

THE EFFECT OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR, PRINCIPAL LEADERSHIP STYLE, JOB REWARDS AND ACHIEVEMENT MOTIVATION ON THE TEACHERS PERFORMANCE SENIOR HIGH SCHOOL IN BANDA ACEH CITY

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Abstract

This study was conducted to determine: (1) the effect of civic organizational behavior on job rewards, (2) the influence of civic organizational behavior on achievement motivation, (3) the influence of civic organizational behavior on teacher performance, (4) the influence of principal's leadership style on achievement motivation, (5) the effect of the principal's leadership style on job rewards, (6) the influence of the principal's leadership style on teacher performance (7) the effect of job rewards on teacher performance, (8) the effect of achievement motivation on teacher performance. The subject of this research is a teacher of a public high school in Banda Aceh City with a sample of 240 people who were taken by stratified proportional random sampling, while the data were analyzed using path analysis after calculating the correlation of all research variables in the form of a matrix. The results of the analysis of the effect of exogenous variables on endogenous variables in each substructure obtained: (1) employee benefits are influenced by civic organizational behavior and principals' leadership style by 0.067 and 0.059 respectively, (2) achievement motivation is influenced by civic organizational behavior and style. principal's leadership. schools respectively 0.1296 and 0.064, (3) teacher performance is influenced by the principal's leadership style, civic organizational behavior, job rewards and achievement motivation are 0.067 respectively; 0.046; 0.017; and 0.092; and the indirect effect of X1 on X5 to X3 is 0.0078; the indirect effect of X1 on X5 to X4 is 0.0193; the indirect effect (X2) on X5 to X3 is 0.0054; and the indirect effect (X2) on X5 to (X4) is 0.0168. The results of the study illustrate that the total proportional influence of the civic organizational behavior variables, principal leadership style, job rewards, and achievement motivation both direct and indirect effects is 24.46%, the total Spurious component is 5.29% and the total proportional component (S) is 5.29%. (U) is proportional to the total of 2.59%, while the rest is influenced by other variables outside of civic organizational behavior, principal's leadership style, job rewards, and 56.8% achievement motivation.

Keywords: Organizational Citizenship Behavior, Principal Leadership Style, Job Rewards and Achievement Motivation and Performance.

I. Introduction

The teacher is a noble job that has a long-term link to orbit the continuity of future generations which is expected to be better, whether it increases from the aspect of social welfare or increases in terms of mindset, skills and personality when these students gain knowledge through education at school. A teacher is said to have high performance if he understands the true meaning of performance and must be proven in the implementation by carrying out his duties.

Teacher performance is said to be good if the teacher has carried out the elements related to learning well, such as mastering and developing lesson materials, discipline in teaching, creativity in teaching, collaboration with all school members, having exemplary students, being objective in guiding and assessing student. Sam and Tuti (2007) describe that a Japanese educator said that a comprehensive reform occurred in Japan because of the influence of education investment. A German education leader said that after World War II, reforms occurred thanks to investment in the education system. The two figures, as members of the international commission for education development, finally concluded about the role of education as follows: "for all those who want to make the world as it is today a better place, and to prepare for the future, education is a capital, universal subject".

Previous research has focused on the negative impact and harm that unperformance teachers have on schools, for example, Barnes, Crowe, and Schaefer estimate the amount of losses incurred by schools and all schools in several districts of the United States as a result of teacher turnover. and one school to another as well as the cessation of teachers and their jobs as teachers (Spector, Paul E. et al, 2010).

Noting the results of the study that, more than 80 million dollars per year is wasted on state schools in Chicago alone, not including the risks experienced by schools that affect school performance and student achievement. This further strengthens the belief that teachers are professional personnel who are required to be reliable and have high performance in carrying out their duties, not only the thoughts but also the hearts of teachers in their daily lives are involved in it. Teaching is not only presenting facts but also devoting the whole body and soul, so that proper understanding and resolution of the problem of teacher performance in school organizations is needed.

There are many things that lead to low teacher performance, including those that are closely related to inadequate welfare, protection for them and not getting used to (adapting) to the prevailing work climate in their organization. Therefore, the decline in morale and work concentration of teachers is a direct threat to improving the quality of education.

The quality of education will be successful if all school components such as principals, teachers, students and parents of students can work well together, including qualified teachers and students who have the motivation to learn so that the teaching and learning process will be successful. In this case the teacher/educator is an internal customer who needs to be considered in order to be satisfied in learning conveying the learning process in the

classroom, satisfying the results achieved by students and synergizing with school organizations.

