

## Effect of Principal Instructional Leadership and School Climate on ES Teacher Performance

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### ABSTRACT

Many aspects can affect teacher performance. However, on this occasion, the purpose of writing this research article was to see how the effect of principal instructional leadership and school climate on Elementary School (ES) teacher performance. This type of research is quantitative research. The research location is ES 15 Kampung Baru. The research population was all teachers who taught at ES 15 Kampung Baru, totaling 17 people. All populations were sampled using a total sampling technique. A questionnaire using a Likert scale model that has been evaluated for validity and reliability is used to collect data. The acquired data were analyzed using SPSS version 25 and simple and multiple linear regression tests. The findings revealed that: 1) the school principal's instructional leadership has a significant effect on the performance of ES teachers by 30.2%; 2) school climate has a significant effect on the performance of elementary school teachers by 44.1%; and 3) the principal's instructional leadership and school climate combined have a significant effect on the performance of ES teachers by 50.9%. Other variables not investigated affect 49.1%.

*Keywords: Instructional Leadership, School Climate, Teacher Performance, Instructional, Leadership.*



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## INTRODUCTION

Increasingly advanced science and technology have had a major impact on various fields of human life. Humans are required to always strive to increase their personal qualities to be able to compete with others. So that in this case every educational institution, both public and private, continues to strive to optimally organize learning, coaching, guidance, and training for students. To create optimal learning, it cannot be separated from the role of a teacher or educator. (Ramayulis, 2013) defines a teacher as a person who has the responsibility of guiding their students to become humane by humanizing humans by learning, instructing, leading, coaching, monitoring, and evaluating pupils in their learning. From this definition, it can be seen that teachers have a big duty and responsibility in educating so the performance and quality of teacher work needs to be improved and developed sustainably.

Supardi (2014) stated that performance is an action that is carried out to carry out and accomplish all duties and obligations by the ideally defined expectations and objectives. Meanwhile (Burhanuddin, 2020) reveals that teacher performance is interpreted as an illustration of the quality of the teacher's work which is manifested through the assignment and implementation of teacher competencies in actualizing their teacher's duties and responsibilities. The magnitude of the role and responsibilities of a teacher, the greater the demands on teachers to always strive to improve their performance to the fullest. In addition, based on observations that researchers made while working in one of the ES, several phenomena were found from teacher performance problems, namely; 1) there are still teachers who only take and use lesson plans from the internet or from other schools,

so the lesson plans used are not in agreement only with circumstances and characteristics of the school and the students being taught; 2) some teachers still think that lesson plans are only a requirement for teacher administration, so that lesson plans are only made once for all students and for all classes they teach; 3) there is a discrepancy between the teacher's lesson plan and the application of learning in class; 4) the teacher often leaves the class to sit around and chat with other teachers in the teacher's room and only gives assignments to students; and 5) teachers do not use media in carrying out the teaching and since the vast majority of teachers are not use learning media which causes students to become bored and noisy in class.

Broadly speaking, several elements might have an impact on teacher performance (Rulitawati *et al.*, 2020) suggests two factors that influence teacher performance, Internal and external variables, to be specific. Internal factors are those that come from within the teacher so that they can affect teacher performance, internal factors consist of; 1) intelligence; 2) skills possessed; 3) high interest in the profession. While External influences are those that originate outside of the teacher's control and have an impact on teacher performance, including; 1) family; 2) society; 3) organizational climate; 4) organizational culture and; 5) leadership. Boost teacher performance, especially in the field of teaching, cannot be divorced from the principal's duty and obligation, particularly in his instructional leadership. Physical leadership is a type of leadership that focuses on development and initiatives to improve the quality of education in schools (Gistituati, 2021). According to Usman (2022) seeing the effectiveness of instructional leadership is based on three aspects, namely: 1) having lots of discussions with teachers; 2) providing ongoing support in the professional development of teachers; 3) strengthening the teacher's reflection on the learning process.

