

An Analysis of the Teachers Professionalism Performance of Pancasila and Civic Education at Padang City

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Abstract: The teachers' professionalism performance of Pancasila and Civic Education was something that needs to be analyzed at this time; this greatly determines the development of a teacher's ability in carrying out of his functional duties. Therefore, the comparison and evaluation was needed in the professional performance of an educator. The aim of this article was to analyze more deeply of teachers' professional performance of Pancasila and Civic Education at Padang City. This research was mixed methods with a Sequential Exploratory Design approach, namely quantitative and qualitative approaches. In the quantitative approach, the data was obtained from the results of the analysis of teacher performance questionnaires and student questionnaires, then the qualitative approach data was obtained from the analysis of interview results, documents in the form of lesson plans, observation and documentation study. The result show that the teachers performance was a good category, because only 33.3% of teachers have poor performance, and caused some factors, for instance Civics teacher education standards, the principal leadership factor, the training factor, and the teacher competency factor. The way to improve the teachers performance through coaching, upgrading, and training.

Keyword: Teacher Professionalism, Teacher Performance, Civic Teachers Professionalism

1. Introduction

Teacher performance is a set of skills and abilities a teacher must have in order to can carry out its performance optimally so as to produce a learning process that is in accordance with what is desired. Nursam (2017) explains that

teacher performance is an ability that is needed to be able to manifest itself as a professional teacher, so it needs to be developed as a dignified profession, as a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating. Students in the formal education pathway. Education is an important need in life. Through education, it can develop itself and utilize the potential of nature and the social environment for the benefit of life. Education is also a basic necessity in the development of the Nation and State (Prayogi et al., 2018). Education is a conscious effort made by families, communities and government through guidance, teaching and training activities that take place at school and outside of school to prepare students to be able to develop knowledge, skills and creativity.

Teachers have a large enough task in order to educate and teach their students. The success or failure of the teaching and learning process is largely determined by the ability of the teacher. However, it cannot be denied that the teacher factor is one of the many factors that contribute to the quality of education. There are many other factors that increase the contribution of teacher performance in schools. In this study, teachers of Citizenship Education assist students to find lesson concepts, and apply the expected values of attitudes in order to form character students. Because characters can give the guidance for the person that have a good attitude, ethics, loyal, responsibility, that will give an impact for social environment, either in family or schools climate (Cahyono, et al., 2018; Kristiawan, et al., 2017). Teachers have a role as *Designers Learning*, Teachers as Learning Artists, Teachers as Learning Motivators, Teachers as Learning Mediators, and teachers as Learning Inspirations and are required to teach about scientific approach.

The problem that arises is the performance of the teacher in the learning process where the competence of the teacher does not understand well at the learning implementation stage. Professional competence where a teacher must be able to master teaching material, personality competence where a teacher must be fair, dignified, wise and wise, social competence where a teacher must be able to behave with the environment and the pedagogical competence of a teacher must be able to manage learning inside and outside the classroom. The reality is that the performance of teachers at SMP N 20 Padang City is not in accordance with the expectations that exist in (Permendiknas 16, 2007) regarding professional teachers, as well as the function of teachers in educating, namely to improve the dignity of the nation and teachers as well as agents of learning for students so that

be a human being who believes and has devotion to God Almighty.. This is supported by the relevance of previous research which became a reference by researchers, namely, the results of research conducted by Anggara & Chotimah (2012) resulted in the application of *lesson studies* that MGMP-based had a good impact on improving the performance of Civics SMP teachers in Ogan Ilir district, the relevance of which is to both research about teacher performance Civics but its differences this study analyzes the performance of teachers Civics

