

The Contributions of Principals Leadership and Climate's School to Performance of Teachers Elementary School at Lubuk Basung District, Agam Regency

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Abstract

This research was based on a case where the result of observation by researcher in Elementary School at Kecamatan Lubuk Basung Kabupaten Agam that showed the low level of teacher performance. Many factors affected the teacher performances which are principal's leadership and climate school. The purpose of this research are to know about: (1) contribution of principals leadership to teacher performance, (2) contribution of climate school to teachers performance, and (3) contribution of principals leadership and climate school are jointly to teachers performance. The method of this study is quantitative research with sample are 76 teachers at Elementary School in Kecamatan Lubuk Basung Kabupaten Agam. Sample in this research has taken by stratified proportional random sampling method. Instrument in this research using questionnaire. The results of the analysis data show that (1) principals leadership contributes significantly to teachers of 15.8%, (2) climate school contributes significantly to teachers of 50.9 %, and (3) principal's leadership and climate school make a significant contribution to teachers performance of 54%, so the conclusion of this research are that hypothesis acceptable empirically and principal's leadership and climate school variable are two factors that contribute to the teacher performance and 46% of the remaining influence by another factors.

Keywords: *Principals Leadership, Climate School, Teacher.Performance*

INTRODUCTION

Education is very important for the progress of the country, although this progress cannot be felt directly but the changes can be felt quickly. To succeed in national education, attention must be paid to the components of education, especially human resources, which have an important role in relation to the success of schools and the realization of educational goals. Education is the process of adding, completing, changing the knowledge, skills, attitudes and behavior of a person or group of people with the aim of making a person's life intelligent through teaching, teaching and research. The training process shows performance as a form of active action through dynamic interactions and is applied consciously to achieve the desired goals. Education can form humans who are smart, clever, independent, disciplined and noble.

Teachers are one of the most important parts of school education. Teachers are not only teachers who guide learning and help students acquire the expected competencies, but teachers are also role models for their students in behavior. This means that teachers are a determining factor in the achievement of educational goals. A good teacher is a teacher who views education as a means to improve human welfare, devoted to his work with sincerity and full responsibility. This responsibility is reflected in the teacher's work at school. Wibowo (2009:79) says that "results are the process by which work is done to achieve work results" while Maisah (2010:87) says that teacher effectiveness is "behavior or responses that produce results that show what they do when they do it." "facing a task". Thus it can be concluded that teacher activity is a process where the tasks entrusted by the teacher are carried out based on ability, experience and seriousness, as well as the use of time to achieve work results.

Teacher effectiveness is influenced by many factors, two of which are discussed in this study, namely principal leadership and school climate. Mulyasa (2009:17) states that the factors that influence teacher effectiveness are 1) leadership, 2) counseling, 3) school

atmosphere, 4) motivation, 5) facilities and infrastructure, 6) emotional intelligence. Similarly, Anoraga (2000) classifies several factors, namely internal factors and external factors. Internal factors include emotional intelligence, attitudes, interests and perceptions, work motivation, personality. At the same time, external factors include task structure, school climate, teaching, administration and rewards.

A principal's leadership can improve teacher performance if it is done in accordance with the will of his followers. At the same time, a good school climate can motivate teachers to work better Bahri (2010). According to Ediosman's research (2016) which shows that school climate affects teacher performance by 11.75%. Based on the above studies, it can be concluded that principal leadership and school climate have a major influence on improving teacher performance in schools. Based on observations and preliminary data conducted by researchers with principals and teachers in several public elementary schools in Lubuk Basung District, Agam Regency. The school started on April 10, 2017 in public elementary schools in Lubuk Basung District, Agam Regency. Researchers found that teacher performance was still poor. This can be seen 1) some teachers still think that teaching preparation is only limited to classroom management, not applied in the teaching and learning process, therefore planning in the form of lesson plans and implementation in the classroom is not the same, (2) some lecturers still use the lecture method in implementing learning, this gives the impression that the teacher is less concerned about student learning interests, (3) some teachers are still less objective in assessing student learning outcomes, only teachers who prioritize students' learning interests. cognitive evaluation, without paying attention to students' affective and psychomotor values, (4) some teachers do not use media or teaching aids in class, so students feel bored following learning activities. cognitive evaluation, without paying attention to students' affective and psychomotor values, (4) some teachers do not use media or teaching aids in class, so that students feel bored in participating in learning activities.

The picture above shows that teacher performance is still poor and needs to be addressed because it is directly related to sustainable teaching and learning activities. If this is ignored, it will affect the quality of education and the quality of graduates, so systematic efforts must be made to improve teacher performance. When teachers have high performance, it will affect student learning outcomes which ultimately improve the quality of education. Based on the above, the author wants to conduct research on teacher performance and factors related to the work of public elementary school teachers in Agam Regency, Lubuk Basung District. The purpose of this research is to find out and explain that:

1. Contribution of Principal Leadership to the Work of Elementary School Teachers in Lubuk Basung Sub-district, Agam Regency.
2. The effect of school climate on the performance of public elementary school teachers in Lubuk Basung Subdistrict, Agam Regency.
3. Contribution of Principal Leadership and School Climate to the Performance of Public Elementary School Teachers in Lubuk Basung Subdistrict, Agam Regency.

