t count > t table. The t table value for df 58 at t 0.025 is 2.00 in this calculation H_a is accepted because $3.596 > 2.00$. So it can be concluded that there is an influence between the OCB variable (X3) on Teacher Performance (Y) in SMA/SMK Muhammadiyah in Wonosobo Regency.

b. The Effect of Principal Leadership, Work Motivation, and OCB together on the Performance of Muhammadiyah High School / Vocational High School Teachers in Wonosobo Regency

The fourth hypothesis was analyzed using multiple regression analysis with three predictors. The analysis was used to determine the joint correlation between the independent variables (Principal's Leadership, Work Motivation and OCB) to the dependent variable (Teacher Performance). Based on the output of the F test "ANOVA" in table 4.26 above, it is known that the significance value (Sig.) in the F test is 0.000. Because Sig. 0.000 < 0.05, it can be concluded that Principal Leadership (X1), Work Motivation (X2) and OCB (X3) simultaneously (together) significantly affect Teacher Performance (Y). With a value of determination or R Square of 0.915 or equal to 91.5%. This figure means that the Principal's Leadership (X1), Work Motivation (X2) and OCB (X3) simultaneously (together) affect the Teacher Performance variable (Y) by 91.5%. While the rest ($100\% - 91.5\% = 8.5\%$) is influenced by other variables, thus this hypothesis is accepted.

Based on the problems that arise, then looking for a theoretical basis to carry out research in order to prove the truth of the compiled hypothesis, the research results can be written in the following discussion:

1. The Effect of Principal's Leadership on the Performance of Muhammadiyah High School / Vocational Teachers in Wonosobo Regency

In more detail, the principal's leadership variable is divided into 5 indicators as the author explained in the previous chapter. The five indicators are: the principal as an educator/educator, as a leader or manager, as an administrator, as a supervisor as well as an innovator and motivator. In holding these roles and functions, judging by the results of the data obtained and presented in the form of tables and figures above, it can be seen that the principal is seen as capable of showing his role as an educator (educator), who has full responsibility for improving the quality of learning.

As a leader/manager, the principal is also seen as capable of planning, organizing, implementing, leading and controlling the efforts of the members of the organization and to utilize all organizational resources in order to achieve the goals that have been set. Judging from the administrative management aspect which is closely related to the activities of

recording, compiling, and organizing all school documents, the principal is considered very good in carrying out administrative management.

As a supervisor, the principal has been able to make teachers more serious and enthusiastic and responsible for learning activities in their schools. In addition, the principal as an innovator and motivator has also implemented a good strategy in establishing a harmonious relationship with the environment.

From the results of the calculation of the Effective Contribution (SE) of Principal Leadership (X1) on Teacher Performance, a score of 35.73 was obtained. This value implies that the effect of X1 on Y is 35.73%. So it can be concluded that there is an influence between Principal Leadership (X1) on Teacher Performance (Y) in SMA/SMK Muhammadiyah in Wonosobo Regency.

In the regression equation, it is known that the principal's leadership has a positive influence, so it can be stated that the better the principal's leadership, the better the teacher's performance. Based on the results of the questionnaire distribution, it is known that the highest response is in items 15 and 22, which state that, "The principal is very cooperative so that the teacher enjoys working with the principal, and the principal gives awards to teachers who are able to demonstrate work performance with good performance. good".

Based on these results, it can be stated that the principal who is cooperative towards teachers and wants to give awards to teachers who excel, indicates that his leadership can influence teachers in a positive direction according to the vision, mission and goals to be achieved by the principal as a leader, communicate cooperatively can improve teacher performance. This is in line with the research conducted by Hakim (2017: 111-112), which found that principals who are skilled in conceptual and human relations, communicate well with teachers have a positive and significant influence on teacher performance.

The results of the perception of Muhammadiyah SMA/SMK teachers throughout Wonosobo Regency towards the leadership of the principal are mostly good. This perception shows that in real terms the principal is seen as being able to demonstrate his leadership well so that he makes a positive contribution to performance. This can be seen from the results of the partial test (t test) with a significance value of $0.001 < 0.05$. These results indicate that the better the principal's leadership perceived by the teacher, the better the teacher's performance.