Based on the observation that researchers do on the date September 19, 2020 at SMP N 20 Padang researchers found the performance of teachers in the learning has not been so good, among them teachers still focused learning in front of the class, not master the climate class, not mastering the material, that is, they often see textbooks in delivering learning, do not develop creative subject matter, and communication between teachers and students is still lacking. g, namely the teacher only communicates with students in front only. The teachers are still heterogeneous, whereas according to the 2007 National Education Ministerial Decree, a professional teacher must be in accordance with their profession and scientific background, in this case an evaluation of the performance of a teacher who teaches at SMPN 20 Padang is required, although according to the observations of researchers based on the table above, it should be personnel Educators, deserve to be said to be professional teachers because they see from the length of their teaching period, but because with heterogeneous teachers, educators need to analyze their performance levels again, in the hope that they can see how the teacher's performance is in accordance with Indonesian national education standards. Based on the background of the problem above, the focus of the research in the author's research is the Performance Analysis of teachers at SMP Negeri 20 Padang, including to analyze the performance of teachers Pancasila and Civic Education, to identify what factors affect teachers Pancasila and Civic Education of professional performance and to identify what efforts are being made by schools to improve the professional performance analysis of teachers Pancasila and Civic Education at SMP Negeri 20 Padang.

2. Methods

This research is a mixed method research with Sequential Exploratory Design approach. This method in the early stages uses qualitative methods and then uses quantitative methods. This is as stated (PCMH Research Methods Series in (Sugiyono, 2018) The Mix Method will be more opinionated. Qualitative

methods by presenting data, analyzing, interpreting and disclosing all phenomena, symptoms, events as they are in the form of statements that occur at the place under study, Furthermore, the qualitative method of attaining information about something that has just been detailed will be complemented by the complex by the quantitative method and presented in the form of the level of response achievement in the form of tables and histograms. The research subjects were 16 teachers Pancasila and Civic Education at SMP Negeri 20 Padang and 10 students.

Data collection techniques used questionnaires, observation, and interviews. The questionnaire in this study was used in the formulation of teacher performance analysis problems. The distribution of performance questionnaires was given to 3 teachers, and student questionnaires were given to 10 students. The procedure for compiling a questionnaire, namely the questionnaire is taken from the indicators in accordance with the theory of performance according to (Denok Sunarsih, 2020). Focused observation is to obtain a more detailed description of the performance of n teachers at SMP Negeri 20 Padang. Selected observations, namely choosing firmly from the many components and data that are the main concern of the researcher, then proceed with the search for complete information. The interview technique used in this research is direct and structured interviews. There were 10 respondents in the interview activity. In the quantitative approach, data is obtained from the results of the analysis of teacher performance questionnaires and student questionnaires, then the qualitative approach data is obtained from the analysis of interview results, documents in the form of lesson plans, observation and documentation study.

Data analysis included data techniques reduction, namely the data obtained from the field is quite a lot so it needs to be carefully recorded through data reduction. Data reduction means summarizing, selecting the main things, focusing on the important things, looking for themes and patterns and removing unnecessary. Reduced data provides a clearer picture and makes it easier for researchers to carry out further data collection. Second, data presentation, namely in qualitative research, data presentation can be done in the form of brief descriptions, charts, tables and the like. The presentation of the data carried out in this study is by means of narrative text. The third is verification, that is, the final step taken is drawing conclusions.

3. Results and Discussion

The teacher performance variable data were collected through tests using a Likert scale questionnaire to 3 teachers teaching at SMPN 20. From the results of measurement and data processing, it can be seen that the highest Teacher Performance score that can be achieved is 221 and the lowest score is 215. Then data obtained an average value of 218. From the measurement obtained the standard deviation of 2.5. The frequency distribution of Teacher Performance data based on the mean and standard deviation can be seen in the following table:

Table 1. Frequency Distribution of Teacher Performance Questionnaires

NO	The Distribution of Teacher Performance				
	Class Interval	Tabulation	Frequency	Percentage	Category
1	90% - 100%	I	1 Person	33.3	Very Good
2	80% - 89%	I	1 Person	33.3	Good
3	65% - 79%	I	1 Person	33.3	Good Enough
4	55% - 64%	0	0 People	0	Poor
5	0% - 54%	0	0 People	0	Not Good
		3	3 People	100	

The table above shows that of the 3 teachers with an average performance score of 239, which is at the 90% -100% interval (1 person 33.3%) in the Very Good category, the value interval is 80% -89% (1 person 33.3%) with good category, Value Interval 65% -79% (1 person 33.3%) with sufficient category, Interval 0% -64% (0 people 0%). Then there are 2 teachers who have scores above the average or equal to the average (66.66%) in the good and very good categories, while the remaining 33.3% are below the average score in the sufficient category. For more details, the variable performance of the SMPN 20 Padang teachers can be seen in the following histogram:

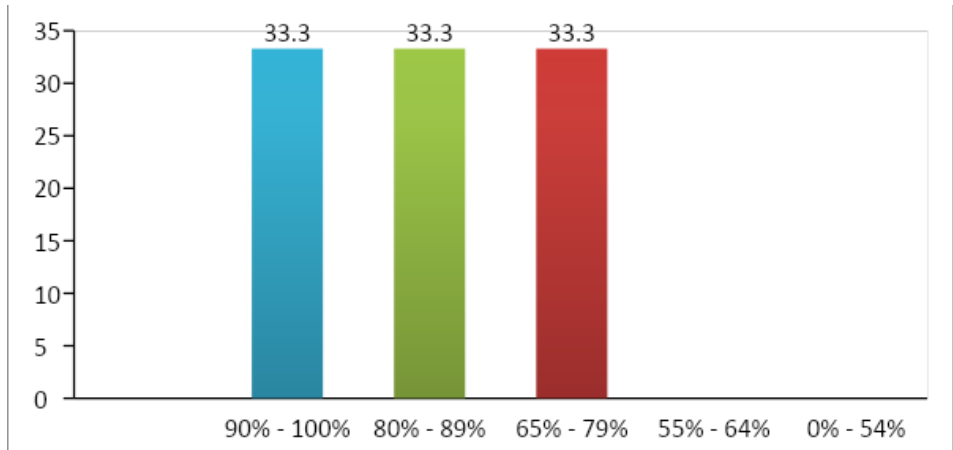


Figure 1. The Variable Performance of Teachers at SMP Negeri 20 Padang

Furthermore, in this section the writers present a description of the data which is the result of tests and measurements of the students' assessment of teacher performance. using a Likert scale questionnaire, from 10 students taken from 5 women and 5 men, to provide an assessment of the performance of teachers at SMPN 20 Padang. The following will describe the findings of the researchers for data analysis. For more details on the student's assessment of the first teacher performance and a description of the state of each data in the group, it can be seen in the table below.

Table 2. The First Student Questionnaire on Teacher Performance

Frequency Distribution of Participant Questionnaires			
Interval	Frequency	Percentage(%)	Criteria
90-100	1	10	Very Good
80-89	3	30	Good
65-79	3	30	Good Enough
55-64	2	20	Poor
0 -54	1	10	Not good
Total	10	100	

The first teacher get an assessment from 10 students, namely 1 student assesses their performance in the 90-100% value interval in the Very Good category, 3 students assess their performance in the 80-89% value interval in the Good category, 3 students assess their performance at the value interval is 65-79 %% with the Fairly Good category, 2 students rated their performance in the 55-64% interval with the Poor category and 1 student rated their performance in the 0-54% interval with the Bad category. More details can be seen in the histogram below.

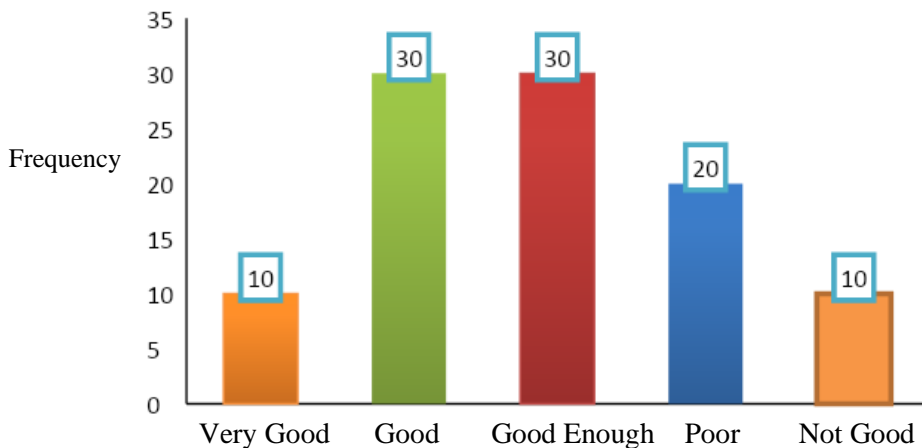


Figure 2. The Histogram of Students' Questionnaire on the Performance of the First Teacher

The following is the student's assessment of the performance of the Second teacher and a description of the state of each data in the group, can be seen in the table below.

