



The influence of School principal leadership, work climate, and teacher work motivation on teacher performance in High School

Made Susilawati*, Wiwik Wijayanti

Faculty of Education and Psychology, Yogyakarta State University, Indonesia

Abstract

This study aims to determine the influence of: 1) principal leadership on high school teacher performance in Agats City, 2) work climate on high school teacher performance in Agats City, 3) teacher work motivation on high school teacher performance in Agats City, and 4) principal leadership, work climate, and teacher work motivation on high school teacher performance in Agats City. To test the hypothesis, partial hypothesis testing (t test) was used to determine the influence of each independent variable on the dependent variable. Furthermore, simultaneous hypothesis testing (F test) was used to determine whether the independent variables have a joint or simultaneous influence on the dependent variable. Finally, the coefficient of determination test (R) was used to determine how much influence variable X contributes to variable Y simultaneously. The findings of the study show that: (1) partially the principal leadership variable influences high school teacher performance in Agats City with a t count of 10.045; (2) partially the work climate variable influences high school teacher performance in Agats City with a t count of 8.889; (3) partially the teacher work motivation variable influences high school teacher performance in Agats City with a t count of 8.407; and (4) simultaneously there is a positive and significant influence between the principal's leadership, work climate, and teacher work motivation on high school teacher performance in Agats City with a calculated F of 45.285.

Keywords: Principal leadership, work climate, teacher work motivation, teacher performance

Introduction

Institutions operating in the teaching and learning sector play an active role in organizing, managing, and utilizing productive human resources (HR) in this era of globalization and modern times. To keep up with the pace of increasingly developing technology, it is necessary to create educational institutions that can compete with modernization and create the performance of qualified teaching staff. To compete and improve the quality of education, in this case the role of teachers is very important. A teacher is a someone entrusted with the honourable responsibility of imparting knowledge, facilitating learning, and equipping students with the necessary skills to comprehend and proficiently apply the information they have been taught. The aforementioned matter has been addressed and governed by Law Number 14 of 2005, specifically in article 1 which stipulates that teachers are skilled educators whose primary responsibility is to educate, instruct, guide, direct, train, assess, and evaluate students in formal education, specifically at the primary and secondary levels. Djamarah (2015) asserts that teachers must possess the quality of dependability within their respective domains. According to Siswanto *et al.* (2017) [20], leadership includes guiding, directing, mentoring, fostering work motivation, encouraging organizational progress, building effective networks, providing efficient supervision, and directing followers towards desired goals within specified time limits and plans.

A good schoolwork climate reflects a harmonious, safe, and enjoyable environment where the school community shows mutual concern and satisfaction. The presence of a pleasant work environment at school cannot be separated from the existence of a positive relationship between the principal and teachers, as well as a harmonious relationship between teachers and students (Supardi, 2013) [25]. The objectives of

the schoolwork environment as stated by Usman (2015) [12] are as follows: (1) create a friendly environment for students and teachers; (2) developing a positive school culture; (3) creating efficient schools; and (4) fostering strong leadership, intrinsic motivation to learn, and satisfied teachers and administrators. Apart from that, according to Usman (2015) [12], the schoolwork climate has several benefits, such as: (1) creating a learning and teaching environment that is fun, safe, interesting, and inviting; (2) help build school culture; (3) facilitating the development of effectiveness; (4) strengthening leadership, motivation, and impacting performance satisfaction.

A conducive climate in an educational institution can influence teacher performance. According to Usman (2015) [12], there are several ways to create a conducive working climate, including: (1) arranging the learning classroom, (2) creating a calm and enjoyable teaching and learning atmosphere, (3) creating a peaceful and quiet environment outside the school., (4) establishing communication and social relations within and outside the school, (5) being a pleasant teacher, (6) providing space for students to be creative and innovative, and (7) agreeing on shared rules. If all these methods can be implemented in accordance with the rules, learning and teaching activities will run in an orderly and enjoyable manner and will reduce the burden on the mind when these educational activities take place and can increase teacher work motivation at school.