However, Several qualitative research on the instructional leadership of school principals discovered that school principals as instructional leaders do not always carry out supervisory duties for their teachers. If they do class observations, they do not provide post-observation feedback. Some of the reasons are the high managerial, administrative, and teaching workload of school principals. To improve teacher performance, an equally important aspect that must be considered is a conducive school climate. Setiawan (2016) in his research concluded that school climate has a substantial impact on teacher performance. School climate is the perception of school members of the atmosphere they feel both academically, socially, and in the school environment. (Mulyasa, 2012) suggests that the school climate can be said to be conducive if the environment is felt safe and comfortable, which is supported by positivism and high expectations by school members. A conducive school climate can be a support for increasing the performance of teachers and school staff, because if the school climate is conducive then teachers and staff will feel comfortable in carrying out their duties and responsibilities and concentrate more on work. In line with the opinion (Utami, 2016) that creating a conducive school climate will make teachers feel comfortable and motivated to work better. In addition, Mataputun (2018) argues that a conducive school environment enables all school members to carry out their duties and roles optimally.

From the author's observations and interviews in ES, the authors found that there were several problems related to the school climate, namely, teachers were less involved in school agendas, both formal and informal; lack of support for learning facilities for teachers so that teachers experience difficulties in carrying out their duties; lack of familiarity between fellow teachers and teachers with the school principal, resulting in difficult collaboration. The researcher is interested in the phenomena of the difficulties outlined above discussing and examining further "The Influence of Principal Instructional Leadership and School Climate on ES Teacher Performance".

## METHODS

This is a quantitative study using a survey approach. While the approach used is correlational. The study population was all teachers at ES 15 Kampung Baru, totaling 17 teachers. The sampling technique is total sampling because the population is less than 100 (Sugiyono, 2015). Data was gathered via a questioner with in the form of a Likert scale and analyzed using simple and multiple regression correlations. Before that, validity and reliability were tested SPSS version 25 was used.

## RESULTS

The results of research on the effect of the principal's instructional leadership ( $X_1$ ) and school climate ( $X_2$ ) on teacher performance ( $Y$ ) can be seen in Table 1 below.

Table 1. Regression test results

| Correlation         | N  | R     | <i>R-Squer</i> ( $R_2$ ) |
|---------------------|----|-------|--------------------------|
| $X_1 - Y$           | 17 | 0.549 | 0.302                    |
| $X_2 - Y$           | 17 | 0.664 | 0.441                    |
| $X_1$ and $X_2 - Y$ | 17 | 0.714 | 0.509                    |

Table 1 indicates that instructional leadership ( $X_1$ ) has a 30.2% impact on teacher performance ( $Y$ ). while 44.1% for the impact of the school climate variable ( $X_2$ ) on teacher performance ( $Y$ ). Furthermore, instructional leadership ( $X_1$ ) and school climate ( $X_2$ ) has a 50.9% impact on teacher performance ( $Y$ ) can be seen in Table 2 below.

Table 2. Partial test results

| Model | B     | Beta  | t     | Sig.  |
|-------|-------|-------|-------|-------|
| $X_1$ | 0.924 | 0.549 | 2,547 | 0.139 |
| $X_2$ | 0.591 | 0.664 | 3,440 | 0.694 |

a. Dependent Variable: Teacher Performance ( $Y$ ).

Table 2 demonstrates that a *t-count* of  $2,547 > 1,753$  is obtained for the instructional leadership variable ( $X_1$ ). This suggests that instructional leadership has a major impact on teacher performance. The degree of influence is 30.2%. Meanwhile, the *t-count* for the school climate variable ( $X_2$ ) was  $3,440 > 1,753$ . This means that school environment variables have a major impact on teacher performance. The degree of influence is 44.1% can be seen in Table 3 below.

