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The Influence of Leadership and Achievement Motivation on the Performance of Social Sciences Teachers at Private Junior High School Pekanbaru

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ABSTRACT

This study aims to identify and analyze the influence of leadership and achievement motivation on the performance of social studies (IPS) teachers at Pekanbaru Private Junior High School. The total population was 129 teachers. A sample of 32 people was obtained using a proportional random sampling technique. Data were collected by means of a questionnaire, then analyzed by descriptive analysis and path analysis. The results of the study found: (1) the leadership of the principal has an effect on the achievement motivation of social studies teachers at Pekanbaru Private Junior High School. The meaning of good leadership will be able to increase the achievement motivation of IPS teachers; (2) the leadership of the principal has a direct and indirect effect on teacher performance through the achievement motivation of social studies teachers at Pekanbaru Private Middle School. The meaning of principal leadership can improve teacher performance by increasing the achievement motivation of social studies teachers; and (3) achievement motivation has an effect on the performance of social studies teachers. The meaning of good achievement motivation will be able to improve the performance of social studies teachers at Pekanbaru Private Junior High School.

1. Introduction

Teacher performance is important in education, and is a determinant of the level of education quality. Good teacher performance can be shown from how much the required competencies are met (Syamsu Rizal, 2019). These competencies include: pedagogic competence, personality competence, social competence and professional competence based on Law No. 14 of 2005 Chapter IV Article 20 (a) concerning Teachers and Lecturers. Organizing abilities (especially pedagogical competencies and professional competencies) improve clear relationships and

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identification between teaching materials and learning designs to make materials learnable and effective to achieve goals (Indrawati & Caska, 2019). If teacher performance increases, it will affect the quality of the output, therefore it needs support from various schools to improve teacher performance. Teachers must have pedagogical competence that includes several indicators including understanding students, implementing learning, utilizing information and communication technology and designing and carry out learning evaluations (Naziah et al., 2020; Efriza et al., 2020).

To improve teacher competence, in this case the professional competence of teachers, there are two efforts that greatly influence each other, namely the efforts made by the teacher (following MGMP, participating in upgrading / training, taking courses, increasing knowledge through mass or electronic media, and improving the profession through self-study) and the efforts made by the principal (conducting supervision, holding and or assigning teachers to attend training, providing adequate educational facilities, motivating teachers to make scientific papers, giving awards, and holding school meetings (Indrawati, 2013). , efforts to improve teacher pedagogical abilities must be carried out continuously (continuous improvement), one of which is through lesson study (a model of teaching professional development through collaborative and continuous learning studies based on the principles of collaboration and mutual learning so that a learning community is built) (Indrawati, 2015).

Teacher performance is the teacher's ability to manage and carry out learning in accordance with set goals (Uhar, 2010). Empirical research conducted by (Putra et al., 2013; Gusman, 2014; Hafidullah et al., 2017; and Pratami et al., 2018) shows that principal leadership has a direct and indirect effect on teacher performance. Similar empirical evidence conducted by (Daningsih et al, 2019; and Ribka et al, 2019) shows that leadership and achievement motivation affect teacher performance. (Wardana, 2013) shows that there is a positive and very significant relationship between achievement motivation and teacher performance. Empirical research conducted by (Nafikoh, 2017; and Sunarsih, 2017) found that there was a very high effect of principal leadership and achievement motivation on teacher teaching performance.

However, several studies have found that not all principal leadership and achievement motivation have a significant effect on teacher performance. (Sri Astuti, 2016) shows that the relationship between principal leadership and teacher performance is in the sufficient category so that teacher performance is in the low category. Likewise (Nasrun, 2016) shows that the relationship between principal leadership and teacher performance is in the sufficient category. Likewise, leadership (Wibowo, 2015) shows that there is no significant relationship between achievement motivation and teacher performance.

