

# The Contribution of the Headmaster Leadership and the School Climate to the Teacher Performance in Elementary School at Batang Natal District of Mandailing Natal Regency

Ilham Sumihardi<sup>1,\*</sup>

<sup>1</sup>*Graduate Program of Administration of Education, Universitas Negeri Padang, Padang, Indonesia*

*\*Email: ilhamsumihardi@gmail.com*

## ABSTRACT

This research was based on a case where the result of observation by researcher in Elementary School at Kecamatan Batang Natal Kabupaten Mandailing Natal that showed the low level of teacher performance. Many factors affected the teacher performances which are principal's leadership and climate school. The purpose of this research are to know about: (1) contribution of principals leadership to teacher performance, (2) contribution of climate school to teachers performance, and (3) contribution of principals leadership and climate school are jointly to teachers performance. The method of this study is quantitative research with sample are 76 teachers at Elementary School in Kecamatan Batang Natal Kabupaten Mandailing Natal. Sample in this research has taken by stratified proportional random sampling method. Instrument in this research using questionnaire. The results of the analysis data show that (1) principals leadership contributes significantly to teachers of 15.8%, (2) climate school contributes significantly to teachers of 50.9 %, and (3) principal' leadership and climate school make a significant contribution to teachers performance of 54%, so the conclusion of this research are that hypothesis acceptable empirically and principal's leadership and climate school variable are two factors that contribute to the teacher performance and 46% of the remaining influence by another factors.

**Keywords:** *principal's leadership, climate school, teacher performance*

## 1. INTRODUCTION

Education is very important thing for progressing the country, although it can not be felt directly, but its transformation can be felt gradually. The success of national education has to note the components of education, especially human resources which is an important role in determining the success of school and realizing educational goals. Education is the process of improving, increasing and changing the knowledge, skill, attitude and behavior of person or group of people in an effort to educate human life through teaching and research activities. The processing of educational refers to the activities in an active action through dynamic interaction. Education also can build human being an intelligent person, skilled, independent, discipline, and noble.

Teacher is one of educational component that very important thing in a School. Teacher is not just an educator who manages the learning and helping the

students to hold the competencies. But teacher is also a role model for students in behaving. Based on those, the conclusion is teacher is the determining factor in achieving educational goals.

There are some factors that influence teacher performance, both of them are discussing in this research, they are the headmaster leadership and the school climate. Mulyasa[1] states that the influencing of teacher performances are 1). Leadership 2). supervision 3). School Climate 4). motivation 5). Tools and infrastructure 6) Emotional Quotient. Likewise Anoraga (2000) has classified some factors, they are intern and extern factor. Intern factor, they are emotional quotient, attitude, interest, perception, work motivation, personality. While, extern factor are work structural, school climate, supervision, leadership and honorarium. Amanahzuriah, Nurmadiyah, & Asmariyani[3] states that the headmaster leadership can improve the teacher performance if it is done based on readiness the disciple. Whereas the school climate can be motivated the teacher to do the best. Ediosman[4] also shows that the result of school climate can contribute towards teacher

performance about 11,75%. Based on the research can be concluded that the headmaster leadership and school climate can contribute to achieve teacher's work n the school.

Based on observation and information from previous research that has been done by the Headmaster and teacher in some elementary school in Batang Natal district of Mandailing Natal Regency that start from 10th April 2017 in elementary school Batang Natal district of Mandailing Natal regency. The researcher found that teacher performance is still low. It can be seen from 1) some teachers still have perception that making lesson plan just for complement in a class, it doesn't applied in teaching learning process, so that the lesson plan form and the action is not same.2) some of teachers still use teacher center in a teaching learning process, so that it is impressed that teacher is not care to the students' interest. 3) some of teachers are not objective in giving value for student result, teacher just prioritizes students' cognitive without notice students' affective and students' psychomotor. 4) Some of teachers do not exploit the media in the class, so that the students is bored and saturated in learning process in the class.

Based on the phenomenon above, it can be seen that teacher performance is still low, so that it needs to be overcome because it correlates with the activity in teaching and learning process. If it is ignored, it will be impact to the educational quality, and graduation quality. Based on those, there needs to be a systematic effort to improve teacher performance. If the teacher has high performance, it will have an impact on student learning outcomes which will ultimately improve the quality of learning. so, the researcher is interested in conducting research on teacher performance and related to the factors of teacher performance of state elementary school teachers in Batang Natal District, Mandailing Natal Regency.

The objective of the research is to know and to explain that:

The contribution of the headmaster leadership towards teacher performance in elementary school in Batang Natal district of Mandailing Natal Regency.

The contribution of school Climate towards teacher performance in elementary school in Batang Natal district of Mandailing Natal Regency.

**2. RESEARCH METHODOLOGY**

This research use quantitative methodology in correlational research to see the strength of the variable of headmaster leadership and school climate on teacher performance in elementary school in Batang Natal district of Mandailing Natal regency, The population of this research is all the teachers in elementary school in Batang Natal district of Mandailing Natal regency they are 150 people. The sample of this research is taken by stratified proportional random sampling, they are 76 people. The data collection is done by find the subject of the research directly. Analysis data is done by using correlation and regression by helping SPSS vers.20.