Table 3. Student Questionnaire on Second Teacher Performance

Frequency Distribution of Participant Questionnaires			
Interval	Frequency	Percentage (%)	Criteria
90-100	2	20	Very Good
80-89	4	40	Good
65-79	2	20	Quite Good
55-64	2	20	Poor
0- 54	0	0	Not good
Total	10	100	

Second, Teacher getting an assessment from 10 students, namely 2 students assessing their performance in the 90-100% value interval in the Very Good category, 4 students assessing their performance in the 80-89% value interval in the Good category, 2 students assessing their performance at the value interval is 65-79 %% in the Fairly Good category, 2 students rated their performance in the 55-64% interval with the Poor category and no students rated their performance in the 0-54% interval with the Not Good category. More details can be seen in the histogram below.

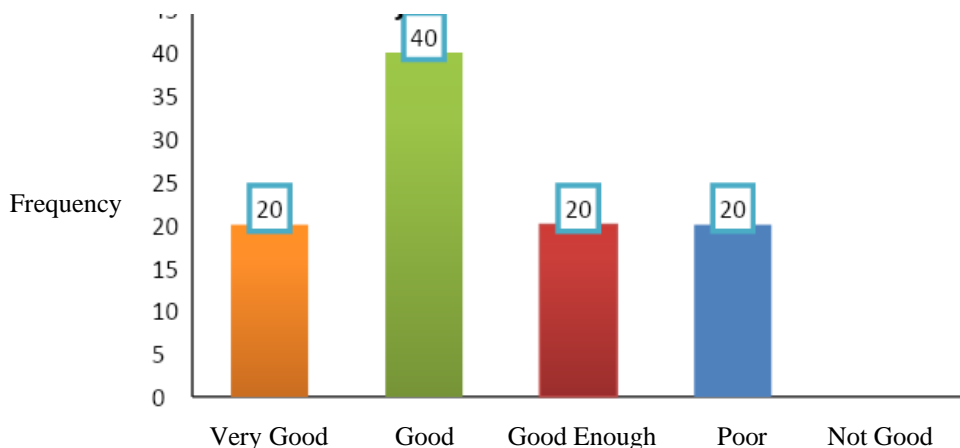


Figure 3. The Histogram of Students 'Questionnaire on the Performance of the Second Teacher

Furthermore, the students' assessment of the performance of the Third teacher and a description of the state of each data in the group, can be seen in the table below.

Table 4. Student Questionnaire on the Performance of the Third Teacher

Frequency Distribution of Students			
Interval	Frequency	Percentage(%)	Criteria
90-100	4	40	Very Good
80-89	3	30	Good
65-79	2	20	Quite Good
55-64	1	10	Poor
0 -54	0	0	Not good
Total	10	100	

Thirdly, Teacher. getting an assessment from 10 students, namely 4 students assessing their performance in the 90-100% value interval with the Very Good category, 3 students assessing their performance in the 80-89% value interval in the Good category, 2 students assessing their performance at the value interval is 65-79 %% in the Fairly Good category, only 1 student rated his performance in the 55-64% interval with the Poor category and no student rated his performance in the 0-54% interval with the Not Good category. More details can be seen in the histogram below.

