

**The Effect of School Principal Leadership and School Climate
on Teacher Performance**

Novi Rozalita AR¹, Ahmad Sabandi¹

¹Universitas Negeri Padang, Indonesia

Corresponding Author E-mail: noviroza26@gmail.com

Received 14 February 2022; Revised 15 March 2022; Accepted 20 April 2022

Abstract: This study aims to see how much far the independent variable affects the dependent variable. This study explains and sees how much influence the principal's leadership, school climate has on teacher performance at SMPN Sangir District, South Solok Regency. The type of research used is correlational quantitative research. The population is 81 teachers of SMP Negeri in Sangir sub-district, from the population obtained a sample of 44 teachers, the sample was taken using stratified proportional random sampling technique. The instrument used to collect data for the three research variables was a Likert with five alternative answers, namely: always, often, sometimes, rarely, and never. The findings of this study indicate that the principal's leadership has a direct effect on teacher performance by 19.2%. school climate has an effect on teacher performance by 19.8%. Principal leadership and school climate together affect teacher performance by 32.6%. The research findings can be used in order to improve teacher performance through principal leadership and school climate at SMP N Sangir District, South Solok Regency. Through the findings of this study, we can conclude that teacher performance can be improved by improving principal leadership and school climate.

Keywords: Principal Leadership, School Climate, Teacher Performance, Likert Scale, Leadership

1. Introduction

Teachers are an educational component that will always be a strategic spotlight in education, because teachers play a major role in education development, especially those held formally in schools. Teachers also greatly determine the success of students, especially the learning process carried out in schools so that learning activities can run as they should. According to Rifma, who revealed the proplematics of teacher pedagogical competence in planning learning, it was found that there were still many teachers who had not prepared teaching plans. Many efforts can be made to improve teacher performance, including creating a conducive school climate in the school environment, so that by having better insight and being supported by a supportive school environment or climate, it is hoped that teacher performance in carrying out their duties will also improve (Rifma, 2013).

Several studies on teachers reveal that apart from the problems of teachers' professional abilities, commitment, discipline and motivation, teacher performance is no less important. The performance of a teacher is said to be good if the teacher has carried out elements consisting of high loyalty and commitment to teaching tasks, mastering and developing lesson materials, discipline in teaching and other tasks, creativity in teaching implementation, cooperation with all school members, good leadership be a role model for students, a good personality, honest, and objective in guiding students, as well as being responsible for their duties (Rahardja, 2004; Inayatullah, 2011; Yasnawati, 2013). Variety and number of teacher tasks besides teaching such as learning administration and so on, many teachers carry out learning as a routine (Utama, et al, 2020).

The existence of symptoms that occur in Junior High Schools (SMP) teacher performance is still low, this can be seen from the test results obtained by students both national exams and end-of-semester exams. In addition to the results of the final grades that are not optimal, there are still teachers who arrive late not according to the predetermined entry time and there are still many unprofessional teaching teachers such as: inappropriate use of time from starting lessons to completion, lack of mastery of teaching materials, not using tools teaching aids and media. So that the subject matter is not completed in accordance with the planned time in the implementation of learning (RPP) that has been programmed previously. Improving the quality of learning needs to be carried out continuously in line with the development of science, technology, as well as socio-economic and cultural communities (Sabandi, 2013).

Based on the results of observations in several junior high schools, Sangir District, South Solok Regency, generally teachers are less creative in carrying out teaching activities, so that the learning outcomes obtained are not optimal. Based on the data obtained from a total of 76 teachers, it was identified that there were 19.6% of teachers who were 5 minutes late, 13.5% late by 10 minutes, 2.6% late by 20 minutes and 1.31% late by 25 minutes. The data above indicates that the discipline of teaching teachers in SMP Sangir District, South Solok Regency is still low. Teachers are very lacking in preparation in teaching and rarely participate in activities that can support the quality of their work, some teachers have not developed optimal learning. The attention of the principal as the leader in carrying out his duties by providing training to his subordinates (Kristiawan, 2016).

However, it is undeniable that this phenomenon gives an indication of problems surrounding teacher performance. If this is left unchecked, it is feared that it will result in the low quality of education. Therefore, researchers are interested in conducting research with the title "The Influence of Principal Leadership and School Climate on Teacher Performance at SMP Sangir District".