Although from one side the process of realizing it is not easy, but as a form of devotion and a call to conscience, demands as a teacher are an obligation to transform knowledge and various other sciences and skills according to their respective fields. In Aceh, regarding teachers is also regulated in law, namely the Nanggroe Aceh Darussalam (NAD) Education Qanun number 23 of 2002 concerning the implementation of education, Chapter XI, article 17, which reads as follows: every level and type of education. One aspect of a very basic change today in Indonesia is the change in regulation with the issuance of Law No. 23 of 2014, which separates education management between provinces that handle education at the Senior High School level and districts/cities that manage primary school and Junior high school. As a result, Aceh has to handle, manage and manage 6,567 units of State Senior High Schools. For this reason, reforms in the implementation of education in Aceh are needed, both at the level of education quality, regulation and reform of educational organizations, improving the quality of teachers which need to be updated continuously and programmed.

From the results of the author's interview with several high school teachers in the city of Banda Aceh when meeting at school and a number of cafe places, there are still phenomena that occur, including the following: first, there are still teachers who work in schools as long as they work because of their perception of the principal. schools that are considered less transparent in the management of student scholarships and school operational assistance funds; Second, there are still teachers who perceive that the salary and allowances are not adequate, so they are still looking for additional income outside of school; third is that there are still teachers who have not reached teaching hours according to the rules of the Ministry of Education and Culture so that to fulfill them by looking for teaching hours in other schools, and the sixth is that there are still government employees teachers who have not received certification allowances.

According to Priansa (2014) due to factors of effectiveness, efficiency, relevance and standardization of education, inadequate educational facilities and infrastructure, uneven educational opportunities, high cost of education, low student achievement, and low quality of teachers.

Furthermore, Mardiyoko (2013) added that the teacher's performance that was not optimal could be seen, among others; 1) likes to be absent from work, 2) leaves teaching hours before the time runs out, 3) lazy to work, 4) many teacher complaints, 5) low work performance, 6) low quality of teaching, 7) indiscipline, and other negative symptoms. This condition is certainly not conducive to school progress, even though teacher performance is an important target in human resource management, because it directly or indirectly affects work productivity.

In fact, there are still many teachers who have not shown high performance in carrying out their duties, lack of extra awareness to improve the quality of education through a quality learning process on an ongoing basis, lack of innovation in advancing schools, low

sportsmanship in dealing with problems and challenges that arise in schools, and limited willingness to do extra and best for the interests of schools and the progress of education even though all kinds of programs have been implemented, so that until now the aspect that has been the focus of the government in efforts to achieve educational goals is the empowerment and improvement of teacher performance.

Factors that affect a person's teacher performance can come from within the individual itself such as motivation, skills, and education, while factors from outside the individual such as work climate, salary level, and so on (Asf & Mustofa, 2013). There are still many environmental factors that can affect teacher performance, but in this dissertation the authors take four of them as follows.

First, Organizational Citizenship Behavior (OCB): In the current bureaucratic reform period carried out in various government agencies, the role of OCB is considered important and determines a school's performance. Apart from being a unique element of individual behavior in the world of work, OCB is also an aspect that almost rarely occurs within the scope of the government apparatus. This is because OCB is an individual characteristic that not only includes the ability and willingness to do their main tasks but also wants to do extra tasks such as the will to cooperate with other employees, likes to help, give advice, participate actively, provide extra services to service users, and want to use their working time effectively. In reality, to be able to have a strong OCB requires supporting factors within the organization, because OCB does not automatically increase without interacting with other factors.

Second, the principal's leadership style: According to Barnawi and Arifin (2014) factors that affect teacher performance also come from outside, including leadership. This is in accordance with the opinion of De Roche (Wahyudi, 2009) that the principal as an educational leader must have the following abilities: 1) have leadership qualities, 2) have high expectations of the school, 3) be able to utilize school resources 4) professional in their field of work. The principal is the leader of the educational unit institution and the leader whose existence process can be directly elected, determined by the foundation or determined by the government. Without the presence of the principal, the educational process, including learning, will not run effectively.

