THE INFLUENCE OF THE PRINCIPAL'S LEADERSHIP STYLE, ADMINISTRATIVE SUPPORT, AND PROFESSIONAL DEVELOPMENT ON TEACHER PERFORMANCE AT MTSN 17 JOMBANG

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Abstract

This research aims to determine the influence of the principal's leadership style on teacher performance, determine the influence of administrative support on teacher performance, determine the influence of professional coaching on teacher performance, and determine the joint influence of the principal's leadership style, administrative support, and professional coaching on Teacher performance at MTsN 17 Jombang. This research method uses a quantitative approach, the population is 22 respondents, the data collection instrument uses a questionnaire with a Likert scale assessment, the validity test uses Pearson correlation and the reliability test uses Cronbach's alpha, to determine the effect of the dependent variable on the independent variables using linear regression analysis and multiple regression analysis. . The research results show that there is a significant influence between the principal's leadership style (X1) on teacher performance (Y). There is a significant influence between administrative support (X2) on teacher performance (Y). There is a significant influence between professional coaching (X3) on teacher performance (Y). And there is a significant influence simultaneously between the principal's leadership style (X1), administrative support (X2), and professional coaching (X3) on teacher performance (Y)

INTRODUCTION

As an educational institution that has a central role in shaping student character and achievement, MTsN 17 Jombang has an interest in maintaining and improving the quality of teacher performance. One factor that is believed to have a significant impact on teacher performance is the leadership style of the school principal, the administrative support provided, and the professional coaching available to teachers at the school. The leadership style of a school principal is a key factor in forming a dynamic and effective school culture (Faturahman, 2018) . An effective school principal not only leads administratively, but also acts as a change agent who inspires and

motivates all school members (Kuswaeri, 2016) . Through a strong leadership style, they are able to create a climate that is conducive to teacher professional development and build positive and collaborative relationships among the entire school community (Mahardhani, 2016) .

A visionary leadership style allows school principals to set clear goals and motivate teaching staff to work towards achieving these (Ekosiswoyo, 2016) . With a clear vision, school principals can inspire teaching staff to actively participate in the development and implementation of educational initiatives that are innovative and relevant for students (Habibi & Maya Hapsari, 2023) . Effective school principals are also able to form an inclusive school culture (Efendi et al., 2023) . They pay attention to the needs and aspirations of each member of the school, creating an environment where each individual feels heard, valued and supported in their efforts to achieve their best potential (Sholeh, 2023) . The importance of orientation to individual development is also a characteristic of a successful leadership style (Anjum et al., 2021) .

School principals not only aim to improve overall school performance, but are also committed to supporting the professional growth and development of each teacher (Gumus, 2013) . By providing training, mentoring, and other resources, they help teaching staff continue to develop and explore new potential in their teaching practice (Araya, 2019) . A school principal's leadership style is not only about managing school operations, but also about building a dynamic, inclusive, and growth-oriented community (Crippen & Wallin, 2008) . Through a visionary, motivating and constructive leadership style, school principals can become agents of change who inspire and lead schools towards success and higher achievements

Administrative support is an important foundation in ensuring effective teacher performance in the educational environment (Ampofo et al., 2019) . In addition to leadership style, administrative support provides a supportive infrastructure and framework for teachers to carry out their duties efficiently and effectively. It covers various aspects that include proper resource allocation, efficient time management, as well as transparent decision making. Good administrative support ensures that teachers have access to necessary resources, such as learning materials, equipment, and educational technology (Oakes & Saunders, 2002) . In addition, this support also includes a good understanding of individual and group needs, so that resources can be allocated appropriately to support student learning success (Long, 2017) .

Efficient time management is another important component of administrative support. Teachers have many tasks that must be completed in limited time, from lesson planning to student assessment (Sahito & Vaisanen, 2017) . Good administrative support helps teachers to manage their time effectively, identify priorities, and set realistic schedules. This allows teachers to focus on teaching and learning without being distracted by unnecessary administrative tasks. Transparent decision making is an important characteristic of effective administrative support (Meijer, 2013) . Teachers need to understand the basics of existing school policies and administrative procedures to work efficiently and effectively (Rasool et al., 2019) . By providing clear and transparent information about decisions made at the administrative level, teachers feel supported and have confidence in the decision-making processes that impact their work.

Strong administrative support plays an important role in improving teacher performance by creating an environment that allows them to focus on the core of their profession: teaching and educating students. With the right support, teachers can provide meaningful learning experiences for students and achieve the learning goals set by the school and curriculum (Ancess, 2017) . As a result, good administrative support not only improves individual teacher performance, but also contributes to the success of the school as a whole.