Table 3. Simultaneous test results

| Model      | Sum of Squares | Df | Mean Square | F     | Sig. |
|------------|----------------|----|-------------|-------|------|
| Regression | 1338718        | 2  | 669,359     | 7,260 | .135 |
| Residual   | 1290,812       |    | 92,201      |       |      |
| Total      | 2629529        | 16 |             |       |      |

### **3.1 The Effect of principal instructional leadership on ES teacher performance**

From the research conducted, School principals' instructional leadership has a 30.2% effect on the performance of ES teachers. This is also supported by several studies that instructional leadership influences teacher performance significantly (Anggraeni, 2017; Hidayat *et al.*, 2016; Rathana & Sutarsih, 2015). Instructional leadership is the principal's ability to drive the school effectively by playing an active role in activities that emphasize teaching development (Sari, 2013). Instructional leadership has an important role in teacher performance (Aslam *et al.*, 2023). The successful principal's learning leadership can impact the teacher's performance in carrying out learning, in which the greater the role of the principal in learning, the easier it will be to realize the successful teaching performance of the teacher he leads.

According to Aslam *et al* (2022), the principal's instructional leadership is centered on: 1) creating clear goals that focus on student learning; 2) encouraging sustainable school improvement by planning school improvement with several stakeholders; 3) fostering an innovative school atmosphere and culture, as well as enhancing teaching and learning; 4) always coordinating the curriculum and monitoring student learning results; 5) Create a school incentive structure that reflects the objective of the school. 6) managing and arranging multiple operations to continuously develop staff; 7) always being involved in school and setting an example in the application of school cultural values. Instructional leadership is believed to be able to balance globalization, modernization, and even socio-economic and cultural flows (Nidya, 2019). Instructional leadership is described as learning leadership that focuses on and or motivates subordinates, teachers, staff, and students. This is done to improve teacher performance so that the learning process/learning outcomes increase and can achieve predetermined targets and may even be able to achieve more than previously thought.

### **3.2 The Effect of school climate on ES teacher performance**

The school climate has a 44.1% impact on ES teachers' performance. This is also supported by several studies that school climate has a positive and significant effect on teacher performance (Dongoran & Batubara, 2021; Ideswal *et al.*, 2020; Sawianti *et al.*, 2019; Yaman, 2020; Syafruddin, 2021). School climate is defined as the quality of the school environment which influences all school members both formally and informally involving staff, teachers, and students or interpretation of life with the values that characterize the school (Sumar, 2018). Ekosusilo (2019) stated that the school climate can boost teachers' performance and other personnel. Creating a positive school climate starts with creating a harmonious relationship between the school principal and teachers and employees, teachers and fellow teachers, and teachers and students (Darmadi, 2018). The formation of a conducive climate in the workplace can help to improve teacher performance, convenience in the workplace can make teachers feel concentrated in thinking so that their work will be easily completed.

### **3.3 The Effect of principal instructional leadership and school climate on ES teacher performance**

The instructional leadership and school climate of the principal have a considerable effect of 50.9% on the performance of ES teachers. Many studies have found that school principals' instructional leadership has a favorable and significant impact on teacher teaching performance. (Rathana & Sutarsih, 2015; Ritonga, 2022). Good principal

instructional leadership, especially in managing learning activities in schools accompanied by a conducive school climate, makes teachers feel comfortable in carrying out their work, increasing teacher performance.

Instructional leadership is categorized as someone who has a visionary, developer, and rational type (Usman, 2019). As we know, a visionary means a person who has a sharp and open intuition by transferring the vision, mission, goals, and objectives, trying to increase effectiveness, and trying to motivate his followers to do their best, while the developer is a leader who tries to convince his followers to work properly by transferring ideas to their followers to work correctly and rationally which is characterized by leaders who can manage their emotions rationally through rules, procedures, and steps. Principals who have good instructional leadership can develop a productive and enjoyable work atmosphere for instructors and are ultimately capable of increasing the student process (Fatonah, 2022). The importance of instructional leadership in increasing teacher professionalism has long been acknowledged in school organizations, particularly concerning the responsibility for improving the quality of learning in schools.

## CONCLUSIONS

Many aspects can affect teacher performance. According to a study on the influence of the principal's instructional leadership and school climate on the performance of teachers in ES, the principal's instructional leadership has a substantial effect on school teacher performance by 30.2%. Furthermore, school climate has a 44.1% influence on ES teachers' performance. However, school principals' instructional leadership and school climate have a considerable effect on ES teachers' performance by 50.9%. Other variables not investigated affect 49.1%.

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