

## The Relationship between Principal Leadership and Teacher Performance with Student Characteristics Based on Local Culture in Senior High Schools

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### ABSTRACT

*This study aims to determine: the relationship between principal leadership and teacher performance, the relationship between principal leadership and student character based on local culture, the relationship between teacher performance and student character based on local culture, and the relationship between principal leadership and student character based on local culture through teacher performance. This research is a quantitative study with a correlational design. The research approach is managerial, pedagogical, sociological, and psychological approaches. The data collection instruments used were questionnaires, observation guidelines, interviews, and documentation. Analysis of research data using editing, coding, and tabulating. The results of the data analysis show that there is a significant influence of principal leadership with teacher performance, principal leadership with student character based on local culture, teacher performance with student character, and principal leadership with student character based on local culture through teacher performance with a significance value of  $0.000 < 0.05$ , which means that  $H_a$  is accepted and  $H_o$  is rejected. The results of these data are significant: there is a significant relationship between the principal's leadership variable and teacher performance; there is a significant relationship between the principal's leadership variable and student character; There is a significant relationship between teacher performance variables and student character; there is a relationship between the principal's leadership variable and student character through teacher performance.*

*Keywords: Principal, Teacher Performance, Student Character, Local Culture*

### INTRODUCTION

Quality education is a prerequisite for realizing an advanced, modern and prosperous nation life (Saputro, 2016; Islam, 2017). As it is known, many countries do not have abundant natural resources but can create the prosperity and welfare of their people. This can occur as a result of the education they have of good quality so as to produce quality human resources. In

order for education to be of quality, one of the important factors that must be fulfilled is the existence of teachers, school principals who are professional, prosperous, qualified, and dignified (Elly & Soraya, 2020; Halim, 2020). In accordance with the functions and goals of national education, education at every level must be organized systematically in order to achieve educational goals (Sahroni, n.d. ; Suwito, 2012).

Improving the quality of education is inseparable from the role of school principals as policy holders who are able to create a conducive work climate and school principals are also the driving force for all school resources. More specifically, school principals are required to be able to mobilize teachers effectively, foster good relations between school members in order to create an atmosphere that is conducive, exciting, productive, compact, and able to plan, implement, and evaluate various policies and changes made effectively and efficiently. all of which are directed to produce quality products or graduates. Success in efforts to develop teacher performance is largely determined by the principal in planning, implementing, supervising or controlling as well as aligning all educational resources (Astuti, 2019). Teachers have a role in transforming educational input so as to produce good output, of course, with good processes such as learning activities that are in accordance with the curriculum, and the competence of teachers, so that it is expected that there will be an increase in quality in the teaching and learning process. This means that good and superior education will still depend on the conditions of teacher competence (Trinah, 2015; Ismail, 2010).

The principal is the highest leader who is very influential and determines the progress of the school must have administrative skills, have high commitment, and be flexible in carrying out their duties (Noverta, 2019). Good principal leadership must be able to strive to improve teacher performance through educational staff capacity building programs. The principal must have the personality and the ability and skills to lead an educational institution. The principal must be able to pay attention to the needs and feelings of the people who work so that teacher performance is always maintained (Lisnawati, 2018). A school principal occupies a position because it is determined and appointed by a superior (Head of the Office of the Ministry of Education and Culture or the Foundation), but to carry out his duties properly and smoothly, a school principal needs to be accepted by the teachers he leads (Werang, 2018).

The principal as the highest leader who is very influential and determines the school's goals must have administrative skills, have high commitment, and be flexible in carrying out his duties. Good principal leadership must be able to strive to improve teacher performance through educational staff capacity building programs. Therefore, the principal must have the personality or traits and abilities and skills to lead an educational institution. The principal must be able to pay attention to the needs and feelings of the people who work so that teacher performance is always maintained (Herlina et al., 2020). The creation of quality professional teacher performance in schools requires the support of competent school principals as leaders and managers.

In this regard, schools as educational institutions must be able to develop a school culture that is able to ward off bad influences from outside. School culture is a system of values, habits, morale, and self-image which are manifested in activities in the school environment. School culture can be in the form of excellent programs that are fought for earnestly by all members of the school. In general, every school has programs that are relatively the same, what distinguishes it lies in the level of implementation. In accordance with the functions and goals of national education, education at every level must be organized systematically in order to achieve educational goals (Sahroni, n.d. ; Suwito, 2012). This is related to the formation of student character so that they are able to compete, have ethics, have morals, courtesy, and interact with society.

