ABSTRACT

INFLUENCES OF THE PRINCIPAL’S LEADERSHIP STYLE, SCHOOL CLIMATE, AND ACHIVEMENT MOTIVATION TOWARD SMKN TEACHERS’ PERFORMANCE IN BANDAR LAMPUNG

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Problems of this research are whether: 1) there is a positive influence and significant of the principal’s leadership style toward SMKN teachers’ performance in Bandar Lampung, 2) there is a positive influence and significant of school climate toward SMKN teachers’ performance in Bandar Lampung, 3) there is a positive influence and significant of an achievement motivation toward SMKN teachers’ performance in Bandar Lampung, 4) there is a positive influence of the principal’s leadership style, school climate, and an achievement motivation altogether toward SMKN teachers’ performance in Bandar Lampung.

The research is a descriptive research by using method of survey. Research population are PNS teachers of SMK with RSBI label in Bandar Lampung. Sampels were taken counted 154 people who were taken by using proporisional stratified random sampling from 250 teachers. The variable which is analyzed are principal’s leadership style ($X_1$), school climate ($X_2$), an achievement motivation ($X_3$), and teachers’ performance especially SMK teachers in Bandar Lampung ($Y$). These datas were taken by using the enquette and likert scale, then analyzed by using descriptive statistic and inferential statistic.

The conclusions of this research are: 1) there is a positive influence and significant of the principal’s leadership style toward SMKN teachers’ performance in Bandar Lampung, 2) there is a positive influence and significant of school climate toward SMKN teachers’ performance in Bandar Lampung, 3) there is a positive influence and significant of an achievement motivation toward SMKN teachers’ performance in Bandar Lampung, 4) there is a positive influence and significant of the principal’s leadership style, school climate, and an achievement motivation altogether toward SMKN teachers’ performance in Bandar Lampung.

Keywords: Principal’s leadership, school climate, achievement motivation, and teachers’ performance