2. The Effect of Work Motivation on the Performance of SMA/SMK Muhammadiyah Teachers in Wonosobo Regency

Based on the data obtained about work motivation related to the work itself, it can be seen that 28.3% of teachers/respondents feel that the work routine given is very pleasant, 36.7% is pleasant, 26.7% is quite pleasant and 8.3% feels not. happy with the work given and do not feel bored with the work. There are 28.3% of teachers/respondents who really like challenging work, and 38.3% of teachers like and the rest do not like challenging work. Jobs that require high discipline are also liked by teachers, this can be seen from the data as many as 30% of teachers who really like it, 41.7% of teachers who like discipline and others don't like it very much.

The next indicator of internal motivation is related to progress. Progress can be interpreted as the possibility of the workforce having the opportunity to advance in their work, such as the flexibility of teachers to work in schools. This can be seen from the ability and skills of teachers who developed very well by 28.3%, well developed by 36.7% and others did not like it. Most of the teachers, namely 38.3% of teachers feel very free, 31.7%

feel free to work at school, while the rest are not happy or even dislike it. Regarding the work responsibilities assigned by schools to teachers 38.3% of teachers feel very responsible, 31.7% of teachers are also well responsible and the rest are less responsible. The responsibility for the assigned work received a positive response from the teachers as respondents. This can be seen from the way teachers complete work independently as much as 31.7% are highly motivated, the other 33.3% are well motivated, while others are less motivated.

Another indicator is the existence of recognition, namely the size of the recognition given to workers for their work. The existence of acknowledgment has motivated the teachers internally. This spurred the enthusiasm of teachers to attend by filling out the attendance list through the available attendance list link, as many as 30% were highly motivated, 38.3% teachers were well motivated and the rest were less or not motivated to do so. The promotion process at school has been going well, according to the description presented by the respondents as much as 38.3% are highly motivated, 41.7% are well motivated, and the rest are less motivated. The honors/salaries received by teachers based on the data above illustrate that the teachers are satisfied. A total of 36.7% of teachers are very satisfied with the salary received and are in accordance with their performance, while 33.3% of teachers are satisfied, 21.7% are not satisfied and the rest are not satisfied with the salary given. In addition to the salary received, the existence of a career path process for teachers who excel can increase teacher work motivation. A total of 36.7% of teachers are highly motivated, 35% are well motivated, 21.7% are less motivated and the rest are not motivated towards the career path process.

In the achievement indicator, which is the possibility of the workforce achieving high work performance, based on the data that the authors describe above, it can be seen that there are opportunities to learn/continue to higher education with the help of costs from the workplace for teachers who achievement has motivated the teachers. A total of 33.3% of teachers are highly motivated, 38.3% are well motivated, 21.7% are moderately motivated and the rest are less motivated. The reward or award given by the school if the teacher works well and achieves the set target has motivated 20 teachers very well or 33.3%, the other 43.3% are well motivated, 10 people or 16.7% are quite motivated while the rest are less motivated. Teachers are also happy when their work is used as a reference for evaluation by their colleagues. This is reflected in the data, as many as 20% of teachers are highly motivated, 50% are well motivated, and the rest are quite motivated.

From the results of the calculation of the Effective Contribution (SE) of Work Motivation (X2) on Teacher Performance, it is obtained a value of 25.97. This value implies that the effect of X2 on Y is 25.97%. So it can be concluded that there is an influence between Work Motivation (X2) on Teacher Performance (Y) in SMA/SMK Muhammadiyah in Wonosobo Regency.

In the regression equation it is known that work motivation has a positive influence so it can be stated that the higher the work motivation of the teacher, the better the teacher's performance. Based on the results of the questionnaire distribution, it is known that the highest response is in item 18, which states that, "The school gives a reward or award if I work well and achieve certain targets".

Based on these results, it can be stated that the high work motivation of teachers is influenced by, among others, the rewards given by the school can improve teacher performance. This is in line with the research conducted by Handayani, et al. (2015: 45), the

results show that increasing teacher work motivation can improve teacher performance, as well as a decrease in teacher performance. Likewise with research conducted by Ngiode (2016: 34) which states that work motivation fosters attitudes and values that are invisible or invisible but are able to provide strength to encourage individuals to behave in achieving their goals, thereby increasing their performance. The work motivation of Muhammadiyah SMA/SMK teachers throughout Wonosobo Regency is quite good. As many as 61.6% of teachers feel very motivated, 31.7% of teachers are well motivated, so only a small proportion have sufficient work motivation or even less. This can be seen from the results of the partial test (t test) with a significance value of $0.011 < 0.05$. These results indicate that the higher the motivation felt by the teacher, the better the teacher's performance.