According to Sedermayanti (2001), the factors that influence performance include (a) mental attitude (work motivation, work discipline, work ethic), (b) education, (c) skills, (d) leadership management, (e) income level, (f) salary and health, (g) social security, (h) work climate, (i) facilities and infrastructure, (j) technology, (k) achievement opportunities. Furthermore, according to Suparlan, (2013) (1) abilities and skills, (2) background, (3) demographics, (4) resources, (5) leadership, (6) rewards, (7) structure, (8) job design, (9) perception, (10) attitude, (11) personality, (12) learning, (13) motivation, (14) satisfaction, (15) work climate.

Based on the opinion of experts in problem identification, the factors that influence teacher performance are: a) skills, b) discipline, c) work climate d) income level, e) leadership, f) facilities and infrastructure, g) motivation, h) incentives, i) personality, j) satisfaction, k) social security, l) perception. And looking at the symptoms in the field, the problem that needs attention is the problem of principal leadership and school climate on teacher performance at SMP Negeri Sangir District, South Solok Regency. These two factors are thought to have influenced the teacher's performance.

Performance is a translation from English, namely from the word performance. The word performance comes from the word to perform which

means work performance, work implementation, work achievement, performance or work appearance. Teacher performance is the implementation of the plans that have been prepared to achieve the goals set.

Performance is the result of work displayed by someone in carrying out their duties and responsibilities. Performance is an activity that leads to an expected result. According to Wibowo "performance is about doing the work and the results achieved by the work (Wibowo, 2013). Meanwhile, according to Lijan, performance is defined as the ability of teachers to perform a certain skill (Lijan, 2016). Then Supardi stated that teacher performance is the ability of a teacher to carry out learning tasks and be responsible for students under his guidance by increasing student learning achievement (Supardi, 2013).

Based on the opinion above, it can be concluded that teacher performance is the ability of teachers to carry out the learning process who is responsible for guiding and directing students in learning and learning activities. Leadership is a motivation or process to influence people or groups to work together, to achieve common goals through interaction between leadership and its members. Terry revealed that leadership is the activity of influencing people to strive willingly for group objectives (Wahjosumidjo, 2003). According to Wahyudi, leadership can be interpreted as a person's ability to move, direct and influence the mindset, the way each member works so that they are independent in their work, especially in making decisions for the sake of accelerating the achievement of predetermined goals (Wahyudi, 2009).

Based on this opinion, leadership is a person's ability to move, direct and influence a person or group to be independent in their work, especially in making decisions for the sake of accelerating the achievement of predetermined goals. In line with the description of Leadership above, leadership in school organizations is generally the same. The principal is a leader as well as a manager who must regulate, give orders as well as protect his subordinates, namely the teachers and solve problems that arise. As a leader who has influence, the principal strives for his advice, suggestions, and orders to be followed by the teachers and everyone in the school environment (Yuliani & Kristiawan, 2016). The ability to recognize the work environment and organization of a leader has certain characteristics and styles that are influenced by various things such as birth factors that are brought from birth, heredity factors, environmental factors, educational influences, social factors, economics and various things.

According to Hadiyanto (2016), the school climate is an existing

characteristic, which describes the psychological characteristics of a particular school, which distinguishes a school from a school that affects the behavior of teachers and students and is a psychological feeling that teachers and students have at school. According to Daryanto (2004) conceptually the environmental climate or atmosphere in schools is defined as a set of attributes that give color or character, spirit, ethos, inner atmosphere, to each school. Operationally, as well as the notion of climate in weather, the environmental climate in schools can be seen from factors such as curriculum, facilities, and principal leadership, and the learning environment in the classroom.

Based on the opinion above, it can be concluded that school climate is a characteristic that describes the psychological characteristics of a particular school or operationally, as is the case with the notion of climate in weather, the environmental climate in schools can be seen from factors such as curriculum, facilities, and leadership. principals, and the learning environment in the classroom.

The school climate needs to be fostered continuously because it will affect the personal behavior of the school. Teachers will work more optimally if they are supported by a good situation or climate. A pleasant school climate as a motivation for teachers and students will carry out the learning process so as to produce better achievements. Siswanto (2002) stated that a positive school climate will have a good influence and can launch the implementation of all programs in the school.

