

The Influence of the Principal's Leadership Style and Physical Work Environment on Teacher's Performance

Kushendratno¹, Yasir Arafat², Nuril Furkan²

¹SMK Negeri 5 Palembang, Indonesia, ²Universitas PGRI Palembang, Indonesia

Corresponding author e-mail: kushendratno22@gmail.com

Article History: Received on 24 January 2023, Revised on 30 March 2023

Published on 11 July 2023

Abstract: This study aims to determine and analyze (1) the influence of the principal's leadership style on teacher's performance; (2) the influence of the work environment on teacher's performance; and (3) the influence of leadership style and work environment partially or jointly on teacher's performance. This research is a quantitative research with partial correlation method. This research was conducted at SMK Negeri Ilir Barat I Palembang with 126 teachers as respondents. Data collection techniques using questionnaires and documentation. Validity test uses construction validity and content validity. While the reliability test uses Cronbach's Alpha. The analysis prerequisite test used the normality test, linearity test, heteroscedasticity test, and multilinearity test, and the data were analyzed using simple regression and multiple regression techniques. The results showed that: (1) there was a positive and significant effect of the principal's leadership style on the performance of State Vocational High School teachers in Ilir Barat I Palembang with a presentation of 22%; (2) There is a positive and significant effect of the work environment on the performance of State Vocational High School teachers in Ilir Barat I District, Palembang with a presentation of 19.4%; and (3) there is a positive and significant influence of the principal's leadership style with the work environment on teacher's performance. State Vocational High School in Ilir Barat I District, Palembang with a presentation of 21.8% while 78.2% was determined by other factors not included in this study.

Keywords: Physical Work Environment, Principal's Leadership, Teacher's Performance

A. Introduction

Improving the quality of education is determined by the readiness of human resources involved in the educational process. The teacher is one of the determining factors for the high and low quality of educational outcomes. Teachers are the most decisive component in the education system as a whole, which must receive central attention, because teachers are always related to any component in the education system. Teachers play a major role in the development of education, especially those held

formally in schools. The teacher also determines the success of students, especially in relation to the teaching and learning process.

A teacher is referred to as a professional teacher if he has the ability to achieve his professional duties as stated in Law No. 14 of 2005 Chapter IV Article 20 (a) concerning Teachers and Lecturers in carrying out their professional teacher duties obliged to plan, carry out the learning process, and assess and evaluate learning outcomes. Teacher work optimization must also be matched with educational goals and integrated with school components, whether they are work, instructors, staff, or students. The completion of ideal work will improve instructor performance. According to Article 10 paragraph 1 of Law Number 14 of 2005 regulating teachers and lecturers, teacher's competences referred to in Article 8 comprise pedagogic competence, personal competence, social competence, and professional competence achieved via professional education.

According to Karweti (2010) that teacher's performance can be assessed from the aspect of basic skills that must be possessed by a teacher, known as teacher competence. With regard to the competencies that professional teachers must have, based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2017 concerning Academic Qualification Standards and Teacher Competency it is developed into four main competencies, namely pedagogic, personality, social, and professional competencies. In relation to the definition of teacher's performance, the form of behavior in question is the teacher's activities in managing the learning process starting from one assessing learning to improvement and enrichment.

The principal is the person who is responsible for the continuation of the school organization, in management and coaching via administrative, motivational, and leadership actions when carrying out duties as an educator. As a result, the administrative function is responsible for planning, organizing, directing, coordinating, and monitoring all educational activities that take place in a school. According to (Nawawi, 2014), the purpose of an education manager is to ensure that each individual is properly used so that they are able to carry out their tasks optimally to achieve maximum outcomes, in terms of quantity and quality, in the teaching and learning process at school.

Success in operating a school is inextricably linked to one's capacity as a school leader to carry out its tasks and roles. As a result, a person must be capable and ready to manage a school; the preparedness alluded to is connected to a leader's leadership style. Planning, organizing, implementing, and controlling are all aspects of this leadership style. It is envisaged that with effective management, work would be able to motivate every resource in the school to exhibit strong work productivity (Ariyani, 2017).

According to the results of Suwarni (2011), there was a significant positive influence between the leadership style of school principals and the performance of economics teachers in the city and district of Blitar. Furthermore, the results of research by Sumaryanto (2012), which concluded that the work environment has a significant influence on teacher's performance. The results of this study are also supported by previous research conducted by Norlanggono et al. (2014), which states that the work environment is one of the things that affect employee performance. Furthermore, the results of Setiyati (2014), stated that there was a significant positive influence between the leadership of the school principal on the performance of State Vocational School teachers in Gunung Kidul district. This means that good school principal leadership will provide positive support for improving the performance of State Vocational School teachers in Gunung Kidul district.

