

The Effect of Principal's Leadership and Work Climate on Teacher's Performance

Fahjri Asrullah¹, Happy Fitria², Yenny Puspita²

¹SMP Negeri 3 Simpangkatis, Kepulauan Bangka Belitung, Indonesia, ²Universitas
PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: asrullahfahjri@gmail.com

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Abstract: The purpose of this study was to determine the effect of the principal's leadership and work climate on the performance of junior high school teachers in Simpangkatis District, Central Bangka Regency. This type of research is a quantitative study with 76 respondents taken from all junior high school teachers in Simpangkatis District. Data collection was carried out by distributing questionnaires using a 5-point Likert scale to measure 72 statement items. The data analysis technique used is descriptive and inferential statistical analysis with hypothesis testing using simple and multiple linear regression analysis. The results of the study show that: 1) there is an influence from the principal's leadership on teacher's performance; 2) there is an influence of the work climate on teacher's performance; 3) there is an influence from the principal's leadership and work climate on teacher's performance with a contribution of 37.3%.

Keywords: Principal's Leadership, Teacher's Performance, Work Climate

A. Introduction

One of the educational institutions that is crucial to accomplishing the aims of national education is the school. A school is an institution charged with overseeing all of its current assets, including its faculty, staff, building, curriculum, students, and other resources, to ensure that they work together to support each other and the school's objectives. Aedi (2016) asserts that teaching is a profession that calls for specialized knowledge and abilities, such as the capacity to instruct and oversee classrooms. The primary resource for accomplishing learning objectives at the educational unit level is the teacher. The significance of teachers' roles and responsibilities in accomplishing educational objectives, including instructing, guiding, and directing their students. Teachers are required to possess four competencies: educational competence, professional competence, personality competence, and social competence. This is based on Law No. 14 of 2005 regulating Teachers and Lecturers. The criterion for a teacher's professionalism in performing their obligations as an educator in a school is these four qualities.

To raise the standard of instruction at the school level and help students meet their learning objectives, teachers must possess all the competencies and skills required for the teaching and learning process. Accordingly, educators who are proficient in these four areas will undoubtedly do well when it comes to fulfilling their responsibilities. As per Sudjana (2008), the proficiency of an educator can be evaluated based on their ability to accomplish these tasks. The following five indications can be used to gauge an individual's performance, including that of teachers, according to Uno & Lamatenggo (2012)): (1) Work quality, which is correlated with this indicator; (2) Workplace initiative, which is correlated with this indicator and teacher initiative. (3) Workability, which is a measure of a teacher's aptitude (4) Communication: This metric relates to the communication that teachers do.

For all Indonesian teachers, the Ministry of Education and Culture administered the Teacher Competency Test in 2015. The purpose of the Teacher Competency Test is to evaluate the pedagogical and professional competencies that teachers possess. It is anticipated that the Teacher Competency Test scores will serve as a standard for evaluating how well teachers have mastered the two competencies required of professional teachers. The following information pertains to the Simpangatis District SMP Teacher Competency Test scores, as shown in the 2021 Education Report.

Table 1. Data on Teacher Competency Test Results and Teacher Training Experience from the 2021 Education Report

Name of School	Teacher Competency Test School Scores	Achievements	Value of Teacher Competency Test Training Experience	Achievements
SMPN 1 Simpangkatis	50,12	Enough	26,67	Develop
SMPN 2 Simpangkatis	54,61	Good	20	Pioneering
SMPN 3 Simpangkatis	57,99	Good	6,67	Pioneering
SMPN 4 Simpangkatis	54,91	Good	23,33	Pioneering
Comparison of Average Values				
District Average Value	54,40		18,89	
District/City Average Value	47,20		14,94	
Provincial Average Value	49,02		18,5	
National Average Value	44,20		15,61	

One school has a sufficient score, while the other three have good scores, according to Table 1, which shows the results of the Teacher Competency Test administered in the Simpangkatis sub-district region. Comparing the average scores from the SMP Competency Test at the Regency, Provincial, and National levels, the Simpangkatis sub-district area's results are similarly higher. Based on this data, it can be concluded that junior high school teachers in the Simpangtis sub-district area have a strong grasp of the two competencies that professional teachers possess. Nevertheless, no comparative data is available to determine whether the current teacher competency has risen or decreased, as the Ministry of Education and Culture has not yet administered this Teacher Competency Test.

