THE INFLUENCE OF LEADERSHIP STYLE, COMMUNICATION AND INDIVIDUAL CHARACTERISTICS ON TEACHER PERFORMANCE AT SMK NEGERI 1 SINABANG

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ABSTRACT
This study was conducted with the aim of analyzing how the influence of leadership style, communication and individual characteristics on teacher performance at SMK Negeri 1 Sinabang. This research was conducted at SMK Negeri 1 Sinabang, with hypothesis testing using Technical Analysis Test (T) Partial and Test (F) Simultaneous, the number of samples was 43 respondents. Research data is obtained using interview methods and questions / questionnaires. Based on the results of the analysis, it shows that the partial test between the variables of Leadership Style, Communication and Individual Characteristics has a significant influence on teacher performance at SMK Negeri 1 Sinabang. Then simultaneously, namely Leadership Style, Communication and Individual Characteristics have a significant influence on teacher performance at SMK Negeri 1 Sinabang. The results of Partial Test (T) data processing, the Leadership Style variable has a calculated T of 2.909 and Sig. 0.034, the Communication variable has a calculated T of 2.785 and Sig. 0.047, and the Individual Characteristics variable has a calculated T value of 3.051 and Sig. 0.047. On the other hand, the Simultaneous Test (F) obtained F count of 3.368 > F table 2.85 of these values can be interpreted that the independent variables together simultaneously affect the dependent variable.

Keywords: *leadership style, communication, individual characteristics, teacher performance.*

1. INTRODUCTION

Organizations need a leader who can inspire team members to increase productivity and carry out their tasks with passion. The existence of a leader in the organization is not only felt by subordinates, but can also be an example and source of enthusiasm that is fundamental to master performance. An effective leadership, especially in the context of the principal, can be considered a key resource for the entire organization. Therefore, a leader needs to understand leadership theory and have a deep understanding related to the potential and talents possessed by subordinates or himself in order to achieve effectiveness in work.

A leader is able to create situations and conditions where subordinates can work based on their individual abilities to facilitate in carrying out work in achieving the goals to be achieved by an organization.in other words a leader in the organization is able to adjust between the achievements desired by the organization and the wishes of subordinates in achieving goals. According to (Angga &; Iskandar, 2022) Being in front of a leader can influence the attitudes and behaviors of others, which will then be used as examples. Along with that, a leader also has the ability to be in the midst of the people he leads, to work together in carrying out activities together or hand in hand. Leaders also need to understand that managing employees is a difficult and complex task because they have diverse thoughts, feelings, statuses, desires, and backgrounds that are brought into the organization. (Presilawati, F., Amin, A., Fahmi, A, 2022).

The role of the principal in leading an organization through leadership style aims to be able to direct teachers to increase understanding, participation, awareness to advance the school and especially the world of Education.The principal's leadership style can be identified through attitudes, body movements, or language used to inspire, motivate, manage, plan programs, and implement programs that have been designed together with colleagues' teachers and all personnel in the school. The main goal is to achieve the vision and mission of the school (Kadarsih et al., 2020).

Leaders in an organization must have the capacity to read the situation at hand and can also adjust the existing leadership style to the conditions in an organization, each leader has his own characteristics, traits, disposition and personality in terms of leading an organization to achieve success and organizational goals are determined by the leadership style, communication and individual characteristics of a leader to his subordinates. Leadership is reflected through the behavior of a leader who shows attitudes and patterns of behavior in influencing his subordinates and coordinating their tasks. Leadership behavior, which is influenced by attitudes and behavior patterns, needs to be supported by good relationships between leaders and subordinates as well as among peers. (Yusuf, Y., &; Irbawi, M. 2022).

Factors related to the role of the Principal towards the Teacher include the ability to create consistent and effective communication. Organizational communication in the school environment has great potential to influence the success rate in achieving organizational goals. In the scope of work, communication becomes a key element in interactions between individuals, both from the leadership and subordinates, and vice versa. The existence of communication allows the formation of strong cooperative relationships, promotes cooperation to advance performance, and finally, increases the productivity of all human resources in the context of the school or organization.

Individual characteristics in an organization require a leader who can effectively utilize his responsibilities and powers to support the improvement of the performance of each member, so that these aspects can contribute to the achievement of organizational goals. The characteristics possessed by each individual, such as abilities, expectations, needs, personal beliefs, and experience, are highly dependent on the control exercised by leaders in carrying out their duties and functions over subordinates. Therefore, a leader needs to have a leadership style that can be adapted to the diversity of individuals in the organization. A good understanding of individual characteristics in the organization is important for every leader.

