



## The Relationship between Principal's Leadership and Work Climate with Teacher Performance

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### **Abstract**

The purpose of this survey study was to determine the relationship of school leadership and work climate with the performance of state junior high school teachers in Batukliang Subdistrict, Central Lombok Regency in 2019. The research population of all PNS teachers was 80 teachers and a sample of 50 people were taken by proportional random sampling technique. Data collection using a questionnaire. Data analysis uses regression and correlation tests. The results showed that there was a relationship between the Principal's leadership and the work climate both individually and jointly with the performance of the State Junior High School teachers in Batukliang District, Central Lombok Regency.

**Keywords:** *Leadership; Work Climate; Performance*

### **Introduction**

Teachers are one of the most important components in the education process, so that teachers have a large role and responsibility in the world of education. This, suggests that every teacher must have academic qualifications and competencies. Competence is a set of knowledge, skills and behavior that must be possessed, internalized, and mastered by teachers in carrying out professional tasks (Nawawi, 2006). Teacher competency is a qualitative description of the meaningful nature of teacher behavior (Broke and Stone in Mulyasa, 2009).

In order to achieve the expected quality of education, of course what must be done is to improve teacher performance (Zulkarnain, et al., 2017). Performance is the result of quality and quantity of work that can be achieved by an employee in carrying out tasks in accordance with the responsibilities given to him (Mangkunegara, 2005). Performance is the result or overall level of success of a person during a certain period in carrying out the task compared with various possibilities such as, work standards, targets or criteria that have been determined in advance and have been mutually agreed upon (Rivai and Basri, 2005). The teacher is assigned as a facilitator who has the role to learn optimally by using a variety of strategies, methods, media and learning resources through school education institutions, both established by the government or by the public or private (Martinis, 2008). Thus, teacher performance is the ability and effort of teachers to carry out learning tasks as well as possible in planning teaching programs, implementing learning activities and evaluating learning outcomes.

Teacher performance in its implementation in the field many factors that influence it and are interrelated, one of which is the factor of leadership of the principal (Sallis, 2006). The virtue of the influence of the principal's leadership is not solely in the form of instructions, but rather is a motivation or trigger that can inspire teachers, so that initiative and creativity develop optimally to improve their performance, (Yuniarsih and Suwatno, 2008). Leadership in accordance with the conditions and environment can lead to the passion of teachers in improving their performance and increasingly disciplined in working. Task-oriented leadership at this time tends to be desirable and favored by subordinates. With this model of leadership, the school principal tries to motivate subordinates more than to supervise them. They encourage group members to carry out tasks by giving subordinates the opportunity to participate in decision making, creating an atmosphere of friendship and relationships of mutual trust and respect with group members (Gitosudarmo, 2002).

Based on the results of the performance evaluation of the principals of State Junior High Schools in Central Lombok Regency in 2018, it shows that there are still principals who have very poor performance. The number of heads of state junior high schools in Central Lombok Regency who had a very good performance category was 29.21%, the performance was good as much as 52.81%, the performance was quite 5.62%, the performance was less 2.24%, and the performance was very poor 10.11 %.

Another factor that also influences teacher performance is the school work climate, both physical and non-physical work climate. Supardi (2014) states that schools that have a safe, orderly and comfortable working climate can create a comfortable learning process (enjoyable learning). Therefore, effective schools can create a safe, comfortable, orderly school climate.

According to Gibson, Ivancevich and Donnelly (1985), organizational climate is a set of environmental conditions that are felt directly and indirectly by employees. This illustrates that organizational climate as a number of conditions or conditions in a series that directly or indirectly, consciously or unconsciously, can affect employees. Conversely, if the work climate is not safe, uncomfortable, disorderly, the learning process of literature is hampered so that the learning achievement is not achieved.

Based on this explanation, the author is interested in conducting research on the relationship between school principal leadership and work climate with the performance of teachers in State Junior High School Kabupaten Lombok Tengah.

## ***Method***

The aim of the survey research with this quantitative approach is to find out the relationship between school principal leadership and work climate with teacher performance in state junior high schools in Batukliang District in 2019. The research population is all teachers whose status as Civil Servants are spread in 5 public junior high schools and 2 One Roof Junior Secondary Schools in Batukliang District. Total population of 80 people with a total sample of 50 people taken by proportionate random sampling technique. Data collection uses a questionnaire that has been tested for validity and reliability. Data analysis uses regression and correlation statistics.

