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The Effect of Principal Leadership and School Climate on the Teacher Performance at SMP Negeri in the Tarantang Sayang Region, Tanah Datar District

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Abstract

This research background from the results of the author's observations regarding the influence of the principal's leadership and school climate on teacher performance at SMP Negeri in the Tarantang Sayang Region, Tanah Datar Regency which shows that the principal's leadership and school climate are still not good and teacher performance is still low. This research aims toobtain data and information about (1) the positive influence of the principal's leadership on teacher performance at SMP Negeri in the Tarantang Sayang Region, Tanah Datar Regency, (2) The positive influence of school climate on teacher performance at SMP Negeri in the Tarantang Sayang Region, Tanah Datar Regency, and (3) the positive influence of the principal's leadership and school climate on teacher performance at SMP Negeri in the Tarantang Sayang Region, Tanah Datar Regency.This type of research is quantitative correlationalwith associative type. The population of this study namelyPNS teachers totaling 120 teachers, with a research sample of 68 teachers taken by techniqueproportionate stratified random sampling. Data analysis usingmultiple linear regression test processed using SPSS version 24. The research results showthat there is a significant influence between the principal's leadership on teacher performance with tcount>ttable (2.118>1.997). There is a significant influence between school climate and teacher performance with tcount>ttable (2.226>1.997). There is a significant influence between the principal's leadership and school climate on teacher performance with a value of Fcount>Ftable (6.858> 3.14), so there is a significant influence between the principal's leadership and school climate together on teacher performance.

Keywords: Influence, Principal Leadership, School Climate, Teacher Performance

INTRODUCTION

Education is an investment in human resources that is carried out in the long term. An investment that has such great values for the survival of a nation. Education is a very important element in building a nation because education will improve self-quality and improve human resources. Education is also a process for creating quality human beings because it is through the educational process that all the potential that exists in human beings will be empowered. This is in accordance with what is stated in Law No. 20 of 2003 concerning the National Education System Article 1 Paragraph 1 namely: Teachers are the main key to human resources that need to be consistently supported and improved to improve the standard of educational resources. One of the human elements involved in the teaching and learning process, teachers have a big contribution in efforts to form potential human resources. The teacher is an important component in education because the teacher interacts directly with students. Therefore it is very necessary teachers who have high performance in carrying out their duties. In addition, teachers who have high performance will be able to carry out learning creatively through the right methods and methods and strategies that allow students to understand what is being taught by the teacher. This is in line with opinion Oktiani (2017), that "Creative educators can take advantage of everything available to ensure that teaching and learning takes place in ways that are interesting and inspire students to participate in learning". High performing teachers will ensure that learning proceeds smoothly and will raise teaching

standards. Wahyudi (in Hafrizal et al., n.d.), states that the benchmark for teacher performance can be seen from the sense of responsibility in carrying out the mandate and profession carried out. All of this will be shown by the obedience and loyalty of the teacher in carrying out his job responsibilities both inside and outside the classroom. Responsibility is accompanied by a disciplined attitude towards preparing all learning documents before starting the learning process.Thus it can be concluded that teacher performance is needed to support the smooth running of all school activities so that goals can be achieved optimally. Based on the results of preliminary observations by the author, it can be seen that the performance of public junior high school teachers in the Tarantang Sayang Region, Tanah Datar Regency is still not optimal. This can be seen from the following phenomena: (1) From the attendance data for public junior high school teachers in the Tarantang Sayang Region in semester I, namely July to December 2021, from the class schedule at 07.30 WIB, almost 60% of teachers were late for class. (data source: Deputy principal's monthly report). Likewise, during the change of class hours, an average of 75% of teachers were late for class for 5-10 minutes. (2) Learning documents must be collected according to a predetermined deadline, but only 40% of 120 teachers collected learning materials on time and 60% collected learning materials above the set time limit. (3) The teacher's low ability to carry out interesting new methods when conducting learning. In general, teachers are more comfortable using the lecture method in providing subject matter so that students are less enthusiastic in following the lesson. (Source of data: Report on Supervision of Principals. (4) The phenomenon that was also found was that there were still teachers who arrived late in carrying out learning tasks for students caused by personal matters outside of teaching and learning activities, this caused learning to be ineffective because of time used for learning becomes less.(5)There is a lack of teacher initiative to learn new things related to digital-based learning methods, while nowadays new digital-based learning methods are very much needed in the world of education. Learning using digital media can replace conventional learning which is limited and boring thanks to the diversity of educational advancements offered by digital-based media.