RESEARCH METHODS

This study uses quantitative methods and correlational research to see the strength of the relationship between key management variables and school climate on the performance of elementary school teachers in Lubuk Basung District, Agam Regency. All public elementary school teachers in Lubuk Basung Subdistrict, Agam Regency, totaling 150 people participated in this study. This research was sampled using statistical proportional random sampling with

a sample size of 76 people. Data collection was done by meeting directly with the subject. Explorative data analysis techniques are handled with correlation and regression techniques using SPSS version 19.

RESULT AND DISCUSSION

The first hypothesis tested in this study is that principal leadership affects teacher performance, to test this hypothesis, a correlation analysis was conducted which can be seen in Table 1.

Table 1. Summary of Correlation Analysis Results Between Principal Leadership Variables (X1) and Teacher Performance (Y)

Korelasi	Koefisien korelasi (r)	Koefisien Determinasi (R ²)	Kontribusi	Sig. (ρ)
ryx ₁	0,270	0,0729	7,3%	0,000

The calculation results in Table 1 show the correlation coefficient (rx1y) = 0.270 and ρ = 0.000 with ρ = 0.000 < α 0.05. This means that there is a very significant relationship between principal leadership and teacher effectiveness. The coefficient of determination (R²) is 0.0729. Based on the test results above, it can be concluded that the hypothesis stating that principal leadership affects teacher performance is acceptable. The contribution of principal management to elementary school teachers in Lubuk Basung State, Agam Regency is 7.3%. This means that the better and the better the principal's leadership, the better the teacher's performance. In order to improve the quality of the principal's leadership, the principal has several options, including 1) influencing teachers to increase work enthusiasm and high work motivation, 2) motivating and making teachers aware of improving intellectual abilities, 3) guiding teachers in carrying out their duties to cooperate, and 4) guiding teachers in preparing school programs. Another hypothesis tested in this study is the effect of school climate on teacher effectiveness. To test this hypothesis, a correlation analysis was conducted, which is shown in Table 2.

Summary of Correlation Analysis Results Between School Climate Variables (X1) and Teacher Performance (Y)

Korelasi	Koefisien korelasi (r)	Koefisien Determinasi (R ²)	Kontribusi	Sig. (ρ)
ryx ₂	0,68	0,462		0,000

Table 2 shows that the correlation coefficient (rx2y) = 0.68 with ρ = 0.000 < α 0.05. This means that there is a very important relationship between school climate and teacher performance. The coefficient of determination (R²) is 0.462. Simple regression analysis was conducted to determine the form of the predictive relationship between school climate and teacher effectiveness. Based on the above test results, we can accept the hypothesis that school climate affects teacher performance. School climate contributes 46.2% to teacher performance in public primary schools in Lubuk Basung, Agam Regency. This means that the better the school climate, the more teachers' performance will improve. Improvements in a better direction can be made by 1) the principal creates an open attitude in the school environment so as to create a good

mutual relationship and a conducive school atmosphere, 2) the principal helps teachers in the implementation of learning. 3) Principals try to give freedom of work to teachers and employees, but still pay attention to the applicable regulations to improve the effectiveness of teacher work. The third hypothesis tested in this study is the contribution of principal leadership and school climate to teacher performance, to test this hypothesis a multiple correlation analysis was conducted. The results can be seen in Table 3.

Table 3. Summary of Correlation Analysis Results between Principal Leadership (X1) and School Climate (X2) Variables on Teacher Performance (Y)

Korelasi	Koefisien korelasi (r)	Koefisien Determinasi (R ²)	Kontribusi	Sig. (ρ)
R _{yx1.2}	0,735	0,540	54 %	0,000

Table 3 shows that the correlation coefficient ($R_{yx1.2}$) = 0.735 with $\rho = 0.000 < \alpha = 0.05$. Thus it can be concluded that there is a very significant relationship between principal leadership and school climate on teacher performance. Based on the test results above, it can be concluded that the third hypothesis which reads principal leadership and school climate together contribute to teacher performance can be accepted at the 95% confidence level. The amount of contribution is 54% while 46% is determined by other factors not included in this study.

CONCLUSION

From the results of the above analysis, it can be concluded that the leadership of school principals significantly contributes to the performance of public elementary school teachers in Lubuk Basung District, Agam Regency by 7.3%. School climate has a significant effect on the performance of public elementary school teachers in Lubuk Basung District, Agam Regency by 46.2%. Principal leadership and school climate have a significant effect on the performance of elementary school teachers in the Government of Agam Regency, Lubuk Basung sub-district by 54%.

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