The performance of a teacher includes his ability to carry out learning tasks in the school environment and be responsible for the students under his guidance. This task involves the delivery of learning that can improve the learning ability and achievement of learners. This concept is in line with the view that qualified teachers are certainly able to carry out education, teaching, and training effectively and efficiently. They are believed to be able to optimize their potential in order to achieve organizational goals and educational standards that have been set. The ability of teachers in accordance with the standards of the task carried out has a positive impact on the achievement of the desired results, thereby increasing the success rate that has been previously set. Performance is a structured evaluation that systematically presents the positive and negative aspects of an individual or group's work. Although various technical challenges such as format selection and human challenges such as resistance from appraisers and obstacles in relationships between individuals may arise, all of them are difficult to overcome by performance appraisers (Musriadi et al, 2020; Presilawati, F. 2018).

Based on observations made by researchers at SMK Negeri 1 Sinabang on January 6 to 8, 2024, by conducting interviews with 8 Teachers, where the Principal's Leadership Style directs teachers to be active in improving performance and focusing on learning methods that can have a positive impact on student creativity in accordance with the goals of Vocational High Schools whose main task is to shape every graduate to be able to compete and enter the workforce or open a business afterwards. To be able to meet these goals, teachers as educators are expected to be able to meet the goals of accelerating and increasing student competition in schools, which sometimes makes teachers tend to be difficult and slightly burdened with the achievements of the learning process and through the encouragement of the Principal's Leadership, teachers are expected to be able to meet existing standards and can achieve the targets desired by the school to produce graduates who are skilled in their fields of expertise.

The principal's communication is very open with what happens in the school environment and involves teachers in every policy and program that can advance the school through the mechanism of small discussions or meetings to produce conclusions from what is discussed. However, the headmaster tends to be more openly accepting of the opinions of teachers who have longer experience in the school who sometimes make the results of discussions received by the principal from the teacher alone, who have more experience in knowledge and information about what the school needs in the future.

Individual Characteristics The principal who is a graduate of Bachelor of Economics certainly has an important role in managing the school environment through leadership style and communication between leaders and teachers is expected to have a positive impact on teachers through encouragement, motivation to be able to improve performance. This character is needed by teachers to make the figure of the principal an example and make a strong basis for continuing to be enthusiastic in working.

2. METHODS

a. Research Design

In this study, researchers utilized associative and quantitative approaches. According to (Sugiyono (2018), associative approaches are evaluated based on the way they are explained, while quantitative approaches are assessed based on the type of data used. The associative approach aims to find the influence or relationship between two or more variables. This research has the potential to build theories that can serve to explain, predict, and control a phenomenon. Meanwhile, descriptive research is a type of research that focuses on situations, conditions, circumstances, or other elements that have been mentioned before, and the results are presented in the form of research reports. The use of descriptive methods in this study was chosen because this method is more focused on solving more actual problems and specifically explores situations, conditions, circumstances, or other factors that have initially been detailed, explained, and then analyzed.

b. Data Analysis Methods

The data analysis used in this study starts from the instrument validity test, reliability test. While the classical assumption test uses normality, heteroscedasticity, and multicollinearity tests. The hypothesis testing uses the T test (Partial) and F Test (Simultaneous). Data processing in this study was assisted by *SPSS 20.0* software.*for window* ie :

