

The Contribution of Principal Leadership and School Climate to the Performance of Padang City Public Middle School Teachers

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Abstract

Based on the pre-survey in the field, it was illustrated that the performance of Padang City Public Middle School teachers was not optimal. This is thought to have something to do with the leadership of the school principal who is not yet good and the school climate is not conducive. Therefore it is necessary to do research to test the truth. This study aims to reveal the contribution of the principal's leadership and school climate to the performance of Padang City Public Middle School teachers. The hypotheses put forward in this study are: (1) principal leadership contributes to teacher performance, (2) school climate contributes to teacher performance, (3) principal leadership and school climate jointly contribute to teacher performance. The population in this study were all 1,099 public junior high school teachers in the city of Padang. The research sample was 220 people who were taken by the Cluster Random Sampling technique. The research instrument used is the rating scale and the Likert Scale model questionnaire which has been tested for its validity and reliability. The research data were analyzed using correlation and regression techniques. The results of the data analysis show that: (1) principal leadership contributes to teacher performance by 24.4%, (2) school climate contributes to teacher performance by 36.9%, (3) principal leadership and school climate together contribute to teacher performance by 51.6 %. The achievement level of the teacher performance score is 85.53% in the good category, and for school principal leadership is 87.65% in the good category while for the school climate 86.83 of the ideal score is in the conducive category. The findings above imply that the principal's leadership and school climate are two factors that can improve teacher performance, apart from other factors.

Keywords: *leadership, school climate. Teacher performance*

INTRODUCTION

Education is the main basis for the progress of a nation. Education aims to improve the quality of Indonesian people. Through education humans can develop their abilities in everything they will do, be able to distinguish good and bad things, can design the future they want. According to Fitriani (2017) quality education is believed to be able to lead students to become intellectual, noble, creative, and also independent subjects. The educational process can produce students who have the ability to carry out their roles in the future.

In accordance with Law Number 20 of 2003 concerning the National Education System Article 3 states that national education functions to develop capabilities and form dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen. However, nowadays education has experienced a decline in quality, and the quality of education can be determined from various factors. One of the determining factors for the quality of education is teacher performance. Teachers as one of the strategic components in the learning process play an important role in realizing educational goals (Rifma 2013). Law No. 14 of 2005 concerning Teachers and Lecturers in

article I states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and middle education. Teachers as professionals are required to have high commitment and performance in carrying out their duties. Performance has a broad meaning, not only stating as a result of work but how the work process takes place (Irsyad, 2019)

Furthermore, in carrying out their duties the teacher must make a plan, which planning is very important before carrying out an activity, including learning activities. The teacher must prepare a lesson plan before entering the class, which is useful for the teacher as a guide in implementing the lesson. During the implementation of learning, the teacher should pay attention to the compatibility between the plans made with the learning. It could be that there are parts of the plan that have been prepared that are difficult or cannot be carried out in a particular class. There may also be learning methods that have been planned that cannot be implemented in classes with certain characteristics, but can be implemented in other classes. Any discrepancy between the plans prepared and the implementation of learning in the classroom should be noted by the teacher and used as a guide for the teacher in preparing the next lesson plan. This means that the lesson plan must always be improved and adapted to the conditions of the class to be taught.

The demand for improving the quality of education is increasing day by day along with the rapid development of science and technology. Therefore, improving learning must start from the teacher himself, in which the teacher must instill an attitude that is always trying to improve the quality of learning in order to improve the cognitive, affective and psychomotor abilities of students. In this case the teacher is required to always improve their performance.

According to Utami (2020) the teacher's performance shown can be observed from the teacher's ability to carry out their duties and responsibilities which of course can already reflect a work pattern that can improve the quality of education in a better direction. Someone will work professionally if they have high work ability and sincerity to do their best.