2. Methods

Type of research used is correlational quantitative research. This study aims to see how far the independent variable affects the dependent variable. This study explains and sees how much influence the principal's leadership, school climate has on teacher performance at SMPN Sangir District, South Solok Regency. The population consisted of 81 public junior high school teachers in the Sangir sub-district, from the population obtained a sample of 44 teachers, the sampling was done using *stratified proportional random sampling technique*. The reason for choosing this technique is with the consideration to give every member of the population strata an equal opportunity to be selected as a sample. The variables in this study consisted of Principal Leadership (X1) and School Climate (X2) as independent variables, Teacher Performance as dependent variable (Y).

The instrument used to collect data for the three research variables is a *Likert* with five alternative answers, namely: always (SL), often (SR), sometimes (KD), rarely (JR), and never (TP). Data collection techniques using questionnaires, the type of questionnaire used is a closed questionnaire, namely a questionnaire that presents written questions to respondents and is answered by respondents by choosing one answer according to their perception. Data analysis was performed using simple linear regression and multiple linear regression techniques. Data analysis was carried out using the computer-assisted SPSS program. Before testing the hypothesis, the analysis prerequisite test is carried out first.

3. Results and Discussion

Teacher performance variable questionnaire (Y) consists of 23 items, so the minimum score for the respondent's answer is 23 and the maximum score is 115. From the respondents' answers, the lowest score is 79 and the highest score is 99. The results of data processing obtained an average score the mean 89.61, the mode is 91, the median is 90 and the standard deviation is 9.58

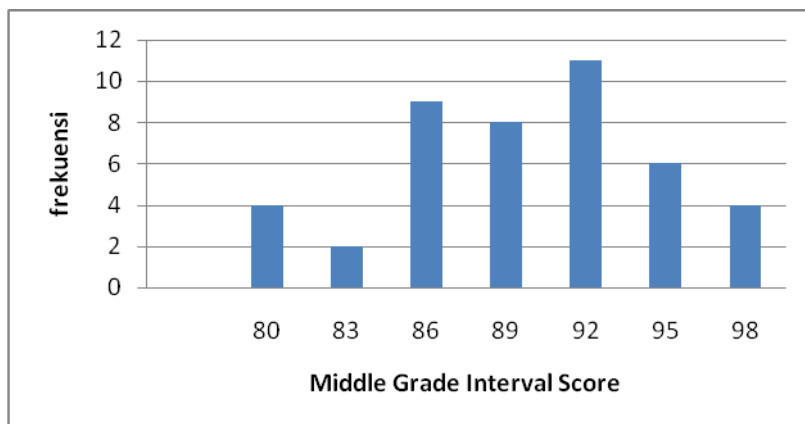


Figure 1. Histogram Teacher Performance Score

Principal leadership variable questionnaire (X1) consists of 23 items, so the minimum score for the answer respondents were 23 and the maximum score was 115. From the respondents' answers, the lowest score was 81 and the highest score was 107. The results of data processing obtained an average score (mean) of

96.22, mode of 98, median of 97 and standard deviation of 6.50.

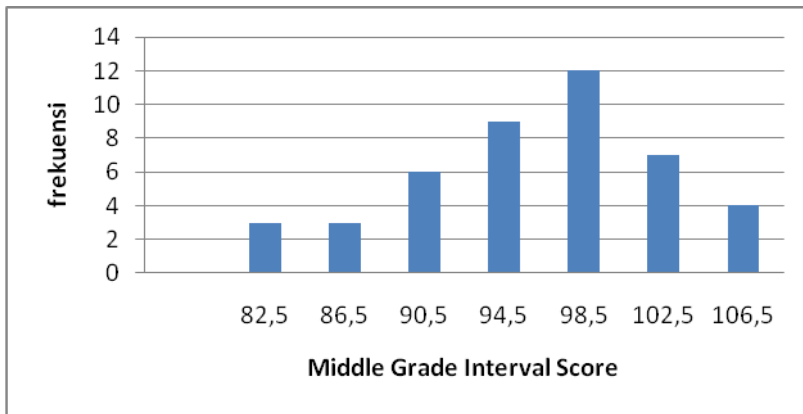


Figure 2. Histogram Principal Leadership Score

Questionnaire The school climate variable (X2) consists of 27 items, the minimum score for the respondent's answer is 27 and the maximum score is 135. From the respondents' answers, the lowest score is 87 and the highest score is 122. The results of data processing obtained an average score (*mean*) of 106,4, the *mode* is 103, the median is 107,5 and the *standard deviation* is 8,83.