School culture is one of the government's efforts to develop positive character of students, especially the character of students based on local culture (Qomaruzzaman, 2012; Johannes et al., 2020). The character of students based on local culture in schools is carried out so that the school environment can be a conducive place for the seeding and development of optimism, developing reasoning, enlightening reason, providing skills, and attitudes needed to make students honest, polite, creative, productive, independent. , and benefit others. Therefore, the

school environment is one where students interact, in addition to the family and community environment to carry out the socialization process, namely the socialization of values, knowledge, attitudes, and skills.

Cultivating student character based on local culture in schools has a great opportunity to produce graduates who have good character / values so that education can take place as a serious effort to create a learning atmosphere and a conducive learning process so that it can produce students who are not only cognitively intelligent but also has a positive character (Asriati, 2013). The concept of local culture has many definitions and points of view (Matondang et al., 2017). The social side, usually defined broadly includes all ways of life, including laws, values and desired behavior. Basically, culture can be seen as universal thinking. This thinking is patterned from time to time so that it becomes a habit in certain societies. Local culture becomes an identity for a society. This identity includes common understandings, habits, and values.

There is no guarantee that the local culture of the school can guarantee the character of students to be good after graduation, but at least the school has tried to fade the negative character that develops in the community. Therefore, the author wants to examine further the relationship between principal leadership and teacher performance on the character of students based on local culture at SMA Negeri 5 Palopo. The author believes that the character of students based on local culture can be influenced by the leadership style adopted by the principal's leadership and good teacher performance.

## METHOD

This type of research is a quantitative path analysis with a correlational design and limits the problems that exist in the problem formulation. The formulation of the problem is stated in the question sentence, then the researcher uses the theory to answer it. This correlational research design connects the X variable and the Y variable. This study consists of independent variables,

namely the principal's leadership (X1) and teacher performance (X2). The dependent variable (Y), namely the character of students based on local culture. The research approach used in writing this thesis is a managerial approach, a pedagogical approach, a sociological approach, a psychological approach.

This research was conducted at SMA Negeri 5 Palopo. The population in this study were all students of SMA Negeri 5 Palopo and teachers with a total population of 644 people. Determination of the sample in this study using random sampling. So, the sample range that can be taken is between 10-20% of the study population, namely 86 respondents. This study used several research instruments, namely questionnaires, observation, interview guidelines, and documentation. The data to be analyzed in this study is related to the relationship between research variables. The data analysis that will be used in this research are: editing, coding, data tabulation. The data analysis technique in this study used the SPSS (Statistical Product and Service Solution) program.

## RESULT and DISCUSSION

### Principal Leadership

This research is described based on the teacher's and students' answers to the questionnaire that has been given by the researcher. This study was measured by using a questionnaire which consisted of 18 items of principal leadership variables, 30 statements of teacher performance variables, and 25 statements of student character variables based on local culture. The minimum score for each statement is obtained from the product of the minimum value with the number of respondents, namely  $1 \times 40 = 40$ , while the maximum score for each statement is obtained from the product of the maximum value with the number of respondents, namely  $4 \times 40 = 160$ . While the ideal score for all indicators is the maximum score. statement multiplied by the number of statement items on the questionnaire, namely  $160 \times 18 = 2,880$ . The total empirical score of all indicators obtained from field data is 2,393. Thus, the leadership of

the head of SMA Negeri 5 Palopo has a percentage of 83.09% which is in the very high category.

No	Indicator	Empirical Score	Ideal Score	Percentage %	Category
1	Idealized Influence	378	480	78,75	High
2	Inpirational Motivation	687	800	85,88	Very High
3	Intellectual Stimulational	657	800	82,12	Very High
4	Individualized Consideration	264	320	82,50	Very High
5	Charisma	407	480	84,79	Very High
Total		2.393	2.880	83,09	Very High

The results of the research on the leadership of the Principal of SMA Negeri 5 Palopo showed that the Idealized Influence indicator got 78.75% which was in the high category, the Inpirational Motivation indicator got 85.88% which was in the very high category, the Intellectual Stimulational indicator got 82.12% in the high category. very high category, the Individualized Consideration

indicator got 82.50% in the very high category, and the Charisma indicator got 84.79% in the very high category.