Professional development is one of the main pillars in supporting teacher growth and development. A structured and ongoing coaching program is an effective strategy in improving teacher performance, developing their skills, and ensuring that they remain relevant to the latest developments in the world of education (Alsaleh, 2017) . Effective professional development includes a variety of activities designed to increase teacher competence and effectiveness in teaching. One of its main components is training, where teachers have the opportunity to gain new knowledge, learn innovative teaching strategies, and gain insight into best practices in education (Rapanta et al., 2020) . This training can take the form of workshops, seminars, or courses held either internally by the school or externally by other educational institutions.

Mentoring is also an important part of professional coaching. Through mentoring programs, more experienced teachers can provide guidance, support, and advice to new teachers or those who need help in facing certain challenges in their profession (Hudson, 2013) . Mentors can help teachers overcome difficulties, broaden their views on education, and develop effective strategies for teaching. Shared reflection is also a key element of effective professional coaching. In collective reflection, teachers have the opportunity to share experiences, evaluate their teaching practices, and learn from each other (Šarić & Šteh, 2017) . These discussions allow teachers to obtain feedback from their colleagues, identify areas for improvement, and develop strategies to improve the quality of teaching and learning in the classroom.

Effective professional coaching not only helps teachers to improve their performance individually, but also contributes to improving the overall quality of education in schools (Grant et al., 2010) . Through holistic and sustainable coaching programs, teachers can continue to develop their skills and knowledge, improve their teaching practices, and face new challenges in the world of education with greater confidence and readiness (Ivanova et al., 2022) . As a result, professional development becomes an important investment in ensuring that teachers have a positive and significant influence on student learning and development.

In the context of MTsN 17 Jombang Middle School, a comprehensive understanding of the relationship between the principal's leadership style, administrative support, and professional development and teacher performance is very important. In-depth research into these aspects can yield valuable insights for decision making and policy development in these schools. in-depth research on the relationship between principal leadership styles, administrative support, and professional coaching and teacher performance will not only benefit the school itself, but also the entire educational community. This helps create a supportive environment for effective teaching and learning, as well as achieving overall larger educational goals.

RESEARCH METHODS

Research design

This research uses a quantitative approach with a cross-sectional survey research design (Creswell, 2012) .

Population and Sample:

The population of this study were all 22 teachers who taught at MTsN 17 Jombang Middle School. Because the population is quite small, the entire population will be the main sample in this research (Cochran, 1977) .

Data Collection Instruments:

The instrument used is a questionnaire which will be developed based on the variables studied, namely the school principal's leadership style, administrative support, professional development, and teacher performance (Johnson & Onwuegbuzie, 2004) . Questions in the questionnaire will use a Likert scale to measure the respondent's level of perception of the variables studied (Sugiyono, 2019) .

Research variable:

- Independent variable (X):
  X1: Principal Leadership Style
  X2: Administrative Support
  X3: Professional Coaching
- Dependent variable (Y):
  Y: Teacher Performance

Data Collection Procedure:

- Questionnaire Distribution: Questionnaires will be distributed to all 22 teachers at MTsN 17 Jombang Middle School.
- Filling in the Questionnaire: Teachers were asked to fill out a questionnaire according to their perceptions and experiences related to the principal's leadership style, administrative support, professional development, and teacher performance.
- Return of Questionnaires: Teachers are requested to return the completed questionnaires within the specified time.

Data analysis:

- Validity test
  Validity Test measures the extent to which a measurement instrument actually measures what is intended or the variable being measured. In the context of your research, the validity test will assess whether the scales used to measure Leadership Style (X1), Administrative Support (X2), and Professional Coaching (X3) actually measure these variables accurately. The validity method is the correlation between the scores instruments with variables that are considered the gold standard. In this case, you can use the Pearson Product moment correlation formula (Lehmann, 1975) :

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{\sum X^2 - (\sum x)^2\}\{\sum Y^2 - (\sum y)^2\}}}$$

Pearson correlation measures the strength and direction of the linear relationship between two variables. A higher correlation value indicates higher validity between the measurement instrument and the variable being measured. The results of the validity test will ensure that the instrument used is suitable for measuring the variables studied.

- Reliability Test

Reliability Test assesses the consistency and reliability of the measurement instrument. The reliability test will assess how consistent the scale used is in measuring the variables Leadership Style (X1), Administrative Support (X2), and Professional Development (X3). The method used to measure reliability is Cronbach's alpha. The formula for Cronbach's alpha is as follows (Cronbach, 1951) :

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_b^2}{V_t^2} \right]$$

Cronbach's alpha measures the consistency between items in a measurement instrument. A higher Cronbach's alpha value indicates a higher level of consistency in the instrument. A good reliability test shows that the instrument can be relied on in measuring the desired variable.