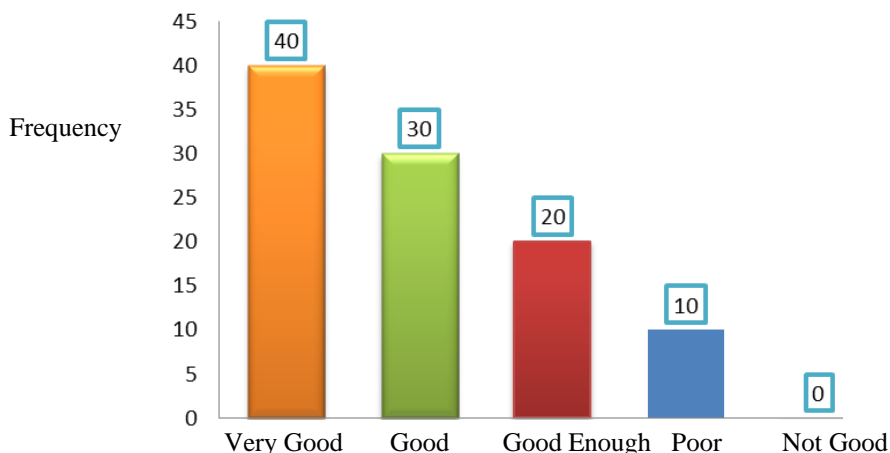


Figure 4. Histogram of Students' Questionnaire on the Performance of Third Teachers

Based on the findings made by researchers through interviews with supervisors, school principals and deputy principals of 3 new teachers 1 person who has planning in learning, 1 more person is not yet complete and 1 person does not have careful planning, considering that planning for learning is very important, this was expressed by the principal and some class teachers. Therefore, most of the results in interviews that have been conducted by researchers indicate that teacher planning at SMPN 20 Padang has not maximum. And based on the findings conducted by researchers through interviews with supervisors, school principals and deputy principals, the implementation of learning has been carried out by teachers, this was revealed by supervisors, school principals and deputy principals, most of the results in interviews that have been conducted by researchers show that teacher planning at SMPN 20 Padang is categorized as good.

From the results of the interviews the researchers conducted. The researcher concluded what the Pancasila and Citizenship Education Teachers would apply to students properly and correctly while they had not received proper training from the government. Seeing from the informant's statement of the Pancasila and Citizenship Education, part of the performance of the Pancasila and Citizenship Education teachers has been implemented properly and correctly in accordance

with the teacher performance appraisal tool. One of the factors influencing the performance of teachers in schools is SMP Negeri 20 Padang. Based on the findings of the study, the results are the factors qualification for Civics teacher education standards, the principal leadership factor, the training factor, and the teacher competency factor.

Efforts to improve teacher performance can be carried out in various ways, for example, coaching, upgrading, training or providing opportunities to learn again in order to increase the competence of teachers, it is also necessary to increase discipline, provide motivation and even provide appropriate incentives to enable teachers to feel satisfied (Ginting, 2020). The leadership style of the principal in an effort to improve the performance of teachers and education personnel shows the following characteristics (Octavia, 2016). (1) The principal shows a considerate, thoughtful behavior and shows stable emotions. (2) Delegation of tasks given by the principal is carried out fairly and provides prior direction regarding the clarity of tasks. (3) Decision making by the principal involving all school personnel. (4) School development carried out by the principal includes several aspects, including the development of school facilities and infrastructure, learning development, extracurricular development, and development of teachers and education personnel which are carried out gradually and continuously. (5) The supervision carried out by the principal is different between teachers and education personnel. (6) Communication carried out by the principal with open two-way communication. (7) The motivation given by the principal is in the form of meeting the needs of teachers and education personnel. (8) The award given by the principal is in the form of a verbal award such as gratitude and praise. One of the efforts to improve teacher teaching performance can be done by improving the teaching performance of teachers in evaluating learning, including the implementation of evaluation and follow-up on the results of the evaluation. Improvements in the implementation of evaluation include (1) Improving the implementation of evaluation during the PBM, (2) Improving the implementation of evaluation at the end of the lesson, (3) Improving the type of evaluation in accordance with the teaching and learning activities that have been implemented, (4) Improving the conformity of evaluations with objectives, (5) Improvement of the suitability of evaluation with learning materials (Karweti, 2010).

Discussion

Teacher performance is one of the most important in supporting the creation of an effective educational process, especially in building a disciplined attitude and the quality of student learning outcomes, however, when a teacher fails in planning, implementing learning and analyzing / assessing students, it often makes a teacher become discouraged, discouraged and lazy in carrying out the learning process for students.