From the results of initial observations it appears that teacher performance is still not optimal. Not optimal teacher performance will result in the learning process not running as expected so that learning in schools will not achieve educational goals as expected. There are several factors that can affect teacher performance in schools. One of them is the principal of the school. The implementation of teacher teaching in the school environment cannot be separated from the leadership role of the school principal. Each teacher must be directed and guided by the principal in order to function effectively. The existence of the principal is a function that is very important for the school to succeed in its goals. The ability of school principals to successfully lead and manage education personnel in their schools has a significant impact on educational performance in schools. The growth of a school is also influenced by the principal. This is in accordance with research conducted by Baihaqi (2015), in which the leadership of the school principal has an influence on teacher performance with a regression value of 2.599.

In the field, based on the results of initial observations, it was found that the principal's leadership had not been effective. This can be seen in school principals who are still considered too rigid and not close to teachers, so it is difficult to influence them to be willing to work to achieve school goals. Principals also rarely give opportunities to teachers to participate actively in school activities so that teachers who want to work for schools are just the same people. Not all teachers are involved in school activities. The effectiveness of their teachers at school may decrease when principals frequently travel to the Education Office, for training, or for other reasons.

Along with the principal's leadership, the school climate is still not fully supportive. The conditions in the field that the authors encountered, there are still problems related to the school climate, such as (1) there is still a lack of comfort in the classroom and a lack of beauty in the school environment, school facilities are also inadequate, (2) there are still teachers who do not greet each other so that familiarity between teachers is not intertwined which makes it difficult for teachers to work together, (3) there are still a number of teachers who lack support from the principal in carrying out extracurricular activities while the teacher wants to develop students' talents and interests, (4) there are still teachers who prefer to work alone and refusing to cooperate with other teachers even though the work is intended to be completed collaboratively,

If this situation is left unchecked and not followed up, it will have a negative impact on schools because it will interfere with teacher performance. Therefore, the authors are interested in conducting further research on the variables that influence teacher performance and the proportion of these variables to the performance of state junior high school teachers in the Tarantang Sayang Region, Tanah Datar District.

RESEARCH METHODS

In this study, researchers used a correlational quantitative method with an associative type of research in which associative research is an attempt to determine the effect of the independent variables (principal leadership and school climate) on the dependent variable (teacher performance). 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) who taught at State Junior High Schools in the Tarantang Sayang Region (Tanjuang Baru District, Sungai Tarab, Salimpung and Sungayang) Tanah Datar, totaling 120 people from 12 public junior high schools. The author used a proportional stratified random sampling technique so that the number of samples was 68 people. Techniques and data collection iecarried out by sending a questionnaire in the form of a Google form to the teachers who were selected as samples, then after the Google form was filled in, the authors recapitulated the data in the form of tabulations. Data analysis technique usedby using the correlation formula.

The steps in the analysis of this data are as follows: 1) Checking the questionnaire collected from the respondents; 2) Scoring; 3) Data that has been scored is substituted into the data recapitulation of each variable; 4) Make a frequency distribution into the data recapitulation of each variable; 5)Make a frequency distribution of scores for each variable and find the average score (mean), mode, and standard deviation in order to get an overview of the principal's leadership and school climate on teacher performance; 6) Determine a qualitative description of the research results for each variable using the ideal score, namely the comparison of the average score (mean) with the highest score multiplied by 100% using the classification according to Sudjana (2009), as follows:

Table 1. Range of Variable Achievement Categories

No	Percentage %	Leadership Interpretation	School Climate Interpretation	Teacher Performance Interpretation
1	90-100 %	Very good	Very conducive	Very good
2	80-89%	Well	conducive	Well
3	65-79%	Enough	Pretty conducive	Enough
4	55-64%	Not good	Less conducive	Not good
5	0-54%	Very Less Good	Not conducive	Not good

Testing requirements analysis using correlation and regression analysis, used to test research data. This approach can only be used if a number of conditions are met. The prerequisites are that the data comes from a randomly selected sample, is normally distributed, homogeneous, independent of one another, and the regression line is linear. The prerequisites for correlation and regression are explained as follows: 1) The data comes from a random sample, namely pthe random sampling procedure was carried out when selecting samples using a proportional stratified random sampling technique; 2) Normality Test, aims to determine whether the population data is normally distributed or not. The Kolmogorov-Smirnov approach is used to perform this normality test (KS test); 3)Homogeneity Test, aimsto find out whether the population group data shows a homogeneous variance or not. Homogeneity testing using the method SPSS program levene test version 24.00; 4) Multicollinearity Test, is sOne of the prerequisites for using regression analysis is to first perform a multicollinearity test, which determines whether the independent variables are related. This test is very helpful in preventing the lack of correlation between independent variables, therefore it is necessary to determine in advance how each variable is related to the others. The Variance Inflation Factor (VIF) test is used in the formula to perform this multicollinearity test and is processed using SPSS software with the following testing criteria: a)If the VIF value > 5 then there is a case of multicollinearity; b) If the VIF value ≤ 5 then there is no case of multicollinearity.

Multiple regression analysis, according to Riduwan (2011), aims to determine whether or not there is a functional relationship or a causal relationship between two or more independent variables with one dependent variable, multiple regression is an analytical tool that predicts the effect value of two or more independent variables on the dependent variable. The following equation can be used to express the effect of each independent variable on the dependent variable:

$$Y = a + b1\ X1 + b2\ X2 + e$$

Information:
Y : Variable Y
a : Constant (Y value if X=0)
b1b2 : Regression Coefficient (increasing or decreasing value)
X1 : Variable X1
X2 : Variable X2

With using this multiple regression formula can find the magnitude of the regression coefficient of each independent variable (X) on the dependent variable (Y).

RESULTS AND DISCUSSION

Results

Description of Teacher Performance Variable Data

Descriptionthe frequency distribution of teacher performance scores can be seen in table 2 and the histogram graph in the figurei the following:

Table 2. Frequency Distribution of Teacher Performance Scores (Y)

No	Interval Class	Frequency	Presentation	Fkum	%Fkum
1	120-126	6	8,82	2	2.94
2	127-133	14	20.59	2	11.76
3	134-140	16	23.53	21	30.88
4	141-147	14	20.59	34	50.00
5	148-154	10	14.71	50	73,53

6	155-161	6	8,82	61	89.71
7	162-168	2	2.94	68	100
	Amount	68	100.00		

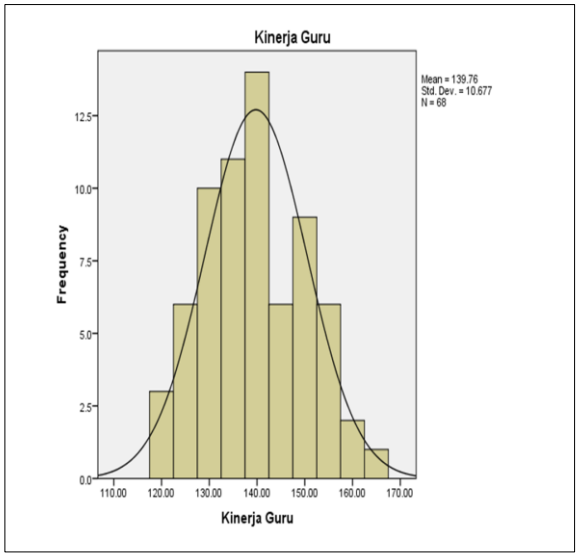


Figure 1. Teacher Performance Histogram

Based on the results of data processing on teacher performance variables by comparing the average score with the highest score multiplied by 100%, namely 139.76 divided by 170 and multiplied by 100, a score of 82.21 was obtained. From the acquisition of this score, it can be interpreted that the teacher's performance variable is in the "Good" interpretation of the ideal score. Therefore, it can be said that the performance of teachers at SMP Negeri in the Tarantang Sayang Region, Tanah Datar Regency, is in the "Good" category.Furthermore, the results of the analysis of the level of achievement of respondents for each indicatorteacher performancecan be seen in table 3 below:

Table3. Level of Attainment of Responses for Each Teacher Performance Indicator

Variable	Indicator	Number of Question Items	Total Ideal Score	Average Score	% Achievement Rate	Category
Teacher Performance (Y)	Loyalty	12	60	49,43	82,38	Well
	Discipline	12	60	47,84	79,73	Enough
	initiative	10	50	42.50	85.00	Well
		34	170	139.76	82,21	Well

On Table 3 shows that the score for the highest level of achievement indicators (85.00%) in the good category is initiative. Furthermore, the lowest achievement indicator score is discipline (79.73%) in the sufficient category. In general, the level of achievement of the teacher's performance score is 82.21% in the good category. This shows that the teacher's performance at SMP Negeri in the Tarantang Sayang Region, Tanah Datar Regencyfrom an aspect1) Loyalty, 2) Discipline, 3) Initiative,are in the good category.

Data Description of Principal Leadership Variables

An overview of the frequency distribution of school principal leadership scores can be seen in table 4 and the histogram graph in figure 2.

Table 4. Frequency Distribution of Principal Leadership Scores (X1)

No	Interval Class	Frequency	Presentation	Fkum	%Fkum
1	105-109	2	2.94	10	14.71
2	110-114	7	10,29	23	33,82
3	115-119	19	27.94	38	55,88
4	120-124	16	23.53	48	70.59
5	125-129	13	19,12	57	83,82
6	130-134	8	11.76	62	91.18
7	135-139	3	4,41	68	100
	Amount	68	100.00		

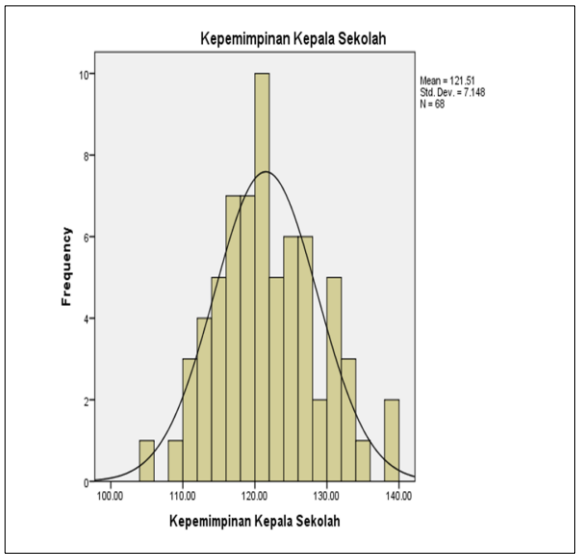


Figure 2. Principal's Leadership Histogram

Based on the results of the data processing of the principal's leadership variable by comparing the average score with the highest score multiplied by 100%, that is121.51divided by 145 and multiplied by 100, a score of 83.8 is obtained. From the acquisition of this score, it can be interpreted that the principal's leadership variable is in the "good" interpretation of the ideal score. Therefore, it can be said that the leadership of the principal at the SMP Negeri in the Tarantang Sayang Region, Tanah Datar Regency, is in the "good" category. Furthermore, the results of the analysis of the level of achievement of respondents for each indicator of school principal leadership can be seen in table 5.