Then the research results of Suwondo and Sutanto (2015) concluded that the work environment affects employee performance. Lubis (2015) stated that a conducive work environment allows employees to work more enthusiastically so that their work results are more satisfying. Furthermore, according to Baihaqi (2015), concluded (1) there is a significant influence of school principal leadership on teacher's performance at MA Maarif Selorejo Blitar; (2) there is a significant influence between teacher work motivation on teacher's performance at MA Maarif Selorejo Blitar; (3) there is a significant influence of "principal leadership" and work motivation on teacher's performance at MA Maarif Selorejo Blitar. The results of Sucipto (2015), concluded (1) There is a significant influence of the principal's leadership style on the performance of elementary school teachers in school cluster 03, Bantaran District, Probolinggo Regency; (2) There is a significant influence of the school environment on the performance of SDN teachers in school cluster 03, Bantaran District, Probolinggo Regency; (3) There is a significant influence between the leadership style of the school principal and the environment together on the performance of SDN teachers in school cluster 03, Bantaran District, Probolinggo Regency.

Fitriani (2016), concluded (1) the principal's leadership style partially has a significant influence on teacher's performance in Adzkie Martapura Integrated PAUD; (2) the principal's leadership style and teacher motivation simultaneously have a significant influence on teacher's performance in the Adzkie Martapura Integrated PAUD; (3) compared to the teacher's work motivation variable, the principal's leadership style variable has a more dominant influence on teacher's performance in the Adzkie Martapura integrated PAUD. The results of the next study are the research of Sepriadi and Ahmad (2017), concluding that the principal's leadership has a significant effect on the performance of SMK PGRI Tanjung Raja teachers so that the quality of the principal's leadership will affect the level of teacher's performance. Then according to Eliyanto (2018), work motivation and work environment together have a significant

effect on the performance of Muhammadiyah high school teachers in Kebumen Regency.

In Law Number 20 of 2003 concerning the National Education System in article 3 states that national education functions to develop capabilities and form dignified national character and civilization in the context of educating the nation's life. In realizing this national education goal, good teacher's performance is needed. With good teacher's performance, it will accelerate the achievement of national education goals, one of which is educating the nation's life, creating quality and reliable human resources, on the other hand, low teacher's performance will hinder the achievement of national education goals.

The importance of teacher's performance factors in their role in improving the quality of education, the government seeks to improve services in the education sector such as allocating education funds by 20%, adding building facilities, infrastructure, infrastructure and even the welfare of teachers also receives attention from the government such as teacher professional allowances. The government has given considerable attention to the education sector, with the hope that the quality and quality of education in Indonesia is of high quality and by providing teacher professional allowances it can improve teacher's performance. Even though the government has provided facilities in the field of education, there are still low teacher's performance, low discipline, lack of ideas and initiative, lack of enthusiasm, low work productivity.

Teacher's performance is influenced by several things, including the principal's leadership style and the work environment in which the teacher is assigned. Principal leadership is one of the factors that contributes to teacher's performance. Principal leadership that is in accordance with the conditions and work environment is likely to arouse teacher enthusiasm in improving their performance.

Based on the preliminary study, through observation obtained information on poor performance. This can be shown by several teachers who should be present at school on time but in reality, their presence in the field is not timely in carrying out their duties, especially in the first hour. Teachers only carry out assignments as long as they complete their obligations after teaching and go straight home. In addition, there are still teaching teacher placements that are not in accordance with the teacher's educational qualifications and competencies, co-workers who are not friendly so that it can reduce enthusiasm for work, and there are communication barriers between the school principal and the teacher, so the teacher feels awkward in conveying messages.

Furthermore, several problems were found in the field including work leadership that was quite good but needed to be improved, motivation for teacher's performance had not been explored in depth, teacher's performance was still lacking so it needed to be

improved, there were differences between the perspective and willingness of teachers to work, administration that has not been carried out routinely by the desert, teacher discipline that is still lacking, changes in teacher's performance before and after coaching carried out by work have not been seen. Teacher's performance is one of the determining factors for the quality of educational outcomes in a nation.

Based on the results of the previous research that the researchers described above and the results of the initial observations that had been made on this occasion the researchers conducted a study entitled *The Influence of the Principal's Leadership Style and the Physical Work Environment on the Performance of State Vocational School Teachers in Ilir Barat I Palembang District*. The problems then were formulated 1) Is there an influence between the principal's leadership style on teacher's performance? 2) Is there an influence between the physical work environment on performance? 3) Do the principal's leadership style and the physical work environment together have a significant effect on teacher's performance?

B. Methods

This study was conducted at SMK Negeri Ilir Barat I Palembang District. This study was carried out within three months, from October to December 2021 with activities covering preliminary studies, data collection, data analysis to preparing research results reports.

