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The Effect of Academic Qualifications, Work Experience and Work Motivation on the Performance of Principal School in Sub-District Rupat Bengkalis Regency

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A B S T R A C T

The Principal of the State Elementary School in the Rupat District, Bengkalis Regency, had 32 strata 1 academic qualifications and 1 master's degree. However, temporary observations show signs that the academic qualifications of the principals who are not suitable show variations in their performance. The type of research carried out is survey research with a quantitative research approach. The location where this research was conducted is in Rupat District, Bengkalis Regency, Riau Province. The population of this study were principals of public elementary schools, totaling 37 people. In this study, researchers used a saturated sample. So the sample of this study amounted to 37 people. The results of this study shows there is a significant influence between academic qualifications on the performance of principals in SDS in Rupat District. The magnitude of the effect is 0.601 or 60.1%. There is also a significant influence between work experience on the principal's performance in SDS in Rupat District with the magnitude of the effect is 0.463. The last is there is a significant influence between work motivation on the principal's performance as well in SDS Rupat District.

1. Introduction

The principal is the most influential person in the process of improving the quality of education. Therefore, without the support of a professional and qualified principal, the improvement efforts made to improve the quality of education will not make a significant contribution. In Permendikbud Number 6 of 2018, every school principal needs to have competencies in the form of knowledge, attitudes and skills that are tangible in five dimensions, namely: personality, managerial, entrepreneurial, supervisory and social competencies. The principal's performance

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is essentially a process of measuring the duties or work of the principal as a learning leader according to (Bafadal, 2016). The principal is the main driver in the development and progress of the school and is responsible for the success of the programs he carries out, the quality of education is usually judged by its good condition, the requirements are met, and the education component is complete and accompanied by the good performance of the principal. , 2017).

Principals must be qualified in their work activities and tested. Based on Permendikbud Number 6 of 2018 it is stated that in this rule the government believes that it is necessary to set standards to determine the qualifications of someone who will be appointed as a school principal, including having general qualifications, namely: having an undergraduate academic qualification (S1) or diploma IV education or non-education from a university. accredited high. The arrangement and distribution of teachers must be carried out by the relevant Office or the Ministry of Religion in accordance with the provisions and applicable laws and regulations." (Rohanim & Hendarman, 2018). The principal's performance in planning and implementing learning is a major factor in school success. In a narrow sense, it can be interpreted as a school guide, who can improve the quality of education. The principal has heavy duties and responsibilities, so ideally the principal must have adequate academic qualifications, work experience and positive work motivation. Education is the main milestone in the progress of a nation (Asvio, 2019). Education is a conscious effort to build quality human resources to compete (Tobari, 2018).

Based on studies that have been carried out by experts and observers of educational issues, the existence of the school principal contributes a high enough role in determining the progress or decline of a school as an educational institution. The emergence of these problems cannot be separated from the role of the principal as the key to the success of the education and learning process carried out in schools.). This shows that the principal has a significant role in improving the quality of education in schools. Ahmad (2018) states that social competence is an integral and very important component of a person's relationship to become closer, such as friendship or friendship.

The condition of the low quality of education units above shows the low performance of educational institutions. This phenomenon is sufficient to describe the gap between people's expectations about the performance of educational institutions which is basically a tangible manifestation of the principal's performance. There is no good school without being led by a good principal "I have never seen a good school without a good principal" (Musbikin, 2013). This view is sufficient to explain that the principal's performance is actually a key factor to see the overall performance of education, including the fulfillment of education quality standards. Performance is a person's success in carrying out tasks, work performance that can be achieved by a person or group of people in an organization in accordance with their respective authorities and responsibilities or about someone who is expected to function and behave in accordance with the given task. him with the quantity, quality and time spent in making the task (Sutrisno 2016).