Research conducted by (Putra et al, 2013; Gusman, 2014); Wibowo, 2015; Nasrun, 2016); Sri Astuti, 2016); Hafidullah et al, 2017); Nafikoh, 2017); Sunarsih, 2017); and Pratami et al, 2018) have similarities and differences with this study. The similarity is to both study the influence of principal leadership and

achievement motivation on teacher performance. The difference is that this study uses path analysis and the objects in this study are private junior high school social studies teachers and private junior high school principals in Pekanbaru City.

Based on observations in the field, there are still teachers, especially social studies subjects who compile syllabus, lesson plans (RPP) by copy and paste, not based on the creativity and needs of students where they teach. Some teachers also collect their learning tools at the end of the semester and some even at the end of the school year. In addition, in almost every school some teachers do not prepare teaching tools completely, for example the annual program, semester program, syllabus, lesson plans, and analysis of minimum completeness criteria (KKM). This shows that the teacher's performance can be said to be still low.

With regard to teacher performance, in 2016 the average national UKG score for junior high schools was 65.33 with the government's target of 70. In 2017, the national average UKG score for junior high school was 67.76 with the government's target of 80. This does not yet meet the qualifications as a professional teacher. As a follow-up to the implementation of UKG by the government, these teachers will be included in education and training activities to improve teacher professionalism. These results indicate that the teacher's competence is still low.

This condition is in line with research (Gusman, 2014) that the low performance of teachers is caused by several reasons including: (1) lack of teacher motivation in completing tasks related to learning devices; (2) there are still some teachers who do not have a good program; (3) teachers' creativity in choosing learning methods and strategies is still lacking, or in other words, teachers are still dominant using conventional methods; and (4) there are still some teachers who still prioritize their personal interests over carrying out their duties as teachers. Based on the description that has been stated, this research is important to do with the aim of identifying and analyzing: (1) the influence of the principal's leadership on achievement motivation of social studies teachers in Pekanbaru Private Junior High School; (2) the influence of principal leadership on teacher performance through achievement motivation of social studies teachers at Pekanbaru Private Junior High School; and (3) the influence of achievement motivation on the performance of social studies teachers at Pekanbaru Private Junior High School.

2. Methodology

This research was a quantitative descriptive research. The population in this study were all social science teachers at private junior high schools in Pekanbaru. The number of IPS teachers at Pekanbaru Private Junior High School is 129 people. Of the total population, the number of samples in this study can be taken 25% of the total population, so that the number of samples for this study was 32 teachers (Suharsimi, 2013). Respondents in this study were teachers. This study used a proportional random sampling technique.

The data collection technique used a questionnaire. The scoring used in the questionnaire is a Likert scale. Likert scale based on a questionnaire which was distributed to social studies teachers at Pekanbaru Private Junior High School and the head Pekanbaru private junior high schools are presented in Table 1.

Table 1. Likert Scale

| Criteria | Score |
|---------------|-------|
| Not very good | 1 |
| Not good | 2 |
| Not good | 3 |
| Well | 4 |
| Very good | 5 |

Determining the criteria for each indicator is presented in Table 2.

Table 2. Measurement of Principal Leadership Variable Indicators (X1), Achievement Motivation (X2) and Teacher Performance

| Julat Skor Mean | Category |
|-----------------|---------------|
| 4,2 – 5,0 | Very good |
| 3,4 – 4,1 | Well |
| 2,6 – 3,3 | Not good |
| 1,8 – 2,5 | Not good |
| 1,0 – 1,7 | Not very good |

Source: Supranto J. (2016)

The data analysis technique used path analysis with the substructure presented in Figure 1.

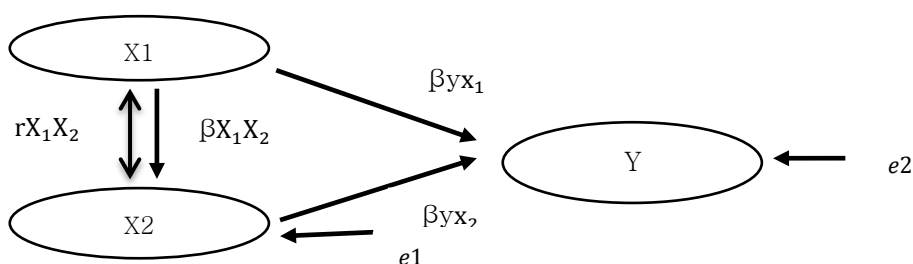


Figure 1. Principal Leadership Conceptual Design (X1) and Achievement Motivation (X2) on Teacher Performance (Y).