Quantitative research method used in this study. The approach is carried out by empirical studies or facts in the field to collect, analyze, and display data in numerical rather than narrative form (Sugiyono, 2014). Meanwhile, Cooper and Schindler (2006) revealed that quantitative research tries to make accurate measurements of something. According to its purpose, this research is included in quantitative descriptive research, intended to obtain data in the form of numbers or quantitative data (Sugiyono, 2008).

The quantitative descriptive used is a descriptive type of causal correlation in which we intend to find out whether there is an influence (correlation) between the principal's leadership style and the work environment on the performance of State Vocational School teachers in Ilir Barat I District, Palembang (Arikunto, 2010). We assume that with the right principal leadership style in dealing with teachers and a work environment that is conducive to teaching for teachers can have an impact on the performance of State Vocational School teachers in Ilir Barat I Palembang District.

The population in this study were all 184 teachers at SMK Negeri Ilir Barat I Palembang. Then for the sample in this study using the Slovin formula (2007) obtained a sample (n) of 126 teachers at SMK Negeri Ilir Barat I Palembang District. To obtain the necessary data in this study there are several techniques used, questionnaires and observation. Test the validity and reliability test of the principal's leadership style

variable (X1), physical work environment (X2), and teacher's performance (Y) using the SPSS version 22.0 program. The hypothesis test was carried out statistically by using the T-test and F-test

C. Results and Discussion

The Influence of the Principal's Leadership Style on the Performance of State Vocational School Teachers in Ilir Barat I District, Palembang

Based on the hypothesis put forward in this study, namely that there is a significant influence of the principal's leadership style on the performance of State Vocational High School teachers in Ilir Barat I District, Palembang. If the principal's leadership style variable increases, teacher's performance will increase significantly and vice versa if the principal's leadership style variable decreases, teacher's performance will also decrease significantly. From the results of the analysis of the coefficient of determination using simple linear regression that the influence of the principal's leadership style on the performance of State Vocational High School teachers in Ilir Barat I Palembang District, based on the output value of the Summary Model, the R number is 0.148. Thus, it can be said that the principal's leadership style has a very less strong influence on the performance of State Vocational High School teachers in Ilir Barat I Palembang District with proven correlation values between 0.00 - 0.199.

Analysis of the coefficient of determination is used to determine the percentage of the influence of the independent variable on the dependent variable. It is explained that the figure obtained by the coefficient of determination R Square (R²) is 0.22, which means that the principal's leadership style is able to contribute 22% to the performance of State Vocational School teachers in the District Ilir Barat I Palembang.

The results of hypothesis testing show that the principal's leadership style variable has a significant effect on the performance of vocational teachers as indicated by the value, namely t-count (7.469) > t-table value (1.97928). That is, in the implementation of education, the principal has an important role, namely as a leader of the school organization. Good and bad leadership is something that must be understood by the principal as a leader. The principal must have the right strategy to lead his subordinates in carrying out their various duties and functions as an educator. By understanding leadership style, it will be able to increase the understanding of a school principal as a school leader towards himself, and be able to know the strengths and weaknesses he has and can increase understanding of how he should treat his subordinates. Teachers have special characteristics, so that they require special attention and service from their leaders in order to be able to use their time properly so that they can improve their performance as an educator.

In carrying out his leadership duties, the school principal always implements policies that lead to achieving the goals of a school organization, various ways can be done by a school principal as a leader. This method is used by the principal as the leader of a school to influence his subordinates.

Based on the research that the researchers did at SMK Negeri Ilir Barat I Palembang District, it was obtained data from research findings that there was an influence between the principal's leadership style on teacher's performance at SMK Negeri Ilir Barat I Palembang District. Leadership is the norm of behavior used by a leader when he tries to influence the behavior of others as he sees it. These behavioral norms are applied in the form of actions in leadership activities to achieve the goals of an organization through other people. In carrying out the duties and functions of leadership the principal must have the ability to mobilize, mobilize, guide, protect, foster, set an example, provide encouragement, and provide assistance to all human resources in a school so that they can be utilized optimally to achieve the goals set. has been established.

The principal's leadership greatly colors working conditions. Policies, social influence with teachers and students and also their actions in making various policies, these conditions also have an impact on the performance of teachers. Thus, there is a positive relationship between the principal's leadership and the performance of vocational teachers. It can also be said that the better the leadership of the school principal, the teacher's performance will also increase.

In this study, the principal's leadership style was obtained from peer assessment, namely based on the perceptions of vocational teachers. The teacher's perception of the principal's leadership style is the process of discriminating, classifying, focusing, and organizing the observations made by the teacher as a teacher on the leadership method used by the principal as a leader in the school.