Based on the results of interviews and observations in the field, the authors found that the principal's performance was lacking, namely 1) the principal often left school for personal matters, 2) the principal was less responsible for the teaching and learning process in schools with many empty classes during study hours, 3) the principal does not have the initiative and innovation to develop his school. The principal's position is just a mere routine without any new innovations, 4) the lack of cohesiveness of principals and teachers in solving problems that exist in schools. The performance produced by a school principal is certainly very much determined by many factors, including academic qualifications, work experience and work motivation. Motivation is divided into two categories, namely intrinsic motivation and extrinsic motivation. Intrinsic work motivation is the feeling of being involved in work (Josephine, 2017). The three factors that influence the performance of school principals are corroborated by research conducted by (Hartini, 2012) with the title The Effect of Academic Qualifications, Work Experience and Work Motivation on the Performance of Elementary School Principals in Wiradesa Subdistrict, Pekalongan Regency. The results showed that there was a significant partial or joint influence between academic qualifications, work experience and work motivation on the performance of elementary school principals in Wiradesa Subdistrict, Pekalongan Regency. Employee performance appraisal must be carried out in the context of serving the community (Rozarie, 2017). The magnitude of the influence of academic qualifications is 32%, work experience (42.9%), work motivation (35.2%), and joint influence (59.7%).

In addition, there are other studies that support the influence of academic qualifications, work experience and work motivation on teacher performance, including those written by 1) (Awe; Dantes; Lasmawan, 2019) with the title Relationship Between Academic Qualifications, Competence, Work Motivation and School Teacher Performance Basic (SD) in Bajawa District, Ngada Regency, 2) Written by (Ramli, 2019) with the title The Effect of Academic Qualifications and Work Motivation on Teacher Performance in Man Model 1 Manado. Based on this, the authors use the variables of academic qualifications, work experience, and work motivation in measuring the performance of school principals. Based on initial observations, obtained information or description that the Principal of the State Elementary School in the Rupat District, Bengkalis Regency, has academic qualifications.

Table 1. Academic Qualifications of Principals of SDN Rupat

Stage	**Total**	
S1	32	97%
S2	1	3%
Total	**33**	**100%**

Thus, most of the principals in the Rupat sub-district, Bengkalis district, have a bachelor's degree. The data shows that the academic qualifications of an elementary school principal in the Rupat sub-district of Bengkalis district have mostly met the demands of Permendikbud number 6 of 2018 which requires school principals to have academic qualifications for the Bachelor program or Diploma IV program. Skills are needed to do something or get a job (Jahidi,

2017). However, temporary observations show signs that the academic qualifications of the principals who do not match are showing variations in their performance. In addition to academic qualifications, two other factors that are important and influence the performance of principals are work experience. When viewed from the benefits, work experience is very influential on performance. A company will tend to choose experienced workers over inexperienced ones.

This is because those with experience are more qualified in carrying out the work as well as the responsibilities given by the organization or company can be carried out in accordance with the provisions or requests that have been set. "The most recent evidence shows a positive relationship between seniority (years of service) and work productivity" (Robbin, 2006:51). The benefits of work experience are for trust, authority, carrying out work, and earning income. Based on the benefits of the tenure, someone who has had a longer working period when compared to others will provide benefits such as: Gaining better trust from others in carrying out their duties. Authority will increase so that it can influence other people to work according to their wishes.

Based on the results of interviews and field observations, the authors found that the principal has a long working time. But the length of time working in fact is not directly proportional to the mastery of skills and proficiency in the work. This is evidenced by the length of policy from the principal in solving a problem. In addition, meetings are often held to resolve a problem, but the results of these meetings are nil. This proves that the principal's lack of mastery of existing problems and the lack of expertise of the principal in solving problems or work. Work experience is the length of time a person has worked in the world of work since being accepted (Wirawan, 2019). In addition to work experience, work motivation plays an important role in the principal's performance. Motivation is a change in energy in a person which is characterized by the emergence of "Feeling" and begins with a response to the existence of a goal (Sardiman, 2018 in Mc. Donald's). Motivation is the desire or urge to do something (Usman, 2014). Motivation is the desire contained in the individual that stimulates him to take action or something that is the basis or reason for a person's behavior. Work motivation is something that inspires and encourages such as providing a moral boost (Hasibuan 2018). Motivation is a complex problem in organizations, because the needs and desires of each member are different from one another (Pianda, 2018).

