

The Leadership Principle Model Based On The Business Performance In Vocational High School Tegal

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Abstract - This research belongs to the descriptive research, it uses confirmatory factor analysis. The populations of this research are 221 teachers of the vocational high school that is researched, then 83 are selected as the samples by proportional random sampling procedure. Data is taken from questionnaire scale. The data that have been collected is analyzed using statistical technique with structural equation modeling (SEM) modeling. The finding of this research is the leadership principle model based on business performance is influenced by; principal competence (contribution 28.80%); work culture (contribution 29.13%); job satisfaction (contribution 26.98%); the determinant factor model that includes the principal's competence, work culture, and job satisfaction contribution (44.2%). The leadership principle model based on business performance is the correlation between leadership principle, work culture, and job satisfaction. The main problem is the leadership principle model based on business performance. The objective of this research is the great leadership principle model based on business performance. The results of the analysis can be concluded that principle model based on business performance has been conducted by several principles of vocational high school in Tegal. The empirical findings of the main problem and the particular problem, the main objectives and specific problems. Based on the research findings, it is suggested that all the principals in Tegal regency have managerial skills based on the business performance, improving work culture, and job satisfaction. Moreover, the school's quality culture can be improved.

Keys word : principle's competence, work culture of the school, job satisfaction, the leadership principle model based on business performance.

I. INTRODUCTION

Entering the 21st century, the managers of educational units are demanded to have a variety of leadership capabilities that needed of the development of the era. Trilling and Fadel (2009: 23) states that the indications of the characteristics of the 21st century that affect the learning process with 4 dominant trends,

they are knowledge work, thinking tools, digital life styles and learning research. Work is more rely on knowledge and creativity rather than a digital machine. The knowledge demands of this era of knowledge, require the existence of trained workers that use the power of the brain and digital devices to apply their knowledge skills in their daily work. Mostly working do in the collaboration with group members who are everywhere, that using digital devices to coordinate project work (computers, digital tablets, mobile phones, the internet, teleconferencing, laptops, and others). The capability of the principal's leadership (Queensland Government, in Naisbit, 2009), expected the principal has knowledge and understanding of the art, has the personality capability and quality of the leader for the basic provision of professional and ethical work practices that maintaining the quality of relationships in their organizations [1].

Facing the change situation is very fast, requires a different approach in handling all the changes to compare to the previously approach which effective used. The principal as leader of the school that must give some skills and strategies of leadership then implement them, so that the effort to lead the school and its citizens can run effectively, thus demanding the principal to compete to make it happen. Built education, not only use the macro approach but also micro approach by giving broader focus on school institutions with regard to the overall condition of schools such as work culture in the schools and individuals involved in schools both teachers, learners, and principle of the schools and their respective roles and relationships that occur between each other [2], [3]

The principal as the leader of the education unit is the important person to improve the school resources, especially the teachers and their employees. No matter how much the input of schooling is added or improved, the output will not be optimal if the leadership factor is not given adequate attention. The availability of funds, infrastructure, facilities, and other

educational instruments less able to be utilized whether maximally, efficiently and accountably without strong leadership, or the presence of a leader capable of mobilizing all of these components.

The leadership principle model based on business performance are leading managers that can make the input process is running well. and positive interaction of all inputs of the teaching and learning system. Associated with the achievement of results, the stage process results in a product and individual performance [4]. Moreover, the principal take an important role in the overall performance improvement effort related to the productivity and effectiveness of its workers and something that can be clearly worked out and can be carefully observed. It can be stated that one of the important factors determining the high quality of education and the effectiveness of the school is the leadership principle model based on business performance . The reality of the bussines is the opposite of their self that working must give the pleasure in the world or in the parradise. Meaning in leadership not only take the initiative, but also have the managerial ability in organizing and putting things base on the place.

The fact that occurred in the field shows that the principals do not have the managerial courage to choose a better alternative in making decisions. They feel that the failure of their school is not their responsibility [5]. The findings in various schools in Tegal Regency give the following description: about 33% of the total teachers considered the competence of headmaster can be categorized in good condition (40,5%) from the number of teacher respondents perceive work culture in school well enough; and 34.5% of teachers respondents rated teacher satisfaction in working quite well (35%). The results of these observation is indicate the relationship between the principal's competence, work culture, and job satisfaction with performance-based on principal leadership. This is the main reason for the authors to find the leadership principle model based on business performance that is formed and influenced by the principal's competence. This is evidenced by [6] study of 2000 managers, there is a correlation between competence and the effectivenes of the behavior[7] , the effectivenes of the behavior can boost job performance in every job (Boyatzis, 1983) moreover, competence is needed to support the success in the organization [8]

. This research focuses on the element of the leadership principle model based on business performance vocational high school which is important to be conducted at the present moment in order to find alternative form of the headmaster leadership that oriented on the quality service and process quality that can improve the quality of education in school. The implication of the quality service creates the conducive working atmosphere, a comfortable working culture, high job satisfaction that oriented to the quality of service. The model that is explored in this research is the leadership principle model based on business performance which is built by the principal competency variables, work culture, and job satisfaction.