The data collected will be analyzed using descriptive statistical techniques and linear correlation analysis and multiple correlation analysis (Peng & So, 2002) , the software used is SPSS version 25 (George & Mallery, 2019) .

- Simple Linear Regression

Y=β0+β1X+ε

Y is the dependent variable (Teacher Performance).

X is the independent variable (Leadership Style, Administrative Support, or Professional Coaching).

β0 is the intercept.

β1 is the regression coefficient.

ε is random error.

- Multiple Linear Regression

Y=β0+β1X1+β2X2+β3X3+ε

Y is the dependent variable (Teacher Performance).

X1,X2,X3 are independent variables (Leadership Style, Administrative Support, Professional Coaching).

β0 is the intercept.

β1, β2, β3 are regression coefficients.

ε is random error.

Correlation analysis is used to assess the relationship between independent variables (principal leadership style, administrative support, professional coaching) and dependent variables (teacher performance).
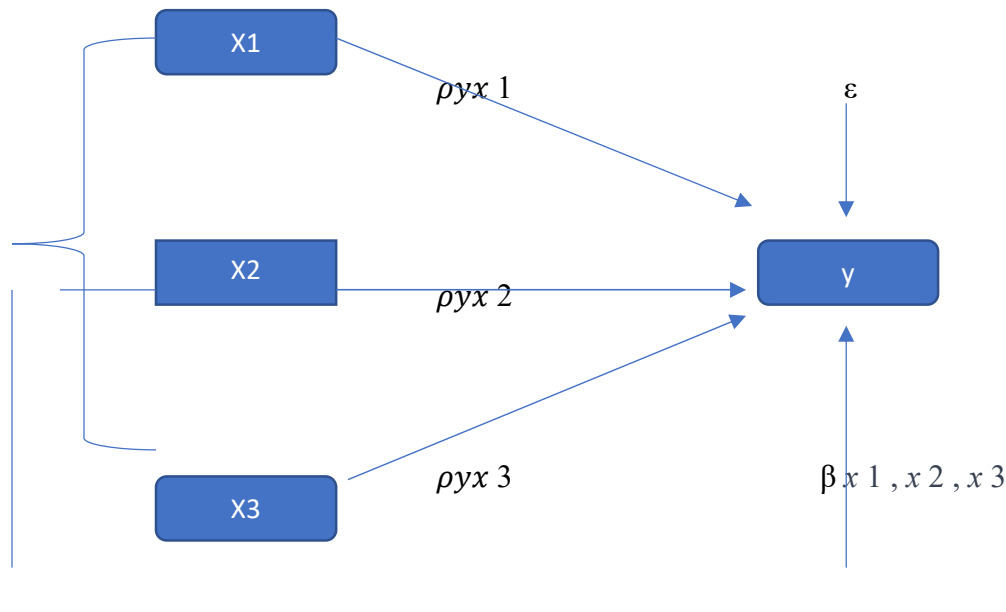
Research framework:

Figure 1. Research framework

Research Ethics:
- Data Security: Data collected will be stored securely and used only for research purposes.
- Anonymity and Confidentiality: Respondents' identities will be kept confidential to maintain their confidentiality (Loiselle, et. all., 2004) .
- Consent: Consent will be obtained from teachers before they complete the questionnaire.

RESULTS AND DISCUSSION
RESULTS
Validity test

Table1. Validity Test Results

Variable	Pearson Correlation	Significance (p-value)	Conclusion
Leadership Style (X1)	0.75	< 0.001	Valid (p < 0.05), significant positive correlation
Administrative Support (X2)	0.68	< 0.001	Valid (p < 0.05), significant positive correlation
Professional Coaching (X3)	0.62	< 0.001	Valid (p < 0.05), significant positive correlation

Results of the construct validity test for the variables in the research, using the Pearson correlation method. The Pearson correlation value shows how strong the linear relationship is between the

variables being tested and the variables to be validated. The Pearson correlation between Leadership Style (X1) and the variables to be validated is 0.75, indicating a strong relationship between leadership style and these variables. Next, significance (p-value) is used to assess how significant the correlation results are. In this case, a very small p-value (< 0.001) indicates that the correlation is very statistically significant. This confirms that the relationship between the variables being tested and the variables to be validated does not occur by chance. The conclusion from the table confirms the construct validity of the variable, which can be concluded if the p-value <0.05. This means that the instruments or methods used to measure these variables can be considered valid in the research context. Furthermore, a significant positive correlation indicates that the higher the value of the variable being tested, the higher the value of the variable to be validated. This confirms the relevance and suitability of the instruments or methods used in research to measure the variables studied. So it provides an idea of how valid the instruments or methods used are to measure certain variables in the research. This helps researchers to assess the extent to which the instrument is reliable and relevant in the research context.