Work motivation arises due to several factors according to Kompri (2015), namely: (1) a need from within oneself who wants to do a good job; (2) what is done is always related to the goal; (3) what is done is something interesting; and (4) doing work in the hope that there will be appreciation and recognition from peers. Based on the results of interviews and observations in the field, the authors found a lack of vision and mission of the principal in determining the direction of the school's goals he led. This causes activities that are not conceptualized and the various events held in schools are less effective. In addition, the authors found that the principal's enthusiasm to make schools progress was still lacking. The principal is just a routine, without any new innovations to develop the school.

From the various data above, it can be said that there are complex problems in relation to the performance of elementary school principals in Rupat sub-district, Bengkalis district, so it is necessary to study the "Effect of Academic Qualifications, Work Experience and Work Motivation on the Performance of State Elementary School Principals in Rupat District, Bengkalis Regency".

2. Methodology

The type of research conducted is survey research with a quantitative research approach. Survey research aims to analyze the effect of independent variables on the dependent variable. The location where this research was conducted is in Rupat District, Bengkalis Regency, Riau Province. The population of this study were principals of public elementary schools, totaling 37 people. In this study, researchers used a saturated sample. Saturated sampling is a sampling technique when all members of the population are used as samples. So the sample of this study amounted to 37 people.

The reason for choosing this survey research is to see how much influence the independent variable has on the dependent variable. The independent variables in this study are work qualifications (X_1) and work experience (X_2) and work motivation (X_3) while the dependent variable is performance (Y). The research design between the independent variables and the dependent variable is as shown in the following figure.

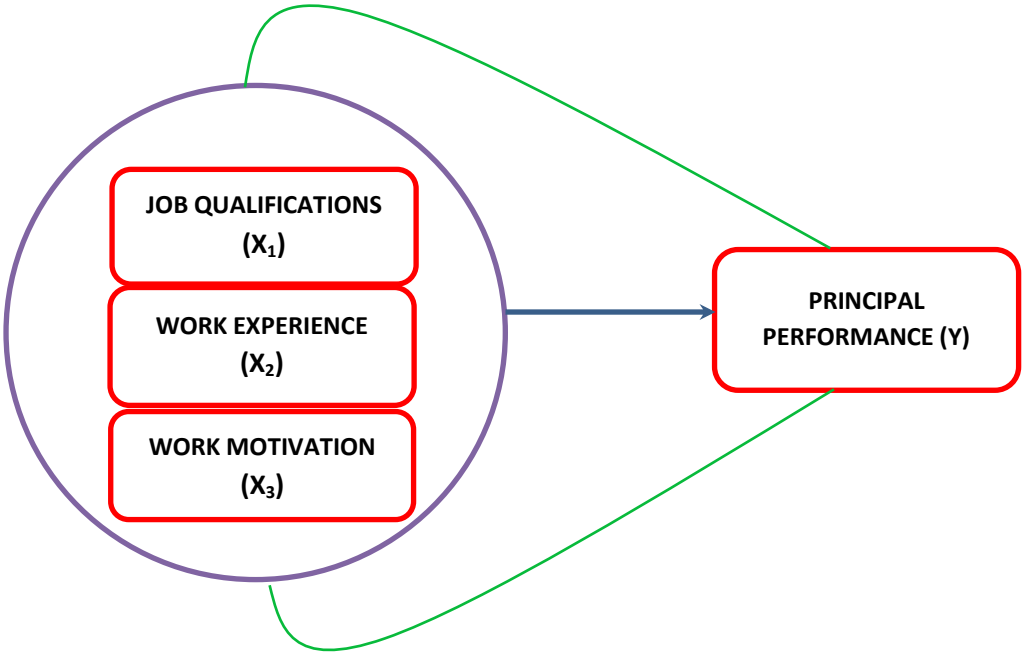

Figure 1. Constellation of Effects Between Variables

The research design used in this research is descriptive correlational with the design of the relationship between variables as reflected in the diagram as follows:

$$Y = \beta o + \beta 1X1 + \beta 2X2 + 3X3 + e$$

Information:
X1 : Educational Qualification
X2 : Work experience
X3 : Work Motivation
Y : Principal's Performance

e = error
o = Constant
1-β3 = coefficient of each independent variable

3. Results and Discussion

In this study, the authors make data processing in the form of a questionnaire consisting of 20 statements for the performance variable (Y), 13 statements for the work qualification variable (X1), 8 statements for the work experience variable (X2), 12 statements for the work motivation variable (X3). Questionnaires were distributed to 37 respondents consisting of teachers from SMA Negeri 15 Medan as the research sample.