II. REVIEW OF THE THEORY

Djaswidi, 2005 in [9] states that the headmaster is not only the catalyst changes but also must have a clear vision, has a holistic purpose about of how the objectives of the organization in the future when will be achieved [10] states that succes of the organizational in achieving competency-based on the the appearance of the competency that they must have, it is identified from the interactional relationship between the principal's leadership behaviors in implementing the functions of the planning, organizing, leading and controlling resources.

Goleman (2001) argues that the ability of intelligence is not sufficient to predict the success of the someone in work, Morris (1990) IQ and values do not relate to success in work, even though the ability is not directly related to success (MC Connell, 1983), it is need to find the solutions the replacement of the IQ tests and competence tests [11] The Competence has some elements of the human resources and dimensions of intellectual ability, interpersonal skills, adaptability and ability to result orientation, all of them will be affect how to work based on the prevailing values of the school. A conducive working culture is typically associated with a strong work culture, whereas authoritarian culture and decentralization culture are unfavorable, while teacher behavior is determined by standard work rules and procedures of the will have a lower productivity but it will give the less satisfaction and negative attitudes toward the organization Supraptono's Research (2008) he states, that the formation of work culture brings a positive impact on company performance, and can affect the performance of human resources. Theoretically there is a correlation between organizational culture and work performance. Armstrong in1995 he states, that where culture can create a conducive work environment for the work performance [12]. Cameron & Quinn (1999) recognizes that the growing culture within organizations has a powerful effect on performance and organizational effectiveness in the long period. Empirical research found the impact of organizational culture on individuals moral . Furthermore, the impact of organizational culture are commitment, productivity, physical health, emotional health of their employees impact on performance, assist business performance, create a tremendous motivation in employees as well as teachers.

The principal and the teachers becomes the main actor who supports the achievement of the educational goals that have thoughts, feelings and desires that can affect the attitudes toward their work. This attitude will determine teacher performance, dedication and love of the. A positive attitude should be nurtured, while the negative must be eliminated as early as possible. One form of attitude that must be considered is the satisfaction of teacher work.

Job satisfaction according to Davis and Newstrom is the way a worker feels his job. The Similar opinion was expressed by Milton, [13], they state that, t job satisfaction is something pleasant or a positive emotional statement, resulting from the assessment of one's work experience. It means that if a person is satisfaction with his work, he will have a positive attitude and enjoy his work, furthermore that his skill development and

motivation can strengthen his work then their client or partner will be satisfaction with his work.

Job satisfaction is a positive and negative attitude that individuals have for various aspects of work, work and relationships with peers. The results comes from intrinsic and extrinsic perception of their work. Job dissatisfaction will arise when there is an unfulfilled expectation. For example, if an employee or teacher expect comfortable and clean working conditions, then the employee or teacher may be dissatisfaction if the workplace is uncomfortable, especially dirty.

There are some different statements, the job satisfaction contains: 1) positive attitude and negative attitude towards his work; 2) likes and dislikes of working; 3) the level of job satisfaction is determined by work experience and needs in work; 4) the perception of a person about job satisfaction can vary because each employee has a different level of job satisfaction in accordance with the value system that applied to him. Attitude in work will appear in a person's behavior.

The research about the great job satisfaction of his contribution came from Herzberg's research. This theory is known as the "two factor model" that is the motivational factor and the maintenance. If hygiene factors are met it can not motivate workers but can minimize dissatisfaction. If there is hygiene factor but it can not motivates a person. Hygiene factors include company policy and administration; supervision, salary, interpersonal relations and working conditions, possibility of growth, personal life and status. Motivational factors can create job satisfaction by facilitated the needs of workers, including achievement, recognition, work itself responsibility, and advancement.

