

ABSTRACT

Marfu'ah. NIM.220211030078. *The Influence of Principal Leadership, Achievement Motivation, and School Climate on the Performance of Junior High School Teachers in East Kotawaringin Regency.* Supervisor I Dr. Wahyudin, M.Si., and Supervisor II Dr. H. Ahmad Salabi., Islamic Education Management, Masters Program/Postgraduate at Antasari State Islamic University, Banjarmasin. 2024.

Keywords: Principal Leadership, Achievement Motivation, School Climate, Teacher Performance.

Teacher performance is the main target in improving the quality of education. Therefore, improving teacher performance needs to receive serious attention from various parties, and efforts to improve factors related to teacher performance such as principal leadership, achievement motivation, and school climate.

This research aims to determine the influence of principal leadership, achievement motivation, and school climate on teacher performance. This research is field research using a quantitative approach with associative methods. A total of 152 teachers referring to the number of teachers at Madrasah Tsanawiyah in East Kotawaringin Regency, 110 were determined to be the sample based on the Slovin formula. Respondents were selected using random sampling techniques. Data was analyzed using SEM-PLS in the SmartPLS 3 application.

The results of the research show that: 1) the principal's leadership in the school is at an average value of 4.10 in the high category, 2) achievement motivation at school is at an average value of 4.09 in the high category, 3) school climate at the school is at an average value of 4.18 in the high category, 4) teacher performance in schools is at an average value of 4.18 in the high category, 5) there is no significant influence of the principal's leadership on teacher performance because of the T-Statistic value $1.166 < 1.659$ T-table and P-Values $0.244 >$ significance value 0.05 , 6) there is a significant influence of achievement motivation on teacher performance because the T-Statistic value is $9.412 > 1.659$ T-table and P-Values $0.000 <$ significance value $0, 05$, 7) there is no significant influence of school climate on teacher performance because the T-Statistic value is $0.484 < 1.659$ T-table and P-Values $0.628 >$ significance value 0.05 , and 8) there is a significant simultaneous influence of the principal's leadership, achievement motivation, and school climate on teacher performance because the R-Square value is 0.720 and the Adjusted R-Square value is 0.712 in the strong category because it is above 0.670 .