In accordance with Figure 1., the following two equations are obtained:

With the equation $X_2 = \beta_{X_1X_2} X_1 + e_1$

With the equation $Y = \beta_{yx_1} X_1 + \beta_{yx_2} X_2 + e_2$

The following is a description of the indicators of each such variable, presented in Table 3.

Table 3. Variable Operationalization

| Variabel | Indicator | No Item | Total |
|--|--|--|-------|
| Teacher performance (Y) | Teacher performance indicators include: | | |
| | 1. 1. Plan learning | 1,2,3,4 | 4 |
| Teacher performance is the behavior of teachers in teaching students to achieve the expected goals or results. | 2. 2. Implement and manage the teaching and learning process; and | 5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20 | 16 |
| | 3. 3. Conduct an evaluation or assessment | 21,22,23,24,25,26 | 6 |
| | (Depdiknas, 2008). | | |
| Principal leadership (X1) | Principal leadership indicators: | | |
| Principal leadership is the ability and authority to influence, mobilize, direct and encourage the emergence of a strong will with enthusiasm and confidence in the teachers, staff and students in carrying out their respective duties to achieve the desired goals. | 1. 1. Emphasize teachers and all school members to meet the norms of learning with high discipline; | 1,2,3,4 | 4 |
| | 2. 2. Guiding and directing teachers in solving their work problems and willing to provide proportional and professional assistance; | 5,6,7,8,9, | 5 |
| | 3. 3. Provide support to teachers to enforce student discipline; | 10,11,12,13,14,15 | 6 |
| | 4. 4. Demonstrate exemplary attitudes and behaviors that can be role models / models for teachers, students and all school members; | 16,17,18,19,20 | 5 |
| | 5. 5. Build active, creative and productive work groups; and | 21,22,23,24 | 4 |
| | 6. 6. Provide room for school empowerment to all school members | 25,26,27 | 3 |
| | (Mulyasa, 2011) | | |
| Achievement motivation (X2), | Achievement motivation indicators: | | |
| | 1. 1. Trying to excel; | 1,2,3 | 3 |
| Achievement motivation is the impetus that is in a person in facing all challenges to achieve the expected goals. | 2. 2. Enjoy a challenge; | 4,5,6 | 3 |
| | 3. 3. Have responsibility; | 7,8,9,10,11,12 | 6 |
| | 4. 4. Strive and persevere in achieving goals; and | 13,14,15,16 | 4 |
| | 5. 5. Motivation itself arises because of a motive or driving force | 17,18,19,20 | 4 |
| | (Mc Clelland, 2015) | | |

Hypothesis testing is carried out simultaneously (F test) or partially (t test).

- a. Simultaneous testing (F test)
 If the significant number is ≥ 0.05 , then H_0 is not rejected.
 If the significant number < 0.05 , then H_0 is rejected.
 The simultaneous hypotheses are:
 $H_0: \beta_{yx_i} (1-2) = 0$ means that there is no influence of principal leadership and achievement motivation on social studies teacher performance
 $H_a: \beta_{yx_i} (1-2) \neq 0$ means that there is an influence of principal leadership and achievement motivation on the performance of social studies teachers
 If H_0 is accepted, then this means that the effect of the independent variable simultaneously on the dependent variable is declared insignificant and vice versa if H_0 is rejected it indicates that the effect of the independent variable simultaneously on the dependent variable is significant.
- b. Partial testing (t test)
 The t test is also called the individual significance test. The results of these calculations are then compared with the t table using an error rate of 0.05. The criteria used are as follows:
 If $\alpha < 5\%$
 If $\alpha > 5\%$

The hypothesis design in this study is as follows:

$H_0: \beta_{X_1 X_2} = 0$: meaning that there is no influence of the principal's leadership on achievement motivation
 $H_0: \beta_{X_1 X_2} \neq 0$: means that there is an influence of the principal's leadership on achievement motivation
 $H_0: \beta_{yx_1} = 0$ means that there is no influence of the principal's leadership on the performance of social studies teachers
 $H_0: \beta_{yx_1} \neq 0$: means that there is an influence of the principal's leadership on the performance of social studies teachers
 $H_0: \beta_{yx_2} = 0$: meaning that there is no influence of achievement motivation on the performance of social studies teachers
 $H_0: \beta_{yx_2} \neq 0$: meaning that there is an influence of achievement motivation on the performance of social studies teachers

- c. The coefficient of determination
 The coefficient of determination (R^2) shows the magnitude of the contribution of exogenous variables to endogenous variables which can be explained by the path equation model.

3. Results and Discussion

Respondent Characteristics

- a. Respondent criteria based on gender

Respondent criteria based on gender are used to differentiate male and female respondents. The number of respondents based on gender can be seen in Table 4.

Table 4. Characteristics of Respondents based on Gender

| Gender | | Frequency | Persentase |
|--------|-------|-----------|------------|
| | | Teacher | Teacher |
| 1 | Man | 6 person | 18,75 |
| 2 | Women | 26 person | 81,25 |
| Total | | 32 person | 100 |

Table 4 shows that most respondents (teachers) are female, while male respondents (teachers) are a few.

b. Characteristics of respondents based on education

The characteristics of respondents based on education are divided into three categories, namely: SMA / equivalent, S1 and S2. The number of respondents based on education level can be seen in Table 5.

Table 5. Characteristics of Respondents by Education

| No | Education | Frequency | Persentase |
|-------|---------------|-----------|------------|
| | | Teacher | Teacher |
| 1 | SMA/Sederajat | 1 | 3,13 |
| 2 | S1 | 31 | 96,87 |
| 3 | S2 | 0 | 0 |
| Total | | 32 | 100 |

Table 5 shows that most respondents (teachers) have an S1 education level, while respondents (teachers) have no S2 education (the least). While 1 teacher with a high school education / equivalent, the teacher is currently pursuing an undergraduate education.

Descriptive Analysis Results

a. Principal leadership

Principal leadership variables are measured by 6 indicators, namely: (1) emphasizing teachers and all school members to meet learning norms with high discipline; (2) guide and direct teachers in solving their work problems and are willing to provide proportional and professional assistance; (3) provide support to teachers to enforce student discipline; (4) show exemplary attitudes and behaviors that can be role models for teachers, students and all school members; (5) building active, creative and productive working groups; and (6) provide room for school empowerment to all school members. Consists of 27 question items. Based on the research shown in Table 6.

Table 6. Frequency Distribution of Principal Leadership Variables

| No | Category | Interval | Frequency | Persentase |
|-------|---------------|--------------|-----------|------------|
| 1 | Very good | 113,8 – 135 | 24 | 75 |
| 2 | Well | 92,1 - 113,7 | 8 | 25 |
| 3 | Not good | 70,4 - 92,0 | 0 | 0 |
| 4 | Not good | 48,7 - 70,3 | 0 | 0 |
| 5 | Not very good | 27,0 - 48,6 | 0 | 0 |
| Total | | | 32 | 100 |

Table 6 shows that the principal leadership variable is mostly in the very good category. The principal in emphasizing the teacher and all school members to meet the norms of learning with high discipline; guide and direct teachers in solving their work problems and are willing to provide proportional and professional assistance; provide support to teachers to enforce student discipline; show exemplary attitudes and behaviors that can be role models / models for teachers, students and all school members; building active, creative and productive work groups; and provide space for school empowerment to all school members who are already very good at carrying out their duties and responsibilities so that the principal must maintain and improve it again in the future. In this case the principal can apply effective learning leadership, namely: (1) talk the talk, which is a lot of dialogue and discussion about the continuing professional development of teachers; (2) walk the walk, namely frequent visits to the class to monitor the learning process in class; and (3) be the caddy, namely helping teachers to use learning facilities and infrastructure in a professional manner (Wilson, 2012).

b. Achievement motivation

The achievement motivation variable is measured by 5 indicators, namely: (1) trying to excel; (2) like challenges; (3) have responsibilities; (4) strive and persevere in achieving goals; and (5) self-motivation arises because of a motive or driving force. Consists of 20 question items. Based on the research shown in Table 7.