Third, employee benefits: Salaries are paid periodically with guaranteed guarantees, meaning that salaries are still paid even if the employee is not working. Wages are paid to daily workers based on the agreed work agreement. Slocum and Hellriegel (2010) put forward the concept of reward which states that "a reward is an event that an individual finds desirable or pleasing". Werang (2010) who found that the socioeconomic status of teachers had a significant influence on teacher performance. The higher the socioeconomic level, the better the teacher's performance will be. Rewards are very important for Civil Servant teachers or non-Civil Servants (contract workers). This is because rewards are a source of income for them and their families. The level of income earned is very influential in determining the standard of living.

Fourth is achievement motivation: Someone who is considered to have achievement motivation, he will make a series of efforts in order to outperform others. The motivation of a teacher will affect his performance at school. The various teacher problems are caused by the unorganized management of teachers optimally. Given the importance of achievement motivation in improving teacher performance, for that a school principal must be able to encourage the emergence of measurable, quality and adequate teacher performance, so as to create high teacher performance productivity, which can be observed and strived for continuous improvement by taking a number of concrete actions, appropriate and useful.

Noting the influence between variables that influence each other, it is necessary to do research on teacher performance. This study aims to determine the extent to which these four (4) factors can determine teacher performance and encourage the importance of carrying out more in-depth studies through scientific research. This research is supported by empirical data that can be justified scientifically. This is what drives the implementation of this research entitled "The Effect of Organizational Citizenship Behavior, Principal Leadership Style, Rewards and Achievement Motivation on Teacher Performance at State High Schools in Banda Aceh City".

II. RESEARCH METHODS

The research design is explanatory correlational because it aims to describe and measure the degree of relationship between variables in causal modeling using path analysis. The population of this research is the teachers of State Senior High Schools in the city of Banda Aceh. Based on data from the Provincial Education Office, it was obtained by 16 State Senior High Schools and 600 teachers from 16 Public Senior High Schools. While the sample amounted to 240 teachers with the sampling technique using the formula from Slovin. Data analysis includes descriptive analysis, analysis requirements test, and hypothesis testing.

Data analysis in this study uses statistics as a tool to analyze correlation and simple and multiple regression. To be able to use correlation and regression analysis there are requirements that must be met, including: normality test, and linearity test. To test the hypothesis, the correlation test and path analysis were used with the help of the SPSS Windows version 22 software computer. Path analysis technique is used to analyze the pattern of relationships between variables with the aim of knowing the direct and indirect effects between endogenous and exogenous variables. Path analysis must first diagrammatically describe the structure of the causal relationship between endogenous variables and exogenous variables. As shown in Figure 1:

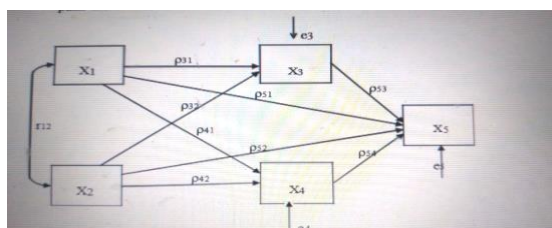


Figure 1: Research Variable Path Diagram

Caption:

X₁ = Organizational citizenship behavior

X₂ = Principal Leadership

X₃ = Work benefits

X₄ = Achievement motivation

X₅ = Teacher Performance

e₃, e₄, e₅ = residual variable (error)

III. RESULT AND DISCUSSION

The description of the research data presented on these five variables are organizational citizenship behavior (X₁), principal's leadership style (X₂), employee benefits (X₃), achievement motivation (X₄) and teacher performance (X₅). Based on the results of the quantification of respondents' answers to the questionnaire distributed, as many as 240 sets were in accordance with the number of research samples that had been determined to the teachers of SMA Negeri in Banda Aceh City. Furthermore, after obtaining the raw data (can be seen in appendix 3), the researchers processed the data using a computer tool statistical program SPSS for Windows version 22. The statistical data unit can be seen in Table 1 below:

**Table 1 Statistical Results Data Unit.
STATISTICS**

		X1	X2	X3	X4	X5
N	Valid	240	240	240	240	240
	Missing	0	0	0	0	0
Mean		103,54	104,23	101,95	96,99	108,49
Median		103,00	104,00	102,00	96,00	108,00
Mode		100 ^a	99 ^a	100	92 ^a	108
Std. Deviation		9,444	10,080	9,444	8,971	9,503
Variance		101,605	101,605	89,188	80,481	90,309
Range		44	44	48	42	55
Minimum		85	83	85	78	77
Maximum		129	127	129	120	132
Sum		24850	25014	24468	23277	26037