### Teacher Performance

The performance of teachers at SMA Negeri 5 Palopo can be seen from the results of the questionnaire as follows

Indicator	Empirical Score	Ideal Score	Percentage %	Category
Learning Planning	581	640	90,78	Sangat Tinggi
Implementation of Learning	2.822	3.360	83,99	Very High
Assessment of the Learning Process and Assessment of Learning Outcomes	658	800	82,25	Very High
Total	4.061	4800	84,60	Very High

The results of the research on the performance of teachers at SMA Negeri 5 Palopo gave 84.60% which was in the very high category. This can be detailed in each indicator, namely: (1) learning planning indicators provide 90.78% categorized very high, (2) learning implementation indicators get 83.99% categorized very high, and (3) learning process assessment indicators and the assessment of learning outcomes obtained 82.25% categorized as very high. Overall, the teacher performance of SMA Negeri 5 Palopo is in the very high category.

### 1. Student Character Based on Local Culture

There are 3 (three) main indicators to determine the character of students based on local culture at SMA Negeri 5 Palopo, namely

Sipakatau, Sipakainge, Sipakalebbi, and there are 25 statement items. The minimum score for each statement is obtained from the product of the minimum value with the number of respondents, namely  $1 \times 86 = 86$ , while the maximum score for each statement is obtained from the product of the maximum value with the number of respondents, namely  $4 \times 86 = 344$ . While the ideal score for all indicators is the maximum score. statement multiplied by the number of statement items on the questionnaire, namely  $344 \times 25 = 8,600$ . The total empirical score for all indicators obtained from field data is 6,761. Thus, the character of students based on local culture has a percentage of 78.62% and it can be said that the character of students based on local culture at SMA Negeri 5 Palopo is in the high category. More details on the

percentage of indicators sipakatau, sipakainge, sipakalebba can be detailed in the following table.

Table 3. Percentage of Student Character Indicators Based on Local Culture at SMA Negeri 5 Palopo

Indicator	Empirical Score	Ideal Score	Percentage %	Category
Sipakatau	3.931	4.816	81,62	Very High
Sipakainge	1.418	2064	68,70	High
Sipakalebba	1.412	1.720	82,09	Very High
total	6.761	8600	78,62	High

The results of the research on the character of students based on local culture on the indicators of behavior or getting 81.62% were categorized as very high, the indicators of sipakainge got 68.70% in the high category, and the indicators of sipakalebba got 82.09% which were categorized as very high. Overall, the character of students based on the local culture of SMA Negeri 5 Palopo is categorized as high.

### Inferential Statistical Test

#### 1. Test Data Analysis Requirements

##### a. Normality test

The normality test is used to test the data distribution of each variable. The data normality test used the Kolmogorov-Smirnov test with the help of the statistical software application SPSS version 21.0. The following is the output of the principal's leadership variables, teacher performance, and student character.

Table 4. Normality Test of One-Sample Kolmogorov-Smirnov Test Data

	Principal Leadership	Teacher Performance	Student Character
N	40	40	86
Mean	60.05	100.95	79.09
Normal Parameters <sup>a,b</sup> Std.	6.097	7.075	7.839
Deviation			
Absolute	.207	.122	.065
Most Extreme Positive	.114	.072	.047
Differences Negative	-.207	-.122	-.065
Kolmogorov-Smirnov Z	1.307	.769	.604
Asymp. Sig. (2-tailed)	.066	.595	.859

a. Test distribution is Normal.  
 b. Calculated from data

Based on the normality test that has been carried out using the Kolmogorov-Smirnov test, it can be seen that the sig. (2-tailed) principal leadership is 0.066, teacher performance variable is 0.595, and student character is 0.859, each of which is greater than 0.05. So, in accordance with the basis of decision making in the Kolmogorov-Smirnov normality test, it can be concluded that the data are normally distributed. Thus the assumptions or normality test requirements in the regression model have been met.

##### b. Linearity Test

The linearity test is conducted to determine the relationship between the independent variable X and the dependent variable Y is linear. In this study, linearity testing used the help of statistical software application program SPSS version 2.10. Linearity test can be done by looking at the sig value. on deviation from linearity, if the significance value is > than 0.05 then there is no

linear relationship, if the significance value is <than 0.05, then there is a linear relationship.

Table 5 Test for Linearity Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	18.952	4.734		4.003	.000
1 Leadership headmaster	.737	.050	.898	14.849	.000
Teacher Performance	.091	.043	.129	2.132	.040

a. Dependent Variable: Student Character

Based on the significance value (sig.), From the output table of coefficients, the sig value of the principal leadership variable is 0,000 and the teacher performance variable is 0.040 less than 0.05. Then it can be concluded that there is a significant linear relationship.

