



The influence of principal leadership, school climate, and work motivation on the performance of rural teachers at Inpres Yuni elementary school in Sorep district

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Abstract

The Influence of Principal Leadership, School Climate, and Work Motivation on the Performance of Rural Teachers at Inpres Yuni Elementary School in Sorep District. Thesis. Yogyakarta: Faculty of Education and Psychology, Yogyakarta State University, 2024.

This research aims to: 1) To determine the influence of the principal's leadership on the performance of rural teachers at SD Inpres Yuni. 2) To determine the influence of school climate on the performance of rural teachers at SD Inpres Yuni. 3) To determine the effect of work motivation on the performance of rural teachers at SD Inpres Yuni. 4) To determine the influence of the principal's leadership, school climate, and work motivation simultaneously on the performance of rural teachers at SD Inpres Yuni. This type of research is quantitative with quantitative descriptive methods. The population in this study is all education staff at SD Inpres Yuni which amounts to 30 teachers. The sample in this research amounted to 30 people taken using total sampling. The instrument used is to use a closed questionnaire that is distributed to teachers. The data analysis techniques used are independent t-tests and simple linear regression. The results showed that: 1) There was an influence of the principal's leadership on the performance of rural teachers at SD Inpres Yuni with a contribution of 34%. 2) There is an influence of school climate on the performance of rural teachers at SD Inpres Yuni with a contribution of 29%. 3) There is an influence of work motivation on the performance of rural teachers at SD Inpres Yuni with a contribution of 37%. 4) There is an influence of the principal's leadership, school climate, and work motivation simultaneously on the performance of rural teachers at SD Inpres Yuni Sorep District.

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

Introduction

National education standards aim to ensure the quality of national education in order to educate the nation's life and shape the character and civilisation of a dignified nation. In order to achieve these goals, Government Regulation No. 19/2005 on National Education Standards (PP No. 19/2005) sets out eight standards that must be met in implementing education. The eight standards include: content standards, process standards, graduate competency standards, educator and education personnel standards, facilities and infrastructure standards, management standards, financing standards and educator research standards.

Teachers play an important role because they are directly related to students in learning situations so that teachers are required to be able to create quality students (Susanto., 2016) ^[17]. Education is used as a benchmark in contributing to the intellectual life of the nation by providing provisions for students so that later they are able to contribute in determining success in development (Ndoen *et al.*, 2021) ^[10].

Teacher performance is the level of success of teachers in carrying out their duties and education in accordance with their responsibilities and authority based on predetermined performance standards (Barnawi & Arifin, 2017, p. 14) ^[2]. The low performance of teachers is a problem that must be resolved immediately because it affects the quality of education. teacher performance can be seen from their success in improving the process and learning outcomes, namely planning teaching and learning programmes, implementing and managing the teaching and learning process, assessing the progress of the teaching and learning process, mastering learning materials (Sudjana, 2017, p. 19) ^[16].

Based on the survey results at SD Inpres Yuni, a problem related to the education system was found, namely the performance of teachers who are still not optimal in carrying out their duties. The researcher suspects that the causes are the principal's lack of leadership (for example, lack of supervision), a less favourable school climate, and teachers' low motivation in teaching and in developing themselves. To improve teacher performance, various efforts need to be made, including principal leadership, school climate and work motivation.

School principals have a very strategic role in realising quality. Based on Government Regulation Number 28 Article 12 paragraph 1 tagun 1990 that 'Principals are responsible for the implementation of educational activities, school administration, coaching other education personnel, and utilising and maintaining facilities and infrastructure'. The principal's leadership factor is something that needs to be considered to support teacher performance. Leadership is the ability to influence a group of members to achieve goals and suggestions (Robbins & Machal, 2016, p. 83) ^[13]. The principal does not facilitate teachers to further develop their performance. This can be seen from teachers who do not get the opportunity to improve their performance by developing their careers, and do not give appreciation to teachers who excel.

The principal is someone who is given additional duties to carry out leadership known as academic leadership. Principal leadership influences the level of teacher work effectiveness and also learner performance. Principal leadership is the ability and readiness of the principal to influence, guide, direct and mobilise school staff to work effectively in order to achieve the educational and teaching

goals that have been set (Depdiknas, 2002, p. 16). kepemimpinan pendidikan membutuhkan perhatian yang utama karena melalui kepemimpinan yang baik akan termobilisasi tenaga yang berkualitas dalam berbagai bidang baik sebagai pemikir atau pekerja yang pada akhirnya dapat meningkatkan sumber daya manusia yang berkualitas (Soebagio, 2006, p. 161).