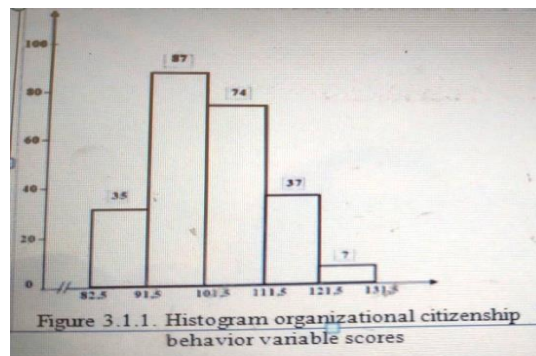
3.1. Organizational Citizenship

Behavior (X₁) Variable

By referring to the criteria in the methodology section, the tendency for organizational citizenship behavior (X₁) variables is obtained which can be seen in Table 3.1.1:

Class	Interval Class	Class Edge	freq. Absolute (fi)	freq. Relatively	freq. Cumulative
1	83 – 92	82.5-91.5	35	14.583%	14.583%
2	93 – 102	91.5-101.5	87	36.25%	50.833%
3	103 – 112	101.5-111.5	74	30.83%	81.663%
4	113 – 122	111.5-121.5	37	15.417%	97.08%
5	123 – 132	121.5-131.5	7	2.92%	100%
TOTAL			240	100%	

The histogram display of organizational citizenship behavior variables can be seen in Figure 3.1.1. below:



Based on the data in Tables 1 and 3.1.1, It is known that the higher value is 127, the lowest value is 83, while the mean is 103 and the standard deviation is 10. So, as many as 87 people (36.25%) of respondents were above the average, and 37 people (15.417%) below the average. By referring to the criteria in the methodology section, the tendency for organizational citizenship behaviour (X1) variables can be seen in Table 3.1.2 as follows.

Range	freq. Observation	freq. Relatively	Category
127 – 116	18	7.5%	Tall
115 – 105	72	30%	Enough
104 – 95	105	43.75%	less
83 – 94	45	18.75%	Low
Total	240	100%	

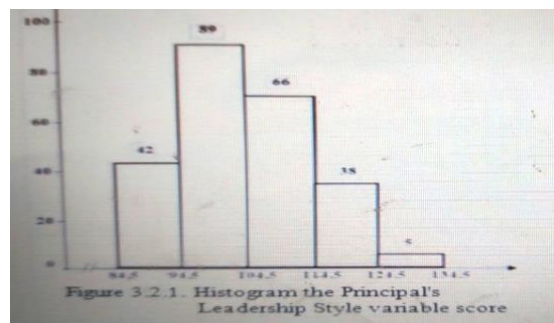
Based on Table 3.1.2, it was obtained that 43.75 percent of the research subjects, namely organizational citizenship behavior (X₁) at A State High School in Banda Aceh City, were in the poor category. So, overall it can be concluded that organizational citizenship behavior tends to be in the "less" category.

3.2. Principal's leadership style (X₂) Variable

Furthermore, the frequency distribution of the principal's leadership style variable scores can be seen in Table 3.2.1.

Class	Interval Class	Class Edge	Freq. Absolute (f _i)	freq. Relatively	freq. Cumulative
1	85 – 94	84.5 - 94.5	42	17.5 %	17.5%
2	95 –104	94.5 - 104.5	89	37.083 %	54.583%
3	105 –114	104.5-114.5	66	27.5 %	82.083%
4	115 –124	114.5-124.5	38	15.83 %	97.913%
5	125 –134	124.5-134.5	5	2.083 %	100 %
TOTAL			240	100 %	

The histogram display of the principal's leadership style variable can be seen in Figure 3.2.1 below:



Based on the data in Tables 1 and 3.2.1, it is known that the highest score is 129, the lowest score is 85, the mean is 104, and standard deviation is 9.4. So, as many as 89 people (37.083%) respondents had scores above the average, and as many as 42 people (17.5%) respondents were below the average. By referring to the criteria in the methodology section, the tendency of the principal's leadership style variable (X₂) can be seen in Table 3.2.2 as follows.