Table 5. Response Achievement Rate for Each Principal Leadership

Variable	Indicator	Number of Question Items	Total Ideal Score	Average Score	% Achievement Rate	Category
Principal Leadership (X1)	Influence	7	35	28.90	82.57	Well
	motivating	12	60	51,28	85,47	Well
	mentoring	10	50	41.34	82,68	Well
		29	145	121.51	83,80	Well

On Table 5 shows that the score for the highest level of achievement indicators (85.47%) in the "good" category is motivating. Furthermore, the score of the lowest level of achievement indicators is affecting (82.57%) the "good" category. In general, the level of achievement of the principal's score is 83.80% in the "good" category. This shows that the

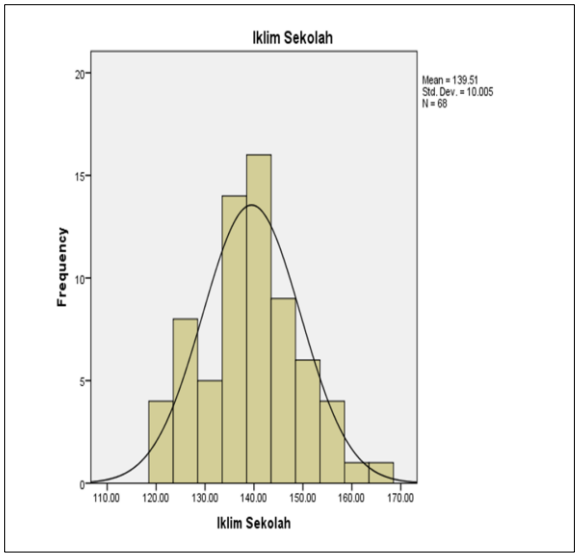
leadership of the principalSMP Negeri in the Tarantang Sayang Region, Tanah Datar Regencyfrom an aspect1) Influence, 2) Motivate, 3) Guide, is in the good category.

Description of School Climate Variable Data

An overview of the frequency distribution of school climate scores can be seen in table 6 and the histogram graph in figure 3.

Table 6. Frequency Distribution of School Climate Scores**(X2)**

No	Interval Class	Frequency	Presentation	Fkum	%Fkum
1	121-126	2	2.94	10	14.71
2	127-132	7	10,29	23	33,82
3	133-138	19	27.94	38	55,88
4	139-144	16	23.53	48	70.59
5	145-150	13	19,12	57	83,82
6	151-156	8	11.76	62	91.18
7	157-166	3	4,41	68	100
	Amount	68	100.00		



Based on the results of processing the school climate variable data by comparing the average score with the highest score multiplied by 100%, namely 139.51 divided by 175 and multiplied by 100, a score of 79.72 was obtained. From the acquisition of this score, it can be interpreted that the school climate variable is in the "conducive" interpretation of the ideal score. Therefore, it can be said that the school climate at SMP Negeris in the Tarantang Sayang Region, Tanah Datar Regency, is in the "conducive" category. Furthermore, the results of the analysis of the level of achievement of respondents for each school climate indicator can be seen in table 7.

Table7. Level of Response Achievement for Each School Climate Indicator

Variable	Indicator	Number of Question Items	Total Ideal Score	Average Score	% Achievement Rate	Category
School Climate (X2)	Physical Environment	15	75	59.50	79,33	Fairly Conducive
	Support	11	55	42,74	77,71	Fairly Conducive
	Cooperation	9	45	37,28	82,84	conducive
		35	175	139.51	79,72	conducive

On tabel 7 it can be seen that the score of the highest level of achievement indicators (82.84%) in the "conducive" category is cooperation. Furthermore, the score for the lowest level of achievement indicators is support (77.71%) in the "fairly conducive" category. In general, the achievement level of the school climate score is 79.72% in the "conducive" category. This shows that the school climate SMP Negeri in the Tarantang Sayang Region, Tanah Datar Regencyseen from aspects 1) Physical environment, 2) Support, 3) Cooperation, are in the conducive category.

Test Requirements Analysis

Normality test

Normality testing of teacher performance variable scores (Y), principal leadership (X1) and school climate (X2) was carried out using the Kolmogorov Smirnov-Z technique (SPSS Program Version 24.00). Data can be said to be normally distributed if KS has a significance level (Asymp. Sig) > 0.05, conversely if the significance level (Asymp. Sig) < 0.05, then the data is not normally distributed. The results of the examination can be seen in table 8.