However, based on the reality observed in the field at this time, Padang City State Junior High School (SMPN) showed that the teacher's performance was not as expected. This can be seen from the following phenomena:

1. About 60% of teachers have not made preparations and learning tools in carrying out their duties.
2. The teacher is not yet optimal in carrying out the learning process, especially in mastering the material or teaching materials, which from pre-survey data is around 74%.
3. There are still teachers who lack mastery of learning material, this is from the attitude of the teacher who is not systematic in explaining material to students.
4. Not all teachers carry out evaluations of the results of student learning activities with existing procedures, with indications that there is no collection of student scores at the homeroom teacher.
5. About 65% of teachers let assignments or homework (PR) and student test papers pile up on the table and most have not been checked.
6. Not all teachers carry out follow-up assessments of student results in the form of providing enrichment or remedial, the indication is that students have not received enrichment or remedial activities from subject teachers both in class and outside the classroom.

From the data obtained through the pre-survey in each school, it turns out that only approximately 60% of teachers actually prepare the learning tools (annual program, semester program, syllabus and lesson plans) to be implemented in class. In fact, some teachers prepare lesson plans only for administrative needs (materials for promotions and materials for

proposing teacher professional certification) not for guidelines in carrying out the learning process (Rifma, 2016). Likewise, when viewed from student learning outcomes are not in accordance with what is expected. Based on the average daily test of students for each subject, only 65% achieve KKM (Minimum Completeness Criteria).

Some teachers make lesson plans only for administrative purposes, because they do not match what is being implemented. In preparing lesson plans, sometimes the material chosen, the time allocation and the steps of learning activities are not in accordance with the learning objectives, the teacher tends to teach only fixated on handbooks which are sometimes not in accordance with the syllabus.

Various factors are suspected of contributing to teacher performance, one of which is the leadership of the school principal, good leadership will become a subordinate figure so that the interaction process runs smoothly. People who are led will be happy to carry out the tasks given by their leaders, while bad leadership allows subordinates to be unhappy and feel uncomfortable in carrying out the tasks given, as a result, these tasks are not in accordance with the goals set.

In addition, the school climate is thought to also contribute to teacher performance. School climate is an important thing that needs attention from school members, because this will affect the behavior of members of the organization at work. A conducive school climate allows the emergence of a relationship of mutual openness between members of the organization.

Based on the reality at Public Middle Schools in Padang City, the principal has not been able to influence his subordinates in achieving goals and there is still a lack of motivation from the principal to teachers regarding the implementation of tasks, especially in the learning process. Apart from that, the conditions in the field that the authors encountered, there are still problems related to the school climate, such as (1) there are still teachers who do not greet each other so that familiarity between teachers is not established, (2) the attitude is less open between superiors and subordinates as well as between fellow teachers, teachers are rarely asked for advice in making decisions, (3) each teacher is busy with his own business, comes to school only during teaching hours and after teaching goes straight home.

If the above phenomena (low teacher performance, the principal's leadership is not optimal, the communication climate is not conducive) are left unchecked and no solutions are found, it will certainly have a negative impact on the educational process at Padang City Public Middle School. Therefore it is necessary to examine the factors that influence the performance of these school teachers, to obtain a true picture and provide solutions to existing problems as an effort to advance education in public junior high schools, especially in the city of Padang.

RESEARCH METHODS

This research uses a correlational quantitative method with the type of research "ex post facto" in which ex post facto research is an attempt to explore by not manipulating conditions. With this method is intended to investigate and analyze the factors that are suspected to be the cause of the incident.

The population in this study were all teachers with the status of Civil Servants (PNS) at Padang City Public Middle School with a sample of 220 teachers who were assigned randomly using a lottery system. The research instrument used is the rating scale and the Likert Scale model questionnaire which has been tested for its validity and reliability. The research data were analyzed using correlation and regression techniques.

RESULT AND DISCUSSION

Principal's Leadership Contribution to Teacher Performance

From the results of the study it was found that the principal's leadership variable contributed significantly to teacher performance by 24.4%. This means that the principal's leadership can be used as a tool to predict teacher performance. In other words, teacher performance can be determined by the principal's leadership of 24.4%. The better the principal's leadership, the better the teacher's performance.

This is in accordance with the opinion of Sagala (2009) that the leadership of the principal determines quality, without good leadership of the principal the quality improvement process cannot be carried out and realized. The primacy of the principal's leadership influence is not solely in the form of instruction, but rather as a motivation or trigger that inspires teachers and employees, so that their initiative and creativity develop optimally to improve their performance.