Range	freq. Observation	freq. Relatively	Category
118 – 129	24	10 %	Tall
107 – 117	64	26.67 %	Enough
96 – 106	104	43.33 %	less
85 - 95	48	20 %	Low
Total	240	100%	

Based on Table 3.2.2, it was obtained that 43.33 percent of the research subjects, namely the principal's leadership style (X₁) at the State Senior High School in Banda Aceh City, were in

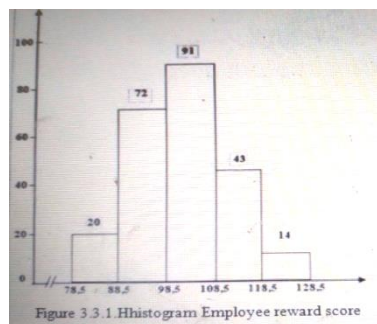
the less category. So, overall it can be concluded that the principal's leadership style tends to be in the "less" category.

3.3. Employee Reward (X₃) Variable

Furthermore, the frequency distribution of employee reward variable scores can be seen in Table 3.3.1.

Class	Interval Class	Class Edge	freq. Absolute (f _i)	freq. Relatively	freq. Cumulative
1	79 – 88	78,5 – 88,5	20	8.33%	8.33%
2	89 – 98	88,5 – 98,5	72	30%	38.33%
3	99 – 108	98,5 – 108,5	91	37.92%	76.25%
4	109 – 118	108,5 – 118,5	43	17.92%	94.17%
5	119 – 128	118,5 – 128,5	14	5.83%	100%
Total			240	100%	

The histogram of the employee reward variable can be seen in Figure 3.3.1 below:



Based on the data in Tables 1 and 3.3.1, it is known that the highest score is 125, the lowest score was 79, the mean was 102, and standard deviation was 9.5. So that 91 people (37.92%) respondents are above the average, and as many as 43 people (17.92%) were below the average. By referring to the criteria in the methodology section, the level of tendency for the employee reward variable (X₃) is obtained in Table 3.3.2 below:

Range	freq. Observation	freq. Relatively	Category
114 – 125	26	10,83%	Tall
102 – 113	92	38.33%	Enough
91 – 101	94	39.16%	less
79–90	28	11.68%	Low
Total	240	100%	

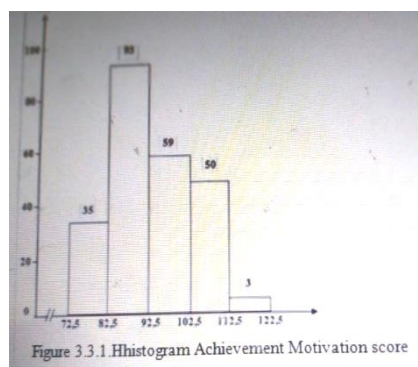
Based on Table 3.3.2 it was obtained that 39.16 percent of the research subjects, namely the work benefits (X3) at Public High School in Banda Aceh city were in the less category. So, overall it can be concluded that the rewards tend to be in the “Less” category.

3.4. Achievement Motivation (X4) Variable

Next, the frequency distribution of achievement motivation variable scores can be seen in Table 3.4.1 below:

Class	Interval Class	Class Edge	freq. Absolute (fi)	freq. Relatively	Frek. Komulatif
1	73 – 82	72.5 – 82.5	35	14.55%	14.55%
2	83 – 92	82.5 – 92.5	93	38.75%	53.3%
3	93 – 102	92.5 – 102.5	59	24.55%	77.85%
4	103 – 112	102.5 – 112.5	50	20.90%	98.75%
5	113 – 122	112.5 – 122.5	3	1.25%	100%
JUMLAH			240	100%	

The histogram display of achievement motivation variable (X4) can be seen in Figure 3.4.1 below



Based on the data in Tables 1 and 3.4.1, it is known that the highest score is 113, the lowest score is 73, the mean is 93, and the standard deviation is 8.9. So that as many as 93 people (38.75%) respondents were above the average, and as many as 35 people (14.55%) were below the average. By referring to the criteria in the methodology section, the level of achievement motivation variable tendency (X4) is obtained in Table 3.4.2.