## ***Result and Discussion***

The results of the first hypothesis test indicate that there is a positive relationship between the principal's leadership and the teacher's performance. That is, when the leadership possessed by the head of

the State Junior High School in Batukliang District is good, then the teacher's performance will be good as indicated by the regression equation  $\hat{Y} = 14,323 + 0,982X_1$  is significant and linear. This equation implies that a change in one unit of the principal's leadership will be followed by a change in the performance of state junior high school teachers in Batukliang District of 0.982 units in the same direction as the constant 14.332. In the form of a graph the regression equation above can be described as follows:

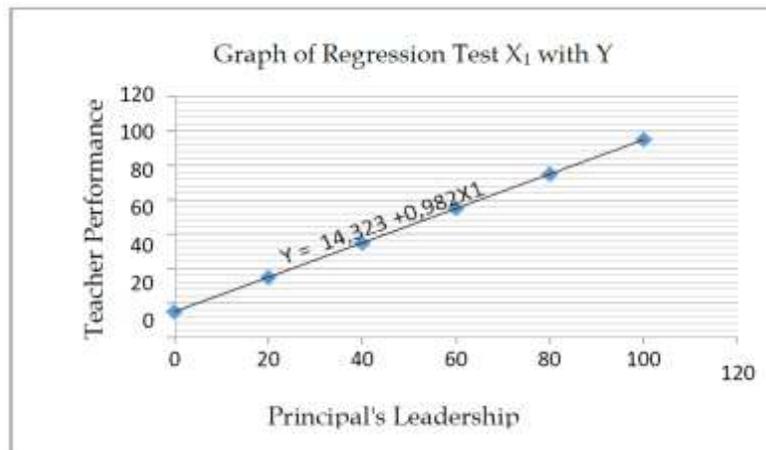


Figure 1: Relationship between Headmaster's leadership ( $X_1$ ) and teacher's performance ( $Y$ )

This is in line with what was revealed by Mulyasa, (2001: 97-98), that the duties and roles of the principal as a leader (leader), as an innovator, and as a motivator. A good headmaster will be able to show a personality that should be emulated by all school members. A good principal will be able to know and understand the condition of the teaching staff. A good headmaster will be able to understand the vision and mission of the school. A good headmaster will be able to make decisions. A good headmaster will be able to communicate. A good principal will be able to delegate tasks. A good principal will be able to find / put forward new ideas for school renewal. A good headmaster will be able to carry out school renewal. A good headmaster will be able to manage the (physical) work environment. A good principal will be able to regulate the working atmosphere (non-physical). A good headmaster will be able to apply the principles of reward and punishment. Therefore, it is not surprising that the relationship that occurs between the principal's leadership and teacher performance is a positive relationship.

This gives meaning that the performance of the teacher is inseparable from the good leadership of the principal. Soetjipto (2007: 68) revealed that school principals are leadership positions that cannot be filled by people without being based on considerations. Anyone who will be appointed as a school principal must be determined through certain procedures and requirements such as: educational background, experience, age, rank and integrity. So it can be explained that the principal is a leadership position based on certain considerations, the mobilizer also plays a role in controlling all activities of teachers, staff and students and at the same time to examine the problems that arise in the school environment.

The correlation coefficient of the two variables ( $r_{y1}$ ) = 0.831 with the coefficient of determination ( $r_{y12}$ ) 0.6906. This implies that 69.06 percent of teacher performance can be explained or contradicted by the principal's leadership. The remaining 30.94% is caused by other factors, such as work climate, school environment, students, and others.

This means that to improve teacher performance can be improved by effective principals' leadership, among others by 1) Improving the ability of principals to be able to develop effective and

efficient leadership, 2) Selecting principals strictly in terms of leadership, 3) Evaluating leadership to schools, 4) Supervise and provide guidance on school leadership.