Table 8. Normality test

KS test	Teacher Performance	Principal Leadership	School Climate
Test Statistics	0.085	0.089	0.076
p.s =asym sic value	0.100	0.200	0.200

On table 8 it can be seen that the significance value of each variable is greater than alpha 0.05. Thus the second requirement, namely data normality, has been fulfilled.

Hypothesis testing

The analysis was carried out on the independent variables on the dependent variable, namely the principal's leadership and school climate on teacher performance. Data analysis in this study used multiple linear regression analysis, for the effect of the independent variables on the dependent variable. This analysis uses SPSS version 24.0:

F test

The F test was conducted to find out whether all the independent variables, namely the leadership of the school principal and school climate, together had a significant effect on the dependent variable, namely on teacher performance at SMP Negeri in the Tarantang Sayang Region, Tanah Datar Regency. This can be seen in the table 9 following:

Table 9. F test

Model		Sum of Squares	Df	Mean Square	F_{count}	Sig.
1	Regression	413,003	2	206,501	6,858	.002b
	residual	7225233	65	111.157		
	Total	7638235	67			

Based on the table 9 above it is known that the F-count value is 6.858 (Sig 0.02 <0.05), meaning that simultaneously there is a significant influence between the leadership of the school principal (X1) and school climate (X2) on teacher performance (Y). When compared between the F-count and F-table values, the F-count value> F-table (6.858 > 3.14). This means that the hypothesis proposed is acceptable, the principal's leadership and school climate together have a positive and significant influence on teacher performance at SMP Negeri in the Tarantang Sayang Region, Tanah Datar Regency.

T test

Statistical t test is used to test the influence of each independent variable on the dependent variable. The reference used is if tcount ≥ ttable or sig. ≤ 0.05 then Ha is rejected. However, if tcount ≤ ttable or sig. ≥ 0.05 then Ha is accepted. The results of the analysis can be drawn conclusions for testing the assessment hypothesis as follows:

Table 10. T test

Model		Unstandardized Coefficients		Standardized Coefficients	Q	Sig.
		B	std. Error	Betas		
1	(Constant)	59,576	9016		6,608	0.000
	Principal Leadership	0.162	0.118	0.214	2.118	0.038
	School Climate	0.179	0.124	0.234	2,226	0.028

From the analysis results in the table 10 it can be seen that the tcount value for the principal leadership variable (X1) is 2.118 > ttable 1.997 (sig 0.038 <0.05), then Ha is accepted. Thus it can be concluded that the principal's leadership has a positive and significant effect on teacher performance at SMP Negeri in the Tarantang Sayang Region, Tanah Datar Regencyand Dari the results of the analysis in the table10it can be seen that the tcount for school climate (X2) is 2.226 > ttable 1.997 (sig 0.028 <0.05), then Ha is accepted. Thus it can be concluded that school climate has a positive and significant effect on teacher performance at SMP Negeri in the Tarantang Sayang Region, Tanah Datar Regency.

Discussion

The Effect of Principal Leadership on Teacher Performance

The results of this study indicate that the principal's leadership has a significant influence on teacher performance, the tcount value for the principal's leadership variable (X1) is2.118 > ttable 1.997 (sig 0.038 <0.05), then Ha is accepted. Thus it can be concluded that the principal's leadership has a positive and significant effect on teacher performance at SMP Negeri in the Tarantang Sayang Region, Tanah Datar Regency.

The regression equation above illustrates that the principal's leadership has a significant influence on improving teacher performance. Based on the results of the descriptive analysis, it shows that the principal's leadership is in the moderate category with an average score of 83.80%. Meanwhile, when viewed from each research indicator, it can be seen that the highest indicator is motivating which is in the good category (85.47%from the ideal score), while the indicator with the lowest achievement is the influencing indicator which is in the good category (82.57% of ideal score). It turned out that of the three principal leadership indicators analyzed, it was found that all were in the good category.

