

THE INFLUENCE OF SCHOOL CLIMATE AND PRINCIPAL SITUATIONAL LEADERSHIP ON TEACHER PERFORMANCE AT PUBLIC MIDDLE SCHOOLS IN PARIAMAN CITY

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Abstract: The Influence of School Climate and Principal Situational Leadership on Teacher Performance at Public Middle Schools in Pariaman City. This study aims to analyze the influence of school climate and the principal's situational leadership on the performance of State Junior High School teachers in Pariaman City. A quantitative approach with a correlational method was employed. The population consisted of 194 teachers, with a sample of 112 selected using the Isaac and Michael table. Data were collected through a Likert scale questionnaire and analyzed using simple and multiple linear regression. The results showed that: (1) School climate has a significant effect on teacher performance with a contribution of 8.7%; (2) The principal's situational leadership has a significant effect on teacher performance with a contribution of 9.1%; and (3) Together, school climate and the principal's situational leadership have a significant effect on teacher performance with a contribution of 13%. The conclusion of this study confirms that improving a conducive school climate and the application of situational leadership by the principal can enhance teacher performance. The implication is that school principals are advised to pay more attention to creating a positive school climate and adjusting their leadership style to the maturity level of the teachers.

Keywords: School Climate, Situational Leadership, Teacher Performance, State Junior High School.

Abstrak: Pengaruh Iklim Sekolah dan Kepemimpinan Situasional Kepala Sekolah Terhadap Kinerja Guru Di SMP Negeri Kota Pariaman. Penelitian ini bertujuan untuk menganalisis pengaruh iklim sekolah dan kepemimpinan situasional kepala sekolah terhadap kinerja guru SMP Negeri di Kota Pariaman. Pendekatan yang digunakan adalah kuantitatif dengan metode korelasional. Populasi penelitian berjumlah 194 guru, dengan sampel sebanyak 112 orang yang dipilih menggunakan tabel Isaac dan Michael. Data

dikumpulkan melalui kuesioner skala Likert dan dianalisis menggunakan regresi linier sederhana dan berganda. Hasil penelitian menunjukkan bahwa: (1) Iklim sekolah berpengaruh signifikan terhadap kinerja guru dengan kontribusi sebesar 8,7%; (2) Kepemimpinan situasional kepala sekolah berpengaruh signifikan terhadap kinerja guru dengan kontribusi sebesar 9,1%; dan (3) Secara bersama-sama, iklim sekolah dan kepemimpinan situasional kepala sekolah berpengaruh signifikan terhadap kinerja guru dengan kontribusi sebesar 13%. Simpulan penelitian ini menegaskan bahwa peningkatan iklim sekolah yang kondusif dan penerapan gaya kepemimpinan situasional oleh kepala sekolah dapat meningkatkan kinerja guru. Implikasinya, kepala sekolah disarankan untuk lebih memperhatikan penciptaan iklim sekolah yang positif dan menyesuaikan gaya kepemimpinannya dengan tingkat kematangan guru.

Keywords: Iklim Sekolah, Kepemimpinan Situasional, Kinerja Guru, SMP Negeri.

INTRODUCTION

Teacher performance is a key factor in determining the quality of education. High-performing teachers are able to create effective learning processes and contribute to the achievement of national education goals. However, the reality on the ground, including initial observations at a public junior high school in Pariaman City, indicates that teacher performance is still suboptimal. Indicators include the suboptimal use of Lesson Implementation Plans (RPP), the dominance of lecture methods, less-than-comprehensive assessments (only cognitive), and suboptimal classroom guidance and management.

This low teacher performance is thought to be influenced by external factors, including

the school climate and the principal's leadership style (Fattah, 2004; Saerozi in Bahri, 2010). School climate refers to the psychological atmosphere or conditions formed by relationships among school members, which influence their behavior and performance (Hadiyanto, 2016). A conducive school climate, characterized by openness, harmonious relationships, and resource support, can motivate teachers to perform better. Conversely, an unhealthy school climate can be a hindrance.

On the other hand, the principal's leadership plays a strategic role. Situational leadership is considered effective because it emphasizes adapting leadership styles (such as telling, selling, participating, and delegating) to the level of readiness and

maturity of followers (teachers) (Hersey, Blanchard, & Johnson, 2008). Principals who are able to implement this leadership style are expected to empower teachers according to their abilities and motivation, ultimately boosting performance.

Previous research by Harjimat et al. (2013) and Ardiana (2016) has demonstrated the positive influence of these variables on teacher performance. Based on this background, this study aims to empirically test: (1) the influence of school climate on teacher performance at Pariaman City Public Junior High Schools; (2) the influence of the principal's situational leadership on teacher performance; and (3) the joint influence of school climate and the principal's situational leadership on teacher performance.

RESEARCH METHODS

This study used a quantitative approach with a correlational design. The population was all 194 teachers of public junior high schools in Pariaman City. The sample was drawn using stratified random sampling based on length of service and education, using the Isaac and Michael table at a 10% margin of error, resulting in a sample of 112 teachers.

The research variables consisted of: Independent Variable (X1): School

Climate, measured by indicators such as openness, professional interest, close personal relationships, work pressure, and completeness of resources; Independent Variable (X2): Principal Situational Leadership, measured by indicators such as telling, selling, participating, and delegating; Dependent Variable (Y): Teacher Performance, measured by indicators such as planning lessons, implementing lessons, evaluating learning outcomes, guiding and training students, and managing the classroom.

Data were collected using a questionnaire with a Likert scale of 1-5. The instrument has been tested for validity and reliability. Data analysis was carried out statistically with the help of SPSS software, which includes descriptive analysis, analysis prerequisite tests (normality, linearity, multicollinearity), and hypothesis testing using simple and multiple linear regression analysis.