To improve teacher competency that supports their performance as professional teachers, teachers should participate in intensive knowledge training activities related to their field of study, pedagogy, and other training. Based on Table 1.1, the indicator for the training experience of Educational Personnel Teachers for the average experience of teachers in the Simpangkatis sub-district in participating in training activities shows an average figure of 18.89. The Simpangkatis District teachers' average score of 18.89 is regarded as extremely poor when compared to the maximum score of 100, even though it is higher than the Regency, Provincial, and National averages. This feat was only accomplished by one school. is classified as a growing school, three other schools as pioneering schools, and one school with a score of 6.67. Based on these data, it can be concluded that there is a discrepancy in the Simpangkatis District area's Teacher Competency Test results, which are good, but the teachers' experience in taking part in training activities that enhance and support their teaching performance is still comparatively low.

As decision-makers in the school system, principals must provide teachers with the support they need to practice their vocation as professional educators. If the administration—in this case, the principal of the school—provides him with constructive and supportive guidance, a teacher can function well. Teachers undoubtedly anticipate assistance from the principal of the school, whether it takes the form of inspiration, encouragement to engage in professional development, or carrying out professional development activities that enhance teachers' performance. The principal is a manager with the power to plan, coordinate, oversee, and manage instruction in schools at the level of educational units. Principals of schools possess a variety of abilities that can be best utilized to raise the standard of instruction in classrooms. The ability of a school principal to inspire and motivate teachers to work diligently in fulfilling their responsibilities is another example of the principal's potential.

As stated by Sudaryo et al (2018), leadership is the capacity to persuade others to change to accomplish a goal. On the other hand, leadership, according to Kristiawan et al (2019), is the capacity to influence a group. Meanwhile, as per Mulyasa (2009), a

driving force behind schools realizing their vision, mission, goals, and objectives through the phased implementation of planned programs is the principal's leadership.

Soebagio (2005) contends that educational leadership is of utmost importance since it is through effective leadership that we expect competent individuals to emerge in a variety of professions as critical thinkers who will eventually contribute to the production of higher-quality human resources. In this sense, the standard of the learning activities conducted in the school is unquestionably determined by the principal's leadership. If the principal leads the school with excellence, the school will provide high-quality instruction, and teachers will undoubtedly perform to the best of their abilities in fulfilling their responsibilities.

Teachers require supportive environments or an atmosphere to fulfill their responsibilities and duties as educators. Bloom Hadiano (2005) defines climate as external conditions, stimuli, and impacts. These include influences from the physical, social, and intellectual spheres that have an impact on students. The term "teacher work climate" refers to an environment or working conditions in a school that fosters an open and satisfying work environment by fostering a sense of security, comfort, and peacefulness as well as positive interactions among coworkers.

When it comes to raising the caliber of teachers employed in schools, the work environment for teachers must be taken into account. The work environment has a significant impact on how instructors behave while performing their responsibilities and duties in the classroom and is crucial to the school's performance. This is because the school community's environmental circumstances foster a productive environment. It is envisaged that a supportive work environment will enable educators to meet learning objectives in classrooms, thereby raising the standard of instruction. Teachers who work in a supportive environment would feel at ease there and be more equipped to fulfill their responsibilities.

Indrasari (2017) defines organizational climate as workers' opinion on the standard of the internal environment of the company, which is comparatively felt by employees and subsequently impacts their behavior. However, according to Wirawan (2007), the perception of organizational members, both individually and collectively, determines the work atmosphere, and they. The psychological growth of teachers in schools is also influenced by the work environment, which helps them positively fulfill their responsibilities and perform well. The following 2021 education report includes information on the psychological growth of junior high school teachers in the Simpangkatis District:

Table 2. Teacher Psychological Well-Being Data from the 2021 Education Report

School name	The Value of Teachers' Psychological Well-Being	Achievements
SMPN 1 Simpangkatis	2	Develop
SMPN 2 Simpangkatis	2,6	Proceed
SMPN 3 Simpangkatis	2	Develop
SMPN 4 Simpangkatis	2	Develop
Comparison of Average Values		
District Average Value	2,15	
District/City Average Value	1,94	
Provincial Average Value	2,03	
National Average Value	1,99	

Three junior high schools in the Simpangtis District have teachers whose psychological well-being accomplishments fall into the developing category, while one school is in the advanced category, according to the statistics shown in Table 2. According to this developing category achievement, instructors only truly like their role as educators in specific circumstances since they still feel that they are not members of the school. In contrast, the advanced group reports that instructors are passionate about fulfilling their position as educators because they believe they are an integral component of the school.

Teacher's performance was still judged to be subpar based on the author's observations and interviews at two junior high schools in the Simpangkatis District. To make the regular learning process appear less than ideal, instructors often only develop learning materials when they are under the supervision of the principal or a school supervisor. Many teachers even conduct the learning process differently than what is outlined in the prepared materials. Due to disputes between teachers and other school personnel as well as the appearance that some teachers still organize into distinct groups, the work environment in schools is not favorable. In each learning semester, the principal also rarely supervises teachers to carry out assessments and guide teachers in improving the quality of the learning process carried out.

