

The Influence of Principal Leadership and School Climate on Junior High School Teacher Performance

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Abstract

This research was conducted based on the fact that there is a school located in isolated area with high performance teacher. Teacher performance influenced by school environment, the way principal lead, work motivation, and incentive. The purpose of this research is generally carried out to determine the influence of principal leadership and school climate on teacher performance. Specifically, this research aims to describe the reason of these variables can affect teacher performance. The method of this research was a quantitative, which used quantitative descriptive method to describe the result. The data was collected by 26 teachers at SMP YPPK Santo Don Bosco Fak Fak. The data collection techniques used were questionnaires and data validation as a review to see the validity of the data. The results of the study obtained data, and it's indicated that (1) principal leadership has a significant role in improving teacher performance, (2) school climate has significant effect on teacher performance, and (3) principal leadership and work motivation have a synergistic effect on teacher performance at SMP YPPK Santo Don Bosco Fak Fak.

Keywords: *Principal Leadership, School Climate, Teacher Performance, Junior High School*

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INTRODUCTION

Education is fundamental factor for a country, this is because the quality of education will determine the development of a country (Susiani & Abadijah, 2021). Quality education produces human resources that are able to optimize the potential of other resources. Education could influence to develop and improve human quality as a whole. Through education, every individual can optimize their potential and improve all aspects of their life to create better change (Efendi dkk., 2022). For Indonesia's future, education is a key factor in improving the quality of life of Indonesian people and encouraging people to participate in development projects (Nurfatimah dkk., 2022).

Teachers are the most important component in student learning and greatly determine the quality of national education. The role of teachers greatly influences the process and results of quality education (Noor, 2020). Teacher performance is an important factor in determining the quality of education (Susiani & Abadijah, 2021). Teachers play a central role in the learning process and character formation of students. Their performance is influenced by various interrelated background factors. Teachers' education level is influenced their performance.

Teachers who have an educational background appropriate to the field they teach tend to have better knowledge and are able to provide more effective teaching (Tabi'in, 2016).

Teacher performance can be influenced by several factors, both internal and external. Internal factors that can influence teachers include work motivation (Ardiana, 2017; Riyadi & Mulyapradana, 2017), teacher competence (Mukhtar & Luqman, 2020; Rohman, 2020), dan work discipline (Kania Teja Utari, 2019; Rosmawati dkk., 2020). In addition, external factors that can influence teacher performance include the principal leadership (Refsanjani dkk., 2019; Sulistiya, 2013), school climate (Sawianti dkk., 2019), and incentive (Pasaribu & Irsutami, 2015; Sudarso, 2017).

The principal is the highest leader in the school who is responsible in creating a conducive environment for teachers and students. Effective principal leadership can motivate teachers, provide clear direction, and create a positive school climate (Aprilianda & Al Kadri, 2022). The principal has responsibility to create a conducive work environment for teachers (Pujianto dkk., 2020). With good leadership, school principals can motivate, guide and support teachers in carrying out their teaching duties. The right leadership style, such as democratic or transformational, can increase teachers' self-confidence, enthusiasm and dedication to teaching (Permatasari dkk., 2023). Some researches showed that a school principal's democratic and participatory leadership style can improve teacher performance (Khosiah & Maryani, 2020; Permatasari dkk., 2023).

School climate refers to the physical and psychological environment in a school that influences the teaching and learning process. A positive school climate, such as good relationships between teachers, support from the principal, and a comfortable physical environment, can increase teacher motivation and job satisfaction (Sawianti dkk., 2019; Syahril & Hadiyanto, 2018). A school climate that supports collaboration and communication between teachers, as well as between teachers and principals, can facilitate the exchange of ideas and effective learning strategies (Hadiyanto & Mathew, 2023; Holzberger & Schiepe-Tiska, 2021). A positive school climate can reduce teacher turnover rates and help retain quality teachers (Grissom & Bartanen, 2019).