According to us, based on the results of this analysis, the principal's leadership style has a positive influence on teacher's performance. The school principal has a very large role in school management. Leadership style is a very important factor in carrying out school management tasks because with this leadership style the teacher's performance will be able to run well. This is in accordance with research by Suwarni (2011) which explains that the contribution of the school principal's leadership style factor to teacher's performance is 25.8%. Besides that, research that supports this research is Fitriani (2016) which reveals that there is a significant influence between the principal's leadership style on teacher's performance with a contribution of 53.3%.

Baihaqi (2015) concluded that there is a positive influence of the principal's leadership style on teacher's performance. That is, if the level of the principal's leadership style increases, the teacher's performance at MA Ma'arif Selorejo also increases.

Conversely, if the principal's leadership style decreases, the teacher's performance at MA Ma'arif Selorejo decreases and it is concluded that there is a significant and positive influence between the Principal's Leadership Style and Teacher's performance. Because the better the principal's leadership style, the teacher's performance will also increase. Ngiodo (2016) concluded that there is a positive and significant influence of the principal's leadership on teacher's performance. This is the same as Sulistiya (2013) which concluded that there was a significant influence between the leadership of the school principal on teacher's performance at SMP Agus Salim Semarang in the 2012/2013 academic year.

Gumilar and Munzir (2018) concludes that the principal's leadership style in improving teacher's performance at SMA Global Indo-Asia Batam tends to use a democratic leadership style, namely by providing opportunities for teachers to continue comparative studies to schools and providing opportunities to take action follow up on the teacher's complaints and expectations. The principal's leadership style to increase teacher responsibility in carrying out the learning process is to apply a democratic leadership style. The obstacles faced by school principals in improving teacher's performance are that there are still teachers who are not ready to teach. There are still many teachers who have not attended training. In addition, there is a lack of teacher discipline, work motivation and teacher responsibility in learning, so that the principal will apply various types of leadership styles. Leadership style influences the performance of Global Indo-Asia Batam High School Teachers.

The principal needs to improve his ability to apply the right leadership style that can be used in leading his subordinates. With an increase in leadership style, the principal can improve his ability to lead his subordinates. This means that teacher's performance will continue to increase in line with the increase in the leadership style used by the principal. Leadership style adapted to the conditions and characteristics of subordinates. There needs to be different treatment or action from the principal as the school leader towards the teacher as his subordinates because teachers have different characteristics and abilities by giving these different treatments, it will improve teacher's performance.

Performance is a feeling of encouragement desired by the teacher at work. Improving teacher's performance in learning so that it becomes effective and efficient and the goals that are expected to be achieved optimally, of course, cannot be separated from the role of the principal as a leader. The principal's leadership greatly colors working conditions. The principal's policy towards teachers in making a decision has an impact on the performance of teachers. For this reason, school principals must apply an effective and efficient leadership style in their leadership at school. Principals are required to be able to pay attention and provide different treatment according to the maturity of their subordinates.

The quality of education will be realized if the teacher in the learning process can carry out their duties properly and correctly, a good way of working can produce optimal work performance. So that there is a positive relationship between the principal's leadership style and the performance of vocational teachers. This means that the better the performance of a teacher, the better the leadership of a school principal in carrying out his duties.

The leadership of a school principal will be accepted by teachers if the leadership applied is suitable and liked by the teachers. So that teachers will have a tendency to improve their performance. By using the right leadership style, it is hoped that it can improve the performance of teachers. The most important thing in this leadership style is the direction and support from the principal which can be adjusted to the maturity level of a teacher.

Based on the research described above, it appears that the principal's leadership style is very important to use to improve teacher's performance. The principal's leadership style has a significant influence on teacher's performance because the leadership style adopted by the principal is adapted to the conditions and characteristics of the teacher. Where teachers who have different characteristics will get different treatment.

The Influence of the Physical Work Environment on the Performance of State Vocational School Teachers in Ilir Barat I District, Palembang

Based on the hypothesis put forward in this study, namely that there is a significant effect of the physical work environment on the performance of State Vocational High School teachers in Ilir Barat I District, Palembang. If the work environment variable increases, the teacher's performance will increase significantly and vice versa if the work environment variable decreases, the teacher's performance will also decrease significantly. From the results of the analysis of the coefficient of determination using simple linear regression that the effect of the physical work environment on the performance of State Vocational High School teachers in Ilir Barat I Palembang District based on the output value of the Summary Model obtained an R number of 0.440. Thus, it can be said that the work environment has a fairly strong influence on the performance of State Vocational High School teachers in Ilir Barat I Palembang District with proven correlation values between 0.400 - 0.599.