Educational leadership requires major attention because through good leadership, qualified personnel will be mobilised in various fields either as thinkers or workers, which in turn can improve the quality of human resources (Soebagio, 2006, p. 161).

Some research results conducted (Firmawati, *et al*, 2017, p.167)^[4], and (Handayani & Rasyid, 2015, p. 264)^[5] have proven that principal leadership has an influence on teacher performance. In addition to principal leadership, the work climate in schools also affects teacher performance. The work climate in schools is an atmosphere of working, learning, communicating, and getting along in educational organisations (Satria, *et al*, 2022, p. 3)^[14]. school work climate is a situation or atmosphere which arises because of the relationship between principals and teachers, teachers and teachers, teachers and students or relationships between students that characterise schools that influence the teaching and learning process at school (Tilaar, 2004, p. 179)^[18]. The school climate must be created to realise changes due to advances in science and technology and changes in the characteristics of students (Mulyasa, 2009, p. 88)^[9].

School climate occurs when there is interaction between an open organisational structure, dynamic performance standards, a sense of teacher responsibility, teacher participation in the organisation, recognition of work results, a supportive management style and commitment to duty (Arifin, *et al*, 2018, p. 1). School climate or the atmosphere of the work environment at school is everything that teachers and school residents feel when they interact in the school environment (Lestari, *et al*, 2022)^[7]. Therefore, the level of security and obstacles around the school must also be considered so that teachers feel calm in carrying out their duties as teachers. Therefore, the school climate needs to be considered and made conducive to support these goals because the climate is not conducive will have a negative impact on the learning process and the difficulty of achieving learning goals, students and teachers will feel restless, restless, bored, and bored (Yamin, 2006, p.110)^[8] It is supported by a safe school climate can improve teacher performance (Bahri, 2010)^[11].

There are other external factors that also influence the success of teacher performance, namely work motivation. Motivation is a factor that affects the spirit and enthusiasm of work to participate actively in the work process (Harahap, *et al*, 2023)^[6]. Motivation is a condition or energy that moves teachers who are directed or agree to achieve organisational goals. It is the pro and positive mental attitude of the teacher towards the work situation that strengthens his work motivation to achieve maximum performance (Asterina, *et al*, 2019). Meanwhile, work motivation is a strong desire from within a person to carry out all activities related to their work in order to achieve organisational goals.

High work motivation from teachers is something that every school wants. Teachers who have work motivation will work optimally in completing every job, and work with full responsibility in accordance with the work given by the

organisation. Teachers' work motivation factors must get attention from school leaders (Asterina, *et al*, 2019, p. 3). motivation must be well directed according to priorities and can be well received by teachers.

Research on Principal Leadership, School Climate, and Work Motivation is very important to overcome the problems faced during its implementation. For this reason, researchers are interested in taking the title

“The Influence of Principal Leadership, School Climate, and Work Motivation on the Performance of Rural Teachers at Inpres Yuni Elementary School in Sorep District”.

Research method

1. Research type

This research uses a quantitative with quantitative descriptive methods. The population in this study is all education staff at SD Inpres Yuni which amounts to 30 teachers. The sample in this research amounted to 30 people taken using total sampling. The instrument used is to use a closed questionnaire that is distributed to teachers. The data analysis techniques used are independent t-tests and simple linear regression.

2. Research location and time

This research will be conducted at SD Inpres Yuni, Yuni Village, Sorep District, Asmat Regency. The reason for choosing the research site is based on a survey conducted by researchers in that place. Based on the facts and phenomena that have an impact on students who do not take school exams and on teacher performance, it is suspected that they are influenced by leadership, school climate, and work motivation that researchers have previously observed. While the research time starts in June 2023.

3. Population and research sample

The population and sample in this study were all 30 teachers who taught at SD Inpres Yuni.

4. Research location and time

The research was conducted at SD Inpres Yuni, an educational institution located in Yuni Village, Sorep District. During the period June 2023.

Research variables

1. Principal leadership

The principal's ability to influence, motivate, direct, and guide individuals and groups to work together in carrying out activities that are directed towards achieving organisational goals.

2. School climate

The state of the school environment that is felt directly or indirectly by the school community in carrying out their duties.

3. Work motivation

One thing that can trigger enthusiasm and drive at work that an individual or group has towards workers in order to achieve the desired goals.

4. Teacher performance

The result of work or real work ability in quality and quantity that can be achieved by a teacher in carrying out his duties.

5. Data collection techniques and instrument

Data collection techniques using primary data by distributing questionnaires or giving a number of questions to respondents. The questionnaire was structured and designed in such a way and used to measure teacher performance, principal leadership, school climate, and work motivation. The questionnaire contains questions about behaviour, motivation, responsibility, learning methods, learning and teaching processes.