Based on the explanation above, the author conducted an interview with one of the teachers at SMP YPPK Santo Don Bosco Fak Fak. SMP YPPK Santo Don Bosco is located in isolated area. From this interview, the author obtained some information regarding teacher performance at SMP YPPK Santo Don Bosco Fak Fak. Based on the theory that has been explained regarding factors that influence teacher performance and phenomena that are happened at SMP YPPK Santo Don Bosco Fak Fak, the author assumes that there is an influence from the principal leadership and school climate on teacher performance at SMP YPPK Santo Don Bosco.

METHODS

The method used in this research is quantitative method. Quantitative method is a research approach that focuses on quantifying data and analyzing it numerically (Gliner dkk., 2011). It involves collecting and measuring data using structured techniques such as surveys, experiments, and statistical analysis. The goal is to obtain objective and measurable results, often to test hypotheses or establish causal relationships between variables (Setyosari, 2016). The variables in this study consisted of two independent variables, which are principal leadership and school climate. The dependent variable in this study is teacher's performance. This research was conducted in SMP YPPK Santo Don Bosco Fak Fak. The data was collected by spreading the online form to the teachers of SMP YPPK Santo Don Bosco Fak Fak. This research was a population research, the population of this research was 26 teachers.

RESULT AND DISCUSSION

Result

Data on teacher performance variable was collected by distributing a questionnaire which included 21 items to 26 teachers who were respondents in this research. The teacher performance obtained a score of 95 for the highest score and 79 for the lowest score. Meanwhile, the ideal maximum score is 105 and the ideal minimum score is 21. Based on the results of data processing using the SPSS 25.0 for Mac Os application, the average score = 89.46 and Standard Deviation = 4.14.

Table 1. Anova Table

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	378.836	2	189.418	87.791	.000 ^b
	Residual	49.625	23	2.158		
	Total	428.462	25			

a. Dependent Variable: Teacher's Performance

b. Predictors: (Constant), School Climate, Principal's Leadership

Based on the Anova Table above, it's explained that there was a significant influence of the principal leadership and school climate on teacher performance, where it showed that the $F_{\text{count}} = 87.791$ greater than $F_{\text{table}} = 3.120$ with probability of 0.00 which is indicated that the regression could describe variable dependent (Teacher Performance). So we can conclude that, principal leadership and school climate together had a significant effect on teacher performance.

Table 2. Multiple Linear Regression Test Result

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.056	12.320		.005	.996
	Principal's Leadership	.675	.235	.409	2.876	.009
	School Climate	.378	.095	.564	3.969	.001

a. Dependent Variable: Teacher's Performance

Based on the results of the data analysis above, the regression equation is $Y = 0.056 + 0.675X_1 + 0.378X_2$ is obtained. From the analysis, it can be seen that the value of the constant is positive by 0.056, where it's stated that, if there is no principal leadership and school climate, then the amount of teacher's performance will increase by 0.056. The coefficient of Principle's Leadership (X_1) has positive value of 0.675, where it's indicated that for every addition of the Principal's Leadership factor by 1 unit, there is an increase on teacher's performance of 0.675 unit assuming that School Climate (X_2) is constant. The coefficient of School Climate (X_2) has a positive value of 0.378, where it's stated that for every addition of 1 unit of School Climate factor, there is an increase on Teacher's Performance of 0.378 units assuming that the Principal's Leadership (X_1) is constant. It all have meaning that the better the principal's leadership and the

more effective school climate, the teacher's performance would be better in carrying out their duties.

Table 3. Multiple Linear Regression Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.940 ^a	.884	.874	1.46888

a. Predictors: (Constant), School Climate, Principal's Leadership

Based on the table above, it showed that $r_{\text{count}} = 0.940$, while $r_{\text{table}} = 0.884$ on a significant level of 5%. Thus, it can be said that the percentage of the influence of principal leadership and school climate together is 88.4%, while 11.6% influenced by other variables.

Discussion

This research statistically proved that principal leadership has positive effect on teacher performance. It means that there is a relationship between principal leadership variables on teacher performance at SMP YPPK Santo Don Bosco Fak Fak, so the principal leadership can influence the teacher performance. Principals play a pivotal role in shaping the educational environment and influencing teacher performance within a school (Pardosi & Utari, 2021; Saleem dkk., 2024; Sarwar dkk., 2022). The leadership styles and behaviors can significantly impact the motivation, commitment, and overall effectiveness of the teaching staff (DanDan & Alias, 2024; Saleem dkk., 2024). Research suggests that certain leadership styles are more conducive to fostering a positive and productive learning environment (Tajasom & Ahmad, 2011). The transformational leadership style, characterized by inspiring and empowering teachers, has been found to have a positive effect on teacher performance (Permatasari dkk., 2023).