Table 7. Frequency Distribution of Achievement Motivation Variables

| No | Category | Interval | Frequency | Persentase |
|-------|---------------|----------|-----------|------------|
| 1 | Very good | 85 – 100 | 18 | 56,25 |
| 2 | Well | 68 – 84 | 14 | 43,75 |
| 3 | Not good | 52 – 67 | 0 | 0 |
| 4 | Not good | 36 – 51 | 0 | 0 |
| 5 | Not very good | 20 – 35 | 0 | 0 |
| Total | | | 32 | 100 |

Table 7 shows that most achievement motivation variables are in the very good category. Teachers' motivation to perform in indicators of trying to excel; love challenges; have a responsibility; strive and persevere in achieving goals; and self-motivation arises because there is a very good motive or activator so that it needs to be maintained and improved in the future. Good achievement motivation will be able to improve the teacher's performance.

c. Teacher performance

Teacher performance variables are measured by 3 indicators, namely: (1) lesson planning; (2) implement and manage the teaching and learning process; and (3) carry out evaluation and assessment. Consists of 26 question items. Based on the research shown in Table 8.

Table 8. Frequency Distribution of Teacher Performance Variables

| No | Category | Interval | Frequency | Persentase |
|-------|---------------|--------------|-----------|------------|
| 1 | Very good | 109,6 – 130 | 14 | 43,75 |
| 2 | Well | 88,6 - 109,5 | 18 | 56,25 |
| 3 | Not good | 67,7 - 88,5 | 0 | 0 |
| 4 | Not good | 46,9 - 67,6 | 0 | 0 |
| 5 | Not very good | 26,0 - 46,8 | 0 | 0 |
| Total | | | 32 | 100 |

Table 8 shows that most teacher performance variables are in the good category. Teacher performance with learning planning indicators; implement and manage the teaching and learning process; and carry out evaluations and assessments well, this should be improved again in the future. Efforts that can be made to improve teacher performance include: (1) accepting new attendance well; (2) assigning new teaching assignments in accordance with the fields and competencies mastered by the new teachers; (3) forming and implementing teacher working groups in the field of study and teacher deliberations for similar subject areas (MGMP) as a forum for teachers to discuss planning problems and solving problems that occur in class; (4) providing administrative and academic supervision of new teachers as material for improvement and determining policies; (5) provide guidance for both administrative, academic, and new teacher careers; (6) providing opportunities for new teachers to take part in trainings both held at schools, districts, provinces and at the national level; (7) giving rewards (rewards) to teachers who excel and giving punishment to teachers who are lazy and problematic; (8) giving additional assignments to new teachers; and (9) forming family ties in their respective schools with meetings held at the homes of family members (Saadah, 2015).

The government has also made various efforts to improve the professionalism and dignity of teachers. One of the ways the government has taken to overcome the problem of low teacher quality is to realize reforms in the world of education in

line with the spirit of Law Number 20 of 2003 concerning the National Education System. These actions include, among others, comprehensive and comprehensive improvements to teachers which include: (1) teacher professional development; (2) guarantee for teacher welfare; (3) teacher protection; and (4) teacher awards through a law specifically regulating teachers. Thus there is a strong foundation to provide opportunities for teachers to improve their professionalism and competence effectively in line with developments in science and technology in the future.

Path Analysis and Hypothesis Testing

Sub structure I

The influence of principal leadership on teacher achievement motivation is shown in Table 9.