RESULTS AND DISCUSSION

RESULTS

An overview of the three research variables shows that teacher performance at Pariaman City Public Junior High Schools is in the adequate category, with an average achievement level of 74.65%. Meanwhile, the independent variable, school climate, is

also in the adequate category, with an achievement level of 79.03%, and the principal's situational leadership is in the adequate category, with an achievement level of 72.06%. A more in-depth analysis of the indicators revealed that for the school climate variable, the "completeness of resources" aspect recorded the lowest score, at 60.13%, which falls into the poor category. For the situational leadership variable, the "consultation (selling)" indicator was the indicator with the lowest achievement level, at 67.35%.

Based on the first hypothesis test, school climate was found to have a significant influence on teacher performance. This is evidenced by a significance value of 0.002, which is well below the alpha limit of 0.05. The contribution or influence of school climate on teacher performance is 8.7%, with a correlation coefficient of 0.295. The resulting simple linear regression equation is $\hat{Y} = 63.963 + 0.602X_1$, indicating a positive relationship where each increase in the school climate score will be followed by an increase in the teacher performance score. Test of the second hypothesis revealed that the principal's situational leadership also has a significant effect on teacher performance. The significance value obtained was 0.001, with a coefficient

of determination of 0.091. This means that this leadership style contributes 9.1% to the variation in teacher performance, and the relationship is positive with a correlation coefficient of 0.301. The regression equation for this relationship is $\hat{Y} = 100.700 + 0.458X_2$, indicating that an increase in situational leadership will drive an increase in teacher performance.

Furthermore, testing of the third hypothesis proved that, together or simultaneously, school climate and the principal's situational leadership have a significant effect on teacher performance. The F-test significance value of 0.001 and the coefficient of determination (R^2) of 0.130 indicate that these two independent variables collectively contribute 13% to teacher performance. The multiple regression equation formed is $\hat{Y} = 48.360 + 0.338X_1 + 0.435X_2$. The partial regression coefficient for school climate (0.435) is slightly higher than situational leadership (0.338), which suggests that in this joint model, school climate has a slightly stronger influence.

Discussion

The finding that school climate significantly influences teacher performance reinforces the theory that the organizational work environment, in this

case the school, is an external factor that can influence the productivity and behavior of its members. A conducive school climate, characterized by harmonious interpersonal relationships, openness, and support for professional development, creates a sense of psychological safety and comfort for teachers. This, in turn, encourages teachers to be more focused and committed to carrying out their duties, from lesson planning to evaluation. However, the low contribution of 8.7%, along with the weak indicator of "resource completeness," underscores that inadequate learning facilities and resources can be a major obstacle. This aligns with Bafadal's (2004) argument that adequate facilities are a crucial prerequisite for supporting teacher effectiveness.

The significant influence of the principal's situational leadership demonstrates the relevance of Hersey and Blanchard's (2008) theory in the Indonesian educational context. A leadership style that is flexible and tailored to the level of readiness and maturity of each teacher has proven effective in motivating and improving their performance. A principal who is able to provide clear direction (telling) to novice teachers, build commitment through persuasive approaches (selling) to

enthusiastic but less skilled teachers, involve (participating) competent but less motivated teachers, and delegate authority to teachers who are already independent, is essentially optimizing the potential of diverse human resources. The low achievement in the "consultation" indicator indicates that two-way communication and a collegial approach to building understanding still need improvement, as this is key to building shared ownership and responsibility for tasks.

Simultaneously, these two variables contribute 13% to teacher performance. This figure emphasizes that good leadership and a positive work environment are a synergistic combination. Situational leadership plays a role in motivating and directing individuals, while a conducive school climate creates "fertile ground" that allows efforts and initiatives resulting from that leadership to grow and bear optimal fruit. The fact that the school climate coefficient is slightly higher in this combined model suggests that in the long term, creating a healthy and collaborative environment may have a more sustainable impact than leadership interventions alone. However, the large percentage of other factors (87%) that influence teacher performance is a crucial message. This

finding indicates that efforts to improve teacher performance cannot rely solely on improving leadership and school climate. Other factors such as teacher intrinsic motivation, reward and welfare systems, government policies, workload, and family and personal factors likely play a much more dominant role. Therefore, a holistic and integrated approach, addressing these various aspects, is absolutely necessary to achieve significant improvements in teacher performance.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the results of the analysis and discussion, it can be concluded that there is a positive and significant influence of school climate on the performance of junior high school teachers in Pariaman City, with a contribution of 8.7%. There is a positive and significant influence of the principal's situational leadership on the performance of junior high school teachers in Pariaman City, with a contribution of 9.1%. Together, there is a positive and significant influence of school climate and the principal's situational leadership on the performance of junior high school teachers in Pariaman City, with a contribution of 13%.

Suggestion

Based on the research findings, several recommendations are proposed, including: Principals are advised to pay more attention to creating a conducive school climate by increasing openness, facilitating the development of teachers' professional interests, and improving the completeness of infrastructure. Furthermore, principals need to apply a situational leadership style more consistently by increasing the frequency of consultations and delegation to competent teachers.

Teachers are expected to continuously improve their performance by actively participating in professional development activities such as MGMP/KKG (Work Groups), and by being more proactive in communicating with principals and colleagues. The Education Office: The Education Office is advised to hold training or workshops for principals on situational leadership and school climate management, as well as ensuring the equitable and adequate distribution of learning infrastructure across all schools.

Future researchers are advised to examine other factors influencing teacher performance, such as work motivation, organizational culture, or job satisfaction, to provide a more comprehensive picture.

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