The Performance of Teachers at SMP Negeri 20 Padang

Performance of teachers in addition to planning, implementation and assessment is also inseparable from the three domains that must be owned by a teacher, namely, cognitive, affective, and psychomotor. Teachers must have competencies as written in Article 10 paragraph (1) of Law Number 14 of 2005 concerning Teachers and Lecturers, which includes: pedagogical competence, personal competence, social competence, and professional competence obtained through professional education. This opinion is reinforced by the opinion of Murkatik, et al., (2020) & Panggua, et al., (2021) & Yolanda & Kailola (2021) which states that teacher performance indicators can be seen from pedagogical, personal, social, and professional competencies.

According to Pitri (2017) competence is an ability that a person must have in terms of knowledge, skills, and values and attitudes to do a job that cannot be done by others who do not have these abilities. A professional teacher should have 4 competencies, namely first, pedagogical competence, namely the ability of a teacher to manage the learning process of students (Arizah & Mareta, 2017). Second, personality competence. The third is social competence, The fourth is professional competence, namely the ability to master the learning material broadly (Samsilayurni, 2019; Fuad, et al., 2021).

Teacher performance is the ability of a teacher to carry out learning tasks at school and be responsible for students under his guidance by increasing student learning achievement and shaping the character or to become good citizens in accordance with the goals of national education (Nugraha, 2017; Puspitasari, et al., 2020). Civics teachers have an important role in motivating student learning in schools. With guidance and direction from teachers at school, it is hoped that students can form learning intelligence and motivation so that it will affect the achievements they get.

Based on the findings carried out by researchers through interviews with supervisors, school principals and deputy principals, the assessment conducted by teachers, most of the results of these interviews indicated that the assessment carried out by teachers at SMPN 20 Padang was categorized as sufficient. good. Results of interviews with principals and class teachers (attached). The results of the analysis of teacher performance provide information that most of the teacher performance is starting to be good.

A teacher must be required to have good performance, the teacher's performance. A teacher must have academic abilities and the ability to develop his profession in packaging the learning he does so that it can run effectively and efficiently, directed and integrated. A teacher is also required to develop academic qualifications which of course must be in line with scientific, technological, knowing online learning and integrated developments (Suhono & Sari, 2020; Koehler, et al., 2007). Learning management must meet the expected criteria in designing learning planning and implementing learning, namely the form of presenting positive interactive activities between teachers and students both during learning and outside learning (Annur & Suhono, 2019). Then design the implementation of the analysis of student learning outcomes where the goal is to find out the results of the achievement of the subject matter delivered during the learning process.

The description above explains that a teacher must be responsive to changes for the sake of changes in performance improvement that is what is called a creative, innovative, effective, and participatory teacher and is responsible for educating the nation's life. Such resources are very much needed in improving the quality of education in general and the quality of students in particular. In other words, a teacher must be able to increase the passion for learning of students and be able to creatively empower the potential that exists in preparing teaching and learning activities.

Factors affecting the performance of teachers in SMP Negeri 20 Padang.

a) Qualification Factors for Teacher Education Standards

The teacher is an important factor in the education and learning process. Teachers are required to have academic qualifications, competencies, and educator certificates to achieve process standards and graduate competency standards (Widarsih & Faraz, 2016). Teacher is a profession that is carried out professionally that requires special expertise and meets predetermined criteria

both physically and mentally as well as qualifications, competencies and teacher certificates obtained through academic and professional teacher education (Ningrum, 2016).

The findings of this study are in accordance with the theory proposed in the previous chapter, the qualification of teacher education greatly affects improving performance, especially indicators of teacher work quality, if the teacher has education that is linear with the subjects being taught, it will make it easier for the teacher to determine the direction of learning, both in using it. learning models that fit the learning topic and supporting learning strategy strategies, if the teacher is able to master learning, the quality of the teacher's work will also improve.