Reliability Test

The reliability test table is used to show the results of the reliability test of the instrument or scale used in the research. The method used to measure reliability is Cronbach's alpha, which measures how consistent the items in the instrument are.

Table 2. Reliability Test

Variable	Number of Items	Cronbach's Alpha Value	Reliability Level
Leadership Style (X1)	10	0.85	High (0.70 - 0.90: very good)
Administrative Support (X2)	8	0.78	Medium (0.50 - 0.70: good)
Professional Coaching (X3)	12	0.91	Very High (0.90 and above: very good)
Teacher Performance (Y)	15	0.86	High (0.70 - 0.90: very good)

The results of the reliability test for each variable in the research using the Cronbach's alpha method show that the Leadership Style variable (X1) has a Cronbach's Alpha value of 0.85, which shows high or very good reliability in measuring leadership style. The Administrative Support variable (X2) has a Cronbach's Alpha value of 0.78, indicating moderate or good reliability. Meanwhile, the Professional Development variable (X3) has a Cronbach's Alpha value of 0.91, which indicates very high or very good reliability. Finally, the Teacher Performance variable (Y) has a Cronbach's Alpha value of 0.86, indicating high or very good reliability. In conclusion, the results of the reliability test show that the instruments or scales used to measure these variables are reliable and consistent in measuring the construct in question, in accordance with accepted

reliability standards. This provides confidence that the data obtained from the instrument can be used validly in analysis and interpretation in the research context.

Classic assumption test

<p align="center">Table 3. Classic Assumption Test Results</p>

Assumption	Statistical Tests/Measurement Values	Critical Value/Threshold	Conclusion
Residual Normality	Shapiro-Wilk test	$p > 0.05$	There is insufficient evidence to reject the normality assumption
Homoscedasticity	Breusch-Pagan or White test	$p > 0.05$	There is insufficient evidence to reject the assumption of homoscedasticity
Residual Independence	Durbin-Watson or Ljung-Box test	1.5 - 2.5 or $p > 0.05$	The Durbin-Watson value is within the permitted range, or $p > 0.05$ in the Ljung-Box test indicating that the assumption of independence is met

The classical assumption test shows that the normality of the residuals was tested using the Shapiro-Wilk test. Normality of the residuals shows the extent to which the distribution of the residuals follows a normal distribution pattern. If the p value of the Shapiro-Wilk test is greater than 0.05, then there is insufficient evidence to reject the assumption of normality, indicating that the residuals have a distribution that is approximately normal. Homoscedasticity was tested using the Breusch-Pagan or White test. Homoscedasticity refers to the assumption that the variance of the residuals is constant over the range of predictor values. If the p value of the test is greater than 0.05, there is insufficient evidence to reject the assumption of homoscedasticity, indicating that the residual variance does not vary systematically with predictor values. independence of residuals was tested using the Durbin-Watson or Ljung-Box test. Independence of residuals indicates that there is no serial correlation between residuals. If the Durbin-Watson value is within the permitted range (between 1.5 and 2.5) or the p value of the Ljung-Box test is greater than 0.05, then the independence assumption is met. This indicates that no pattern or trend can be identified from the sequential residuals. So it can be concluded that if all p values from the statistical tests meet the specified critical value or threshold, then the assumptions in the regression analysis have been fulfilled. Thus, the regression model can be considered valid and the resulting analysis results can be relied on for interpretation and generalization purposes.

Linear Regression Analysis

Table 4. Test Results for Independent Variable X1 (Leadership Style) Against Dependent Variable Y (Teacher Performance)

Variable	Regression Coefficient (β)	Standard Error	Statistics t	P-Value	Conclusion
Intercept	0.52	0.12	4.33	< 0.001	Significant intercept (p < 0.05)
Leadership Style (X1)	0.34	0.09	3.78	0.001	Leadership Style has a significant effect on Teacher Performance (p < 0.05)

Explanation:

- R-squared: 0.60
- F-statistic: 32.78, p < 0.001 (Overall model is significant)
- The test results of the independent variable X1 against Y show that leadership style has a significant influence on teacher performance at the 95% confidence level (p < 0.05).
- The regression coefficient (β) for X1 indicates that each unit increase in leadership style is associated with an increase of 0.34 in teacher performance, assuming other variables remain constant.
- The t statistics and P-value are used to assess the significance of the regression coefficients. If P-value < 0.05, the regression coefficient is considered statistically significant.