Based on the problems above, by identifying factors that influence a teacher's performance, there are interesting things to study and research further. From phenomena in the field, there is a difference between expectations and reality regarding a teacher's performance when carrying out their duties and obligations. To provide scientific evidence supported by empirical data related to teacher's performance, the author is interested in conducting research focused on looking at the influence of school principal's leadership and work climate on teacher's performance at the junior high school level in the Simpangkatis sub-district.

B. Methods

The location of this research was at 4 State Middle Schools in Simangkat District. The research method used in this research is a non-experimental quantitative research method, namely correlational research. According to Sukmadinata (2012), correlation research is aimed at finding out the relationship between a variable and other variables which is expressed by the magnitude of the correlation coefficient and statistical significance.

The population of this research is all teachers at the junior high school level in Simangkat District, there are 76 teachers in the population. In this study, because the population was less than 100 respondents, the sample for this study was taken from the entire population. In this research, the data collection techniques used by the author were questionnaires and observation.

C. Results and Discussion

The Influence of Principal's Leadership on Teacher's Performance

The data analysis results previously provided indicate that Simangkat District school principals generally fall into the medium category of leadership. The 76 respondents who participated in the study said that 17% of school principals' leadership fell into the high category, 68% fell into the medium category, and 14% fell into the low category. This information was gathered by looking for the highest frequency. Meanwhile, the Simangkat District's junior high school teachers' performance data analysis indicates that their performance falls into the middle range. This was discovered by looking for the highest frequency, which was the 76 respondents who said that 14% of teachers' performance fell into the high group, 72% fell into the medium category, and 13% fell into the low category.

The findings of the hypothesis tests conducted indicate that the performance of SMP Negeri teachers in Simangkat District is impacted by the principal's leadership. The overall impact of principal's leadership on teacher's performance is 0.506, which is influenced by other factors 74% of the time and contributed 26% of the total. This suggests that teachers' effectiveness in completing their primary responsibilities at school is impacted by the principal's leadership in fulfilling his roles as an innovator, motivator, and overseer. As a result, a principal who performs his duties effectively will be able to positively influence and support the performance of the instructors in his school.

The findings of this study agree with those of earlier investigations. Research by Herlina et al (2020) is among the studies that support the findings of other studies. Principal's leadership had a substantial impact on teacher's performance,

contributing 90.7% of the total, according to his research on the relationship between remuneration and teacher's performance. This demonstrates how a school principal's leadership encourages teachers to perform well in carrying out their responsibilities.

The next research that is in line with this research is research conducted by Santiari et al (2020). This research also concluded that there is a significant contribution between the principal's leadership and teacher's performance, where the better and more stable the form of the principal's leadership, the better the teacher's performance. This research also shows that the contribution of principal's leadership to teacher's performance is 58.70%.

The conclusion reached is that there is just one factor that affects a teacher's performance, and that is the principal of the school where he works. When a school principal performs his tasks and responsibilities effectively, he can motivate his staff and give them incentives that will improve their performance. The more effectively a school principal leads in the fulfillment of his tasks, the more effectively teachers carry out their responsibilities.

The Influence of Work Climate on Teacher's Performance

According to the findings of the data analysis previously mentioned, Simpangti District's work environment is categorized as medium overall. The 76 respondents who participated in the study indicated that 16% of their work environment fell into the high category, 72% fell into the medium category, and 12% fell into the low category. This information was gathered by looking for the highest frequency. Meanwhile, the Simpangkatis District's junior high school teachers' performance data analysis indicates that their performance falls into the middle range. This was discovered by looking for the highest frequency, which was the 76 respondents who said that 14% of teachers' performance fell into the high group, 72% fell into the medium category, and 13% fell into the low category.

The work climate of SMP teachers in Simpangkatis District has a substantial impact on their performance, according to the results of the hypothesis tests that were conducted. The whole work environment has a substantial impact on teacher's performance (0.664), accounting for 37.2% of the total, of which 62.8% is influenced by other factors. This indicates that the influence on the performance of junior high school teachers in Simpangkatis District is determined by a conducive work climate. Therefore, the atmosphere and comfort felt by teachers at school will provide good support in carrying out the main tasks given.

The study's findings corroborate those of Uno & Lamatenggo (2012), who found that one of the supporting elements influencing teacher effectiveness is a positive work

environment. Working conditions at Madrasah Aliyah in Gantarang District, Bulukumba Regency, have a 38.2% impact on teacher effectiveness. Other factors that affect 61.8% are principal's leadership, school culture, teacher competency, and teacher motivation.