Furthermore, educator qualifications, teaching experience, and teacher training are also aspects that affect the competence of a teacher in the field of education and teaching. For teachers, academic qualifications must reflect the abilities required to carry out their duties as educators at the level, type, and educational unit or subject under their authority. There are many models for improving academic qualifications that can be chosen by teachers who want to upgrade their qualifications without disturbing their main tasks.

b) Principal Leadership Factors

The leadership style of a school leader or a principal can influence the attitudes of his subordinates, namely the teacher. Teachers will be influenced by various policies or regulations issued and made by the school leadership, namely the school principal. If the principal's policy with his leadership style can be well received by Bahawan, namely educators or teachers, the teacher's performance will increase, but if the opposite happens, the teacher will likely have low performance (Timang, et al., 2021; Sulfemi, 2019; Irianisyah, 2020).

The findings in this study are also in accordance with the theory in the previous chapter, leadership style greatly affects teacher performance, especially indicators of initiative in work, if the teacher feels comfortable and has support from the principal through leadership style to schools, the teacher will be more stimulated in providing the latest innovations through the teacher's own initiative.

In addition to other indicators initiatives will also increase such as the ability of teachers to teach, and communication will also be well developed, through the leadership style of the principal that is good, the teacher will be

more flexible in building communication, the teacher will not hesitate to tell the obstacles that occur in the classroom and ask solutions how to overcome difficulties during learning.

The leadership ability of the principal is a major determinant of teacher empowerment and the improvement of learning processes and products. The principal is the person most responsible for the performance of teachers and employees at school. In order for the leadership of a school principal to be more effective, a leader of a school institution must learn from various mistakes that have occurred both in the past and try to correct them. In addition, a Principal provides opportunities for educators and education staff to always learn and have a high sense of their duties and obligations so as to make the school a competitive organization.

a) Teacher competency factors

Efforts to improve teacher performance can be done by increasing teacher competence. Professionally competent teachers must have various skills, special abilities, love their jobs, maintain the teacher's code of ethics and so on. The competency in question is a set of knowledge, skills and behaviors that must be possessed, lived, mastered and actualized by teachers in carrying out their professional duties. Teacher competence as referred to includes pedagogic competence, personality competence, social competence, and professional competence obtained through professional education (Fitria, 2014; Iqbal, 2019).

The findings of this study are also in accordance with the theory in the previous chapter, competence is also pedagogic, professional, personality, and social, which are the main factors in improving teacher performance, especially in indicators of teacher speed / accuracy in teaching. If these 4 teacher competencies are weak, learning will not be carried out optimally, pedagogical competence functions in designing and implementing learning, professional competence is also the spearhead for teachers to improve teaching abilities, personality competencies are useful in providing exemplary examples to students and social competence functions In establishing good communication with school residents and students, these 4 teacher competencies also support the ability of teachers to provide the latest innovations and initiatives in teaching to improve student learning outcomes.

These findings are also supported by the opinion (Sudrajat, 2020) that competence is skills and knowledge that come from the social and work environment that are absorbed, mastered and used as an instrument to create value by carrying out tasks and jobs as well as possible. Teacher competence is assessed as a picture of whether or not the educator (teacher) is professional. In fact, teacher competence affects the success achieved by students. In the world of education, teachers are one of the important components in educating students. So that to become a teacher, 4 competencies are needed, namely pedagogic, professional, personality and social competences. Teacher competence is a very important factor in the learning process and teacher competence must also be improved. Because teacher competence can improve student learning outcomes (Ramadhani & Harahap, 2020).

The Efforts made by schools to improve the performance of teachers at SMP Negeri 20 Padang

Efforts to improve teacher performance can be made in various ways, for example, coaching, upgrading, training or providing opportunities to learn again in order to increase the competence of teachers, it is also necessary to increase discipline, giving motivation and even giving proper incentives to enable teachers to feel satisfied (Ginting, 2020).

a) Increasing teacher competence through coaching, upgrading, training.

Activities carried out in order to increase teacher knowledge and teaching skills are upgrading and training. This activity is intended to provide teachers with an understanding of the curriculum, including its elaboration in the form of an annual teaching program, semester programs, and daily teaching preparation. Thus, it is hoped that teachers have a good and correct understanding of the curriculum and its development, so that they can apply the new curriculum steadily (Mulyana, 2014).