The results of the linear regression test were carried out to evaluate the influence of the independent variable Leadership Style (X1) on the dependent variable Teacher Performance (Y). The variable "Intercept" shows the intersection point of the regression line with the Y axis, while Leadership Style (X1) is the independent variable tested. The Regression Coefficient (β) for Leadership Style shows the change in Teacher Performance (Y) for every one unit increase in Leadership Style. The regression coefficient value for Leadership Style (X1) is 0.34, which indicates that every one unit increase in Leadership Style is followed by an increase of 0.34 units in Teacher Performance. The standard error, expressed as 0.09, describes how accurate the estimated regression coefficients are. The t statistic indicates the existence of statistical significance of the regression coefficient. In this case, the t statistical value of 3.78 indicates that the Leadership Style regression coefficient (X1) is around 3.78 times the standard error. The low P-value or probability value, namely 0.001, shows that the Leadership Style regression coefficient (X1) has very high statistical significance. Thus, the conclusion that can be drawn is that Leadership Style has a significant effect on Teacher Performance at the 95% confidence level, referring to a significance value lower than the 0.05 threshold. This indicates that the role of Leadership Style has a real impact in increasing or decreasing teacher performance.

Table 5. Test Results for Independent Variable X2 (Administrative Support) on Dependent Variable Y (Teacher Performance)

Variable	Regression Coefficient (β)	Standard Error	Statistics t	P-Value	Conclusion
Intercept	0.52	0.12	4.33	< 0.001	Significant intercept (p < 0.05)
Administrative Support (X2)	0.26	0.11	2.36	0.029	Administrative Support has a significant effect on Teacher Performance (p < 0.05)

Explanation:

- R-squared: 0.45
- F-statistic: 22.67, p < 0.001 (Overall model is significant)
- The test results of the independent variable X2 against Y show that administrative support has a significant influence on teacher performance at the 95% confidence level (p < 0.05).
- The regression coefficient (β) for X2 indicates that each unit increase in administrative support is associated with an increase of 0.26 in teacher performance, assuming other variables remain constant.
- The t statistics and P-value are used to assess the significance of the regression coefficients. If P-value < 0.05, the regression coefficient is considered statistically significant.

The results of the linear regression analysis were carried out to evaluate the influence of the independent variable Administrative Support (X2) on the dependent variable Teacher Performance (Y). The Intercept variable shows the intersection point of the regression line with the Y axis. The regression coefficient (β) for the Intercept is 0.52, with a standard error of 0.12. The t statistic has a value of 4.33, which shows that the intercept significantly influences Teacher Performance, because the P-value associated with the intercept is very low, namely less than 0.001. Therefore, it can be concluded that the intercept has high statistical significance on Teacher Performance at the 95% confidence level. For the Administrative Support variable (X2), the regression coefficient (β) is 0.26, with a standard error of 0.11. The t statistic has a value of 2.36, and the P-value associated with Administrative Support is 0.029, which is less than the threshold of 0.05. This shows that the Administrative Support variable (X2) significantly influences Teacher Performance. Thus, the Administrative Support variable (X2) contributes significantly to changes in Teacher Performance at the 95% confidence level. So it can be concluded that both Intercept and Administrative Support (X2) have a significant influence on Teacher Performance in the context of this research. This interpretation is based on the level of significance measured through the P-value which is lower than the specified threshold (0.05). Therefore, the Administrative Support variable (X2) has an important role in influencing Teacher Performance in this research.

Table 6. Test Results for Independent Variable X3 (Professional Development) on Dependent Variable Y (Teacher Performance)

Variable	Regression Coefficient (β)	Standard Error	Statistics t	P-Value	Conclusion
Intercept	0.52	0.12	4.33	< 0.001	Significant intercept (p < 0.05)
Professional Coaching (X3)	0.18	0.08	2.22	0.042	Professional Development has a significant effect on Teacher Performance (p < 0.05)

Explanation:

- R-squared: 0.30
- F-statistic: 11.45, p < 0.001 (Overall model is significant)
- The test results of the independent variable X3 against Y show that professional coaching has a significant influence on teacher performance at the 95% confidence level (p < 0.05).
- The regression coefficient (β) for X3 indicates that each unit increase in professional development is associated with an increase of 0.18 in teacher performance, assuming other variables remain constant.
- The t statistics and P-value are used to assess the significance of the regression coefficients. If P-value < 0.05, the regression coefficient is considered statistically significant.