**3. RESEARCH RESULTS AND DISCUSSION**

The first hypothesis has been tried in this research is the contribution of headmaster leadership on teacher performance, it uses correlation analysis, it can be seen on the table 1.

**Table 1 Summarizing of variable of result correlation analysis and headmaster leadership variable (X1) and teacher performance (Y)**

Correlation	Correlation Coefficient (r)	Determination Coefficient (R <sup>2</sup> )	Contribution	Sig. (p)
ryx1	0,397	0,158	15,8%	0,000

The calculation results in Table 1 show that the correlation coefficient (rxly) = 0.397 with  $\rho = 0,000 < \alpha 0.05$ . This means that there is a very significant relationship between the leadership of school headmaster and teacher performance. The magnitude of the coefficient of determination (R<sup>2</sup>) is 0.158. Based on the results of the tests carried out above, it can be concluded that the hypothesis that headmaster leadership contributes to teacher performance is acceptable. The size of the principal's contribution to the performance of teachers at the Batang Natal State Elementary School in

Mandailing Natal Regency is 15.8%. This means that the higher the quality and leadership qualities of the principal, the more the teacher's performance will increase. To improve the quality of the leadership of the headmaster, there are several ways that can be done by the principal including 1) influencing the teacher to improve morality and high motivation in work, 2) providing motivation in improving intellectual abilities, and giving attention to teachers, 3) guiding teachers in carrying out their duties to work together, and 4) directing teachers in preparing school programs.

The second hypothesis that was tested in this study was the contribution of the school climate to teacher performance, to test this hypothesis a correlation analysis can be seen in Table 2.

**Table 2 Summary of results of analysis of the correlation between school climate variables (x1) and teacher performance (y)**

Correlation	Correlation coefficient (r)	Coefficient of Determination (R2)	Contribution	Sig. (p)
ryx2	0,714	0, 509	50,9%	0,000

Table 2 shows that correlation coefficient ((rx2y) = 0,714 with  $\rho = 0,000 < \alpha 0,05$ . It means that there is a significant correlation between school climate and teacher performance. The determination coefficient (R2) is 0,509. To know the predictive coefficient between school climate and teacher performance, researcher use regression analysis. Based on the result, the hypothesis states that the contribution of school climate to the teacher performance is acceptable. It is 50,9 %. It means that if the school climate is more increase, the teacher performance will be increase. There are some points to increasing school climate to the teacher performance,

Such as 1) The headmaster can create a good attitude in school environment so that teacher will have a relationship and also school climate will be contribute an atmosphere conducive. 2) The headmaster facilitates teacher in doing teaching-learning process, 3) the headmaster tries to give latitude to the teacher and administration staff in doing teaching-learning process with the good rule, so that it can be increased teacher performance. The third hypothesis is the headmaster leadership and school climate to the teacher performance.it is used double correlation analysis. It can be seen from Table 3.

**Table 3 Summarizing of correlation analysis result between headmaster leadership (X1) and school climate (X2) to the teacher performance (Y)**

Correlation	Correlation Coefficient (r)	Determination Coefficient (R2)	Contribution	Sig. (p)
Ryx1.2	0,735	0, 540	54 %	0,000

The result of Table 3 shows that correlation coefficient (Ryx1.2) = 0,735 with  $\rho = 0,000 < \alpha = 0,05$ . Based on those, it can be concluded there is a significant correlation between the headmaster leadership and school climate to the teacher performance. So, the conclusion is the third hypothesis is acceptable in 95 %. The contribution is 54% while 46% it can be determined by other factors that is not set in this research

The headmaster leadership and school climate give contribution to the teacher performance in elementary school in Batang Natal district

**4. CONCLUSION**

Based on the result analysis, it can be concluded that: The headmaster leadership gives contribution to the teacher performance in elementary school in Batang Natal district of Mandaling Natal Regency significantly 15,8%. The school climate gives contribution to the teacher in elementary school in Batang Natal district of Mandaling Natal Regency significantly 50.9%.

**REFERENCES**

[1] E. Mulyasa, *Praktik Penelitian Tindakan Kelas*. Bandung: Remaja Rosdakarya, 2009.  
 [2] P. Anoraga, *Manajemen Bisnis*. Jakarta: Rineka Cipta, 2000.  
 [3] Amanahzuriah, Nurmadiyah, and Asmariyani, "Pengaruh Kepemimpinan Kepala Sekolah terhadap Kompetensi Guru di SDN 035 Tembilahan," *J. Al-Afkar*, vol. V, no. 1, pp. 28–57, 2017.  
 [4] A. Nurhadi, "Hubungan antara Persepsi dan Keragaman Motif Sosial dengan Tingkat Partisipasi Masyarakat dalam Program CSR PT X (Kasus: Koperasi Serba Usaha Pancane Binaan CSR PT X)," 2017.