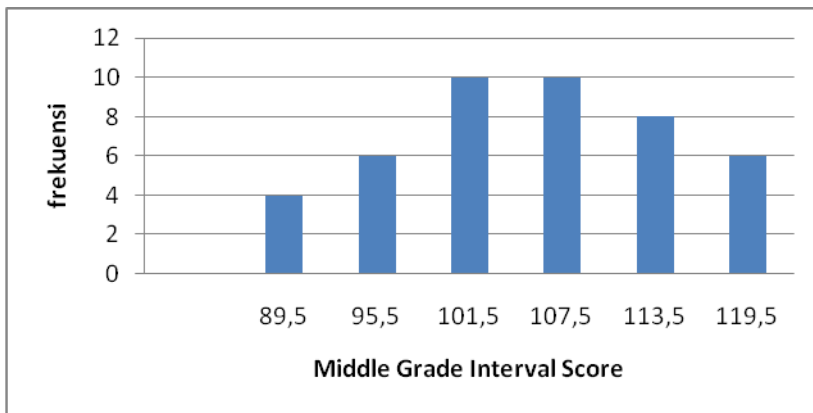


Figure 3. Histogram of School Climate Score

Effect of Principal Leadership on Teacher Performance

**Table 1. The value of the coefficient of determination
Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,438 ^a	,192	,173	4,581

a. Predictors: (Constant), principal leadership

b. Dependent Variable: teacher performance

From data processing, the R Square value is 0.192. This value means that the influence of the principal's leadership (X1) on teacher performance (Y) is 19.2%. It states that the null hypothesis (Ho) is rejected, meaning that the research hypothesis which states that there is a positive and significant influence between the variables of the principal's leadership on teacher performance can be accepted. The findings of this study indicate that the principal's leadership has a direct effect on teacher performance by 19.2%. This means that teacher performance can be interpreted through the leadership of the principal. In line with the theory put forward by Wahyudi, leadership can be interpreted as a person's ability to move, direct and influence the mindset, the way each member works so that they are independent in their work, especially in making decisions for the sake of accelerating the achievement of the goals that have been set (Wahyudi, 2009).

The Effect of School Climate on Teacher Performance

**Table 2. The value of the coefficient of determination
Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,445 ^a	,198	,179	4,562

a. Predictors: (Constant), school climate

b. Dependent Variable: teacher performance

From data processing, the R Square value is 0.198. This value means that the influence of school climate (X2) on teacher performance (Y) is 19.8%. It states that the null hypothesis (Ho) is rejected, meaning that the research hypothesis which states that there is a positive and significant influence between school climate variables on teacher performance can be accepted. The results of the data analysis of this study indicate that the school climate has an effect on

teacher performance by 19.8%, meaning that teacher performance is interpreted through the school climate. The results of this study are supported by the theory put forward by Siswanto which states that a positive school climate will have a good influence and can facilitate the implementation of all programs in the school (Siswanto, 2002).

The Effect of Principal Leadership and School Climate Together on Teacher Performance

**Table 3. Coefficient of Determination Value
Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,571 ^a	,326	,293	4,235

a. Predictors: (Constant), school climate, principal's leadership

b. Dependent Variable: teacher performance

From data processing, the R Square value is 0.326. Principal leadership and school climate together affect teacher performance by 32.6% and the remaining 67,4% is influenced by variables other than the variables studied. meaning that teacher performance can be improved by improving principal leadership and school climate. Teacher performance which is expected to boost the quality and relevance of education, in its implementation in the field, depends on many factors that influence it and are interrelated, including the principal's leadership and school climate.