Effective principals foster an environment of trust and collective efficacy among their teaching staff (Marks & Printy, 2003). When teachers feel supported and believe in their collective ability to positively impact student learning, their performance tends to improve. Principals who prioritize professional development opportunities for teachers can significantly enhance their performance. By providing access to relevant training, workshops, and mentorship programs, principals can equip teachers with the necessary skills, knowledge, and strategies to excel in their roles (DanDan & Alias, 2024). In conclusion, principal leadership plays a crucial role in shaping the conditions that enable teachers to thrive and perform at their highest level.

Besides that, this research also proved that school climate has positive effect on teacher performance. The school climate, which encompasses the overall atmosphere, culture, and relationships within the school community, can influence teacher performance (Hadiyanto & Mathew, 2023; Maharani dkk., 2021). Principals who foster a positive and supportive school climate, where teachers feel valued and respected, are more likely to have a motivated and high-performing teaching staff (Dutta & Sahney, 2022). Teachers who work in a supportive and respectful school environment tend to experience higher levels of job satisfaction. This, in turn, positively affects their motivation, commitment, and overall effectiveness in the classroom.

Schools with a positive climate often prioritize professional development opportunities for teachers, allowing them to enhance their skills and knowledge, which can lead to improved teaching practices and student outcomes (Dutta & Sahney, 2022). A supportive school environment fosters collaboration among teachers, administrators, and staff (Holzberger & Schiepe-Tiska, 2021). This sense of community and shared responsibility can lead to better problem-solving, resource sharing, and overall support for teachers, enabling them to perform at their best. In conclusion, a positive school climate is crucial for enhancing teacher performance, job satisfaction, and overall effectiveness. By prioritizing a supportive and collaborative environment, schools can empower their teachers to excel and positively impact student learning and achievement.

The teacher performance can be measured by teaching-learning process, coaching, guiding, training and evaluating the students. Therefore, teacher performance influenced by other factors as well, such as principal leadership and motivation. Teachers should always try to find ways to improve student performance. Teachers can increase their knowledge by reading many handbooks for learning-teaching process. In improving the performance, teachers must continue to improve the quality of teaching by participating, using appropriate teaching methods and strategies, and attending trainings.

As the result of this research, which is showed that principal leadership and school climate together influence teacher performance. It's caused by principal leadership and school climate have a synergistic effect on teacher performance (Dutta & Sahney, 2022; Simaremare dkk., 2023; Waty dkk., 2023). When principals adopt effective leadership styles and cultivate a positive school climate, teachers are more likely to thrive and deliver high-quality instruction (Oyetunji, 2006; Tajasom & Ahmad, 2011). Conversely, ineffective principal leadership and a negative school climate can adversely affect teacher morale, job satisfaction, and ultimately, student achievement. In conclusion, principal leadership and school climate are interdependent factors that significantly influence teacher performance. By fostering a supportive and collaborative environment through effective principal leadership and a positive school climate, schools can create a conducive environment for teachers to excel, ultimately benefiting student learning and success.

CONCLUSION

Based on the results of the analysis and discussion, it can be concluded as follows (1) principal leadership has a significant role in improving teacher performance, it's positive value of 0.675, (2) school climate has significant effect on teacher performance, it's positive value of 0.378 and (3) principal leadership and work motivation have a synergistic effect on teacher performance at SMP YPPK Santo Don Bosco Fak Fak, where the percentage of the influence of principal leadership and school climate together is 88.4%, while 11.6% influenced by other variables.

Teacher performance is a critical aspect of ensuring quality education and student success. Strong and supportive school leadership can positively influence teacher performance. Besides that, the physical and psychological environment of the school can significantly impact teacher performance. It's essential to recognize that teacher performance is influenced by a multitude of factors, and addressing these factors holistically can lead to improved educational outcomes for students.

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