Table 9. Effect of Principal Leadership (X1) on Achievement Motivation (X2)

| Variabel | Koefisien Jalur | Sig | R Square |
|---|-----------------|------|----------|
| Principal Leadership (constant) | 0,551 | 0,01 | 0,304 |
| a. Dependen Variabel : Achievement motivation | | | |

Table 9 shows a significance value of $0.01 < 0.05$, which means that the principal's leadership has a significant effect on the achievement motivation of social studies teachers at Pekanbaru Private Middle School. The coefficient of determination of 0.304 means that the influence of the principal's leadership on the achievement motivation of social studies teachers at Pekanbaru Private Junior High School is 30.4%. While the remaining 69.6% is a contribution from other variables.

$$e_1 = \sqrt{(1) - R^2} = \sqrt{1 - 0.304} = 0.834$$

If the results of this path analysis are described in sub-structure 1, it will be seen in Figure 2.

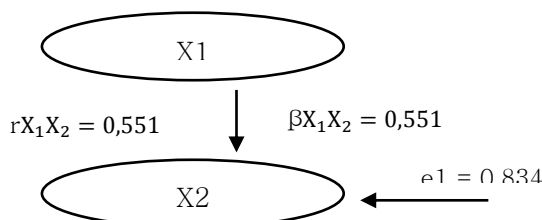


Figure 2. The Influence of the Principal's Leadership (X1) against Achievement Motivation (X2)

$$\begin{aligned} \text{With the equation } X_2 &= \beta_{X_1 X_2} X_1 + e_1 \\ &= 0.551X_1 + 0.834 \end{aligned}$$

Which means: (1) the value of the principal leadership variable coefficient (X1) is 0.551. This means that each increase in perceptions of the principal's leadership by 1 unit, it will increase the achievement motivation of the Pekanbaru Private Junior High School IPS teachers and vice versa. (2) the standard error of e1 is 0.834. That means the magnitude of the error path coefficient for other variables outside of this study that affects the leadership of the Pekanbaru private junior high school principal is 0.834.

Sub structure II

The influence of principal leadership and achievement motivation on teacher performance is shown in Table 10.

Table 10. The Influence of Principal Leadership and Achievement Motivation on Teacher Performance

| Variabel | Koefisien Jalur | Sig | R Square |
|------------------------|-----------------|-------|----------|
| Principal Leadership | 0,478 | 0,005 | 0,504 |
| Achievement motivation | 0,324 | 0,048 | |

a. Dependen Variabel : Achievement motivation

Table 10 shows the significance value of the two variables, namely $X1 = 0.005$ and $X2 = 0.048 < 0.05$ means that the principal's leadership and achievement motivation have a significant effect on the performance of social studies teachers at Pekanbaru private junior high school. With the coefficient of determination of 0.504. This means that the influence of principal leadership and achievement motivation on the performance of social studies teachers at Pekanbaru Private Junior High School is 50.4% and the remaining 49.6% is the contribution of other variables.

Calculate the residual / error in the following ways:

$$e2 = \sqrt{(1) - R^2} = \sqrt{(1) - 0.504} = 0.704$$

If the results of this path analysis are described into sub-structure 2, it will be seen in Figure 3.

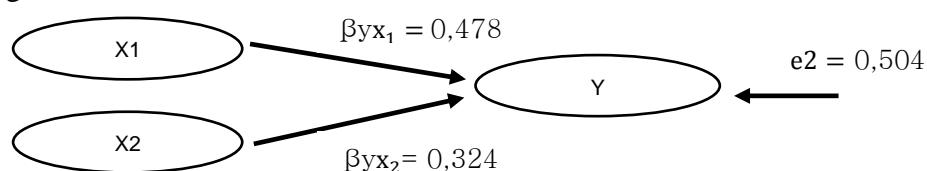


Figure 3. The Effect of Principal Leadership and Achievement Motivation on Teacher Performance

With the equation $Y = \beta_{yx_1}X1 + \beta_{yx_2}X2 + e2$
 $Y = 0.478X1 + 0.324X2 + 0.504$

Which means: (1) the coefficient value of the principal's leadership variable (X1) is 0.478. This means that each increase in perceptions of the principal's leadership by 1 unit, it will improve the performance of IPS teachers at Pekanbaru Private Middle School and vice versa. (2) the coefficient of achievement motivation variable (X2) is 0.324. This means that each increase in perception of achievement motivation is 1 unit, it will increase the performance of social studies teachers at Pekanbaru Private Junior High School and vice versa. (3) standard error (e2) of 0.504. That means the magnitude of the error path coefficient for other variables outside of this study, where the performance of social studies teachers at Pekanbaru Private Junior High School is 0.504.

