

The Contributions of Principals Leadership and Climate's School to Performance of Teachers Elementary School at Kecamatan Kandis Kabupaten Siak.

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Abstract

This research was based on a case where the result of observation by researcher in Elementary School at Kecamatan Kandis Kabupaten Siak 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 Kandis Kabupaten Siak. 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 a very important aspect for the progress of a nation, although its advancements may not be felt directly, but its changes can be gradually observed (Syaffi et al., 2023). The success of national education should consider the educational components, especially human resources (HR), which play a crucial role in determining the success of schools and achieving educational goals. Education is a process of enhancing, improving, changing one's knowledge, skills, attitudes, and behavior, both for individuals and groups, in an effort to enlighten human life through guidance, teaching, and research activities. The education process involves active actions through dynamic interaction and conscious efforts to achieve desired goals. Education can shape individuals who are intelligent, skilled, independent, disciplined, and morally upright (Radtke, 2022).

Teachers are one of the crucial components in the educational system (Nurjanah, 2023). Teachers are not only educators who manage learning and help students acquire the expected competencies, but they also serve as role models for their students in their behavior and conduct. In other words, teachers are pivotal in achieving educational goals. A good teacher views education as a tool for enhancing the well-being of humanity, serving with dedication and responsibility towards their work. This sense of responsibility is reflected in the teacher's performance at school. (Wibowo & SE, 2009) states that "Performance is a process of how work is carried out to achieve work results," while Maisah (2010) defines teacher performance as "Behaviors or responses that yield results that refer to what they do when they face a task." In summary, teacher performance is the process of carrying out tasks assigned to them based on their abilities, experience, determination, and time usage to achieve results (Simamora, 2020).

Many factors influence teacher performance, two of which are discussed in this study: school leadership and school climate. Mulyasa (2009) states that the factors influencing teacher performance include 1) leadership, 2) supervision, 3) school climate, 4) motivation, 5) facilities and infrastructure, 6) emotional intelligence. Similarly, Anoraga (2000) classifies some factors as internal and external. Internal factors include emotional intelligence, attitudes, interests, and perceptions, work motivation, and personality. External factors encompass task structure, school climate, supervision, leadership, and rewards.

(Bahri, 2010) states that school leadership can enhance teacher performance when carried out in accordance with the readiness of the followers. A conducive school climate can motivate teachers to work better. In line with Ediosman (2010) research, which shows that school climate contributes to teacher performance by 11.75%. Based on the research above, it can be concluded that school leadership and school climate greatly contribute to improving teacher performance at school.

Based on the observations and preliminary information that the researcher conducted with school principals and teachers in several public primary schools in the Kandis Subdistrict, Siak Regency, which began on April 10, 2017, the researcher found that teacher performance is still low. This can be seen from (1) some teachers perceiving lesson preparation as merely administrative work for class management and not applied in the teaching and learning process, resulting in a mismatch between the lesson plans (RPP) and their application in the classroom; (2) some teachers still using lecture-style teaching methods, which implies a lack of attention to students' learning interests; (3) some teachers' assessment of student learning outcomes is not objective, focusing only on cognitive assessments without considering affective and psychomotor values; (4) some teachers do not utilize media or teaching aids in the classroom, causing students to become disengaged during the learning process.

Based on the above phenomena, it indicates the low performance of teachers, which needs to be addressed because it is directly related to the ongoing teaching and learning activities. If this issue is neglected, it will impact the quality of education and the quality of graduates. Therefore, there needs to be a systematic effort to improve teacher performance. If teachers have high performance, it will have a positive impact on student learning outcomes, ultimately enhancing the quality of education. Based on the above, the author is interested in conducting research on teacher performance and the factors related to and associated with teacher performance in public elementary schools in the Kandis Subdistrict, Siak Regency.

The objectives of this research are as follows:

1. To determine and explain the contribution of school leadership to the performance of teachers in public elementary schools in the Kandis Subdistrict, Siak Regency.
2. To determine and explain the contribution of school climate to the performance of teachers in public elementary schools in the Kandis Subdistrict, Siak Regency.