3. The Effect of OCB on the Performance of Muhammadiyah High School / Vocational High School Teachers in Wonosobo Regency

Based on the data obtained about OCB related to Altruism, namely the behavior of helping colleagues who have difficulty in completing their work is classified as good. Based on the data, it can be seen that 26.7% of teachers help very well, 38.3% help well, and 26.7% do not help well and the rest do not want to help their co-workers. As many as 28.3% of teachers feel they have the attitude to appreciate the mistakes made by co-workers in working as a team, by providing solutions in completing their work, 38.3% have a good attitude, while the rest have a bad attitude and are not good at work as a team.

If there is a colleague who is sick or has other interests, as many as 28.3% of teachers are very well prepared, 45% are well prepared, 16.7 are less responsive and the rest do not respond well to replace their co-workers. Meanwhile, related to helping other teachers do assignments, 33.3% were very well prepared, 40% responded well, 18.3 did not respond well and the rest did not want to respond well.

With regard to the second indicator, namely courtesy or work-related behavior, the data shows that 35% of teachers support very well the development carried out by schools, 40% support well, 18.3% are less supportive and the rest do not support. As many as 28.3% of teachers feel ready to carry out the development carried out by schools without coercion very well, 38.3% support it well, 26.7 less support and the rest do not support it. With regard to paying attention to important meetings that are held in schools and actively assisting the implementation of MGMP in schools, 26.7% of teachers are willing to carry out very well, 43.3% carry out well, 23.3% do not implement and the rest not doing well.

Sportsmanship or the behavior of accepting unpleasant and less-than-ideal conditions or circumstances from the teachers, from the data obtained an illustration that they are willing to do other work if they have to be done without being asked by their superiors first, as much as 30%, 38.3%, do not respond well as much as 13.3% and the rest did not want to respond well. In implementing the regulations that have been made by the school, even though the leadership does not monitor the work, 38.3% of teachers are very willing to implement them, 41.7% respond well, 13.3 are less willing to implement them well. Regarding teacher attendance at school, there are 36.7% who are very enthusiastic to arrive early, so they are ready to work/teach when the class starts teaching schedule, are well prepared, 21.7%, 33.3% are not well prepared, while the rest are not willing. Regarding the presence of teachers who are on time every day regardless of the season, traffic and other reasons, 36.7% responded very well, 35% responded well, 21.7 did not respond well and the rest did not respond well.

Another indicator related to OCB is civic virtue, namely responsible behavior to participate in activities at school. From the data, it can be seen that the teachers have a sincere attitude in forgiving the mistakes of fellow teachers, as many as 26.7% are willing to forgive very well, 41.7% are willing to forgive well, 23.3% are less willing and the rest are not willing to do it well. . The concern of teachers to help or train fellow teachers who have not mastered ICT without asking for compensation is also very high, namely 31.7% very well, 41.7% are well prepared, 20% less willing and the rest are not.

Associated with the last OCB indicator is Conscientiousness or dedication to work and achieve results above the set standards, it can be seen from the existing data that 33.3% of teachers are very well prepared, 38.3% are well prepared, 20% less willing and the rest are not well prepared to protect the school from interference from other parties. If there is a delay from the school in providing salaries, there are as many as 28.3% who understand it very well, 38.3% understand it well and 26.7% understand the delay quite well. Doing every task given by the school seriously and without complaining, as many as 33.3% of teachers responded very positively. 43.3% responded positively, 16.7% did not respond and the rest did not want to respond well. With regard to carrying out the work wholeheartedly on the work given by the leadership without complaining, as much as 20% run it very well, 50% run it well, 23.3% are less willing and the rest are not willing to run it well.

From the results of the calculation of the Effective Contribution (SE) of OCB (X3) on Teacher Performance, a value of 29.80 was obtained. This value implies that the effect of X3 on Y is 29.80%. So it can be concluded that there is an influence between OCB (X3) on Teacher Performance (Y) in SMA/SMK Muhammadiyah in Wonosobo Regency.