Description of Research Object

The general description of respondents will describe the characteristics of respondents based on gender, age, and years of service.

a) Characteristics of Respondents by Gender

Characteristics of respondents by gender can be seen in Table 2.

Table 2. Characteristics of Respondents Based on Gender

Gender	Frequency	Persentase
Laki-laki	21	56,7 %
Perempuan	16	32,4%
Total	**37**	**100 %**

Based on Table 2, it can be seen that the number of male respondents was 21 people (56.7%), and 16 people were female (32.4%). This shows that the majority of respondents in the Public Elementary Schools and Private Elementary Schools in the Rupat District are male teachers.

b) Characteristics of Respondents Based on Age

Characteristics of respondents by type of age can be seen in Table 3.

Table 3. Characteristics of Respondents Based on Gender

Age	Frequency	Persentase
21 – 30	7	18,9%
31 – 40	20	54 %
41 – 50	7	18,9%
51 – 60	3	8,1 %
Total	**37**	**100 %**

Based on Table 3, it can be seen that the respondents in the 21-30 age group were 7 people (18.9%), the 31-40 age group were 20 people (54%), the 41-50 age group was 5 people (18.9%), and the age group 51-60 amounted to 3 people (8.1%). Thus, it can be concluded that the majority of respondents are in the 31-40 age group, which is 54%.

c) Characteristics of Respondents Based on Working Period

Characteristics of respondents based on years of service can be seen in Table 4.

Table 4. Characteristics of Respondents Based on Working Period

Age	Frequency	Persentase
1 – 10	11	29,7 %
11 – 20	21	56,7 %
21 – 30	5	13,5 %
Total	**37**	**100 %**

Based on Table 4, it can be seen that there are 11 respondents with a working period of 21-30 (29.7%), 21 people working period of 11-20 (56.7%), and a working period of 21-30 totaling 5 people (13.5%). Thus, it can be concluded that the majority of respondents are in the 11-20 range, which is 56.7%.

a. Normality Test

The normality test in this study was carried out with the aim of seeing whether or not the distribution of the data to be analyzed was normal. A normally distributed data can be seen using the Lilliefors method (Kolmogorov-Smirnov) with a significance level of 0.05. A data will be normally distributed if the significant value > = 0.05. and vice versa not normally distributed if the significant value <α = 0.05. Normality testing, using the following hypothesis:

Ho: data is normally distributed.
Ha: data is not normally distributed.
The results of the normality test of the three variables can be seen in Table 5.

Based on Table 5, it is known that the significance value for the variables of Work Qualification is 0.196, Work Experience is 0.200, Work Motivation is 0.200 and Performance is 0.200 And this sig value is greater than = 0.05. Thus it can be concluded that the variables of Academic Qualification, Work Experience, Work Motivation and Performance have data that are normally distributed, or accept Ho.

Table 5. Testing the Normality of Work Qualifications (X_1), Work Experience (X_2), Work Motivation (X_3) and Principal Performance (Y)

No	Lilliefors Significance Correction (Kolmogorov-Smirnov)	Variabel			
		Job Qualifications	Work Experience	Work Motivation	Performance Principal
1	Significant	0,196	0,200	0,200	0,200

b. Multicollinearity Test

Multicollinearity test is needed to determine whether there are independent variables that have similarities between independent variables in a regression model. If there is a correlation, it is stated that the regression model has multicollinearity problems. The multicollinearity test was carried out by looking at the tolerance value and the Variance Inflation Factor (VIF) value. The hypotheses carried out in the multicollinearity test were:

Ho: VIF < 10 means that there is no multicollinearity.
Ha: VIF > 10 means that there is Multicollinearity.