Regarded to teacher job satisfaction, teacher involvement in the decision-making of school, teacher-perceived recognition, teacher expectations, interpersonal relationships occurring within the workplace, and the authority that received by teachers (De Roche, 2005: 165). By knowing the level of these factors, it can be seen that the level of teacher job satisfaction. Teacher job satisfaction are recognition and appreciation.

Basically teachers expect the basic needs are facilitated. If the profession and work performance is recognized, teachers are satisfaction. Most of the teachers, the job also their social interactions. Therefore, friendly and supportive working partners encourage job satisfaction (Robbins, 2006: 113). Thus, interpersonal working relationships in schools can achieve results that is expected. In this research, the teacher's job satisfaction's positive and negative is the attitude that based on the teacher's perception of his / her work as a teacher and educational implementation in the school. The job satisfaction indicators in this research are: (1) recognition / award, (2) promotion / promotion, (3) supervision, (4) salary / welfare, (5) work itself, and (6) personal / co-worker relationships.

III. METHOD

This research is descriptive corelational, with model design determined first through the foundation of the theory then the significance of the model is tested by using data collected. Number of population are 221 teachers of vocational high

school in Tegal. The minimum number of samples can be calculated by the formula (Rao, 1996) there are 83 respondents, with the calculation of $MOE = \text{maximal margin of error}$, the maximum error rate that can still be tolerated. In this research the questionnaires were distributed are 100, which met the requirements to be analyzed are 83 exemplars, so that it has completed for the research.

Data collection method is used in this research is with personally administrated questionnaire (Nugrahini, 2003). Data collection used with a structured scale questionnaire with a choice of quantitative ordinal answers in sequential order. Ordinal scale may be used if the postulate of transitivity are found, if a is higher than b and b is higher than c , then a is higher than c , with a Likert scale of 1 to 7, which reveals the teacher's assessment of the principal. The data were analyzed through descriptive statistics with the help of SPSS software version 13.00 for Windows and analysis of coefficient of determination with the help of soft ware LISREL version 8.51 windows application through computer media

The instrument validity test is tested by the content validity and construct validity. Instrument from the construct side, will be tested by the experts (judgment experts). The Instrument analysis used SPSS program by Cronbach's Alpha formula is intercorrelation matrix between scores of items or instrument items. The four latent variables, which tested their reliability with Cronbach's Alpha, all of the instruments were considered reliable.

In the modeling of structural equations carried out is (1) the development of theory-based on the model with theoretically. (2) arrangement of flowchart, constructed by nomothetic-explanation, prediction and control and causal model by flow diagram (path diagram). (3) model specification with measurement model. (4) identification model that is keeping the model from being under-identified or unidentified. (5) parameter estimation, constructing the data yields the model-based covariance model. (Browne and Cudeck, 1993), (6) fit model assessment, goodness of fit (GOF) indicators are used. (7) modification of the model, aimed at obtaining a better fit of fit or in statistical language, the smallest difference in value between the sample matrix covariance and the covariance matrix model [14]. The measurement of latent variables is intended to measure the indicator of variables affecting a latent variable, for this purpose a technique of confirmatory factor analysis is used.

This research is descriptive correlational, with model design determined first through the foundation of the theory then the significance of the model is tested by using data collected. Number of population are 221 teachers of vocational high school in Tegal. The minimum number of samples can be calculated by the formula (Rao, 1996) there are 83 respondents, with the calculation of $MOE = \text{maximal margin of error}$, the maximum error rate that can still be tolerated. In this research the questionnaires were distributed as many as 100, 83 exemplars were chosen that appropriate, so that it has met the minimum sample for the research.

Data collection method that used in this research is personality administrated questioner. The data collection tools used that used questionnaire were based on the ordinal

scale(Emory and Cooper, 1999). Ordinal scale may be used if the postulate of transitivity is found, if a is higher than b and b is higher than c, then a higher than c, with a Likert scale of 1 to 7, which reveals the teacher's assessment of the principal. The data were analyzed through descriptive statistics with the help of SPSS software version 13.00 then, windows and analysis of coefficient of determination are helped by the soft ware LISREL version 8.51 windows application through computer media

The instrument validity is tested by content validity and construct validity. The construct validity will be used the opinions of experts (judgment experts). Instrument analysis that used is SPSS program using Cronbach's Alpha formula. it is inter correlation matrix between scores of items or instrument items. The reability of the four latent variables, is tested by Cronbach's Alpha.