Work motivation refers to the drive or encouragement that encourages teachers to carry out their work. According to Rivai (2015) [32], motivation is a collection of attitudes and ideas that influence individuals, influencing them to pursue certain goals that are in line with their goals. Uhing *et al.* (2019) [17] defines motivation as a state or force that drives people towards achieving the organizational goals of a company. McClelland defines work motivation as translated

by Suwanto (2020) ^[30] as a combination of internal and external factors that encourage a person to carry out work activities in a certain way, direction, intensity, and duration. Supriyo (2015) ^[28] suggests that teacher work motivation can be increased in various ways, including: (1) recognizing and appreciating teacher efforts, (2) giving teachers the freedom to innovate, (3) providing guidance and coaching, (4) granting authority to teachers, (5) providing proper attention to teachers, (6) providing sufficient vacation time, and (7) providing incentives to teachers who demonstrate extraordinary performance. Lack of motivation can affect the good and bad of teacher performance.

Performance is the result of an employee's efforts both in terms of the quantity and quality of work he has completed within the scope of the assigned tasks. As stated by Moehariono (2012), performance is a measure of how well an activity program or policy has been implemented. Performance refers to the results of an employee's work, measured in terms of the quality and number of tasks completed in accordance with each job desk (Mangkunegara, 2013).

In this research, it is known that the effectiveness of teacher performance is directly related to the quality of the school principal's leadership. Managerially, school principals need strong leadership and guidance skills to ensure their subordinates can carry out their duties well. This involves providing clear direction and motivation to increase the efficiency of subordinates, ultimately working towards achieving the school's goals. The ability of school principals to effectively fulfill their responsibilities as managers, administrators, leaders, innovators, and motivators has a direct influence on the quality of the work environment and the level of motivation among teachers, which in turn influences their performance in the classroom.

The low performance of teachers in schools can be caused by the challenges mentioned above making it difficult to achieve educational goals and learning objectives. It is necessary to study what variables have the potential to influence the implementation of teacher performance assessments. The principal's leadership, school atmosphere, and teacher intrinsic motivation all play a role in student learning achievement (Hendra, 2018). Mardianti (2022) emphasized that the principal's leadership and teacher motivation have quite a large influence on teacher performance.

Based on initial observations made at Agats City High School, there are still (1) inadequate and comfortable classroom conditions, (2) an unpleasant learning atmosphere, (3) the principal's leadership is less effective in leading, (4) there is a lack of connection. good relations inside and outside the school, (5) there are teachers who are not present at school, (6) there are teachers who teach not according to their area of expertise, (7) there are teachers who are not present in the teaching and learning process in class, (8) there are teachers who lack work motivation in carrying out their duties, (9) teachers' strategies are less varied, (10) there are school or classroom environments that are used as access roads to the teacher's house, thus disrupting learning activities, (11) there are teachers who do

not maintain adequate communication. good with other teachers. Stimulation, encouragement, or impulses are really needed by schools so that teachers' enthusiasm for improving their performance can be further enhanced and each teacher can encourage themselves to compete to be better.

Given the information provided above, the research question may be stated as follows

1. Does the principal's leadership have an impact on teacher performance at Agats City High School?
2. Does the work climate at Agats City High School have an impact on the performance of teachers?
3. Does work motivation have an impact on the effectiveness of teachers at Agats City High School?
4. Does the principal's leadership, work climate, and work motivation have a simultaneous impact on teacher performance at Agats City High School?

Research Method

Research Type

This research is research that uses quantitative methods because it relies on numerical data. At Agats City High School, this research aims to find out how the principal's leadership, school climate, and teacher intrinsic motivation influence student learning achievement.

Research Location and Time

This research was carried out at Agats City High School for 3 months, estimated in April – July 2023.