The results of the Multicollinearity test on research respondents found that the VIF value was less than 10 so it could be stated that the model did not experience multicollinearity symptoms.

Table 6. Multicollinearity Testing of Work Qualifications (X_1) and Work Experience (X_2) Work Motivation (X_3)

No	Research Variable	Collinearity Statistic	
		Tolerance	VIF
1	Job Qualifications	0,493	2,028
2	Work experience	0,592	1,690
3	Work motivation	0,779	1,284

DependentVariable: Performance

From Table 6, the multicollinearity test can be said that there is no multicollinearity, because the VIF value is < 10. Work Qualification (X_1) is 2.028; Work Experience (X_2) of 1,690; Work Motivation (X_3) is 1.284 So it can be concluded that the data in this study does not occur multicollinearity because the VIF value is less than 10 so it can be stated that the model does not experience multicollinearity symptoms.

Research Hypothesis Testing

Hypothesis testing in this study aims to test the hypotheses contained in the theoretical review, namely: 1) Academic Qualification (X_1) on Principal Performance (Y), 2) Effect of Work Experience (X_2) on Principal Performance (Y), 3) Effect of Work Motivation (X_3) on Principal Performance (Y), and 4) Effect of Academic Qualifications (X_1) Work Experience (X_2) Work Motivation

(X_3) jointly affect Principal Performance (Y). In this research, the hypothesis testing used is Multiple Linear Regression analysis tool. Multiple linear regression test was used to determine the effect of several independent variables on the dependent variable (Y). The form of the multiple linear regression equation in this study is: $Y= a+ b1X_1 + b2X_2 + b3X_3 + b4D1 + e$ With variable Y is the income of Wates traditional market traders. Where the independent variable X_1 is Academic Qualification, X_2 is Work Experience, X_3 is Work Motivation. The results of the multiple linear regression test in this study are as follows:

a. Effect of Academic Qualification (X_1) on Principal Performance (Y)

The first hypothesis testing is that there is a significant effect between Academic Qualifications (X_1) on Principal Performance (Y).

Table 7. T-test Calculate the Coefficient between Academic Qualifications (X_1) on Principal Performance (Y)

Model	Variabel	Unstandardized Coefficients B	t	Sig
1	Constant	21,499	43,928	0,000
	Academic Qualification	0,803	7,256	0,000

Based on Table 7, the constant values a = 21.499 and b = 0.803, the regression equation formed becomes. $Y=21.499+0.803\ X_1$ The meaning of the regression equation is the constant value (a) of 21.499, meaning that if the academic qualifications are equal to zero, then the principal's performance value is 21.499. The regression coefficient (b) of 0.803 means that every one unit increase in Academic Qualifications, it will also be followed by an increase in the Principal's Performance of 0.803 one unit. In the Table, it is known that the value of tcount = 3.928 and the value of sig = 0.000. The magnitude of the value of tTable with lots of data is n=37, variable k=2, df=n–k, obtained tTable=2.02. So tcount>tTable, and sig 0.000 <0.05. So it can be concluded that Academic Qualification (X1) has a significant influence on the Principal's Performance (Y). Thus, the first hypothesis which reads that there is a significant influence between Academic Qualification (X_1) on Principal Performance (Y) is accepted.

Table 8. Linearity Test Results and Significance of Academic Qualification Variables (X_1) and Principal Performance (Y)

No	Academic Qualifications and Principal Performance	F	Sig
1	Linearity	88,897	0,004
2	Deviation from Linearity	1,964	0,133

The linearity test in this study was carried out with the aim of knowing the existence of a linear relationship pattern between the Academic Qualification variable and the Principal's Performance. From Table 8, the deviation from linearity row is known to have Fcount = 1.964 and a significant value of 0.133. The magnitude of FTable with the number of samples n=37, variable k=2, df1=k–1, and df2=n–k, obtained FTable=4.11. So Fcount<FTable, and sig 0.004 > 0.05.