Direct and indirect influence of principal leadership and achievement motivation on teacher performance

The direct and indirect effects of principal leadership and achievement motivation on teacher performance are shown in Figure 4.

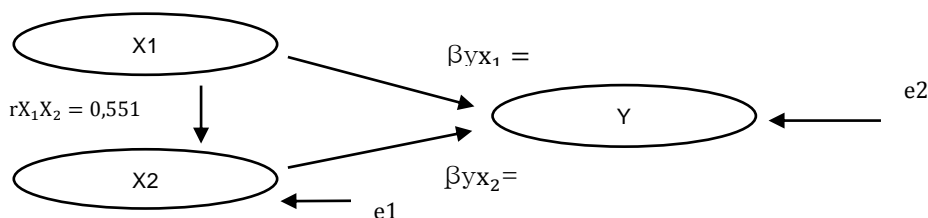


Figure 4. Direct and Indirect Effects of Principal Leadership (X1) and Achievement Motivation (X2) on Teacher Performance (Y)

Based on Figure 4, it is known that the direct and indirect effects in this study are as shown in Table 11.

Table 11. Results of Direct and Indirect Effects

| Variabel | Direct | Indirect | Total | Information |
|----------|--------|----------------------|----------------------------|-------------|
| X1 → X2 | 0,551 | - | 0,551 | Take effect |
| X1 → Y | 0,478 | 0,551*0,478 0,263 | = 0,551 + 0,263 = 0,814 | Take effect |
| X2 → Y | 0,324 | - | 0,324 | Take effect |

Table 11 shows the direct effect of school principal leadership on achievement motivation of social studies teachers at Pekanbaru Private Junior High School of 0.551. The direct influence of the principal's leadership on the performance of social studies teachers at Pekanbaru Private Junior High School is 0.478 and the indirect effect is 0.263 with a total score of 0.814. Meanwhile, the direct effect of achievement motivation on the performance of social studies teachers at Pekanbaru Private Junior High School is 0.324.

a. The influence of school principal leadership on achievement motivation of social studies teachers at Pekanbaru Private Junior High School

Based on data analysis and hypothesis testing, it is known that there is a significant direct effect of school principal leadership on achievement motivation of social studies teachers at Pekanbaru Private Middle School. This shows that the leadership of the principal is one of the factors that can increase the achievement motivation of social studies teachers at Pekanbaru Private Middle School. The findings of this study are in line with the theory which states that the principal's duties are as educators, managers, administrators, supervisors, leaders, innovators, motivators, figures and mediators (Mulyasa, 2011). As a motivator, the principal is tasked with motivating teachers to excel in their respective fields so that they can improve teacher performance.

The principal has a significant role in increasing teacher motivation to achieve (Luangsithideth, 2013). Principal leadership has a significant effect on teacher work motivation (achievement) (Nasrun, 2016).

b. The direct influence of the principal's leadership on the performance of the Pekanbaru Private Junior High School social studies teacher

Based on data analysis and hypothesis testing, it is known that there is a significant direct effect of school principal leadership on the performance of social studies teachers at Pekanbaru Private Junior High School. This shows that the principal's leadership is one of the factors that can improve the performance of social studies teachers at Pekanbaru Private Junior High School.