Research Sample, Population, and Variables

Sugiyono (2019) ^[23] defines population as a large group of objects/subjects with certain numbers and characteristics. The entire teaching population of Agats City High School—83 teachers—will be surveyed. This research covers the entire population of teachers at the academy. Because the research uses the entire population, there is no research sample.

There are 3 independent variables (X) in this research, namely principal leadership, work climate and teacher work motivation. Moreover, the dependent variable (Y) in the present research is the performance of teachers at SMA Agats City.

Data Collection Techniques and Instruments

This research involves creating a questionnaire consisting of written questions and multiple-choice answers. In addition, an attitude scale known as Likert scale is also used. Sugiyono (2019) ^[23] defines the Likert scale as a method for assessing attitudes, views and perceptions of people or groups towards social phenomena.

Findings and Discussion

Findings

Hypotheses Testing

Multiple Regression Analysis

These are the outcomes of the coefficients obtained from multiple linear regression using the SPSS version 25 program.

Table 1: Result of the Regression Analysis

Model	Coefficients			T	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		

1	(Constant)	18.043	8.620		2.093	.040
	Kepemimpinan Kepala Sekolah	.255	.101	.239	2.520	.014
	Iklim Kerja	.244	.079	.291	3.072	.003
	Motivasi Kerja Guru	.431	.127	.323	3.386	.001

From the equation above it can be explained that

- The consistency value is 18.043, suggesting a positive correlation. This means that if the independent variable remains unchanged, there will be an 18.043 rise in teacher performance, equivalent to 18.04%.
- A b1 coefficient of 0.255, with a positive association direction, suggests that excellent leadership from the principle can lead to a substantial boost in teacher performance. This increase is predicted to be 0.255 or 25.5%, assuming all other factors remain constant.
- When all other independent variables are held constant, the positive coefficient (b2 = 0.244) suggests that there is a direct association between working in a supportive atmosphere and increased performance for instructors. The projected increase in performance is 24.4%.
- Given that all other independent variables remain constant, a positive coefficient of 0.431 suggests that teacher performance will increase by 43.1% when they are highly motivated in their profession.

Partial Hypothesis Test (t Test)

Ghozali (2018) [10] stated that the t statistical test was carried out to determine the influence of each independent variable on the dependent variable.

Table 2: Principal Leadership Partial Hypothesis (X1)

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	51.194	1.716		29.841	.000
	Kepemimpinan Kepala Sekolah	.338	.034	.745	10.045	.000
a. Dependent Variable: Kinerja Guru						

According to the data in the table, evaluating the Principal's Leadership hypothesis results in a calculated t value of 10.045, which is higher than the crucial t value of 1.990. This indicates statistical significance at the 0.000 level. The p-value is less than 0.05, indicating that the null hypothesis is accepted in this investigation. Thus, it may be inferred that Ha's hypothesis, which states that "School Principal Leadership has a positive influence on Teacher Performance," was accepted.

Table 2: Work Climate Partial Hypothesis (X2)

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	51.546	1.915		26.918	.000
	Iklim Kerja	.304	.034	.703	8.889	.000
a. Dependent Variable: Kinerja Guru						

According to the data in the table, the findings of evaluating the Work Climate hypothesis are highly significant. The computed t value of 8.889 is more than the critical t value of 1.990 at a significance level of 0.000. The p-value is less than 0.05, indicating that the hypothesis in this investigation

aligns with Ha. Therefore, it can be inferred that Ha's hypothesis, which states that "Work Climate has a positive impact on Teacher Performance," has been confirmed.

Table 3: Partial Hypothesis of Teacher Work Motivation (X3)

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	38.115	3.600		10.586	.000
	Motivasi Kerja Guru	.534	.064	.683	8.407	.000
a. Dependent Variable: Kinerja Guru						

According to the data in the table, the hypothesis regarding Teacher Work Motivation was evaluated and resulted in a calculated t value of 8.407, which exceeded the crucial t value of 1.990. This implies a high level of statistical significance at the 0.000 level. The p-value is less than 0.05, indicating that the hypothesis in this investigation aligns with Ha. These findings support the acceptance of the Ha hypothesis, which posits a positive correlation between Teacher Work Motivation and Teacher Performance.