Analysis of the coefficient of determination is used to determine the percentage of the influence of the independent variable on the dependent variable. It is explained that the figure obtained by the coefficient of determination R Square (R²) is 0.194, which means that the physical work environment can contribute 19.4% to the performance of State Vocational School teachers in Ilir District West I Palembang.

The results of the analysis of the coefficients obtained t-count of 9,570 criteria for testing the hypothesis if $t\text{-count} > t\text{-table}$ then H_a is accepted whereas if $t\text{-count} < t\text{-table}$ then H_a is rejected and to determine t-table look at $\alpha = 5\% : 2 = 2.5\%$ (2-sided test) with degrees of freedom (df) = $n - k$ or $df = 126 - 2 = 124$ (n is the number of samples and k is the number of independent variables). With a two-tailed test (significant = 0.025) the results obtained for the t-table are 1.98282. based on the explanation above, namely $t\text{-count} = 9.570$ and $t\text{-table} = 1.97928$, then $t\text{-count} > t\text{-table}$ which means H_0 is rejected and H_a is accepted. Thus, it can be said that partially there is a significant effect of the physical work environment on the performance of State Vocational High School teachers in Ilir Barat I District, Palembang.

According to Khoiriyah (2009), a pleasant work environment for employees through increased harmonious relations with superiors and subordinates, and supported by adequate facilities and infrastructure in the workplace will have a positive impact on employees, so that performance increases. A pleasant work environment for employees through increased harmonious relations with superiors and subordinates, and supported by adequate facilities and infrastructure in the workplace will have a positive impact on teachers, so that performance increases.

The results of this study were supported by Elfita (2019) which concluded (1) the work environment at MTs Negeri Sentajo Filial Singingi, Singingi District, Kuantan Singingi Regency was quite good, namely 68%; (2) The performance of Islamic Religious Education teachers at State MTs Sentajo Filial Singingi, Singingi District, Kuantan Singingi Regency is of sufficient quality, namely at 58%; and (3) There is an Influence of Non-Physical Work Environment on the Performance of Islamic Religious Education Teachers at MTs Negeri Sentajo Filial Singingi, Singingi District, Kuantan Singingi Regency, namely the value of the coefficient of determination (R Square) is known to be 0.791 (which is the square of the correlation coefficient, or $0.843 \times 0.843 = 0.710649$). The magnitude of the coefficient of determination (R square) is 0.710, this number means that the work environment has a strong influence on the performance of Islamic religious education teachers.

The results of this study are in line with the research of Sukirman (2016) which concluded that the work environment has a positive effect on teacher's performance by 16.65%. The workplace is a place that is formed on the basis of the same interests but still requires basic readiness in a person, because the unification of minds in many ideals is not easy. "Comfortable environmental conditions greatly affect the person's performance. What someone should know is that good communication at work will later create a work ethic and comfort that will impact on performance. Environment is the whole or aspects of physical and socio-cultural symptoms that affect individuals. Work is a human activity, both physical and mental, which is inherently based and has the goal of getting satisfaction. The work environment is everything

that exists around workers who can influence them in carrying out the tasks they carry out.

The work environment affects teacher's performance. For this reason, a teacher must pay more attention to the environment in which he works, which of course in this case the principal is a factor that contributes to creating a good work environment for teachers at school. This can be explained that the better the work environment, the better the teacher's performance. There is an influence of the work environment on teacher's performance. This means that teachers will feel comfortable with the conditions of the existing work environment if the environmental conditions are appropriate with themselves and do not feel disturbed when they work, so that with this comfort they are encouraged to work, this causes a lot of work to be completed properly so that their performance also improves. can be said good. In other words, the better the work environment, the better the teacher's performance.

Based on the results of this study, it is known that the physical work environment influences the performance of State Vocational High School teachers in Ilir Barat I District, Palembang. This shows that the better the work environment will have an impact on improving the performance of State Vocational High School teachers in Ilir Barat I District, Palembang. This is relevant to the theory put forward by Aronaga (2001), that one of the factors that workers really want to increase their work productivity is a good working environment, a good working environment or atmosphere will have a good influence on all parties, both workers, leaders or on the results of their work.

By proving the hypothesis put forward in this study, namely the physical work environment affects teacher's performance. The lighting in the workplace helps in expediting the work process and noise can interfere with work or even health.

The results of this study are relevant to the opinion of Uno (2016) which states that the teacher's work environment is an atmosphere and place, which can be physical or non-physical that interact with each other. The work environment in schools can support the learning process which includes school leadership, organizational climate, existence of work spaces, air circulation, room models, room contrast, lighting, position of doors and windows, placement of whiteboard work facilities and teacher's desks, accessories, placement chairs, arrangement of learning media, availability of books, and laboratories that have the potential to support the continuity of teacher work.