The results of the research show that giving principal's leadership in influencing perceived by the teacher is still not in accordance with what is expected by the teacher. Influence by the principal on teacher performance is felt to be lacking. Sutisna (in Susanto, 2016), said that the role of the principal as a leader is the key to improving or developing the school.As a leader, the principal must be able to influence his team members to take responsibility by improving their performance. This means that if the principal's leadership is carried out well, then this will have a positive influence on teacher performance.

The Effect of School Climate on Teacher Performance

The results of this study indicate that school climate has a significant influence on teacher performance. The tcount value for the school climate variable (X2) is obtained2.226 >

ttable 1.997 (sig 0.028 <0.05), then Ha is accepted. Thus it can be concluded that school climate has a positive and significant effect on teacher performance at SMP Negeri in the Tarantang Sayang Region, Tanah Datar Regency.

The regression equation above illustrates that school climate has a significant effect on improving teacher performance. Based on the results of the descriptive analysis, it shows that the school climate is in the conducive category with an average score of 79.72. Meanwhile, when viewed from each research indicator, it can be seen that the highest indicator is cooperation which is in the conducive category (82.84% of the ideal score), while the indicator with the lowest achievement level is the support indicator which is in the quite conducive category (77 .71% of the ideal score). It turned out that from the three school climate indicators analyzed, it was found that the average level of achievement of the respondents was in the conducive category.

School climate has an important influence on teacher performance. Teachers will feel comfortable working and inspired to do a better job if schools are provided with a positive work environment. According to Supardi (2015), states that "a conducive school climate can affect teacher performance in a school which can be in the form of a physical and non-physical work climate".

By being in the conducive category, it is necessary to improve the school climate so that it can become a very conducive category. This means that the more conducive the school climate is, this will have a positive influence on improving teacher performance.

Influence Head Leadership Schooland School Climateon Teacher Performance

The results of this study show that the principal's leadership and school climate have a significant relationship and provide significant influence together to improve teacher performance. The magnitude of the influence of the principal's leadership and school climate on teacher performance is 18.7%. Furthermore, the regression equation obtained by the principal's leadership variable and school climate with teacher performance is59.576+0.162X1+0.179X2. This shows that the principal's leadership and school climate together have a positive influence on teacher performance.

Data analysis shows that significantly the teacher's performance is influenced by school leadership and school climate, both individually and collectively. Principal leadership and school climate are two very important factors to note. Principal leadership and a high school climate will improve teacher performance.

If viewed from the score achievement of the performance variables of State Junior High School teachers in the Tarantang Sayang Region, Tanah Datar Regency, they are in the good category, the principal's leadership variable is also in the good category, and the school climate variable is in the conducive category. Thus it can be believed that the principal's leadership and school climate variables, if improved in a better direction, will have a positive influence on teacher performance.

CONCLUSION

(1) leadership has a significant effect on teacher performance. This can be seen from the acquisition of tcount> ttable (2.118> 1.997) with a significance level of less than 0.05 (0.038 <0.05). Therefore H01 is rejected and Ha1 is accepted. This shows that the better the leadership of the principal which is shown to lead to an increase in the performance of State Junior High School teachers in the Tarantang Sayang Region, Tanah Datar Regency; (2) school climate has a significant effect on teacher performance. This can be seen from the acquisition of tcount>

ttable (2.226 > 1.997) with a significance level of less than 0.05 (0.028 <0.05). Therefore H02 was rejected and Ha2 was accepted. This shows that the more conducive the school climate can lead to an increase in the performance of State Junior High School teachers in the Tarantang Sayang Region, Tanah Datar Regency; (3) the principal's leadership and school climate together have a significant effect on teacher performance. This can be seen from the acquisition of Fcount > Ftable (6.858 > 3.14) with a significantly smaller level of 0.05 (0.02 <0.05). Therefore H03 is rejected and Ha3 is accepted. This shows that the better the leadership level of the principal and the school climate lead to an increase in the performance of State Middle School teachers in the Tarantang Sayang Region, Tanah Datar District.

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