So it can be concluded that there is a linear relationship between the Academic Qualification variable and the Principal's Performance variable. In the linearity line, it is known that the Fcount = 88,897, and the significant value is 0.004. Then Fcount>FTable, and sig 0.004 < 0.05. So it can be concluded that there is a significant relationship between the Academic Qualification variable and the Principal's Performance variable. The magnitude of the influence that occurs by the Academic Qualification variable (X_1) on the Principal's Performance (Y) can be seen in the following Table 9.

Table 9. The Effect of Academic Qualification Variable (X1) on the Principal's Performance

Model	Predictor	R	R^2	Contribution (%)	Interpretation
1	Academic Qualification	0,775	0,601	60,1%	Medium

From Table 9, it can be seen that the analysis of determination or R^2 is a measure that shows how much the independent variable contributes to the dependent variable. Determination analysis is used to determine the percentage contribution of the influence of the independent variable simultaneously on the dependent variable. From the results of the regression calculation above, it can be seen from the sample size of 37 respondents that an R^2 value of 0.601 means the independent variable Qualification (X_1), explaining the variation of the dependent variable Principal Performance (Y) as much as 60.1%. While the remaining 39.9% Principal's performance is influenced by other factors outside of Academic Qualifications. This figure can also be interpreted that the role of the Academic Qualification variable is able to influence the performance level of the Principal of SDN and SDS in Rupat District as much as 60.1%.

b. The Effect of Work Experience (X_2) on Principal Performance (Y)

Testing the second hypothesis is that there is a significant effect between Work Experience (X_2) on Principal Performance (Y).

Table 10. T test Calculate the Coefficient between Work Experience (X_2) on Work Motivation (Y)

Model	Variabel	Unstandardized Coefficients B	t	Sig
1	Constant	28,412	4,913	0,000
	Work experience	1,322	5,659	0,000

From Table 10, the constant values of a=28.412 and b=1.322 are obtained. The regression equation is formed. $Y=28,412-1.322X_2$ The meaning of the regression equation is that the value of the constant (a) is 28.412, meaning that if the teacher's work experience is equal to zero, then the principal's performance is 28.412. The regression coefficient (b) of 1.322 means that for every one unit increase in Work Experience, it will also be followed by an increase in the Principal's Performance of 1.322 one unit. In the Table, it is known that the value of tcount = 5.659 and sig = 0.000. The magnitude of the value of tTable with

many samples n=37, variable k=2, df=n–k, obtained tTable=3.928 then tcount>tTable and sig 0.000 <0.05. So it can be concluded that Work Experience (X_2) has a significant influence on the Principal's Performance (Y). Thus the second hypothesis which reads that there is a significant influence between Work Experience (X_2) on the Principal's Performance (Y) is accepted.

Table 11. Linearity Test Results and Significance of Work Experience Variables (X_2) and Principal Performance (Y)

No	Work Motivation and Work Experience	F	Sig
1	Linearity	30,824	0,000
2	Deviation from Linearity	1,285	0,351

From Table 11, the line deviation from linearity is known to have a value of Fcount = 1.285 and a significant value of 0.351. The magnitude of the value of FTable with the number of samples n=37, variable k=2, df1=k–1, and df2=n–k, obtained FTable=4.11. So that Fcount<FTable, and sig 0.351 > 0.05. So it can be concluded that there is a linear relationship between the Work Experience variable and the Principal's Performance variable. In the linearity line, it is known that the value of Fcount = 1.285 and a significant value of 0.351. Then Fcount>FTable, and the value of sig 0.000 <0.05. So it can be concluded that there is a significant relationship between the Work Experience variable and the Principal's Performance variable. Furthermore, the magnitude of the influence given by the Work Experience variable (X_2) on the Principal's Performance (Y) can be seen in the following Table 12.

Table 12. The Effect of Work Experience Variables (X_2) on the Principal's Performance (Y)

Model	Predictor	R	R^2	Contribution (%)	Interpretation
1	Work Experience	0,478	0,463	46,3%	Medium

In Table 12, it can be seen that the analysis of determination or R^2 is a measure that shows how much the independent variable contributes to the dependent variable. Determination analysis is used to determine the percentage contribution of the influence of the independent variable simultaneously on the dependent variable. From the results of the regression calculation above, it can be seen from the sample size of 37 respondents that an R2 value of 0.463 means that the independent variable is Work Experience (X_2), explaining the variation of the dependent variable Principal Performance (Y) as much as 46.3%. While the remaining 53.7% Principal's performance is influenced by other factors outside of work experience. This figure can also be interpreted that the role of the Work Experience variable is able to influence the performance level of the Principal of SDN and SDS in Rupat District as much as 46.3%.

c. The Effect of Work Motivation (X_3) on the Principal's Performance (Y)

Testing the third hypothesis is that there is a significant influence between Work Motivation (X_3) on Principal Performance (Y).