Range	freq. Observation	freq. Relatively	Category
103-113	54	22.5%	Tall
93-102	59	24.58%	Enough
83-92	93	38.75%	less
73-82	34	14.17%	Low
Total	240	100%	

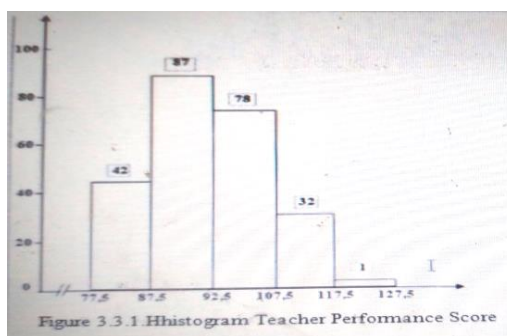
Based on Table 3.4.2 it was obtained that 38.75 percent of the research subjects, namely achievement motivation (X4) at SMA Negeri in Banda Aceh City was in the less category. So, overall it can be concluded that achievement motivation tends to be in the "Less" category.

3.5. Teacher's Performance (X5)

The last variable, the frequency distribution of teacher performance variable scores can be seen in Table 3.5.1.

Class	Interval Class	Class Edge	Freq. Absolute (fi)	freq. Relatively	freq. Cumulative
1	78-87	77.5 - 87.5	42	17.50 %	21.67%
2	88-97	87.5 - 97.5	87	36.25%	39.17%
3	98-107	97.5-107.5	78	32.50%	49.17%
4	108-117	107.5-117.5	32	13.33%	75.87%
5	118-127	117.5-127.5	1	0.42%	100 %
TOTAL			240	100 %	

The histogram display of teacher performance variables (X5) can be seen in Figure 3.5.1 below:



Based on the data in Tables 1 and 3.5.1 it is known that the highest score is 118, the lowest score is 78, and the average is 97 and the standard deviation is 8.9. So, as many as 87 people (36.25%) of respondents were above the average, and as many as 42 people (17.50%) were below the average. By referring to the criteria in the methodology section, it is found that the level of tendency of the teacher performance variable (X5) in Table 3.5.2.

Range	freq. Observation	freq. Relatively	Category
108-118	33	13.75%	Fall
98-107	78	32.50%	Enough
88-97	87	36.25%	less
78-87	42	17.50%	Low
Total	240	100%	

Based on Table 3.5.2, 38.75 percent of the research subjects were obtained, namely the performance of teachers (X5) at public high schools in Banda Aceh City in the poor category. Then in general it can be concluded that the teacher's performance tends to be in the "less" category.

To test the normality of research data, it was done by comparing the largest Liliefors value as calculated Liliefors (L_{count}) and the table Liliefors value (L_{table}) at the real level = 0.05. The proposed hypothesis is:

Ho : The regression estimation error is not normally distributed.

Ha : The regression estimation error is normally distributed.

Based on the calculation of the normality test, a summary of the results of the normality test for the estimated error of endogenous variables on exogenous variables is obtained as shown in Table 3.5.3.

No.	Variable	N	L count	L table	Conclusion
1	X ₁ atas X ₃	240	0,035	0,059	Estimated error is normally distributed
2	X ₂ atas X ₃	240	0,036	0,059	Estimated error is normally distributed
3	X ₁ atas X ₄	240	0,048	0,059	Estimated error is normally distributed
4	X ₂ atas X ₄	240	0,054	0,059	Estimated error is normally distributed
5	X ₁ atas X ₅	240	0,041	0,059	Estimated error is normally distributed
6	X ₂ atas X ₅	240	0,039	0,059	Estimated error is normally distributed
7	X ₃ atas X ₅	240	0,044	0,059	Estimated error is normally distributed
8	X ₄ atas X ₅	240	0,054	0,059	Estimated error is normally distributed

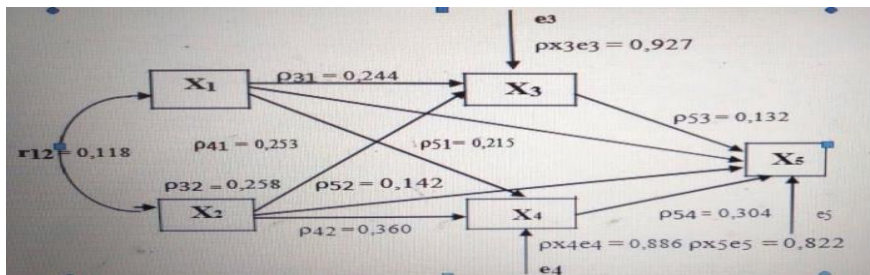
Based on the summary of the calculation results that the value of $L \text{ count} < L_t$ (5%), it concludes that the distribution of the estimated error in general does not deviate from the normal distribution, meaning that the assumption of normality can be met.