Based on the results of the second hypothesis testing it was found that there was a positive and significant relationship between work climate and teacher performance. The conclusion shows that when the working climate in the school is getting better, the teacher's performance will tend to get better. However, when the working climate in schools is bad, the teacher's performance will tend to deteriorate. The regression equation shown by the relationship between these two variables, namely  $Y = 43,654 + 1,537X_2$  is significant and linear, which means that changes in one unit of perception in the work climate variables are followed by changes in the performance of state junior high school teachers in Batukliang District by 1,537 units in the same direction with a constant of 43,654. In the form of a graph the regression equation above can be described as follows:

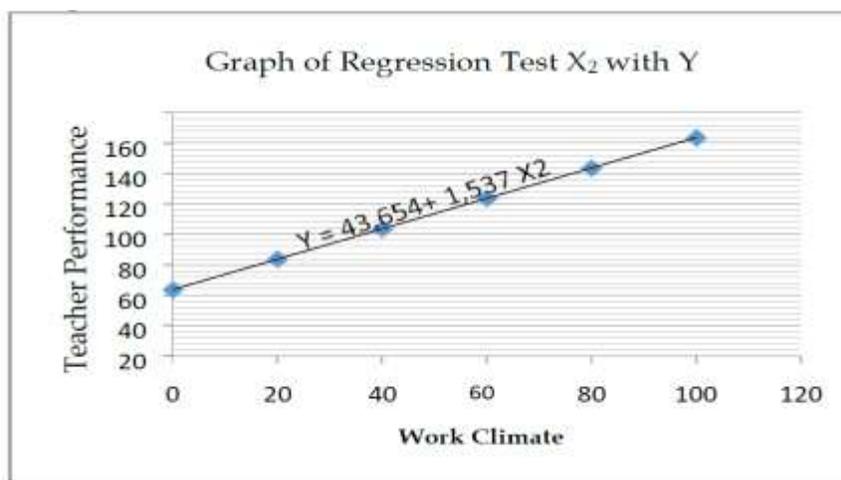


Figure 2: Graphic Relationship between Work Climate ( $X_2$ ) and teacher performance (Y).

The positive relationship that occurs is in line with Pidarta (2004) which reveals that the work climate includes practices, traditions, and work habits that will be able to increase the effectiveness and efficiency of work. Whereas Supardi (2014) states that the work climate is an atmosphere felt by all teachers, students, education personnel and school principals including: the dimensions of the teachers feel comfortable, satisfied and have confidence, the dimension of the teacher does not feel pressured and the principal has confidence regarding its performance and caring, the dimensions of the students feel comfortable and study earnestly.

When the working climate is good, the daily work habits at school will improve which will then be practiced by all elements of the school, including teachers so that a good work tradition is formed. This is what will automatically increase the productivity of the performance of state junior high school teachers in Batukliang District. This result is supported by the value of the correlation coefficient ( $r_{y_2}$ ) for the two variables that is equal to 0.757 with sig. of 0,000. This indicates that there is a significant relationship between the work climate and the performance of teachers of State Junior High School in Batukliang District. Relationships that occur are positive because the correlation value obtained is positive. That is, when the working climate is good, the teacher's performance will also be good. Vice versa, when the working climate is not good, the teacher's performance becomes not good.

The second correlation coefficient of variables ( $r_{y_2}$ ) = 0.757 with a coefficient of determination ( $r_{y_2}^2$ ) of 0.574. These results imply that 57.40 percent of teacher performance can be explained or contributed by the work climate. The results of this study are also in line with what was done by Zulkarnain (2017)

who revealed that there is a positive and significant relationship between work climate and teacher performance. Therefore, it can be concluded that in this study there is a significant relationship between the work climate and the performance of teachers of State Junior High Schools in Batukliang District.

This means that to be able to improve teacher performance can be done by creating a conducive working climate in schools, among others by 1) Creating interpersonal relationships, both the relationship between superiors and subordinates and the relationship between fellow educators. 2) Building a good and harmonious interaction between teacher and teacher, the teacher and the principal, and between the school community. However, for the lowest score on instrument no. 17 which states I feel that the school is my second home and the school residents are my second family. Achieving a low score is caused more by (1) Manager / leader, (2) employee behavior, (3) work group behavior, and (4) organizational external factors (Timpe, 1993).

This is in line with the results of Apriana's (2013) study which reported that there was a contribution of the school work climate to the performance of teachers in Mengwi 1 High School with a contribution of 29.7%. Also supported by the results of Darmada's research (2013) which states that there is a positive and significant contribution between the school work climate and the performance of teachers in the Junior High School in the District of Medoyo Jembrana with a contribution of 34% and the remaining 61.9% is contributed by other factors which is not researched.