Table 13. T-test Calculate the Coefficient between Work Motivation (X_3) on Principal Performance (Y)

Model	Variabel	Unstandardized Coefficients B	t	Sig
1	Constant	4,851	0,829	0,413
	Work motivation	1,427	9,555	0,000

From Table 13, the constant value a = 4.851 and b = 0.829 is obtained. The regression equation is formed. $Y=4.851-0.829X_2$ The meaning of the regression equation is that the value of the constant (a) is 4.851, meaning that if the motivation for cooperation is zero, then the principal's performance is 4.851. The regression coefficient (b) is equal to which means that for every one unit increase in Work Motivation, it will also be followed by an increase in the Principal's Performance of 0.829 one unit. In the Table, it is known that the value of tcount = 9.555 and sig = 0.000. The magnitude of the value of tTable with many samples n=37, variable k=2, df=n–k, obtained tTable=3.928 then tcount>tTable and sig 0.000 <0.05. So it can be concluded that Work Motivation (X_3) has a significant influence on the Principal's Performance (Y). Thus the second hypothesis which reads that there is a significant influence between Work Motivation (X_3) on the Principal's Performance (Y) is accepted.

Table 14. Linearity Test Results and Significance of Work Motivation Variables (X_3) and Principal Performance (Y)

No	Principal's Performance and Work Motivation	F	Sig
1	Linearity	83,286	0,000
2	Deviation from Linearity	0,846	0,642

From Table 14, the deviation from linearity line is known that the value of Fcount = 0.846 and a significant value of 0.642. The magnitude of the value of FTable with the number of samples n=37, variable k=2, df1=k–1, and df2=n–k, obtained FTable=4.11. So Fcount<FTable, and sig 0.642 > 0.05. So it can be concluded that there is a linear relationship between the work motivation variable and the principal's performance variable. In the linearity line, it is known that the value of Fcount = 83.286 and a significant value of 0.000. Then Fcount>FTable, and the value of sig 0.000 <0.05. So it can be concluded that there is a significant relationship between the work motivation variable and the principal's performance variable. Furthermore, the magnitude of the influence given by the Work Motivation variable (X_2) on the Principal's Performance (Y) can be seen in the following Table 15. In Table 15, it can be seen that the analysis of determination or R^2 is a measure that shows how much the independent variable contributes to the dependent variable.

Table 15. The Influence of Work Motivation Variables (X_3) on Principal Performance (Y)

Model	Predictor	R	R^2	Contribution (%)	Interpretation
1	Work motivation	0,723	0,715	71,5%	High

Determination analysis is used to determine the percentage contribution of the influence of the independent variable simultaneously on the dependent variable. From the results of the regression calculations above, it can be seen from the sample size of 37 respondents that an R^2 value of 0.715, which means the independent variable of Work Motivation (X_3), explains the variation of the dependent variable of Principal Performance (Y) as much as 71.5%. While the remaining 28.5% Principal's performance is influenced by other factors outside of work motivation. This figure can also be interpreted that the role of the Work Experience variable is able to influence the performance level of the Principal of SDN and SDS in Rupat District as much as 71.5%.

d. Effect of Academic Qualifications (X_1) Work Experience (X_2) Work Motivation (X_3) on Work Motivation (Y)

Testing the third hypothesis is that there is a significant effect between the variables of Academic Qualification (X_1) and Work Experience (X_2) Work Motivation (X_3) on Principal Performance (Y).