Finding and discussion

Finding

The results of multiple linear calculations are used to predict the magnitude of the relationship between the dependent variable, namely teacher performance (Y) with the independent variables, namely principal leadership (X1) work climate (X2) and work motivation (X3).

Linear regression test results (principal - teacher performance)

Table 1: Linear regression test results (X1 - Y)

R	R square	Koefisien	Konstanta	T hitung	T Tabel	Nilai sig
0,034	0,010	0,34	76,371	5,792	3,182	0,000

The results of the empirical test X1 - Y show the value of t count $5.792 > t$ table of 3.182, meaning that H_a is accepted and H_0 is rejected, the value (Sig) of $0.000 < 0.05$ means that H_a is accepted and H_0 is rejected. With that, it can be concluded that the hypothesis is accepted, in other words, there is an influence of the principal's leadership on the performance of teachers at SD Inpres Yuni.

Linear regression test results (work climate - teacher performance)

Table 2: Linear Regression Test Results (X2 - Y)

R	R square	Koefisien	Konstanta	T hitung	T Tabel	Nilai sig
0,170	0,029	170	54,940	6,523	3,182	0,000

The results of the empirical test X1 - Y show the value of t count $6.523 > t$ table of 3.182, meaning that H_a is accepted and H_0 is rejected, the value (Sig) of $0.000 < 0.05$ means that H_a is accepted and H_0 is rejected. With that, it can be concluded that the hypothesis is accepted, in other words, there is an effect of work climate on the performance of teachers at SD Inpres Yuni.

Linear regression test results (work motivation - teacher performance)

Table 3: Linear Regression Test Results (X3 - Y)

R	R square	Koefisien	Konstanta	T hitung	T Tabel	Nilai sig
0,191	0,037	191	92,499	5,149	3,182	0,000

The results of the empirical test X3 - Y show the value of t count $5.149 > t$ table of 3.182, meaning that H_a is accepted and H_0 is rejected, the value (Sig) of $0.000 < 0.05$ means that H_a is accepted and H_0 is rejected. With that, it can be concluded that the hypothesis is accepted, in other words, there is an effect of work motivation on the performance of SD Inpres Yuni teachers.

Discussion

1. Effect of principal leadership (x1) on teacher performance (Y)

Principal leadership is the leader's ability to persuade and convince subordinates so that they are willing to follow the leader with sincerity and enthusiasm. Principal leadership is a determinant of the progress or decline of a school. Professional abilities are needed so that the principal's leadership function is successful in empowering all school resources to achieve goals according to the situation, such as professional experience and skills, personality, basic expertise, supervision, administrative competence, and professional training and knowledge.

Principal leadership is the spirit that becomes the central source of organisational movement to achieve goals. Therefore, teachers' performance will be influenced by the principal's behaviour. The leadership model in an organisation can influence the success or failure of subordinates in carrying out tasks. Therefore, teacher performance can be influenced by the principal's leadership. The implementation of a leadership is very close to the behaviour applied by the principal in influencing teachers, so that teachers will work effectively and efficiently. The principal is an example for teachers, if his leadership is good, then the teacher will carry out his duties well too. This will improve the performance of teachers in their implementation as educators.

Leadership is an element of the situation that affects performance. Likewise, the principal's leadership is an element of the situation that affects teacher performance. Principals who carry out their duties by giving clear instructions to teachers will affect teacher performance. An effective principal leadership style that can motivate teachers will be the foundation for improving teacher performance which will have an effect on improving the organisation.

Leadership style is the norm of behaviour used by a leader when influencing the behaviour of others. The quality of the principal's leadership is reflected in the leadership style. Principal leadership that is favoured by teachers and subordinates will create a situation conducive to improving teacher performance. Principal leadership determines the management process in the school psychologically and administratively. If the principal is to be a leader, he or she must be able to pay special attention to teacher development programmes that can have an effect on improving teacher performance.

A good school will not find a bad principal or a bad school will not find a good principal. Many failing schools have turned into successes and good schools have declined sharply. The success and decline of a school can be determined by the quality of the principal's leadership.

2. Effect of school climate (x2) on teacher performance (Y)

A school is a form of organisation that has its own culture that forms the pattern of a whole and distinctive system. The uniqueness of school culture related to the vision and the ongoing educational process requires the existence of school components in an organisation, especially teachers. In addition to the principal's leadership, the work environment is one of the factors that affect the productivity and effectiveness of teacher work.

The high and low performance of an individual is influenced by the work environment and internal factors. Teachers who have high motivation will carry out tasks with more enthusiasm and pursue the job with greater responsibility. High enthusiasm and great responsibility for work will result in maximum work productivity.