Thus, the increase or decrease in teacher's performance is strongly influenced by several factors, both internal factors and external factors, one of the external factors that also influences teacher's performance is the work environment. By creating a

good work environment, it will directly or indirectly improve teacher's performance (Sofyan, 2013).

It can be concluded that with a comfortable work environment, performance can be achieved optimally as desired, especially in lessons. Teachers who are passionate about teaching can be seen in their persistence when carrying out assignments, tenacity, and high interest in solving problems, full of creativity and so on. This will have an impact on the final result that is able to create good performance.

The Influence of the Principal's Leadership Style and the Physical Work Environment Together on the Performance of State Vocational School Teachers in Ilir Barat I District, Palembang

Based on the results of the analysis of the principal's leadership style and the physical work environment together on the performance of State Vocational High School teachers in Ilir Barat I District, Palembang, the results of multiple linear regression analysis based on the output of the Summary Model obtained an R number of 4.67. Thus, it can be said that the principal's leadership style and the physical work environment have a fairly strong influence on the performance of State Vocational High School teachers in Ilir Barat I District, Palembang. Because the multiple correlation value is between 0.400 – 0.599.

Analysis of the coefficient of determination was used to determine the percentage contribution of the principal's leadership style and the physical work environment together on the performance of State Vocational School teachers in Ilir Barat I District, Palembang, obtained a determination coefficient R Square (R^2) of 0.218, which means the principal's leadership style and the physical work environment is able to contribute 21.8% to the performance of State Vocational High School teachers in Ilir Barat I District, Palembang, while the remaining 78.2% is influenced by other factors not included in this study.

The principal's leadership style and the physical work environment simultaneously have a significant effect on the performance of vocational teachers. This is indicated by the F-count value of 17.136, while for the F-table is 3.07, then the F-count ($17.136 > 3.07$). This means that simultaneously there is a significant influence between the principal's leadership style (X1) and the physical work environment (X2) on the performance of State Vocational School teachers in Ilir Barat I District, Palembang. This means that the principal's leadership style has an important role in improving the performance of vocational teachers. Teachers have special characteristics, so they require special attention and service to improve their competencies. The teacher is the main role in education because it directly fosters, influences and develops students' abilities. Students can become quality human resources if they are guided by qualified teachers as well.

The results of this study are in line with the results of Rakib (2016) show that leadership style and work environment affect teacher's performance at SMA Negeri 1 Tulungagung. The results of this study are also in line with Sukirman (2016) which concluded that there are two factors that affect performance, namely leadership style and work environment. The work environment itself consists of internal and external factors. Internal factors related to a person's characteristics include attitude, desire or motivation, age, gender, education, work experience, cultural background and other personal variables. External factors are factors that influence employee performance that come from the environment, including organizational policies, leadership, actions of colleagues, types of training and supervision, pay system and social environment. Based on the F test results, the significance is $0.000 < 0.05$, which means that H_0 is accepted and significant.

Then Nainggolan (2018) concluded that there is a strong and positive relationship between the variables of the principal's leadership style and the work environment and the performance of teachers at the Maria Goretti Pematangsiantar College Foundation. Then the coefficient of determination is obtained, which is 0.593, meaning that the teacher's performance is good or not, 59.3% is explained by the principal's leadership style and the work environment, the remaining 41.7% is explained by other factors such as organizational culture, communication and work motivation.

Based on research that has been carried out by previous researchers and this study, the data obtained from the findings of this study show that there is a significant contribution between the principal's leadership style and the work environment on the performance of State Vocational School teachers in Muara Enim Regency. The magnitude of the simultaneous contribution of the principal's leadership style and the work environment on the performance of vocational teachers is 97.79%. The remaining 2.21% is influenced by other factors which are not the focus of discussion in this study.

The results of this study support the theory of Rivai and Sagala (2009) that a person's leadership plays a very large role in every decision-making, so making decisions and taking responsibility for the results is one of the tasks of a leader to achieve goals. Then Uno (2016) emphasized that the teacher's work environment is an atmosphere and place, it can be physical or non-physical that interact with each other. The work environment in schools can support the learning process which includes school leadership, organizational climate, existence of work spaces, air circulation, room models, room contrast, lighting, position of doors and windows, placement of whiteboard work facilities and teacher's desks, accessories, placement chairs, arrangement of learning media, availability of books, and laboratories that have the potential to support the continuity of teacher's work.

Based on the results of this analysis, the principal's leadership style and physical work environment have an effect on the performance of State Vocational High School teachers in Ilir Barat I District, Palembang. This means that a good principal's leadership style, supported by a conducive work environment, tends to make teacher's performance even better. Based on the results of data analysis, the principal's leadership style and physical work environment have a major contribution to the performance of State Vocational School teachers in Ilir Barat I District, Palembang.