**c. Statistic test**

- 1) Calculating the coefficients of the line model 1 (X1 - X2)

At this stage, the researcher will calculate the path coefficient of the principal's leadership with teacher performance.

Table 6. Principal Leadership Path Coefficients with Teacher Performance Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.543 <sup>a</sup>	.294	.276	6.020

Predictors: (Constant), Principal Leadership

Tabel 7. Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	138.759	9.541		14.543	.000
1 Leadership Headmaster	-.630	.158	-.543	-3.983	.000

Referring to the regression output in the coefficients table section, it can be seen that the significance value of the principal's leadership variable is 0.000 <0.05. These results conclude that, there is a significant relationship between the principal's leadership variable and teacher performance. The amount of the R Square value contained in the table model summary is 0.294, this shows that the contribution of the influence of the principal's leadership variable on teacher performance is 29.4%, while the remaining 70.6% is influenced by other variables not included in the study. Meanwhile, the value of e1 can be found with the formula  $e_1 = \sqrt{1 - 0.294} = 0.8402$ . Thus, the path diagram for model 1 is obtained as follows:

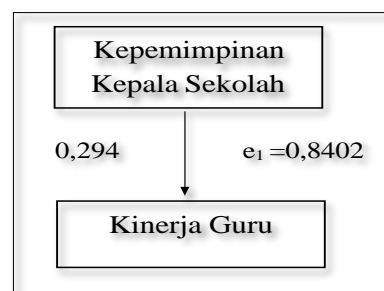


Figure 1 Path Analysis 1 (X1-X2)

- 2) Calculating the coefficients of the line 2 model (X1 - Y)

At this stage, the researcher will calculate the path coefficient of the principal's leadership with the character of the student.

Table 8. Principal Leadership Path Coefficient with Student Character Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.610a	.372	.356	4.014

a. Predictors: (Constant), Principal Leadership

Tabel 9. Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	102.460	6.362		16.105	.000
1 Kepemimpinan Kepala Sekolah	-.501	.105	-.610	-4.749	.000

a. Dependent Variable: Student Character

Referring to the regression output in the coefficients table section, it can be seen that the significance value of the principal's leadership variable (X1) is 0.000 < 0.05. These results conclude that there is a significant relationship between the principal's leadership variable (X1) and the student's character (Y). The amount of the R Square value found in the model summary table is 0.372, this shows that the contribution of the principal's leadership variable (X1) to the student's character (Y) is 37.2%, while the remaining 62.8% is influenced by other variables was not included in the study.

Meanwhile, the value of e2 can be found with the formula  $e_2 = \sqrt{1-0.372} = 0.7924$ . Thus, the path diagram model 2 is obtained as follows:

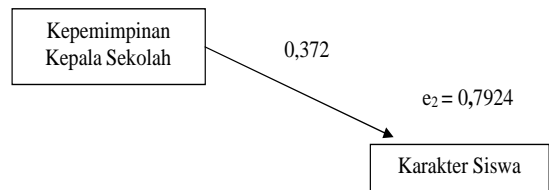


Figure 2 Path analysis 2 (X1-Y)

1. Calculate the coefficients of the line 3 model (X2 - Y)

At this stage, the researcher will calculate the teacher performance path coefficient (X2) with student character (Y).

Table 10. Teacher Performance Path Coefficient (X2) with Student Character (Y) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.969a	.938	.937	1.257

a. Predictors: (Constant), Teacher Performance

Tabel 11. Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.262	2.880		1.133	.264
1 Kinerja Guru	.685	.028	.969	24.067	.000

a. Dependent Variable: Student Character

Referring to the regression output in the coefficients table section, it can be seen that the significance value of the teacher performance variable (X2) is  $0.000 < 0.05$ . These results provide the conclusion that, there is a significant effect of teacher performance variables (X2) on student character (Y). The amount of the R Square value found in the summary model table is 0.938, this shows that the contribution of the relationship between teacher performance and student character variables is 93.8%, while the remaining 6.2% is influenced by other variables not included in the study. Meanwhile, the value of  $e_3$  can be found with the formula  $e_3 = \sqrt{(1-0.938)}$

= 0.2489. Thus, the path diagram for model 3 is obtained as follows:

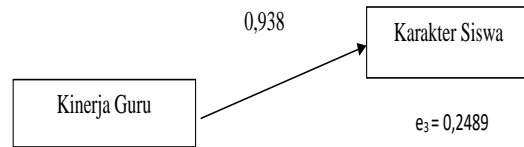


Figure 3 Path Analysis 3 (X2-Y)

2. Menghitung koefisiensi model jalur 4 (X1 X2 - Y)

At this stage, the author will calculate the path coefficient of the principal's leadership with student character through teacher performance.