$$Y = a + b1X1 + b2X2 + b3X3 + e$$

Information:
Y: Performance
a: Constant
$b_1 - b_3$: Regression coefficient of each variable
X_1: Leadership Style
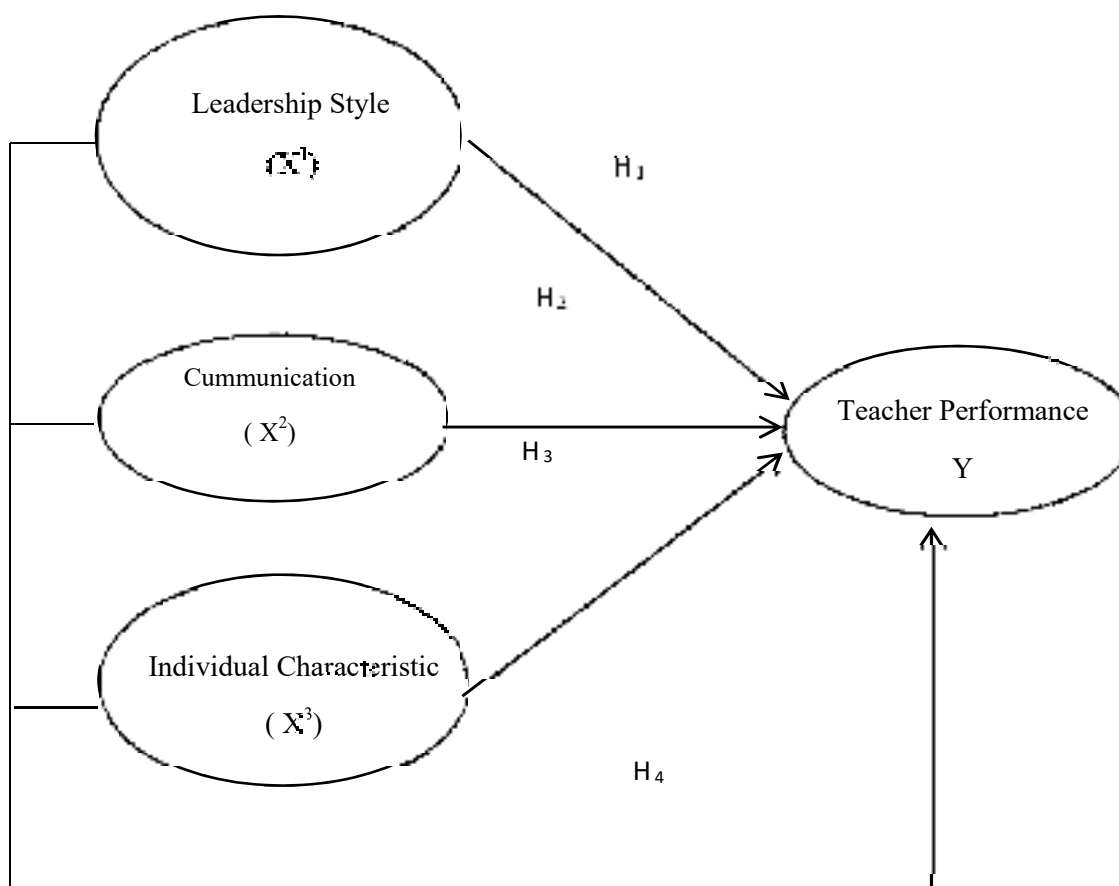X_2: Communication
X_3: Individual Characteristics
e: *Standard Error*

c. Framework of Thought

Based on the above framework, the hypothesis of this study is as follows:

H1 : It is suspected that leadership style affects teacher performance at SMK Negeri 1 Sinabang.

H2 : It is suspected that communication affects teachers' performance at SMK Negeri 1 Sinabang.

H3 : It is suspected that individual characteristics affect teachers' performance at SMK Negeri 1 Sinabang.

H4 : Alleged Leadership Style, Communication and Characteristics Individuals influence teachers' performance at SMK Negeri 1 Sinabang.

d. Operational Variables and Definitions

Table 1. Definition and operations

No	Variable	Variable Definition	Indicator	Size	Measuring Scale	Question Items
Dependent						
1	Teacher Performance (Y)	A teacher's performance includes skills and dedication in carrying out learning tasks optimally, from planning teaching programs, carrying out learning activities, to evaluating learning outcomes. (Ritonga, 2020)	1. Competence Pedagogic 2. Competence Personality 3. Competence Social 4. Competence Professional	1-5	Likert	A1-A5
Independent						
1	Style Leadership (X1)	Leadership style is a process in which There is an element of influencing. With the existence of a leadership style will establish cooperation and the existence of a vision and mission to achieve common goals. (Dian Sudiantini & Farhan Saputra, (2022)	1. Decision Making Motivation 2. Communication 3. Ability to control subordinates. 4. Responsibility.	1-5	Likert	B1-B5
2	Communication (X2)	Communication is a delivery process News and ideas from one source of information to a specific purpose. In the context of communication, the source of information and its purpose lies in human thinking. (Evi Zahara, 2018)	1. Understanding 2. Feedback 3. Timeliness 4. Media compliance 5. Content accuracy	1-5	Likert	C1-C5
3	Individual characteristics (X3)	Individual characteristics are characteristics that reflect a person's differences in terms of motivation, initiative, and the ability to complete tasks to completion or solve problems.	1. Personality Skills n and aptitudes 2. Values and beliefs Motivation 3. Communication skills. 4. Time management capabilities 5. The ability to control emotions.			

e. Population and Sample

The number of teachers of SMK Negeri 1 Sinabang registered in mid-2023 is 43 people, and because the population is adequate and accessible for research purposes, the entire employee population is used as a research sample.