Table 16. T-test Calculate the Coefficient between Academic Qualifications (X_1) and Work Experience (X_2) on Work Motivation (X_3) on Principal Performance (Y)

Model	Variabel	Unstandardized Coefficients B	t	Sig
1	Constant	-9,704	-3,237	0,002
	Academic Qualification	0,320	4,944	0,000
	Work Experience	0,642	6,579	0,000
	Work Motivation	1,057	14,294	0,000

From Table 16, the constant values (a)=-9,704, b1=0,320, and b2=–0.642. The regression equation formed. $Y=-9{,}704X_1+0{,}320X_2+0{,}642X_3$ The meaning of the regression equation, namely the value of the constant (a) of -9,704 means that if the Academic Qualifications, Work Experience and Work Motivation are equal to zero, then the Principal's Performance is -9,704. The regression coefficient for Academic Qualification (b1) of 0.320 means that for every one unit increase in Academic Qualification, it will also be followed by an increase in work motivation of 0.642 one unit with the assumption that the Academic Qualification variable remains. The regression coefficient for Work Experience (b2) of 0.642 means that for every one unit increase in Work Experience, it will also be followed by an increase in work motivation of 1.057 one unit with the assumption that the Academic Qualification variable is fixed.

Based on Table 17, it is known that the Fcount = 209.354 and the significant value = 0.000. The magnitude of the value of FTable with the number of samples n=37, variable k=3, df1=k–1, df2=n–k obtained FTable=4.11, then Fcount>FTable and sig 0.000 <0.05.

Table 17. F Test Calculate the Coefficient between Academic Qualifications (X_1) Work Experience (X_2) and Work Motivation (X_3) on Principal Performance (Y)

Model	Variabel	F Count	Sig
1	Regression (Academic Qualifications, Work Experience, Work Motivation and Principal Performance)	209,352	0,000

So it can be concluded that Academic Qualifications (X_1) Work Experience (X_2) and Work Motivation (X_3) simultaneously have a significant effect on the Principal's Performance (Y). Thus the third hypothesis which reads that there is a significant influence between Academic Qualifications (X_1) Work Experience (X_2) and Work Motivation (X_3) on Principal Performance (Y) is accepted. The magnitude of the influence given by the variables of Academic Qualification (X_1) and Work Experience (X_2) and Work Motivation (X_3) on the Principal's Performance (Y) can be seen in the following Table 18.

Table 18. The Effect of Academic Qualification Variables (X_1) , Work Experience (X_2), and Work Motivation (X_3) on Principal Performance (Y)

Model	Predictor	R	R^2	Contribution (%)	Interpretation
1	Academic Qualification, Work Experience, Work Motivation	0,975	0,950	95%	Very High

The value of R Square (r^2) is 0.950. By using the coefficient of determination, the magnitude of the influence between the variables of Academic Qualification, Work Experience and Work Motivation on the Principal's Performance is 95%. The remaining 5% is determined by other factors that are not part of this study. Thus, the magnitude of the influence between the variables of Academic Qualification (X_1) Work Experience (X_2) Work Motivation (X_3) Principal's Performance (Y) is at a very high level.

4. Conclusion

First, there is a positive and significant effect between the Academic Qualification variable on the Principal's Performance in SDN and SDS in Rupat District. The higher the Academic Qualification given, the higher the Principal's Performance of the teacher. Second, there is a positive and significant effect between the variables of Work Experience on the Performance of Principals in SDN and SDS in Rupat District. The higher the level of work experience that the principal has, the higher the level of performance that the principal has. Third, there is a positive and significant effect between the variables of Work Motivation on the Performance of Principals in SDN and SDS in Rupat District. The higher the level of work motivation owned by the principal, the higher the level of performance possessed by the principal. Fourth, there is a jointly significant influence between the variables of Academic Qualification, Work Experience and Work Motivation of Principals at SDN and SDS in Rupat District, the higher the Academic Qualifications of the Principal, the higher the level of Performance possessed by

the Principal with the assumption that Work Motivation is steady. . Furthermore, the higher the level of work experience that the principal has, the higher the level of performance possessed by the principal assuming permanent academic qualifications. Furthermore, the higher the level of work motivation owned by the principal, the higher the level of performance possessed by the principal assuming permanent work experience.

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