To determine and explain the contribution of school leadership and school climate to the performance of teachers in public elementary schools in the Kandis Subdistrict, Siak Regency.

RESEARCH METHODS

This research employs a quantitative method with a correlational research design to examine the strength of the relationship between the variables of school leadership and school climate on the performance of teachers in public elementary schools in the Kandis Subdistrict, Siak Regency. The population in this study comprises all teachers in public elementary schools in the Kandis Subdistrict, Siak Regency, totaling 150 individuals. The research sample is selected using the stratified proportional random sampling technique, with a sample size of 76 individuals. Data collection is conducted by directly engaging with the research subjects. The data analysis is carried out using correlation and regression techniques with the assistance of SPSS version 20.

RESULT AND DISCUSSION

The first hypothesis tested in this study is that school leadership contributes to teacher performance. To test this hypothesis, a correlation analysis was conducted as shown in Table 1.

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

Correlation	Correlation coefficient (r)	Coefficient of Determination (R ²)	Contribution	Sig. (p)
ryx ₁	0,397	0,158	15,8%	0,000

The results in Table 1 indicate that the correlation coefficient (rxly) = 0.397 with $\rho = 0.000 < \alpha 0.05$. This means there is a very significant relationship between school leadership and teacher performance. The coefficient of determination (R²) is 0.158. Based on the testing results, it can be concluded that the hypothesis stating that school leadership contributes to teacher performance is accepted. The contribution of school leadership to teacher performance in the Kandis Public Elementary School in Siak Regency is 15.8%. This means that the higher the quality of school leadership, the higher the teacher's performance. To improve the quality of school leadership, there are several ways that can be done by school principals, including 1) influencing teachers to enhance their morale and motivation in their work, 2) providing motivation to improve intellectual abilities and giving attention to the teachers, 3) guiding teachers in performing their tasks collaboratively, and 4) directing teachers in developing school programs.

The second hypothesis tested in this study is the contribution of school climate to teacher performance. To test this hypothesis, a correlation analysis is presented in Table 2.

Table 2. Summary of Correlation Analysis Results Between School Climate (X1) and Teacher Performance (Y)

Correlation	Correlation coefficient (r)	Coefficient of Determination (R ²)	Contribution	Sig. (p)
ryx ₂	0,714	0, 509	50,9%	0,000

Table 2 shows that the correlation coefficient (r_{xy}) = 0.714 with $\rho = 0.000 < \alpha 0.05$. This means there is a very significant relationship between school climate and teacher performance. The coefficient of determination (R^2) is 0.509. To understand the predictive relationship between school climate and teacher performance, a simple regression analysis is conducted. Based on the testing results, the hypothesis stating that school climate contributes to teacher performance is accepted. The contribution of school climate to teacher performance in the Kandis Public Elementary School in Siak Regency is 50.9%. This means that as the school climate improves, so does teacher performance. Improvements towards a better school climate can be achieved (Simamora, 2020) by 1) school principals creating an atmosphere of openness in the school environment to foster good relationships and a conducive school climate, 2) school principals facilitating teachers in the teaching and learning process, 3) school principals endeavoring to provide freedom to teachers and staff in their work, while adhering to existing rules, thereby enhancing teacher performance.

The third hypothesis tested in this study is the joint contribution of school leadership and school climate to teacher performance. To test this hypothesis, a multiple correlation analysis is conducted. The results can be seen in Table 3.

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

Correlation	Correlation coefficient (r)	Coefficient of Determination (R^2)	Contribution	Sig . (ρ)
$R_{yx1.2}$	0,735	0,540	54 %	0,000

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

CONCLUSION

Based on the analysis above, it can be concluded that:

1. School leadership significantly contributes to the teacher performance in Kandis Public Elementary Schools in Siak Regency, with a contribution of 15.8%.
2. School climate significantly contributes to the teacher performance in Kandis Public Elementary Schools in Siak Regency, with a contribution of 50.9%.

School leadership and school climate jointly contribute significantly to teacher performance in Kandis Public Elementary Schools, with a contribution of 54%.

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