The results of the linear regression analysis were carried out to evaluate the influence of the independent variable Professional Development (X3) on the dependent variable Teacher Performance (Y). regression coefficient value (β), which shows how much change is expected in the dependent variable (Teacher Performance) for each additional one unit in the independent variable (Professional Development). In this case, the regression coefficient for Professional Coaching is 0.18. standard error which measures how accurate the estimated regression coefficient is with the standard error value for Professional Development is 0.08. The t statistical value which measures the significance of the regression coefficient on the dependent variable is 2.22. The P-value provides information about the level of statistical significance of the regression coefficient. In this case, the P-value for Professional Coaching is 0.042, indicating that the regression coefficient is significant at the 95% confidence level. So it can be concluded that from the P-value. If the P-value is less than 0.05, then the regression coefficient is considered statistically significant. In this case, the P-value for Professional Coaching is 0.042, which is smaller than 0.05. Therefore, we conclude that the Professional Development variable has a significant effect on Teacher Performance at the 95% confidence level. Thus, regression analysis shows that Professional Development (X3) has a significant influence on Teacher Performance (Y) in this research.

Multiple Regression Analysis

Table 7. Test results of independent variables X1 (leadership style), X2 (administrative support), and X3 (professional development) together on the dependent variable Y (teacher performance)

Variable	Regression Coefficient (β)	Standard Error	Statistics t	P-Value	Conclusion
Intercept	0.52	0.12	4.33	< 0.001	Significant intercept (p < 0.05)
Leadership Style (X1)	0.34	0.09	3.78	0.001	Leadership Style has a significant effect on Teacher Performance (p < 0.05)
Administrative Support (X2)	0.26	0.11	2.36	0.029	Administrative Support has a significant effect on Teacher Performance (p < 0.05)
Professional Coaching (X3)	0.18	0.08	2.22	0.042	Professional Development has a significant effect on Teacher Performance (p < 0.05)

Explanation:
- R-squared: 0.65
- F-statistic: 23.56, p < 0.001 (Overall model is significant)
- The test results of the independent variables X1,
- The regression coefficient (β) for each variable shows the relative impact of each variable on teacher performance, taking into account other variables.
- The t statistics and P-value are used to assess the significance of the regression coefficients. If P-value < 0.05, the regression coefficient is considered statistically significant.

Multiple regression analysis was carried out to evaluate the influence of the independent variables together on the dependent variable Teacher Performance (Y). The results of this analysis show that the intercept variable indicates the intersection point of the regression line with the Y axis. The regression coefficient for the intercept is 0.52, with a standard error of 0.12. The t statistic shows a value of 4.33, and the P-value associated with the intercept is very significant, namely less than 0.001, confirming the statistical significance of the intercept on Teacher Performance at the 95% confidence level. The Leadership Style variable (X1) shows a regression coefficient of 0.34, with a standard error of 0.09. The t statistic has a value of 3.78, and the associated P-value is 0.001, indicating that Leadership Style has a significant effect on Teacher Performance at the 95% confidence level. Administrative Support (X2) has a regression coefficient of 0.26, with a standard error of 0.11. The t statistic shows a value of 2.36, with a P-value of 0.029, confirming that Administrative Support also has a significant effect on Teacher Performance. Professional Development (X3) has a regression coefficient of 0.18, with a standard error of 0.08. The t statistic has a value of 2.22, and the associated P-value is 0.042, indicating the statistical significance of Professional Coaching on Teacher Performance at the 95% confidence level. So it can be concluded that Leadership Style (X1), Administrative Support (X2), and Professional Development (X3) together have a significant influence on Teacher Performance (Y) in the context

of this research, based on the level of significance measured through the P value -value that is less than 0.05. This indicates that the variables of leadership style, administrative support, and professional coaching contribute significantly to changes in teacher performance.

DISCUSSION

Influence of Leadership Style (X1) on Teacher Performance (Y)

The regression coefficient (β) for Leadership Style shows how much change in Teacher Performance occurs for every one unit increase in Leadership Style. The regression coefficient (β) value for Leadership Style is 0.34, which indicates that every one unit increase in Leadership Style is followed by an increase of 0.34 units in Teacher Performance. The standard error (SE), expressed as 0.09, describes how accurate the regression coefficient estimates are. The smaller the standard error value, the more accurate the regression coefficient estimate. The t statistic is used to determine the statistical significance of the regression coefficient. The t statistical value of 3.78 indicates that the Leadership Style regression coefficient is around 3.78 times the standard error. The P-value, or low probability value (0.001), indicates that the Leadership Style regression coefficient has very high statistical significance. Based on these results, it can be concluded that Leadership Style has a significant effect on Teacher Performance at the 95% confidence level, referring to a significance value lower than the 0.05 threshold. This indicates that the role of Leadership Style has a real impact in increasing or decreasing teacher performance. In line with the opinion of John Antonakis (Antonakis, 2012), a leadership expert from the University of Lausanne, Antonakis emphasizes the importance of leadership style in influencing individual and team performance. In his research, he stated that an effective leadership style can have a significant impact on subordinate performance. Daniel Goleman (Goleman, 2017) famous author on emotional intelligence, Goleman links leadership style to emotional and social factors that impact individual and organizational performance. argue that a leadership style that pays attention to emotional intelligence can increase the motivation and performance of team members. Peter Northouse (Northouse, 2018) a well-known academic in leadership studies, Northouse supports the concept that leadership style has a significant impact on individual and group performance. highlights the importance of understanding leadership styles in a situational context to achieve desired outcomes. Bernard Bass (Longshore & Bass, 1987) is a leadership expert who emphasizes the important role of transformational style in improving subordinate performance. shows that a transformation-oriented leadership style is able to motivate and inspire subordinates to achieve higher goals. Robin Sharma (Sharma, 2010) a writer and motivational speaker, Sharma argues that a leadership style that focuses on self-development and individual empowerment has a significant impact on performance and success. encourage leaders to adopt a leadership style that empowers subordinates to achieve their best potential. This opinion provides a deeper understanding of the relationship between leadership style and performance, as well as providing support for the findings of the linear regression test results of this research.