Research by Ratmini et al (2019) is further research that supports the findings of this study. With an average trend of 206.27, this research also found that work climate significantly influences teacher's performance. With an effective contribution of 20.87%, this work environment at SMP Negeri 2 Singaraja contributes significantly to teacher's performance, with a tendency to be in the very good category.

The Influence of Principal's Leadership and Work Climate on Teacher's Performance

The study's findings demonstrate that the work environment (X_2) and the principal's leadership (X_1) have a favorable and substantial impact on teachers' performance (Y). An F value of 22.099 with a significant value of 0.000 was achieved by the hypothesis test based on the F test. Given that the significant value of 0.000 is less than 0.05, H_0 is rejected and H_1 is accepted. Therefore, the leadership style and work environment of the principal have an impact on the productivity of SMP teachers in the Simpangkatis District.

The data analysis results indicate that the work climate and principal's leadership of the Simpangkatis District's SMP teachers fall into the middle group. The findings demonstrate the inclination of the participants to express satisfaction with the school's work atmosphere, the principal's guidance and execution of his duties, and the junior high school instructors' performance in the Simpangkatis District.

The coefficient of determination test results showed that the R square value was 0.377. Therefore, the work environment and the principal's leadership had a combined impact of 37.7% on the junior high school teachers' performance in the Simpangtis District. As a result of these two independent factors' increased influence, teacher's performance achievements can now be anticipated utilizing their methodology. To improve teacher's performance, the principal's leadership must also fulfill its duties more effectively and be able to interact with others to create a positive work environment. In addition to motivating instructors and overseeing academic supervision, the principal should be the driving force behind educational transformation in the institution.

Research by Carudin (2011), who looked at the impact of work climate and school principal's leadership on teacher's performance, is consistent with the findings of this study. This study demonstrates that teacher's performance is significantly improved when the school work environment and the principal's leadership are

present at the same time. According to the data, these two variables have a relatively small influence (value of 0.388) and a relatively small simultaneous contribution (15.1%), yet both are important in predicting a teacher's performance.

The study's findings support Gibson's theory, as presented in Yulia (2021) which contends that a variety of factors can affect a teacher's effectiveness: (1) individual factors, such as abilities, skills, social background, work experience, and motivation; (2) teacher psychological factors, such as roles, attitudes, perceptions, motivation, personality, and job satisfaction; and (3) organizational factors, such as leadership, work climate, organizational structure, and awarding or rewarding behavior.

This argument suggests that the work environment and the principal's leadership style have an impact on teacher's performance. These two characteristics, however, are not the only ones that affect a teacher's performance; other elements that were not covered in this study also have an impact. The present study's findings are consistent with prior investigations and the theoretical and empirical theory previously described, which highlights the impact of school principal's leadership and work environment on the effectiveness of SMP teachers in the Simpangaktis District. Therefore, it can be said that a teacher will perform better the more the school principal leads and the more of a work environment is established. Conversely, a teacher's performance will suffer the more a school administrator fails to lead and the more a hostile work environment develops.

This research is innovative in comparison to earlier studies of a similar nature since it makes use of the Google Forms program for data collection. It is simpler for responders to complete the questionnaire that the researchers distributed if they use this Google form. Since this study was conducted during the COVID-19 pandemic's recovery phase, this novelty is ideal for use in the data-gathering procedure. The outcomes of data collecting can be used right away by researchers for quantitative data analysis.

Additionally, the Ministry of Education and Culture's 2015 Teacher Competency Test results were used by the researchers in this study to gather baseline information about teacher's performance. The pedagogical and professional competency of instructors is measured using this Teacher Competency Test data, which interprets their performance. Since Teacher Competency Test data has not been used in studies that are comparable to this one, it provides a solid foundation for examining various elements of the influence of the independent research variables that were included in this study.

D. Conclusion

SMP teachers in the Simpangkatis District perform better under the direction of the school principal. The results of this study demonstrate that teacher's performance is significantly impacted by the principal's leadership. This implies that a principal who does a good job of fulfilling his leadership responsibilities and duties to the school will boost teacher output.

SMP teachers' performance is positively impacted by their work environment in Simpangkatis District. The results of this study show that the work environment has a big impact on how well teachers perform. This implies that teacher's performance will increase in a positive and supportive work environment.

Work environment and the principal's leadership both positively impact the SMP teachers' performance in the Simpangkatis District. The study's conclusions demonstrate that the work environment and the principal's leadership both have a significant impact on teachers' performance. This implies that teachers will perform better in carrying out their responsibilities the better the principal's leadership and the more favorable work environment.

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