Based on the results of research (Masruroh & Latief, 2016), it shows that the provision of assistance and follow-up in the form of coaching and training as an effort to improve teacher performance has a positive impact in increasing teacher performance. Preparation and lesson planning for teachers who were initially relaxed and not yet equipped after the coaching became more prepared and mature, planning was neatly arranged.

Improving the teacher development system will result in an increase in teacher competence. The role of the Principal is to manage the implementation of educational and learning activities in schools. The role of school supervisors is to provide guidance, academic and managerial supervision in the implementation of education in schools, both related to school principals and teachers. In teaching supervision, the principal or supervisor directly supervises the teacher. The purpose of teaching supervision is to help teachers develop their ability to achieve the teaching goals set for their students. Through teaching supervision, it is expected that the quality of teaching carried out by teachers will increase (Pramono, 2012).

Upgrading, coaching, and training are one of the important components in increasing teacher competence, increasing teacher ability can be done through coaching such as upgrading, training, supervision and observation. Routine guidance by supervisors of teachers and school principals is very much needed for efforts to improve the professionalism of teachers and school principals.

b) Improving discipline

of teacher attendance will have a positive impact where teachers can have more learning preparation time. In this case the teacher can prepare all the tools and materials for learning carefully. In addition, the presence of the teacher at the beginning of time also opens up opportunities to meet students and greet each other, so that students feel comfortable and ready to learn (Rahmanto, 2018).

Based on the results of the study (Eros, 2014), it can be seen that the sig 0,000 column is smaller than 0.005, so H_0 is rejected and H_a is accepted, meaning that discipline has a significant effect on teacher performance. Teacher discipline as measured by performance has a positive and significant effect. Thus, the high and low performance of teachers in SMP Negeri Brebes District is strongly influenced by high teacher discipline.

The problem of teacher discipline is very influential for the implementation of the educational process. Supposedly, if the principal can carry out his role optimally as a manager, leader, administrator and school supervisor, these things can be minimized because the principal is the driving force for the success of school goals. If the principal is able to optimize all the roles he plays, it can directly or indirectly contribute to increasing the

professionalism of the teaching force, one of which can be seen from the discipline of teachers, and in turn it can have an effect on improving the quality of learning in schools (Gunawan et al., 2020).

The discipline of teacher attendance is one of the things that has a positive impact where the teacher can have more learning preparation time. Teachers who are present early at school can carefully prepare all the tools and materials for learning. Except that the presence of the teacher at the beginning of time also opens up opportunities to meet students and greet each other, so that students feel comfortable and ready to learn. Therefore, the discipline of teacher attendance needs to be emphasized in order to prepare the class as a conducive environment for student learning.

c) The leadership style of the principal

Based on research (Handy et al., 2015) the results of simple regression analysis between participative leadership principals with the performance of teachers who show $t_{hitung} = 5.315$ is greater than t_{table} . This shows the level of participatory leadership style of the principal is followed by the level of teacher performance. The principal's participatory leadership style makes a significant contribution to teacher performance.

The leadership of the principal has an indicator of a democratic leader, namely the leader together with the teacher plays an active role in the formulation and setting of rules in general and important decisions in the school. Leader, always tries to appreciate the potential of each individual, Members are free to work with who they want without limiting the creativity carried out by their subordinates, from these indicators a democratic leader realizes that he is part of the group, has an open nature, and provides opportunities for education personnel to take an active role in making plans, decisions, and assessing their performance. So that democratic leadership brings a greater and more significant influence on teacher performance.

4. Conclusion

Based on the findings and results of data analysis described in the previous section, the conclusions as follows: (1) The performance of teachers at SMP Negeri 20 Padang is categorized as good, because only 33.3% of teachers have poor performance, whereas as much as 66.67% of the teachers already have very good and good performance categories. (2) The factors that influence the

performance of teachers in schools, one of which is at SMP Negeri 20 Padang, based on the findings of the study, are the qualification factors for the Civics teacher education standards, the principal leadership factor, the training factor, and the teacher competency factor. (3) Efforts to improve teacher performance at SMPN 20 Padang can be done through, coaching, upgrading, training to improve teacher competence, it is also necessary.

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