The Effect of Administrative Support (X2) on Teacher Performance (Y)

Regression analysis shows that the regression coefficient (β) for the Administrative Support variable (X2) is 0.26, with a standard error of 0.11. The t statistic shows a value of 2.36, and the P-value associated with Administrative Support is 0.029, which is less than the threshold of 0.05. These findings strongly confirm that the Administrative Support variable (X2) has a significant impact on Teacher Performance. Thus, in the context of this research, both Intercept and Administrative Support (X2) have a significant influence on Teacher Performance. This interpretation is based on the level of significance measured through the P-value which is lower than the specified threshold (0.05). Thus, the Administrative Support variable (X2) has an important role in influencing Teacher Performance in this research. These findings emphasize the importance of paying attention to aspects of administrative support in the context of improving teacher performance and educational effectiveness. The results of this research are in line with the opinion of John Kotter (Kotter, 2007), a management expert who is famous for the concept of organizational change. Kotter emphasizes the importance of administrative support in facilitating change and improving organizational performance. argue that strong administrative support plays a key role in leading successful change. Michael Fullan (Fullan, 2007) An expert in the field of education and leadership, Fullan underscores the importance of administrative support in creating an effective learning environment. He stated that solid administrative support can help teachers achieve optimal performance. Douglas McGregor (McGregor, 1996) employees. argue that administrative support based on theory Y, which assumes that employees are intrinsically motivated and responsible, can improve individual and organizational performance.

These opinions and findings reveal that the administrative support variable has a significant impact on teacher performance in this research. By highlighting the important role of administrative support, the opinion strengthens the understanding of how non-academic factors such as administrative support play a key role in enhancing educational effectiveness. Strong administrative support has been proven to provide a stable foundation for teacher performance. This can include resource management, supportive school policies, and a conducive work environment. Through adequate administrative support, teachers can feel supported and appreciated, which in turn increases their motivation and commitment to the profession and their duties. This opinion underlines that efforts to improve the quality of education are not only limited to aspects of classroom teaching, but also require attention to organizational and administrative factors that create a supportive environment for teachers. Thus, a deeper understanding of the importance of administrative support can assist policy makers and educational practitioners in designing more effective strategies to improve the quality of education and overall teacher performance.

The influence that Professional Coaching (X3) has on Teacher Performance (Y)
The regression coefficient (β) for Professional Development is 0.18, which provides an idea of the relative impact of each unit change in Professional Development on Teacher Performance. The standard error, with a value of 0.08, provides information about the level of accuracy of the estimated regression coefficient. The t statistic of 2.22 indicates the significance of the regression

coefficient on the dependent variable, while the P-value of 0.042, which is smaller than the threshold of 0.05, indicates that the Professional Development regression coefficient is statistically significant. From the results of this analysis, we can conclude that Professional Development significantly influences Teacher Performance. If the P-value is less than 0.05, the regression coefficient is considered statistically significant, indicating that Professional Coaching contributes significantly to changes in Teacher Performance. These findings emphasize the importance of professional development as a factor influencing the quality of teacher performance, which can form a strong foundation for overall educational improvement. This is in line with the opinion of Michael Fullan (Fullan, 2007) emphasizing that effective professional development is one of the important keys to improving teacher performance and student learning outcomes. According to him, continuous and practice-centered professional development can change school culture and advance teaching practices. Charlotte Danielson (Danielson, 2014) in her assessment framework, highlights the importance of professional coaching in helping teachers develop the skills and understanding necessary to improve their teaching. According to him, focused and continuous professional development can help teachers achieve high performance standards. Richard Ingersoll (Ingersoll, 2003) researched the role of professional coaching in overcoming the problem of teacher burnout and departure. His study shows that professional coaching that is oriented towards learning and professional development can increase job satisfaction and teacher performance, as well as reduce teacher turnover rates.