Coefficient Determination Analysis

Table 4: Result of the Coefficient Determination Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.795 ^a	.632	.618	5.224
a. Predictors: (Constant), Motivasi Kerja Guru, Iklim Kerja, Kepemimpinan Kepala Sekolah				
b. Dependent Variable: Kinerja Guru				

The calculation results indicate that the coefficient of determination (R) obtained is 0.632. This indicates that 63.2% of the variability in teacher performance factors can be accounted for by the Principal Leadership, Work Climate, and Teacher Work Motivation variables. The remaining 36.8% of the variability is attributed to other variables that were not included in this research.

Discussion

Through the utilization of statistical hypothesis testing, it becomes evident that every independent variable exerts a substantial impact on the dependent variable. Effective principal leadership, a supportive work environment, and teacher motivation positively impact teacher performance.

The Influence of Principal Leadership on the Teacher Performance

Research on the impact of principal leadership on teacher performance has produced some interesting findings. At the 5% significance level, the computed t value for the principal's leadership is 10.045, which is greater than the crucial t value of 1.990. With a significance value of 0.000 (less than 0.05), the calculated t value thus surpasses the t table value (10.045>1.990), signifying a significant finding. These results support the conclusion that the alternative hypothesis is accepted, and the null hypothesis is rejected.

The null hypothesis, which claimed that the principal's leadership had a major influence on the performance of secondary school teachers in Agats City, was found to be rejected considering these data.

Teacher performance is thus directly impacted by the principal's leadership style. This demonstrates the excellent leadership of the principal of Agats City High School, and it is crucial that the principle uphold these standards going forward. Nonetheless, there are instances in which educators fail to carry out their duties. To address this, the school has taken the lead in setting up teacher training sessions to raise teaching standards and give Agats City's best education possible.

The research outcomes, theoretical framework, and prior research seem to be significantly in accord with one another, based on the offered research findings. It has been demonstrated that the principal's leadership significantly and favourably affects teachers' performance.

The Influence of Work Climate on the Teacher Performance

Partial hypothesis testing was used to gather data on the impact of work climate on teacher performance. The t table with a significance level of 5% is 1.990, and the computed t value for work climate is 8.889. Consequently, the significance value is 0.000 (less than 0.05) and the computed t value is greater than the t table value ($8.889 > 1.990$). This indicates that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. These results led to the decision that H_o should be rejected, demonstrating the strong influence that the work environment has on Agats City's high school teachers' performance.

Thus, at Agats City High School, a favourable school climate will benefit teachers' productivity. Teachers need a safe and encouraging work environment to perform their duties properly and feel comfortable instructing children. Even though some teachers still feel uneasy in their jobs, we need to improve the working environment if we want to accomplish our goals and carry out our plans.

The study "The Influence of Principal Leadership, Work Climate, and Work Motivation on Teacher Performance in Public High Schools in Binjai City" by Hendra (2018) is consistent with the description given above. The study discovered a significant and robust correlation between teacher effectiveness and the work environment.

Strong agreement between study findings, theoretical frameworks, and current research directions is shown in the authors' conclusions. The results indicate that teachers' performance is positively impacted by their work environment.

The Influence of Teacher Work Motivation on the Teacher Performance

The study employed partial hypothesis testing to investigate the impact of instructors' intrinsic motivation on their classroom performance. The t-count value for teacher work motivation is 8.407, while the critical t-value from the t-table with a significance level (α) of 5% is 1.990. Therefore, the computed t value (8.407) exceeds the t table value (1.990), indicating statistical significance. Additionally, the significance value is 0.000, which is less than the predetermined threshold of 0.05. Consequently, the alternative hypothesis is accepted, and the null hypothesis is

rejected. These findings contradict the null hypothesis (H_o) and demonstrate the significance of teacher motivation in relation to student achievement at Agats City High School.