3. RESULTS & DISCUSSION

a. Research Results

Table 1. Partial Test Results (T Test)

Coefficient

Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.608	4.320		8.465	.000
	Style Leadership	.119	.098	.185	2.909	.034
	Communication	.093	.136	.104	2.785	.007
	Individual characteristics	.274	.134	.306	3.051	.047

a. Dependent Variable: Teacher Performance

Based on the results of the data processing above, the test decision used in this study is if t count > t table (2.022) or sig. < 0.05, the independent variable has an individual or partial influence on the dependent variable. From the table above, the leadership style variable has a calculated t value of 2.909 and sig. 0.034, the communication variable has a calculated t value of 2.785 and sig. 0.007, and the individual characteristic variable has a calculated t value of 3.051 and sig. 0.047. From these values it can be interpreted that each variable has a value of t, calculate t, t, >, table and sig. < 0.05, it can be concluded that the independent variable in this study has an individual or partial influence with the dependent variable, in other words the variables of Leadership Style, Communication and Individual Characteristics have a significant influence individually with the performance of SMK Negeri 1 Sinabang Teachers. While the calculation of the coefficient of determination (R2), obtained an r value of 0.893 means the relationship between the variables of Leadership Style, Communication, and Individual Characteristics to the variables tied to Teacher Performance of 89.3% which means a positive and very close relationship. The value of R square = 0.814, means that 81.4% of teacher performance can be explained by leadership style, communication, and individual characteristics while the remaining 18.6% is explained by other factors not studied in this study.

Table 3. Simultaneous Test Results (Test F)

ANOVA

Type		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.472	3	2.824	3.368	.045b
	Residuals	46.505	39	1.192		
	Total	54.977	42			

a. Dependent Variable: Teacher Performance

b. Predictors: (constant), individual characteristics, communication, leadership style.

Based on the results of the data processing above, the test decision used in this study is if F count > F table (2.85). From the table above, the calculated F value of (3.368) means greater than the table F (2.85). From this value, it can be interpreted that the independent variables together (simultaneously)

affect the dependent variable, in other words, the variables of leadership style, communication and individual characteristics have a joint influence on the performance of teachers of SMK Negeri 1 Sinabang.

Table 4. Leadership Style Reliability Test Results
Reliability Statistics

Cronbach's Alpha	N of Items
.651	5

Based on the table above, it can be seen that the leadership style variable has a *Cronbach alpha* of 0.651, which means that the leadership style variable in this reliability test can be said to be reliable.

Table 5. Communication Reliability Test Results
Reliability Statistics

Cronbach's Alpha[a]	N of Items
-.688	5

Based on the table above, it can be seen that the communication variable has a *Cronbach alpha* of 0.688, which means that the communication variable in this reliability test can be said to be reliable.

Table 6. Individual Characteristic Reliability Test Results
Reliability Statistics

Cronbach's Alpha[a]	N of Items
-.679	7

Based on the table above, it   can be seen that the individual characteristic variable has a *Cronbach alpha* of 0.703, which means that the individual characteristic variable in this reliability test can be said to be reliable.

Table 7. Teacher Performance Reliability Test Results
Reliability Statistics

Cronbach's Alpha[a]	N of Items
-.995	4

Based on the table above, it can be seen that the teacher performance variable has a *Cronbach alpha* of 0.995, which means that the teacher performance variable in this reliability test can be said to be very reliable.

Table 8. Instrument Multicollinearity Test Results

Coefficients		
Type	Collinearity Statistics	
	Tolerance	VIF
1 Leadership Style	.929	1.076
Communication	.933	1.072
Individual characteristics	.976	1.025

a. Dependent Variable: Teacher Performance

Based on the results *of the SPSS multicollinearity test contained in the table above, it shows that the Leadership Style* variable has a tolerance value of 0.929 and VIF of 1.076, the Communication variable has a tolerance value of *0.933 and VIF of 1.072, and the Individual Characteristics variable has a* tolerance *value* 0.976 and VIF 1.025. In accordance with the results of the multicollinearity test if the *tolerance value* > 0.100 and VIF

< 10, the data in the study concluded that there was no multicollinearity.