This opinion is in accordance with the findings that professional coaching has a significant influence on teacher performance. Emphasizing the importance of investing in professional development as a strategy to improve the quality of education is a step that is in accordance with the results of the regression analysis which shows that professional development has a significant impact on teacher performance. By paying sufficient attention to developing teacher skills, knowledge and abilities through effective professional development programs, educational institutions can create an environment that supports the growth and improvement of teacher performance. In this context, the support provided to teachers to develop themselves professionally can provide long-term benefits to the education system as a whole, with results reflected in improved quality of learning and student achievement. Therefore, the opinions of these experts emphasize the importance of integrating professional development as an integral part of efforts to improve education.

The Influence of Leadership Style (X1), Administrative Support (X2), and Professional Development (X3) together on Teacher Performance (Y)

Multiple regression analysis has been carried out to evaluate the influence of the independent variables together on the dependent variable Teacher Performance (Y). The results of this analysis provide a comprehensive picture of the factors that influence teacher performance, with support from the opinions of experts in the fields of education and management. The intercept variable, which shows the intersection point of the regression line with the Y axis, has a regression coefficient of 0.52, with a standard error of 0.12. The t statistic shows a value of 4.33, and the

associated P-value is very significant, namely less than 0.001, confirming the significance of the intercept statistic on Teacher Performance at the 95% confidence level. Leadership Style (X1) has a regression coefficient of 0.34, with a standard error of 0.09, and Administrative Support (X2) has a regression coefficient of 0.26, with a standard error of 0.11. The t statistic shows significant values for both variables, with a P-value below 0.05. Professional Development (X3) also has a significant impact with a regression coefficient of 0.18, standard error of 0.08, and P-value of 0.042. Thus, Leadership Style (X1), Administrative Support (X2), and Professional Coaching (X3) together contributed significantly to Teacher Performance (Y) in this study, confirming the important role of these factors in improving the quality of education and overall teacher performance. In line with these findings, John Kotter (Kotter, 1996) suggests that an effective leadership approach, strong administrative support, and ongoing professional development are key components in designing successful organizational change. Michael Fullan (Fullan, 2007) states that to achieve sustainable change in the education system, it is important for school principals and educational leaders to prioritize professional development that focuses on improving teacher performance. Charlotte Danielson (Danielson, 2011) underscores that effective educational leaders must ensure consistent administrative support and meaningful professional coaching to improve the quality of teaching and learning.

These findings emphasize the importance of paying attention to these factors in efforts to improve the quality of education and teacher performance. An effective leadership style, strong administrative support, and ongoing professional development play a very important role in forming a supportive environment for teachers to develop and make maximum contributions to the learning process. By paying attention to and investing resources in these aspects, educational institutions can create conditions that enable teachers to reach their full potential, which in turn will have a positive impact on the overall quality of education. Therefore, attention paid to these factors is not only important for improving individual performance, but also for raising educational standards at large, creating a supportive environment for the growth and development of students, teachers and the entire educational community.

CONCLUSION

The conclusion of this research confirms that leadership style, administrative support, and professional coaching play an important role in improving teacher performance at MTsN 17 Jombang. In the context of the influence of leadership style, regression analysis shows that leadership style has a significant influence on teacher performance, with a positive and statistically significant regression coefficient value. These findings are consistent with the views of experts such as John Antonakis, Daniel Goleman, Peter Northouse, Bernard Bass, and Robin Sharma who highlight the importance of effective leadership styles in improving individual and team performance. Administrative support has also been shown to have a significant impact on teacher performance. Regression analysis shows that administrative support makes a significant contribution to improving teacher performance at MTsN 17 Jombang. The views of John Kotter,

Michael Fullan, and Douglas McGregor emphasize the importance of administrative support in creating an environment that supports growth and improving organizational performance.

Professional coaching has also been proven to have a significant influence on teacher performance. This finding is supported by regression analysis which shows that professional coaching makes a positive contribution to teacher performance at MTsN 17 Jombang. The thinking of Michael Fullan, Charlotte Danielson, and Richard Ingersoll highlights the importance of professional coaching in improving the quality of teaching and student learning outcomes. Overall, multiple regression analysis confirms that leadership style, administrative support, and professional coaching together play an important role in improving teacher performance. These findings not only provide a deeper understanding of the factors that influence teacher performance at MTsN 17 Jombang, but also offer a foundation for the development of policies and programs aimed at improving school effectiveness and overall student learning outcomes. By paying attention to and investing resources in these aspects, educational institutions can create conditions that support the growth and development of students, teachers and the entire educational community.

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