Therefore, the motivation implemented at Agats City High School is focused on enhancing teacher performance, leading to a beneficial outcome. This demonstrates that many teachers exhibit commendable performance. Nevertheless, there are occasions when certain educators exhibit a slower pace in accomplishing their tasks. In such instances, educational institutions acknowledge the significance of offering sufficient incentives, such as promotional prospects, to motivate teachers to carry out their duties efficiently.

Research findings indicate a significant correlation between teacher job motivation and teacher performance. The description aligns with the research conducted by Mahfud Mahfud (2020) titled "The Impact of Principal Leadership, Work Motivation, and Work Discipline on the Performance of Bima State High School Teachers". The researcher discovered a robust and significant link between work motivation and instructor performance.

The author underscores the alignment between the research findings, the underlying theory, and the perspectives articulated in prior studies. The research findings indicate a significant and notable association between teacher work motivation and teacher performance. Furthermore, it is evident that work motivation has a positive impact on performance.

The Influence of Principal Leadership, Work Climate, and Teacher Work Motivation on the Teacher Performance

Studies indicate that student performance in the classroom is impacted by several elements, including the principal's leadership, the overall school environment, and the teachers' inherent motivation. The results were derived from conducting simultaneous hypothesis testing. The ANOVA test yields a statistically significant F value of 45.285, indicating a robust association between the variables. Upon evaluating the essential F value of 2.720, it is evident that there exists a significant correlation between the variables. Based on the data, it is evident that the table F value (2.720) is smaller than the estimated F value (45.285), leading to the rejection of H_o and acceptance of H_a . Therefore, it can be inferred that the elements of principal leadership, work climate, and teacher work motivation collectively exert a substantial impact on the performance of high school teachers in Agats City.

The principal's leadership, work climate, and teacher motivation exert an impact on teacher performance, both in a positive and negative manner. The test results indicate a positive correlation between effective principal leadership, a supportive work climate, strong teacher work motivation, and higher teacher performance. Conversely, a reduction in these elements might lead to a decline in teacher performance.

Darmadi (2018) ^[7] defined Teacher Performance as the aptitude displayed by an educator in carrying out their obligations and tasks. Teacher performance include the visible acts and conduct of an educator while carrying out their duties in the classroom, which is assessed according to specific criteria. A teacher's performance will be assessed in several situations and everyday occurrences. An educator's

effectiveness can be assessed by evaluating their execution of duties and obligations.

The author asserts that study findings, theories from specific perspectives, and prior studies, particularly those pertaining to principal leadership, work environment, and teacher work motivation, all have a substantial and favorable impact on teacher performance.

Conclusion

The author draws several key conclusions based on the conducted research as follows

1. Through data analysis, it is evident that the principal's leadership has a substantial and favourable impact on teacher effectiveness, as demonstrated by the t-count value of 10.045. Empirical evidence demonstrates that the principal's excellent leadership significantly enhances teacher effectiveness at Agats City High School.
2. The data analysis reveals that the work environment has a substantial impact on teacher performance, as evidenced by the calculated t value of 8.889. This demonstrates that the effectiveness of instructors at Agats City High School is impacted by the calibre of the work environment.
3. Analysis of the data indicates that there is a significant improvement in teacher performance when teacher work motivation is increased, as evidenced by a t count of 8.407. This implies that a high level of teacher work motivation will enhance the performance of instructors at Agats City high school.
4. Statistical analysis indicates that the leadership of the principal, the overall work environment, and the level of enthusiasm among teachers all play a crucial part in determining the performance of high school teachers in the city of Agats. This is additionally reinforced by the computed F value of 45.285.

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