Based on the results of the descriptive analysis, it can be seen that the principal's leadership is in the "good" category with an average score of 87.65% of the ideal score. Meanwhile, when viewed from each research indicator, it can be seen that the indicator with the highest level of achievement score is the first indicator, namely influencing those in the good category (89.14% of the ideal score), while for the indicator with the lowest level of response achievement is the third indicator, namely guiding which is in the good category (85.08% of the ideal score). It turned out that of the three principal leadership indicators analyzed, it was found that these three indicators were still in the good category.

Thingthis gives the meaning that the leadership of the principal in Padang City Public Middle School has been carried out properly by the school principal. By being in the good category, a school principal needs to improve the leadership he does so that it becomes a very good category. This means that if the leadership carried out by the principal has been carried out properly, this will make a positive contribution to teacher performance.

Contribution of School Climate to Teacher Performance

The results of this study also found that school climate contributed significantly to teacher performance (Y) by 36.9% at Padang City Public Middle Schools. This means that school climate can be used as a tool to predict teacher performance. In other words, teacher performance can be determined by school climate by 36.9%. The better the school climate, the better the teacher's performance.

Descriptive analysis shows that the climate of Padang City Public Middle School schools is already in the conducive category with an average score of 86.83% of the ideal score. Furthermore, when viewed from each indicator it appears that the indicator with the highest score achievement level is the second indicator, namely support in the conducive category (88.80% of the ideal score), then the indicator with the lowest score achievement level is the third indicator, namely orientation to goals that are in the conducive category (84.07% of the ideal score).

The results of this descriptive analysis indicate that the climate of Padang City Public Middle School schools needs to be improved or improved in a better direction so that the category becomes very conducive. This is because an increase in school climate can also improve teacher performance in accordance with the results of this study which state that school climate has a role in improving teacher performance.

This is also reinforced by what Prayuda said (2021) A conducive school climate can affect teacher performance in a school. Teachers will feel comfortable working and inspired to do a better job if schools are provided with a positive work environment

Thus it can be stated that the school climate is also a determinant of whether or not teacher performance is good, so it can be interpreted that improving teacher performance can be done by creating a conducive school climate.

The Contribution of Principal Leadership and School Climate Together to Teacher Performance

The results of this study's data analysis show that the principal's leadership variable and the school climate variable together contribute to the teacher's performance variable. The magnitude of the contribution of the two variables together on teacher performance is 51.6%, the remaining 48.4% is the contribution of other variables that affect teacher performance in Padang City Public Middle Schools which were not studied in this study. In other words, teacher performance can be determined by the principal's leadership and school climate by 51.6%. The better the leadership carried out by the principal and the more conducive the school climate, the better the teacher's performance.

Furthermore, data analysis shows that teacher performance is significantly influenced by the principal's leadership and school climate, both individually and collectively. Principal leadership and school climate are two very important factors because they can affect teacher performance. Good teacher performance will be achieved through the implementation of good teacher duties as well. Good implementation of tasks can be carried out if the school has a conducive school climate.

Thus it can be seen that the principal's leadership and school climate can determine whether or not teacher performance is good, so that these two variables can be used to improve teacher performance.

CONCLUSION

Based on the results of the analysis, it can be concluded as follows: (1) Principal leadership contributes significantly to teacher performance by 24.4%. This means that 24.4% of the variance that occurs in teacher performance is the contribution of the principal's leadership. The better the leadership of the principal, the more the teacher's performance will increase. The results of the achievement level of the principal's leadership are in the good category, so that if the principal's leadership increases, the performance of teachers who are in the good category will also increase; (2) School climate contributes significantly to teacher performance by 36.9%. Furthermore, the results of the analysis of the climate variable data description of Padang City Public Middle Schools are generally known to be still in the conducive category with a score of 86.83% of the ideal score; (3) Principal leadership and school climate together contribute to teacher performance by 51.6%. This value is smaller than the total percentage contribution between the principal's leadership and school climate. This is due to the intersection of indicators for each variable. If these two independent variables get better, the teacher's performance will also get better.

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