In the regression equation, it is known that OCB has a positive influence, so it can be stated that the higher the teacher's OCB, the better the teacher's performance. Based on the results of the questionnaire distribution, it is known that the highest response is in item 19, which states that, "I do every task given by the school seriously and without complaining". Based on these results, it can be stated that high OCB is indicated by the ability of teachers to carry out the tasks assigned by the school seriously and without complaining. Teacher behavior like this shows the existence of responsibility in the life of social organizations or OCB. This is in line with the research conducted by Andi Hendrawan, et al. (2010) obtained the results that in general, employees with high OCB behavior contribute to organizational effectiveness so that they can improve good organizational performance.

The OCB of Muhammadiyah SMA/SMK teachers throughout Wonosobo Regency is quite good. As many as 53.4% of teachers feel they have very good OCB, 38.3% of teachers have good OCB, so only a small number of teachers have sufficient or even less OCB. This can be seen from the results of the partial test (t test) with a significance value of 0.001 <0.05. These results indicate that the higher the teacher's OCB, the better the teacher's performance.

4. The Influence of Principal Leadership, Work Motivation and OCB on the Performance of Muhammadiyah High School/SMK Teachers in Wonosobo Regency

Based on the data obtained about teacher performance related to pedagogic competence, personality competence, social competence and professional competence, satisfactory data were obtained. Regarding the ability of teachers to understand the characteristics of their students, the data above illustrates that as many as 28.3% of teachers have understood it very well, 40% have understood it well, 26.7% have not understood it well and the rest do not understand it well. Teachers also understand the background of their

students and their potential. The data shows that 25% of teachers understand very well, 40% understand well, 28.3 do not understand and the rest do not understand well. Teachers have applied learning theory and understand it, this is as shown in the data above, as many as 33.3% of teachers apply it very well and 43.3% apply it well and 16.7% do not apply it well and the rest do not apply it. Regarding the application of information technology and computers, there are 28.3% of teachers have understood and applied it very well, 36.7% understood and applied it well, 23.3% did not understand and the rest did not understand well.

With regard to personality competencies, teachers feel they have a sense of affection for their students, it can be seen that 21.7% of teachers have given very good affection, 43.3% have given affection to their students well, 21.7% less and the rest do not give affection well. A total of 33.3% of teachers said that they do not choose to be selective and discriminate against their students and treat their students very well, 38.3 treat them well while others treat them less well. In carrying out their functions as teachers, as many as 28.3% of teachers have carried out their functions as teachers very responsibly, 38.3% carried out with responsibility, 26.7 less responsible.

Based on personality competencies related to their students, the data also shows that 30% of teachers have very good morals, 41.7% have good role models, and the rest are not good. In addition, the teacher feels that he has a wise and authoritative nature, as seen from the data as many as 33.3% of teachers have it very well and 38.3% have a wise character.

Judging from the indicators of social competence, teachers are seen to have it well. Teachers in understanding various factors that influence a supportive learning environment, there are 20% very well understand it, 43.3% others understand it well, and others do not understand it well. Regarding socio-cultural and economic factors that affect the educational process, as many as 28.3% have understood and understood very well, 36.7% understood well, 25% did not understand well.

Regarding the understanding of the values and norms that are upheld by the community, 38.3% of teachers understand very well and 31.7% understand well. His role as a central figure in society, the teacher is a figure who can foster and guide the community towards good norms, this can be seen from the data as much as 25% of teachers feel they have become very good figures and 40% become good figures, while the rest do not feel that he can be a good figure in society.

Teachers' perceptions of professional competence in mastering teaching materials, learning resources, applying ICT and planning learning well. As many as 31.7% have mastered the teaching materials very well, 33.3% have mastered it well, 30% have not mastered it well. Mastery of learning devices can be seen from the data as much as 21.7% have been able to master very well, 43.3% have mastered it well, while the rest feel less mastered well. In managing learning resources in the form of data, people and certain forms, it can be seen that 33.3% of teachers have achieved very good competence, 38.3% have achieved good competence, and 20% have not mastered it well. The respondents felt that they had implemented information technology in an effort to improve the learning effectiveness of the students with a percentage of 36.7% being very capable, 38.3% had been able to apply it, and 16.7% were less well versed. Respondents have been able to master how to develop learning plans that package content, media, technology, and values in each

learning process. This can be seen from the data as much as 38.3% mastered very well, 31.7% mastered well, and 21.7% had not mastered it well.