D. Conclusion

The principal's leadership style influences the performance of State Vocational School teachers in Ilir Barat I District, Palembang. The physical work environment influences the performance of State Vocational High School teachers in Ilir Barat I District, Palembang. The principal's leadership style, the physical work environment together has a significant effect on the performance of State Vocational School teachers in Ilir Barat I District, Palembang.

E. Acknowledgement

We would like to express our sincere gratitude to our respondent, colleagues in SMK Negeri 5 Palembang, and Universitas PGRI Palembang who helped us in this article.

References

- Anoraga, P. (2006). *Pengantar Pasar Modal [Introduction to Capital Markets]*. Jakarta: Rineka Cipta.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktek [Research Procedures A Practice Approach]*. Jakarta: Rineka Cipta.
- Ariyani. (2017). Kepemimpinan Kepala Sekolah Dalam Pengembangan Profesional Guru [Principal's Leadership in Teacher's Professional Development]. *Jurnal Ilmu keIslaman dan Peradaban (Al-Afkar)*, 5(1).
- Baihaqi, M. I. (2015). Pengaruh Gaya Kepemimpinan Kepala Sekolah dan Motivasi Kerja Terhadap Kinerja Guru di MA Ma'arif Selorejo Blitar [The Effect of Principal's Leadership Style and Work Motivation on Teacher's Performance at MA Ma'arif Selorejo Blitar]. *Konstruktivisme*, 7(2), 97-104.
- Elfita, R. (2019). Pengaruh Lingkungan Kerja Terhadap Kinerja Guru Pendidikan Agama Islam di MTs Negeri Sentajo Filial Singingi Kecamatan Singingi, Kabupaten Kuantan Singingi [The Influence of the Work Environment on the Performance of Islamic Religious Education Teachers at MTs Negeri Sentajo Filial Singingi Singingi District, Kuantan Singingi Regency]. *Jurnal Al-Hikmah*, 1(1).
- Eliyanto. (2018). Pengaruh Motivasi Kerja dan Lingkungan Kerja Terhadap Kinerja Guru SMA Muhammadiyah di Kabupaten Kebumen [The Influence of Work

- Motivation and Work Environment on the Performance of Muhammadiyah High School Teachers in Kebumen Regency]. *Jurnal Pendidikan Madrasah*, 3(1), 169-180.
- Fitriani, I. (2016). Pengaruh Gaya Kepemimpinan Kepala Sekolah dan Motivasi Guru Terhadap Kinerja Guru di PAUD Terpadu Adzkiya Martapura [The Effect of Principal's Leadership Style and Teacher Motivation on Teacher Performance in Adzkiya Martapura Integrated PAUD]. *Jurnal Ilmiah Ekonomi Bisnis*, 2(1), 1-13.
- Gumilar, G G., & Munzir. (2018). Pengaruh Gaya Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Sma Global Indo-Asia Batam [The Effect of Principal's Leadership Style on the Performance of Batam Indo-Asia Global High School Teachers]. *Jurnal Dimensi*, 7(2): 255-266.
- Karweti, K. (2010). Pengaruh Gaya Kepemimpinan Kepala Sekolah dan Faktor yang Mempengaruhi Motivasi Kerja Guru SLB di Kabupaten Subang [The Influence of the Principal's Leadership Style and the Factors Influencing the Work Motivation of SLB Teachers in Subang Regency]. *Jurnal Pendidikan*, 11(2).
- Khoiriyah, L. (2009). *Pengaruh Upah dan Lingkungan Kerja Terhadap Kinerja Karyawan Pada CV. Aji Bali Jayawijaya Surakarta* [The Effect of Wages and Work Environment on Employee Performance at CV. Aji Bali Jayawijaya Surakarta]. Thesis Universitas Muhammadiyah Surakarta.
- Lubis, A. (2015). Lingkungan Kerja yang kondusif dan Faktor-faktor yang Mempengaruhinya [Conducive Work Environment and Influencing Factors]. *Al-Masharif*, 3(1), 34-49.
- Nainggolan. (2018). Peranan Kepemimpinan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan (Studi Kasus SD Negeri No. 010204 Desa Dolok Estate Kecamatan Lima Puluh Kabupaten Batu Bara) [The Role of Principal's Leadership in Improving Education Quality (Case Study of SD Negeri No. 010204 Dolok Estate Village, Lima Puluh District, Batu Bara Regency)]. *Jurnal Ilmiah Ekonomi Bisnis*, 1(3), 16-29.
- Nawawi, H. (2014). *Manajemen Sumber Daya Manusia Untuk Bisnis Yang Kompetitif* [Human Resource Management for Competitive Business]. Yogyakarta: Gajahmada University Fress.
- Ngiode, S. (2016). Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Kerja dan Disiplin Kerja Terhadap Kinerja Guru MTsN Batudaa Kabupaten Gorontalo [The Effect of Principal's Leadership, Work Motivation and Work Discipline on Teacher's Performance at MTsN Batudaa, Gorontalo Regency]. *Jurnal Manajemen Pendidikan Islam*, 4(2).
- Norlanggono, Y. C., Hamid, D., & Ruhana, I. (2014). Pengaruh Lingkungan Kerja Fisik Dan Non Fisik Terhadap Kinerja Karyawan (Studi Pada Karyawan PT. Telkomsel Area III Jawa-Bali Nusra di Surabaya) [The Influence of Physical and Non-Physical Work Environment on Employee Performance (Study on Employees of PT. Telkomsel Area III Java-Bali Nusra in Surabaya)]. *Jurnal Administrasi Bisnis (JAB)*, 8(2).