Table 12 Principal Leadership Path Coefficients with Student Character through Teacher Performance. Model Summary

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.974a	.949	.946	1.165

a. Predictors: (Constant), Principal Leadership, Teacher Performance

Tabel 13 Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	13.809	4.729		2.920	.006
Kinerja Guru	.639	.031	.904	20.359	.000
Kepemimpinan	-.098	.036	-.120	-2.701	.010
Kepala Sekolah					

a. Dependent Variable: Student Character

Based on the output on the coefficients table, it is known that the significance value of the two variables, namely: the principal leadership variable is 0.010, the teacher performance variable is  $0.000 < 0.05$ . These results, conclude that the principal's leadership variable through teacher performance has a significant relationship to the student character variable, the value of the R Square relationship in the model summary table is 0.949. This shows that the contribution of the principal's leadership variable to the student's character is 94.9%, while the remaining 5.1% is the contribution of other variables not studied. Meanwhile, the value of  $e_4 = \sqrt{(1-0.949)} =$

0.2258. Thus the path diagram is obtained as follows:



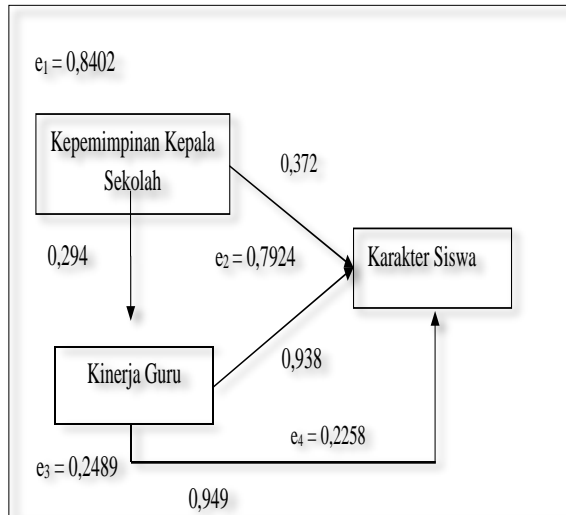


Figure 4 Path Analysis 4

Based on several path models that have been analyzed, it can be concluded as follows:

- Analysis of the relationship between the principal's leadership variable (X1) and the teacher performance variable (X2). Based on the analysis on path 1, it was obtained a significance value of  $0.000 < 0.05$ , so it can be concluded that, directly there is a significant relationship between X1 and X2 variables;
- Analysis of the relationship between the principal's leadership variable (X1) and the student's character (Y). Based on the analysis in path 2, it is obtained a significance value of  $0.000 < 0.05$ , so it can be concluded that, directly there is a significant relationship between the variable X1 and Y;
- Analysis of the relationship between teacher performance variables (X2) and student character (Y). Based on the analysis in line 3, it was obtained a significance value of  $0.000 < 0.05$ , so it can be concluded that, directly there is a significant relationship between the X2 variable and Y;
- Analysis of the relationship between the principal's leadership variable (X1) and student character (Y) through teacher performance (X2). It is known that the direct effect of the variable X1 on Y through X2 is 0.949. while the indirect relationship X1 through X2 to Y is the multiplication of the beta value X1 to Y with the beta value X2 to Y, namely:  $0.949 \times 0.2258 = 0.3741$ . So, the

total direct relationship plus the indirect relationship, namely:  $0.949 + 0.3741 = 1.3231$ . Based on the results of these calculations, it is known that the value of the direct relationship is 0.949 which is greater than the indirect relationship which is only 0.3741. This shows that indirectly the variables X1 through X2 have a significant effect on Y.

Based on the series of results of the discussion, the writer can conclude that the hypothesis that the principal's relationship with teacher performance is the relationship between the principal's leadership and student character, the relationship between teacher performance and student character, and the relationship between principal leadership and student character through performance teacher.

## Discussion

### A. Principal leadership variables and teacher performance (X1 - X2)

In accordance with the question formulation of the problem, research objectives, and the proposed hypothesis, the results of the study prove that there is a relationship between principal leadership and teacher performance. This can be seen by looking at the results of hypothesis testing. It is known that the t value is -3,983 with a significance value of 0,000 less than 0.05. So,  $H_a$  is accepted and  $H_o$  is rejected, meaning that there is a significant relationship between the principal's leadership variable and teacher performance. The contribution of the relationship given to teacher performance can be seen from the value of R Square in the model summary table of 0.294 or 29.4%, while the remaining 70.6% is influenced by other factors.