Table 9. Instrument Heteroscedasticity Test Results
Coefficients

Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.204	2.767		-.074	.942
	Style Leadership	.033	.063	.085	.529	.600
	Communication	.088	.087	.162	1.003	.322
	Individual characteristics	-.072	.086	-.132	-.841	.406
a. Dependent Variable: ABS						

Based on the results *of* the SPSS output heteroscedasticity test contained in table 4.12 above obtained from the transform value (ABS), there is a significance value (sig) of the Leadership Style variable of 0.600, the Communication variable of 0.322, and the Individual Characteristics variable of 0. 406 which means > 0.05. In accordance with the results of the heteroscedasticity test, if the sig value > 0.05, the data in the study does not occur heteroscedasticity.

b. Discussion

Based on some of the explanations of the variables above, it can be concluded that the variables of leadership style, communication, and individual characteristics have an individual or partial influence on teacher performance. When viewed from the test decision using the F (simultaneous) test hypothesis, the data obtained are F count > F table. From these results, the calculated F value of (3.368) means greater than the table F (2.85). This value can be interpreted that independent variables together (simultaneously) affect the dependent variable, in other words the variables of leadership style, communication and individual characteristics have an influence together on the performance of teachers of SMK Negeri 1 Sinabang. While the calculation of the coefficient of determination (R_2), obtained an r value of 0.893 means the relationship between the variables of Leadership Style, Communication, and Individual Characteristics to the variables tied to Teacher Performance of 89.3% which means a positive and very close relationship. The value of R square = 0.814, means that 81.4% of teacher performance can be explained by leadership style, communication, and individual characteristics while the remaining 18.6% is explained by other factors not studied in this study.

From some of these explanations, the results of this study can be concluded that based on the T hypothesis test (Partial) that the variables of leadership style, communication, and individual characteristics have an individual or partial influence on teacher performance. While testing the hypothesis with the F test (Simultaneous), the variables of leadership style, communication, and individual characteristics have a simultaneous influence on the performance of teachers of SMK Negeri 1 Sinabang.

4.   CONCLUSION

a. Conclusion

Based on the results of processed data and data analysis, the conclusions in this study are as follows:

1. Based on the results of data processing using the T hypothesis test (partial) with the help of the SPSS 20.0 program. From the data obtained, the Leadership Style variable has a calculated t value of 2,909 and sig. 0.034. Based on these data, it can be interpreted that the leadership style variable has a calculated t-value > t table and sig. < 0.05, meaning that the Leadership Style variable has a significant influence on the performance of SMK Negeri 1 Sinabang teachers.

2. Based on the results of data processing using the T hypothesis test (partial) with the help of the SPSS 20.0 program. From the data obtained, the communication variable has a calculated t value of 2.785 and sig. 0.007. Based on these data, it can be interpreted that the Leadership Style variable has a value of t, calculate > t, table, and sig. < 0.05, meaning that the Communication Style variable has a significant influence on the performance of SMK Negeri 1 Sinabang teachers.

3. Based on the results of data processing using the T hypothesis test (partial) with the help of the SPSS 20.0 program. From the data obtained, the Individual Characteristics variable has a calculated t value of 3.051 and sig. 0.047. Based on these data, it can be interpreted that individual characteristic variables have t-values calculated > t tables and sig. < 0.05, Individual Characteristics have a significant influence on the performance of SMK Negeri 1 Sinabang Teachers.

4. Based on the test decision using the F test hypothesis (simultaneous), the data obtained are F count > F table. From these results, the calculated F value of (3.368) means greater than the table F (2.85). This value can be interpreted that independent variables together (simultaneously) affect the dependent variable, in other words the variables Leadership Style, Communication and Individual Characteristics have a joint influence on the performance of teachers of SMK Negeri 1 Sinabang.

5. Based on the calculation of the coefficient of determination (R_2), an r value of 0.893 means the relationship between the variables of Leadership Style, Communication, and Individual Characteristics to the variable tied to Teacher Performance of 89.3% which means a positive and very close relationship. The value of R square = 0.814, means that 81.4% of teacher performance can be explained by leadership style, communication, and individual characteristics while the remaining 18.6% is explained by other factors not studied in this study.

b. Suggestion

Based on the results of research that has been conducted by the author, suggestions to consumers and companies are as follows:

1. For Principals
    The principal's leadership style on teacher performance has a positive influence, so it can be suggested that the principal strives to better improve teacher performance by giving a positive influence through his leadership to be able to improve teacher performance.

2. For Teachers
    For teachers to be able to always improve their performance because with the improvement of good performance, education will be achieved in accordance with the goals that have been set together. This

performance improvement must be supported by the teacher's compliance as a subordinate to the principal as his superior. This can be done by complying with all policies given by the principal's leadership, in order to achieve goals in education.

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