A positive work climate is a condition conducive to creating productive work. It is necessary to create good communication between school members, openness, mutual respect, familiar influence, teacher involvement in decision making, and appreciation for achievements so that teachers can carry out their duties with enthusiasm and pleasure so that the work is done optimally.

School climate is an influence among personnel, social and cultural factors that affect the behaviour of individuals and environmental groups within the school. The creation of good quality teacher performance is caused by a good school climate. With a good school climate, it greatly affects teacher performance, teacher behaviour, the learning process in the classroom, and also affects teacher participation in school activities. Vice versa, if the school climate is poor, it will also create poor teacher performance, resulting in an unpleasant atmosphere among personnel in the school, the purpose of learning becomes less achievable, affects the achievement of students, makes the influence between teachers and staff less harmonious, and teachers are less involved in making decisions.

A conducive school climate and organisational culture means a safe and orderly school environment, high expectations from school members, optimism, student-centred activities, and school health are examples of school organisational culture that can foster teacher performance. A conducive school climate and organisational culture is characterised by the creation of a safe, comfortable and orderly learning environment, so that learning can take place effectively.

School culture or work climate describes the working conditions and influences between fellow teachers, teachers and principals, teachers and other education personnel. This is the result of a conducive working environment. Such conditions are needed for teachers and principals to carry out their work more effectively. School culture can be described through mutual support, co-operation, intimacy and friendship.

3. Effect of work motivation (x3) on teacher performance (Y)

Work motivation is something that comes from the internal individual that causes encouragement or enthusiasm to work hard. Work motivation is a very important determination in supporting individual and organisational performance. Motivation affects performance and behaviour, motivation includes direction towards goals, in terms of considering motivation, it is necessary to consider physiological factors, psychological factors, and the environment as important factors.

Work motivation is something that comes from internal individuals who cause encouragement or enthusiasm to work hard. Work motivation is something that can generate enthusiasm for work, where the strength or weakness of a motivation also determines the high or low work performance. The better the teacher's work motivation, the teacher will also be motivated to carry out his performance well. Work motivation as a driver of work enthusiasm. The

strength and weakness of a person's work motivation affects the size of the achievement achieved.

Work motivation is a driving factor that moves a person to carry out activities related to their work, to achieve certain goals. As a driving factor for the occurrence of an activity, work motivation has a very important role for a person to produce certain performance. Work motivation is very important for someone to produce optimal performance. Leaders, managers and employees who have high achievement motivation will achieve high performance, and vice versa those whose performance is low is due to low work motivation.

Teachers who have high work motivation are characterised by their behaviour at work. If the school has teachers who have low work motivation, it will be difficult to realise teacher performance. Schools that have highly motivated teachers characterised by interest in their work and achievement motivation will devote all their abilities. Teachers who have motivational factors will teach with enthusiasm, teach as well as educate, always develop their careers through creative ideas, stimulating teaching methods.

4. Effect of principal leadership (x1), school climate (x2), and work motivation (x3) together on teacher performance (Y)

Simultaneously, the three research variables, both principal leadership, school climate, and teacher work motivation contribute significantly to teacher performance. Schools in which the principal applies good and responsible leadership, accompanied by teachers who have high work motivation and a conducive school climate can improve teacher performance.

Many factors can affect the performance of a teacher in a school, including income or salary, appreciation, work motivation, attitude towards the profession, knowledge, leadership attention and responsibility, opportunities for higher education, job satisfaction, work environment and so on. The quality of teachers (teacher performance) is influenced by many things, including the leadership of the principal, organisational culture, and the motivation of the teachers concerned. Teacher performance is strongly influenced by school management factors, namely the role of the principal such as leadership roles.

Performance is a description of the level of achievement of the implementation of an activity program in realising the goals, objectives, vision and mission of the organisation as outlined through the strategic planning of an organisation.

In essence, teacher performance is the behaviour produced by a teacher in carrying out his duties as an educator when teaching in front of the class, according to certain criteria. Teacher performance will appear in everyday situations and conditions. Teacher performance can be seen in the aspect of activities in carrying out tasks and how to carry out these tasks.

Conclusions

From the data analysis and discussion in the previous chapters, researchers can draw the following conclusions:

1. There is an influence of the principal's leadership on the performance of rural teachers at SD Inpres Yuni with the amount of contribution given by 34%.
2. There is an effect of school climate on the performance of rural teachers at SD Inpres Yuni with a contribution of 29%.

3. There is an effect of work motivation on the performance of inland teachers at SD Inpres Yuni with a contribution amount given of 37%.
4. There is an effect of principal leadership, school climate, and work motivation simultaneously on the performance of rural teachers at SD Inpres Yuni, Sorep District.

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