In the modeling of structural equations carried out steps Hair, Anderson, are (1) the development of theory-based on the model with concise theoretical model. (2) the arrangement of flowchart, constructed by nomothetic-explanation, prediction and control and causal model by flow diagram (path diagram). (3) the model specification with measurement model. (4) the model identification that is keeping the model from being under-identified or unidentified. (5) the parameter estimation, constructing the data yields the model-based covariance model. (Browne and Cudex, 1993), (6) the fit model assessment, goodness of fit (GOF) indicators are used. (7) the modification of the model, aimed at obtaining a better fit of fit or in statistical language, the smallest difference in value between the sample matrix covariance and the covariance matrix model (Hair et al., 1995). The measurement of latent variables is intended to measure the indicator of variables that affect a latent variable, factor analysis is used in thid research.

The Analysis of the Discussion Result

Reability is a certain consistence indicator that indicate every indicator of the construct .The reability is tested by two ways they are variance extract that can be seen in variance extract computation while variance extract score is higher than 0,5. the leadership principle model based on business performance.

Table 1 The internal consistence of the construct indocators

No	Indicators	Standart Loading	Measurement of the Error Data	Computation of the Reliability
1	Principle competence	2,95	1,19	0,71
2	Work culture	8,88	3,48	0,72
3	Job satisfaction	2,94	1,22	0,71
4	The leadership principle model based on business performance	3,56	1,26	0,74

The minimum reability score is 0,70 (Ferdinand, 2000). From the variable above has score 0,70. All of the computation of the realibity in this research are received.

The analysis of the results obtained shows all the variables, which has a value 0.5, so it is acceptable. Based on the results of research tests can noted that outliers no z-score values greater than 3.0. So no univariate outliers in the data analyzed. Normality tests performed using the critical ratio of 2.58 on the level of significance of 0.01 (1%), so that it can be concluded that there is no evidence that the distribution of the data used in this study is not normal. Test the normality of data for each indicator proved to be normal.

Based on the results of testing residual covariance component, the model proved to be not exceeding the value of the cut of the specified value of 2.58 (Hair, et al., 1995). It can be inferred that the model being built do not need to be modified or in other words a model built can be accepted.

Analysis of Confirmatory Factors

The measurement model for confirmatory factor analysis includes dimensions of principal competence, work culture, job satisfaction and performance-based principal leadership. Confirmatory factor analysis of exogenous and endogenous variables was used to test the suitability of the model (fit) on the data used in this research. In this analysis, there are 3 exogenous variables that will be tested. They are the principal competence; work culture and job satisfaction. Confirmatory measurements of headmaster competence variables such as the first exogenous latent variable, measured by five indicators. The result of confirmatory test of headmaster competence is well-fit, proved from small chi square coefficient value 3,345. That value when confirmed with cut of value (smaller than chi square table at level = 0,05; DF = 5), obtained the value of Chi-Square table is 5,992. The conclusions obtained by the confirmatory test model of headmaster competence have been in accordance with the empirical data. Confirmatory analysis of the research, it can be seen that each indicator of each dimension has a value factor of loading factor (coefficient λ) or regression weight or standardized estimate is significant with the value of Critical Ratio or C.R. $>$ 2.00. Thus from all indicators is a significant dimension of the factors that are formed (Ferdinand, 2002). Confirmatory measurement of work culture variables as the second exogenous latent variable, has four indicators or observation variables. Tests on the variables, it can be argued that confirmatory testing of work culture is fit well, evidenced from the value of small coefficient chi square that is equal to 0.810. (smaller than chi square table at level = 0.05; DF = 4), obtained Chi-Square table value of 5.992 The conclusions obtained by the confirmation testing model of work culture have been in accordance with empirical data. It can be seen that each indicator of each dimension has a significant loading factor (coefficient λ) or regression weight or standardized estimate with Critical Ratio or C.R value. $>$ 2.00. Thus from all indicators is significantly a dimension of the factors that are formed (Ferdinand, 2002). Thus from all indicators is significantly a dimension of the factors that are formed (Ferdinand, 2002). Confirmatory measurements of exogenous variables are explanatory variables consist of three latent variables: principal

competence variable (ξ_1); work culture variables (ξ_2) and job satisfaction variables (ξ_3). Testing of exogenous variables is performance-based principal leadership. The results of this research analysis, it can be found that each indicator of each dimension has a value factor of loading factor (coefficient λ) or regression weight or standardized estimate is significant with the value of Critical Ratio or C.R. > 2.00 . Thus from all indicators is significantly a dimension of the factors that are formed (Ferdinand, 2002). Thus from all indicators is a dimension of the factors that are formed (Ferdinand, 2002). Confirmatory measurements of exogenous variables, the explanatory variables consist of three latent variables: principal competence variable (ξ_1); work culture variables (ξ_2) and job satisfaction variables (ξ_3). Testing of exogenous variables is performance-based principal leadership. Testing Full Structural Equation Model (SEM) to test hypotheses proposed and answer formulation problems set in front .Testing Full Structural Equation Model (SEM) is presented in figure 2.1 the following:

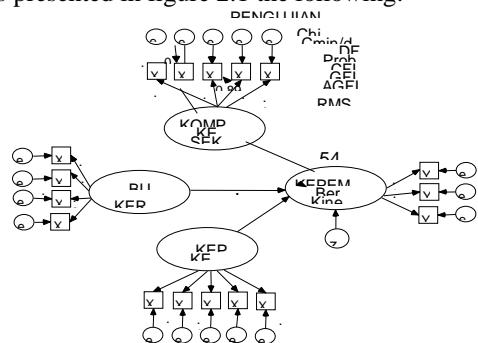


Figure 1 Full Structural Equation Model (SEM)

The result of this analysis is expressed leadership principals based with factor of determine that influence. They are the competence of the principal, culture and satisfaction work. The Structural of relations tested assumes that the principal leadership based performance influenced by three factors. that model planned fit a good , because after tested the appropriate value chi square , CMIN/DF, GFI , CFI , and RMSEA than cut of value, equation model structural , the results good , value of probability (p value) chi square $0,442 > 0.05$.The test can conclude that model is in line with data or fit of data of used in this research .Based on output LISREL , it can be seen that of the relations between exogen variable variable endogenous indicate the direction of a positive relationship , and none variable showing the relation negative. Through the program LISREL statistics can be analyzed and counted the results of the weighting of regression between variables latent which often called as estimation loading factors or lambda value .Besides that, degree of freedom (DF), the value of CR or t-count is also based on significance in t-count with a value of probability (p) = 0.05 .The results of the weighting of regression causality test as follows: the relation between variables latent with the dimentions can be explained in table 7 as follows:

Table 2 Standardized Regression Weight Structural Equation Model

Regression Weights:	Estimate	S.E.	C.R.	Label
Principle based on the work performance <- work culture	1.753	0.609	2.860	
The leadership principle based on the work performance <- principle competence	2.895	0.994	2.913	
The leadership principle based on the work performance <- work satisfaction	0.521	0.193	2.698	
X8 <----- principle competence	1.000			
X7 <----- principle competence	2.369	0.807	2.936	
X6 <----- principle competence	3.114	1.061	2.935	

The result showed that the results of regression the SEM is proven and the theoretically model is built in accordance with empirical data that are collected. To know whether there are conformity of the proposed model. The results of the regression can be seen on the table, it is already fulfill the criteria of estimation. there are three hypothesis hypothesis statistics are proposed :

First, the influence of the variables the leadership principle model based on business performance is based on the hypothesis that States that the leadership of the head of the school is affected by factors of competence principal, this strengthens the views of experts and support previous research results. If the leadership principle model based on the business performance is applied properly to influence culture teachers tenure in order to increase the motivation efforts to reaching its objectives if the purpose is achieve, so the teachers would be having a pleasure to work with improving the quality of life work indirectly. Respecting with the school principals that is oriented that understandwith some of the characteristics of as oriented to the teachers such as , the principles and [15] , focus the future [16] , their working and kessen [17] , a set of behavior that relevant to a place where the culture of people who are employed Based on hypothesis it can be seen dimension exogen variable analyzed and endogenous, it can be explained as follows: there is the significantly competence principal to leadership is 0,245 performance. It means the competence of the principal influences leadership principal is 24,5 %. The results of the analysis also found that the constructor of the principal competence is constructed from the five indicators of Principal Competence that has a positive and significant to influence on the principal's leadership, according to [18] which states that the basic characteristics of a worker who uses the most part of his personality , and it is affect to his behaviorism when he faces a job that affects his ability to produce his work performance. The largest principal managerial competence is 86.5%, this is in accordance with the desired theory.