- Rivai, V., & Sagala, E. J. (2009). *Manajemen Sumber Daya Manusia untuk Perusahaan dari Teori ke Praktik [Human Resource Management for Companies from Theory to Practice]*. Jakarta: Raja Grafindo.
- Rakib. (2016). Pengaruh Gaya Kepemimpinan dan Lingkungan Kerja Terhadap Kinerja Guru di SMA Negeri 1 Tulungagung [The Influence of Leadership Style and Work Environment on Teacher's Performance at SMA Negeri 1 Tulungagung]. *Jurnal Dimensi*, 2(1): 103-114.
- Sepriadi, & Ahmad, S. (2017). Pengaruh Peran Kepala Sekolah sebagai Supervisor Akademik terhadap Kinerja Guru di SMK Tanjung Raja [The Influence of the Principal's Role as Academic Supervisor on Teacher's Performance at Tanjung Raja Vocational School]. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 2(1): 55-74.
- Setiyati, S. (2014). Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Kerja, dan Budaya Sekolah Terhadap Kinerja Guru [The Effect of Principal's Leadership, Work Motivation, and School Culture on Teacher's Performance]. *Jurnal Pendidikan Teknologi dan Kejuruan*, 22(2), 200-206.
- Slovin. (2007). *Metode Riset dan Aplikasi [Research Methods and Applications]*. Jakarta: Salemba Empat.
- Sofyan, D. K. (2013). *Perencanaan dan Pengendalian Produksi [Production Planning and Control]*. Yogyakarta: Graha Ilmu.
- Sucipto, H. (2015). Pengaruh Gaya Kepemimpinan Kepala Sekolah dan Lingkungan Sekolah Terhadap Kinerja Guru [The Influence of the Principal's Leadership Style and the School Environment on Teacher's Performance]. *Jurnal Penelitian dan Pendidikan IPS (JPPI)*, 9(3), 1277-1285.
- Sugiyono. (2014). *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif, dan R&D [Educational Research Methods Quantitative Qualitative Approach, and R&D]*. Bandung: Alfabeta.
- Sugiyono. (2008). *Statistika untuk Penelitian [Statistics for Research]*. Bandung: Alfabeta.
- Sukirman. (2016). Pengaruh Lingkungan Kerja dan Motivasi Guru Terhadap Kinerja Guru di Paud terpadu Adzkie Martapura [The Influence of the Work Environment and Teacher's Motivation on Teacher's Performance at the Adzkie Martapura integrated PAUD]. *Jurnal Ilmiah Ekonomi Bisnis*, 2(1), 1-13.
- Sulistiya, M. (2013). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru [The Effect of Principal's Leadership on Teacher's Performance]. *Jurnal Ilmiah Pendidikan Ekonomi IKIP Veteran Semarang*, 1(2).
- Sumaryanto. (2012). Pengaruh Motivasi, Lingkungan Kerja, Kesejahteraan, dan Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Sekolah Menengah Pertama [The Influence of Motivation, Work Environment, Welfare, and Principal's Leadership on Junior High School Teacher's Performance]. *Jurnal Ekonomi dan Kewirausahaan*, 12(2), 206-214.
- Suwarni. (2011). Pengaruh Gaya Kepemimpinan Kepala Sekolah terhadap Kinerja Guru Ekonomi [The Influence of the Principal's Leadership Style on the

- Performance of Economics Teachers]. *Jurnal Pendidikan dan Pembelajaran*, 18(2), 206-213.
- Suwondo, D. I., & Sutanto, E. M. (2015). Hubungan Lingkungan Kerja, Disiplin Kerja, dan Kinerja Karyawan [Work Environment Relations, Work Discipline, and Employee Performance]. *Jurnal Manajemen dan Kewirausahaan*, 17(2), 135-144.
- Uno, H. B. (2016). *Teori Kinerja dan Pengukurannya [Performance Theory and Measurement]*. Jakarta: Bumi Aksara.