The results of the study indicate that there is a very significant positive influence between Principal Leadership, Work Motivation and OCB on the Performance of SMA/SMK Muhammadiyah Teachers in Wonosobo Regency. The results showed that the Fregres value was 199,663 with a very significant predicate because $F_{reg} > F_{table}$ for 5% probability with the number $N = 60$ and $df 58$. Thus it can be interpreted that the principal's leadership, work motivation and OCB factors together have a positive and significant effect on the performance of Muhammadiyah high school/vocational teachers throughout Wonosobo Regency.

The influence of the three independent variables through R Square is 0.915 or equal to 91.5% which implies that the influence of Principal Leadership, Work Motivation and OCB together on Teacher Performance is 91.5%. While the rest ($100\% - 91.5\% = 8.5\%$) is influenced by other variables not included in the study. The results of the research that have been described previously indicate that there are three factors related to teacher performance, either partially or simultaneously, namely: Principal Leadership (X1), Work Motivation (X2) and OCB (X3).

The results of research data analysis and hypothesis testing indicate that there is a significant influence of the variables of Principal Leadership, Work Motivation and OCB on the Performance of SMS/SMK Muhammadiyah Teachers throughout Wonosobo Regency with an influence contribution of 91.5% while the remaining 8.5% is influenced by other factors not determined in this study. This means that good principal leadership will improve teacher performance. The results of this study should provide stimulation, especially enthusiasm, especially for Muhammadiyah high school/vocational teachers throughout Wonosobo Regency to continue to improve their performance.

The existence of principals who are cooperative and willing to give awards to teachers who excel will further improve teacher performance. As stated by Sagala (2009: 134), who argues that a professional principal can be proven through his ability to provide supervision and audit the compliance or loyalty of his subordinates to work standards in improving the quality of education in his school.

In addition, the willingness to improve performance is also supported by work motivation and OCB. Teachers who have high motivation and OCB will achieve high performance, and vice versa. The results of testing the hypothesis of this study are rejecting H_0 and accepting H_a . Thus the principal's leadership, work motivation and OCB can improve teacher performance.

Conclusion

Based on the results of data analysis and discussion described above, it can be concluded several things as follows:

1. Teachers' perceptions of the leadership of the Muhammadiyah SMA/SMK Principals throughout Wonosobo Regency as many as 51.6% of teachers have a very good perception of the principal's leadership, 41.7% have a good perception and the rest have a sufficient or less perception.
2. Motivation of SMA/SMK Muhammadiyah teachers throughout Wonosobo Regency as many as 61.6% of teachers have very good motivation, 31.7% of teachers have good motivation and the rest have sufficient or less motivation.

3. OCB of SMA/SMK Muhammadiyah teachers throughout Wonosobo Regency as many as 53.4% of teachers have very good OCB, 38.3% of teachers have good OCB and the rest have sufficient or less OCB.
4. Performance of Muhammadiyah high school/vocational teachers throughout Wonosobo Regency as many as 53.4% of teachers have very good performance, 38.3% of teachers have good performance and the rest have sufficient or less performance.
5. There is a positive and significant influence between the Principal's Leadership on the Performance of SMA/SMK Muhammadiyah Teachers in Wonosobo Regency, with the percentage of influence of 35.73%.
6. There is a positive and significant influence between Teacher Work Motivation on the Performance of SMA/SMK Muhammadiyah Teachers throughout Wonosobo Regency, with the percentage of influence of 25.97%.
7. There is a positive and significant influence between OCB on the performance of SMA/SMK Muhammadiyah teachers throughout Wonosobo Regency, with the percentage of influence of 29.80%.
8. There is a positive and significant influence between Principal Leadership, Teacher Work Motivation, and OCB together on the Performance of SMA/SMK Muhammadiyah Teachers in Wonosobo Regency. The influence of the three independent variables is 91.5%, while the remaining 8.5% is influenced by other variables not included in this study.

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