Principal competence will determine the performance. In this case his leadership that can utilize resources optimally for the benefit of school. The personality competencies will determine in leading the school with a steady person, having moral and ethical noble who become role models of learning citizens. This condition will illustrate that the principal who has high competence can achieve the school goals in accordance based on school planning. Second, the influence of school

organizational climate variables on principal leadership is based on the hypothesis that principal leadership is influenced by work culture factor in school, it can be looked from the dimensions of the exogenous and endogenous variables analyzed, can be analyzed as follows: there is a significant influence of school work culture on the leadership of the principal is 0.294. It means that, school work culture has an effect on principal leadership of 29.4%. The analysis results also prove the greatest constructor in work culture. The findings of this study are also supported by [19] mentioned that flexibility conformity. Flexibility and confomity is an organizational condition that provides an opportunity for activities for both teachers, teachers and students and adjusts to the tasks assigned. This is related to the rules set by the organization, the existing policies and procedures.

Accepting to the new ideas is a conducive work culture to achieve the school goals. All of the dimensions work culture of school is a unity and education system that consist of subsystems that can not be separated in achieving school goals. In achieving the goals of the school required a strong and conducive working culture created by the principle.

The principal the most important dimension of work culture, it also shows that the principal's leadership is a key factor in managing the school's vision and mission through the creation of a strong work culture. Descriptively, work culture in good category. This condition illustrates that a good work culture can influence the principal's leadership in performing his or her duties in managing the school. The better the work culture the more effective the principal's leadership. Descriptively job satisfaction is in good category, this means that existence of high commitment to achievement of goal of school organization leadership of the principle of school will run better or effective. Commitment to a high organizational vision, explained by Sinamo to tri darma mahardika means three ways to success (1) achievement with high motivation and skill is the leadership of the principal goal. Achievements are a culture of quality; (2) building a visionary leadership future that is performance-based. Success is always associated with aspiration and then realize the vision, mission, or purpose of life. This leadership is the ultimate tool for realizing dreams into reality, ideals into reality, and missions becoming conditions; (3) create new value with innovative and creative. Thus, the high job satisfaction from teachers towards principal leadership will make the mission a quality target in accordance with school programs that will ultimately improve the overall quality of education through leadership. Fourth, the influence of principal competence variable, work culture and job satisfaction together towards principal leadership is based on hypothesis stating that principal leadership is influenced by principal competence factor, work culture and job satisfaction, this reinforces the expert's view and the support of the result previous research.

The result of the analysis also proves that from the three latent variables studied, it has influence on the principal leadership based on performance that is work culture is 29.4%, and job satisfaction is 28.1% and the principal competence is 24.5%. Although the effect is almost the same, however, the greatest influence is the school work culture is 29.4%. While the overall influence of 85.6% and proved significant with

probability (P) 0.000. This condition illustrates that the leadership of the principal as a leader fits perfectly with the mission rather than the school as an open organization and an agent of change, which the school demands innovative, aspiration, and responsive to the times. This opportunity is further supported by the autonomy of education with School Based Management program. With the program the principal has broader authority in order to manage the school, so required to comprehensively comprehend school management. High managerial skills makes the school efficient. But it is also not controlled by its effective leadership ability, then the principal will be a formidable manager who uses his power arbitrarily, with little regard to moral, ethical and social aspects. It should be remembered that the principal as a leader should hold on to the main principle when carrying out his duties that people are more important than inanimate objects.

IV. CONCLUSION

The results of the study found that principal leadership based on business performance was significantly influenced by; principal competence (contribution 28.80%); work culture (contribution 29.13%); job satisfaction (contribution 26.98%); The determinant factor model that includes the principal's competence, school work culture, and job satisfaction contribute (44.2%). The headmaster leadership model that is based on vocational high school business performance is configured between the ownership of principal competence, school work culture, and job satisfaction. Based on the findings in the research of the leadership model that was developed, furthermore develop the leadership of the principal based on performance, it is needed to improve the capability of the principal in carrying out its management function periodically. Increased ability includes increasing the competence factor of principal supervision to teachers and employees in addition to entrepreneurial mental and mental factors for teachers and learners, personal competence, social competence, and managerial competence, in addition to maintain the meaningfulness of other determinant factors. The influence of work culture aimed at developing and maintaining a conducive atmosphere and work culture to improve good performance, striving to initiate the development of a culture of work quality as clearly as possible, having a commitment to overcome obstacles engineered both organizational and cultural. Pioneering the development of the model by giving satisfaction and appreciation for teachers in the work. The more deserving of the awards it receives the more will feel the brush in work that ultimately its performance will increase The model can be used as a model to define performance as a principal basic performance. Developing a conceptual model of capacity-based leadership development capacity that is relevant to the needs and challenges by vocational high school in Tegal, if it is successful, it will be a principle basic performance leadership model in other school Tegal . The model can be used as a modeling and construct for the developing the post of-21st century leadership abilities.

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