The findings of this study are in line with the theory put forward (Southworth, 2011) that effective learning leadership is the principal who is able to play his role as: (1) monitoring teacher performance; (2) teacher performance assessor (evaluating teacher performance); (3) implementing and arranging mentoring and training, the role of school principals in conducting supervision; (4) teacher sustainable professional development planner, the role of the principal in improving teacher professionalism in a sustainable manner; (5) coordinating teamwork, the principal coordinates the team at school; (6) coordinating effective learning, the principal as the learning leader in the school strives for teachers to implement effective learning

This is in line with research conducted by (Putra et al., 2013) which states that there is a significant contribution between the leadership behavior of principals and teacher performance. The same is the case with research conducted by (Gusman, 2014) which states that there is a significant / influential relationship between the principal's leadership style on teacher performance. Likewise with research conducted by (Hafidulloh et al, 2017) which states that there is an effect of principal leadership on teacher performance. From this description, there is a link or relationship between the principal's leadership and teacher performance. If the leadership of the principal is getting better, it will make teacher performance even better. Vice versa.

c. The influence of achievement motivation on the performance of social studies teachers at Pekanbaru Private Junior High School.

Based on data analysis and hypothesis testing, it is known that there is a significant direct effect of achievement motivation on the performance of social studies teachers at Pekanbaru Private Junior High School. This shows that achievement motivation is one of the factors that can improve the performance of social studies teachers at Pekanbaru Private Junior High School. Nine indicators of achievement motivation include: (1) having high enthusiasm for success; (2) have responsibilities; (3) have self-confidence; (4) choose to do a challenging task; (5) shows hard and diligent efforts in achieving goals that are of a better nature; (6) cultivating the courage to take risks; (7) the desire to always be superior to others; (8) creative and always set realistic goals; and (9) self-motivation arises because of a motive or driving force (McClelland, 2015).

This is in line with the research conducted (Putra et al, 2013) which states that there is a significant contribution between achievement motivation and teacher performance. Likewise with research (Wardana, 2013) which states that there is an influence between achievement motivation on teacher performance. It is the same with research (Nafikoh, 2017) which states that there is a very high influence between achievement motivation on teacher performance. From this description, there is a link or relationship between achievement motivation and teacher performance. If the teacher's achievement motivation is getting better / higher, it will make the teacher's performance better / higher too. Vice versa.

d. The indirect influence of the principal's leadership on teacher performance is through the achievement motivation of social studies teachers at Pekanbaru Private Junior High School.

Based on the data analysis and hypothesis testing that has been carried out in this study, the results of the research show that there is an influence of the principal's leadership on teacher performance through the achievement motivation of social studies teachers at Pekanbaru Private Middle School. The path analysis coefficient which is positive indicates that there is a positive relationship between principal leadership and teacher performance through the achievement motivation of social studies teachers at Pekanbaru Private Middle School. The better the leadership of the principal in motivating teachers to excel, the better the teacher's performance.

This is in line with research (Nasrun, 2016) which states that there is a significant contribution between work motivation and teacher performance through teacher achievement motivation. The same is the case with research (Nafikoh, 2017) which states that there is a significant contribution between principal leadership on teacher performance through teacher achievement motivation. From the description above, there is a relationship or relationship between the principal's leadership and teacher performance through achievement motivation.

4. Conclusion

Based on the results of the research and discussion that has been done, There are several answers that can be concluded as follows: (1) the leadership of the principal has an effect on the achievement motivation of social studies teachers at Pekanbaru Private Middle School. Effective principal leadership will be able to increase teacher achievement motivation; (2) the leadership of the principal has a direct and indirect effect on teacher performance through the achievement motivation of social studies teachers at Pekanbaru Private Middle School. The leadership of the principal can improve teacher performance by increasing the achievement motivation of social studies teachers at Pekanbaru Private Junior High School; and (3) achievement motivation has an effect on the performance of social studies teachers at private junior high schools in Pekanbaru. Good teacher achievement motivation will be able to improve the teacher's performance.

Suggestions that can be given are as follows: (1) it is advisable for SMP managers in Pekanbaru City, especially private SMP to be able to make efforts to improve, improve and develop the performance of IPS SMP teachers in Pekanbaru in a way that these teachers will be included in education and training activities; and (2) the education office of Pekanbaru City should be able to select and assign school principals who have leadership abilities to improve teacher performance

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