The results of research conducted by researchers indicate that, there is a significant relationship between principal leadership and teacher performance where the leadership variable contributes 29.4% of the influence. It can also be seen in the percentage of leadership indicators for SMA Negeri 5 Palopo which is 83.09% which is in the very high category. Where the Idealized Influence indicator got 78.75% in the

high category, the Inspirational motivation indicator got 85.88% into the very high category, the Intellectual Stimulational indicator got 82.12% in the very high category, the Individualized Consideration indicator got 82.50 % is in the very high category, and the Charisma indicator gets 84.79% in the very high category. Overall, the headmaster leadership indicator obtained 83.09%, which is included in the very high category.

The result of the percentage of principal leadership shows that there is a relationship between principal leadership and teacher performance. Based on the expert's opinion, it appears that the leadership function carried out by the principal is very important for school life, because the principal is the main driver of all educational processes that take place in schools. Also supported by the following leadership theory:

#### **1. Leadership of the principal with student character (X1 - Y)**

In accordance with the question formulation of the problem, research objectives, and the proposed hypothesis, the results of the study prove that there is a relationship between principal leadership and student character. This can be seen by looking at the results of hypothesis testing. It is known that, the t value is -4,749 with a significance value of 0,000 less than 0.05. So, Ha is accepted and Ho is rejected, meaning that there is a significant relationship between the principal's leadership variable and the student's character. The contribution of the relationship given to the student's character can be seen from the R Square value in the model summary table of 0.372 or 37.2%, while the remaining 62.8% is influenced by other factors.

The results showed that the principal leadership variable gave a significant relationship to the character of students by 37.2%, although it was still very low. The principal in his leadership carries out a task that is related to the formation of student character is only limited to providing exemplary to students, providing motivation to students to have high ideals, giving direction to students on certain activities such as during ceremonies every Monday.

#### **2. Teacher performance with student character (X2- Y)**

In accordance with the problem formulation questions, research objectives, and the proposed hypothesis, the results of the study prove that there is a relationship between teacher performance and student character. This can be seen by looking at the results of hypothesis testing. It is known that, the t value is 24,067 with a significance value of 0,000 less than 0.05. So, Ha is accepted and Ho is rejected, meaning that there is a significant relationship between teacher performance and student character. The contribution of the relationship given to the student's character can be seen from the R Square value in the model summary table of 0.939 or 93.9%, while the remaining 6.1% is influenced by other factors.

#### **3. Principal leadership with student character through teacher performance (X1 X2 - Y)**

In accordance with the problem formulation questions, research objectives, and the proposed hypothesis, the results of the study prove that there is a relationship between principal leadership and student character through teacher performance. This can be seen by looking at the results of hypothesis testing. It is known that the t value of the principal's leadership is -2,701 with a significance value of 0.010 and the t value of teacher performance is 20,359 with a significance of 0,000 less than 0.05. So, Ha is accepted and Ho is rejected, meaning that there is a significant relationship between the principal's leadership variable and student character through teacher performance. The contribution of the relationship given to the student's character can be seen from the R Square value in the model summary table of 0.949 or 94.9%, while the remaining 5.1% is influenced by other factors. Research data conducted by researchers prove that, there is a relationship between headmaster leadership and student character through teacher performance.

## **CONCLUSION**

There is a significant relationship between the principal's leadership variable and teacher performance. This can be proven based on a significance value of  $0.000 < 0.05$ . So,  $H_0$  is accepted, meaning that there is a significant relationship between the principal's leadership variable and the teacher performance variable;

There is a significant relationship between the principal's leadership variable and student character. This can be proven based on a significance value of  $0.000 < 0.05$ . So,  $H_0$  is accepted, meaning that there is a significant relationship between the principal's leadership variable and the student character variable;

There is a significant relationship between teacher performance variables and student character. This can be proven based on a significance value of  $0.000 < 0.05$ . So,  $H_0$  is accepted, meaning that there is a significant relationship between teacher performance variables and student character variables;

There is a relationship between the principal's leadership variable and student character through teacher performance. This can be proven by looking at the value of the principal's leadership significance of 0.010, student character 0.000 < 0.05.  $H_0$  is accepted, meaning that there is a significant relationship between the principal's leadership variable and student character through teacher performance.

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