Summary of the results of the linearity test and the significance of the regression equation for each pair of exogenous variables with endogenous variables through the calculation results of SPSS Windows version 22.it can be concluded that all pairs of exogenous variables with endogenous variables have a linear relationship, while the regression significance test can be seen from the F_h value of all pairs of exogenous variables with endogenous variables having a significance value (sig.) < 0.05 , so it can be stated that the regression coefficient is significant. So, the results of the analysis conclude that all forms of regression are linear and mean at a significance level of $= 0.05$.

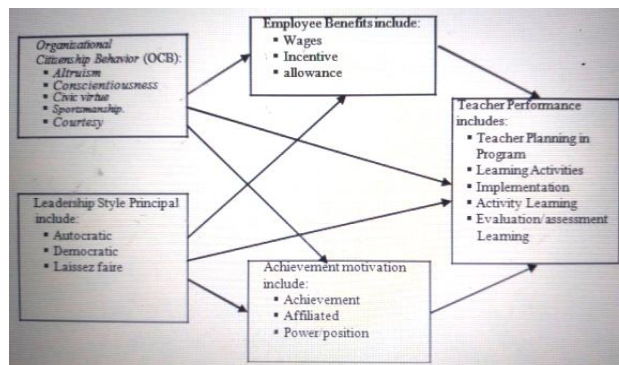
By using the SPSS for Windows version 22 computer program application tool, a summary of the results of correlation analysis and path analysis between exogenous variables and endogenous variables is obtained as shown in Table 3.5.4.

Number Hypothesis	Coefficient Correlation	Coefficient Track	t count	Sig.	Description
1	$r_{13} = 0,274$	$\rho_{31} = 0,244$	4,024	0,000	meaning
2	$r_{23} = 0,287$	$\rho_{32} = 0,258$	4,259	0,000	meaning
3	$r_{14} = 0,295$	$\rho_{41} = 0,253$	4,366	0,000	meaning
4	$r_{24} = 0,390$	$\rho_{42} = 0,360$	6,222	0,000	meaning
5	$r_{15} = 0,358$	$\rho_{51} = 0,215$	3,782	0,000	meaning
6	$r_{25} = 0,324$	$\rho_{52} = 0,142$	2,418	0,016	meaning
7	$r_{35} = 0,386$	$\rho_{53} = 0,132$	2,081	0,039	meaning
8	$r_{45} = 0,490$	$\rho_{54} = 0,304$	4,581	0,000	meaning

Based on the values of the correlation coefficient and the path coefficient obtained from the calculation results can be described as a path diagram which is a fixed model or a theoretical model that describes a causal relationship between research variables that determine teacher performance at State Senior High School teachers in Banda Aceh City as shown in Figure 2.



The results of hypothesis testing explain that the eight research hypotheses that have been proposed and which have been described have found a theoretical model of teacher performance which is the development of several theories, mainly "Job performance illustration model" from Colquitt & Wesson (2011)); McClelland (2010), Fahmy (2013); Yamin and Maisah (2010); Barnawi and Arifin (2014); Asf & Mostofa (2013); and Supardi, (2014).



IV. CONCLUSION

Based on the results of data analysis and discussion of the results of the research conducted, it can be concluded as follows:

1. Novelty is obtained from the magnitude of the research findings of each correlated variable.
2. Organizational Citizenship Behavior has a direct positive effect on the performance rewards of State Senior High School teachers in Banda Aceh City.
3. Organizational Citizenship Behavior has direct positive effect on the achievement motivation of public high school teachers in Banda Aceh City.
4. Organizational Citizenship Behavior has a direct positive effect on the performance of public high school teachers in Banda Aceh City.
5. The principal's leadership style has a direct positive effect on the performance rewards of State Senior High School teachers in Banda Aceh City.
6. The principal's leadership style has a direct positive effect on the achievement motivation of public high school teachers in Banda Aceh City.
7. The principal's leadership style has a direct positive effect on the performance of public high school teachers in Banda Aceh City.
8. The principal's leadership style has an indirect effect on teacher performance through the reward of public high school teachers in Banda Aceh City.
9. Rewards have a direct positive effect on the performance of public high school teachers in Banda Aceh City.
10. Achievement motivation has a direct positive effect on the performance of State Senior High School teachers in Banda Aceh City.
11. The principal's leadership style has an indirect effect on teacher performance through the achievement motivation of state high school teachers in Banda Aceh City.

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