The third hypothesis testing results found that there is a positive and significant relationship between the leadership of the school principal and the work climate with the performance of the teachers of the State Junior High School in Batukliang District. The relationship between the two independent variables together with the dependent variable expressed in the regression equation  $\hat{Y} = 10.656 + 0.707X_1 + 0.635 X_2$  is significant and linear. Thus the understanding contained in the regression equation  $\hat{Y} = 10.656 + 0.707X_1 + 0.635X_2$  is the change in one unit in the leadership of the principal ( $X_1$ ) and the work climate ( $X_2$ ) will be followed by changes in 0.707 and 0.635 units in teacher performance ( $Y$ ) in the same direction as the intercept (constant) of 10.656. The coefficient of determination  $(R_{y1.2})^2 = 0.7344$ . This means that 73.44% of the variation in teacher performance ( $Y$ ) can be explained together by the two independent variables namely the leadership of the school principal ( $X_1$ ) and the work climate ( $X_2$ ).

Teacher performance ( $Y$ ) is the result achieved by a teacher in his work. Najmulmunir (2009) said that teacher performance ( $Y$ ) is the result achieved by a teacher in carrying out tasks in accordance with the responsibilities given to him. The results of this study indicate that the good teacher performance ( $Y$ ) is caused by the leadership of the school principal ( $X_1$ ) and the work climate ( $X_2$ ). The meaning contained is that the more conducive the leadership of the school principal ( $X_1$ ) and the work climate ( $X_2$ ), the performance of the teacher ( $Y$ ) Public Middle School in Batukaling District, Central Lombok Regency will be better. This shows that both free variables have an important contribution in improving the performance of teachers of State Junior High Schools in Batukliang District, Central Lombok Regency.

The contribution of the two independent variables on teacher performance can be seen from the coefficient of determination  $(R_{y1.2})^2$  of 0, 7344. This means that the performance of teachers of State Junior High Schools in Batukliang District, Central Lombok Regency 73.44 percent is contributed by the leadership of the school principal and the remaining work climate 26.56% due to other factors. While the effective contribution of each variable to teacher performance can be seen from the partial correlation coefficient. The partial correlation coefficient between the principal's leadership ( $X_1$ ) and the performance of the teachers of the State Junior High School ( $Y$ ) in Batukliang Subdistrict, Central Lombok, when the work climate variable ( $X_2$ ) is controlled, the partial correlation coefficient ( $r_{y1.2}$ ) is 0.613 and the partial correlation coefficient ( $r_{y2}$ ). 1) between the work climate variable ( $X_2$ ) and the performance of the teacher ( $Y$ ) of State Junior High School in Batukliang Subdistrict, Central Lombok, if the leadership of the school principal ( $X_1$ ) is controlled by 0.376.

Teacher performance is very important in achieving learning objectives. Teachers have a strategic role in the field of education, even other adequate educational resources are often meaningless if not accompanied by adequate quality teacher performance. Good teacher performance will show the quality of teachers in teaching, the performance will be realized in the form of mastery of knowledge and professional in carrying out its functions as teacher.

This can be done if it is led by a good school principal. School principals are the key to good and quality schools, potential factors determining the school climate, and as a driver for teacher performance. Successful school principals influence teacher performance in a number of ways, including through the support of creating comfortable working climate conditions. The principal must be able to create a good working atmosphere so that employees can work comfortably. If the leadership is done well and the work climate goes well, of course the teacher's performance will also be good.

The running of these two variables well, the teacher's performance will also be formed easily and become increasingly improved. Based on the results of this study it can be concluded that there is a significant relationship together between the leadership of the school principal and the work climate with the performance of the teachers of State Junior High Schools in Batukliang District.

## **Conclusion**

Based on the results of the study it can be concluded that there is a relationship between the Principal's leadership and the performance of the State Junior High School teachers in Batukliang District, Central Lombok Regency with a contribution of 69.06%, meaning that the more conducive and effective the leadership of the school principal, the better the teacher's performance. There is a relationship between work climate and the performance of teachers of State Junior High School in Batukliang District with a contribution of 57.40% which means there is a positive and strong relationship between work climate and teacher performance, so the better the work climate, the better the teacher's performance. There is a relationship between school principal's leadership and work climate together with the performance of teachers of State Junior High Schools in Batukliang District with a contribution of 73.44%, meaning that the better the leadership of the school principal and the work climate the better teacher performance.

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