4. Conclusion

The results of data analysis that tested the three hypotheses can be concluded 1) principal leadership has a significant effect on teacher performance at SMP Negeri Sangir District by 19.2%, with the regression equation $Y = 57.359 + 0.334X$. This means that the better the principal's leadership, the better the teacher's performance; 2) School climate has a significant effect on the performance of SMP Negeri Sangir teachers by 19.8%, with the regression equation $Y = 62.622 + 0.254X$. This means that the better the school climate, the better the teacher's performance; 3) Principal leadership and school climate together have an effect of 32.6%, with the regression equation $Y = 43.069 + 0.302X_1 + 0.165X_2$. This explains that the better leadership of the principal and

the school climate have an impact on the better performance of teachers in carrying out their duties in accordance with their respective fields

Reference

- Daryanto. (2015). *Pengelolaan Budaya dan Iklim Sekolah [School Culture and Climate Management]*. Yogyakarta: Gava Media
- Hadiyanto. (2016). *Teori dan Pengembangan Iklim Kelas dan Iklim Sekolah [Theory and Development of Classroom Climate and School Climate]*. Jakarta: Kencana.
- Inayatullah. (2011). Kontribusi Factor-Faktor Internal dan Eksternal terhadap Peningkatan Kinerja Profesional Guru [Contribution of Internal and External Factors to Improving Teacher Professional Performance]. *Jurnal Region*, 3(1), 1-23.
- Kristiawan, M. Safitri, D. Lestari, R. (2017). *Manajemen Pendidikan [Education Management]*. Yogyakarta: Deepublish
- Rahardja, Tj. (2004). Hubungan antara komunikasi antar pribadi guru dan motivasi kerja dengan kinerja guru SMUK BPK Penabur Jakarta [The relationship between teacher interpersonal communication and work motivation with teacher performance at SMUK BPK Penabur Jakarta]. *Jurnal Pendidikan Penabur*, 3(3), 1-21
- Rifma. (2013). *Problematika Kompetensi Pedagogik Guru Sekolah Dasar [Pedagogical Competency Problems for Elementary School Teachers]*. Padang: Universitas Negeri Padang
- Sabandi, Ahmad. (2013). Supervisi Pendidikan Untuk Pengembangan Profesionalitas Guru Berkelanjutan [Education Supervision for Continuing Teacher Professional Development]. *Pedagogi: Jurnal Ilmu Pendidikan*, 02, 1-9
- Sastrohadiwiryo, Siswanto. (2002). *Manajemen Tenaga Kerja Indonesia [Indonesian Labor Management]*. Jakarta: Bumi Aksara.
- Sedarmayanti. (2001). *Sumber Daya Manusia [Human Resources]*. Jakarta: Bumi Aksara
- Sinambela, L. P. (2016). *Manajemen Sumber Daya Manusia [Human Resource Management]*. Jakarta: Bumi Aksara
- Supardi. (2013). *Kinerja Guru [Teacher Performance]*. Jakarta: Raja Grafindo Persada.
- Suparlan. (2013). *Manajemen Berbasis Sekolah dari Teori sampai dengan*

- Praktek [School Based Management from Theory to Practice]*. Jakarta: Bumi Aksara
- Utama, Hendri Budi. Al Kadri, H. Kristiawan, M. Lian, B. (2020). Dampak Pelaksanaan *Full Day School* Terhadap Kinerja Guru [Impact of Full Day School Implementation on Teacher Performance]. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, Vol 5 No 1, 44-50
- Wahjosumidjo. (2003). *Kepemimpinan Kepala Sekolah Tinjauan Teoritis dan Permasalahannya [Principal Leadership Theoretical Review and Its Problems]*. Jakarta: Raja Grafindo Persada
- Wahyudi. (2009). *Kepemimpinan Kepala Sekolah dalam Organisasi Pembelajaran [Principal Leadership in Learning Organizations]*. Bandung: Alfabeta.
- Wibowo. (2013). *Manajemen Kinerja [Work Management]*. Jakarta: Raja Grafindo Persada.
- Yasnawati, GK. Yudana, M. Natajaya, N. (2013). Kemampuan Manajerial, Motivasi Kepala Sekolah dan Profesionalisme Guru terhadap Kualitas Pembelajaran pada para Guru di SMA Se-Kecamatan Sukasada [Managerial Ability, Principal's Motivation and Teacher Professionalism on the Quality of Learning for Teachers in High Schools in Sukasada District]. *E-Journal Program Pascasarjana Universitas Pendidikan Ganesha*, 4.
- Yuliani, T. & Kristiawan, M. (2016). Peran Kepemimpinan Kepala Sekolah dalam Membina Kompetensi Sosial (Pelayanan Prima) Tenaga Administrasi Sekolah [Principal's Leadership Role in Fostering Social Competence (Prime Service) for School Administration Staff]. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 1(2), 122-132.