

ANTECEDENTS AFFECTING TEACHER PERFORMANCE AT SMPIT ANNUR CIKARANG TIMUR

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ABSTRACT

This study investigates the influence of the principal's leadership style and school climate on teacher performance at SMPIT Annur Cikarang Timur. This study used a multiple linear regression analysis method to analyze the collected data. The results of this study show that simultaneously, the principal's leadership style and school climate have a positive and significant effect on teacher performance. The simultaneous hypothesis test confirms that the principal's leadership style and school climate contribute significantly to teacher performance at SMPIT Annur Cikarang Timur. These results indicate that the role of the headmaster in developing an effective leadership style and creating a conducive school climate is critical in improving teacher performance. In addition, the hypothesis test partially showed that each variable, namely the principal's leadership style and school climate, positively and significantly influenced individual teacher performance. Thus, the results of this study make an essential contribution to improving teacher performance and school management. The practical implications of this research are the importance of developing effective principal leadership and creating a conducive school climate as factors that can improve teacher motivation and performance. This research can also be a foundation for developing better school management strategies at SMPIT Annur Cikarang Timur and similar educational institutions.



Introduction

Education has a crucial role in shaping the future of a nation (Subarto, Solihin, & Qurbani, 2021). As the education system's spearhead, teachers significantly impact the quality of education students provide (Disurya, Lestari, Sasongko, & Kristiawan, 2022). In the school context, the principal plays a vital role as the primary leader who can influence teacher performance and the effectiveness of the entire education system in schools (Nurdiana & Yuliana, 2021). As an integrated Islamic education center, SMPIT Annur Cikarang Timur aims to provide quality education regarding teacher performance. Therefore, this study investigates the influence of the principal's leadership and school climate on teacher performance at SMPIT Annur Cikarang Timur.

The principal's leadership shapes school culture and work environment (Sujai, 2020). Effective leadership can provide clear direction and motivation for teaching staff (Zulfikar et al., 2021). On the other hand, inappropriate or ineffective leadership styles can hurt teacher morale and performance (Haziroh, Putra, & Budiantoro, 2021).

Therefore, it is essential to understand the influence of the principal's leadership style on teacher performance at SMPIT Annur Cikarang Timur (Rivai, 2013).

In addition, the school climate also has a significant role in shaping the work experience of teachers (Disurya et al., 2022). School climate covers various aspects, including organizational culture, relationships between school members, and administrative support. A positive school climate can create an environment that supports teachers' professional development and motivation in their duties (Rasool, Wang, Tang, Saeed, & Iqbal, 2021). On the other hand, an uncondusive school climate can hamper teacher performance and reduce job satisfaction.

Previous research has shown that headmaster leadership and school climate significantly influence teacher performance. However, no study has examined the influence of these two variables in SMPIT Annur Cikarang Timur. Therefore, this study aims to fill this knowledge gap and provide deeper insights into the factors influencing teacher performance in these schools (Atikah & Qomariah, 2020).

In addition, it is also essential to pay attention to the context of Islamic education in Indonesia. SMPIT Annur Cikarang Timur is one of the schools that provides integrated Islamic education, and the factors that influence teacher performance in such schools may differ from those of public schools. Therefore, this research can provide relevant insights into the context of Islamic education in Indonesia (Turu & Yunarti, 2022).

In order to maintain and improve the quality of education provided by SMPIT Annur Cikarang Timur, it is essential to understand more deeply how the principal's leadership and school climate can affect teacher performance in this school. This research is expected to positively contribute to developing more effective school management strategies and a better understanding of education dynamics in an integrated Islamic school environment.

Research Methods

Research Design

The type of research used in this study is quantitative research. The type of data used in this study is quantitative data, namely data measured on a numerical scale or using statistical procedures (Sugiyono, 2019).

Populasi

The population in this study is teachers at SMPIT ANNUR Cikarang Timur, with a population of 30 people.

Sample

Saturated sampling is used in statistics and research to describe conditions where all or nearly all elements of the population being studied or measured are considered part of a sample. In other words, in saturated samples, no element in the population is ignored or excluded from the sampling process (Sugiyono, 2019).

Data Retrieval Techniques

Data collection techniques in this study used primary data through questionnaires and interviews.

Data Analysis Methods

The data analysis method used in this study uses Multiple Linear Regression analysis. Multiple regression analysis is one of the statistical methods used to examine the relationship between two or more independent variables (predictors) with one dependent variable (response) in statistics (Sugiyono, 2019). The goal is to understand how those independent variables contribute to or predict variation in the dependent variable. In the research context, multiple regression analysis identifies and measures how much those independent variables affect the dependent variable.

Results and Discussion

Descriptive Statistics

Respondent characteristics are used to determine the diversity of respondents based on gender, age, and length of service. This is expected to provide a relatively clear picture of the respondent's profile and its relation to the problem and purpose of the study.

Table 1
Characteristics of Respondents

Karakteristik	Keterangan	Jumlah	%
Jenis Kelamin	Laki-laki	11	0,37
	Perempuan	19	0,63
	Jumlah	30	100
Usia	20-30 tahun	3	0,10
	31-40 tahun	14	0,47
	41-50 tahun	13	0,43
	> 50 tahun	0	0,00
	Jumlah	30	100
Masa Kerja	< 1 tahun	0	0,00
	1-5 tahun	18	0,60
	6-10 tahun	8	0,27
	> 11 tahun	4	0,13
	Jumlah	30	100

Source: Data processing, 2023

Based on Table 1 above, the characteristics of respondents can be explained as follows:

1. Jenis Kelamin

Data shows significant differences in the sex of teachers at SMPIT ANNUR, with 19 female teachers (63%) and only 11 male teachers (37%). This shows that the majority of teachers in this school are women.

2. Age

Most teachers are in the 31-40 age group (47%), followed by the 41-50 age group (43%). None of the teachers are over 50 years old. This may reflect a balanced age composition in the teaching body, even though most are in the productive age range.

3. Period of Service

Most teachers (60%) have worked at SMPIT ANNUR for 1 to 5 years, indicating continuity in the teaching staff. As many as 27% of teachers have worked for 6-10 years, while another 13% have worked for more than 11 years. No teacher works less than one year.

This information on teacher characteristics can assist schools in decision-making regarding human resource management, staff development, and education policy planning. With a better understanding of teacher composition, schools can effectively direct efforts to meet students' educational needs.

Data Quality Test

Validity Test

The validity test of a measuring instrument is shown by its ability to measure questionnaires given to respondents. If all questionnaire instruments tested are appropriate, then the instrument is valid. The assessment criteria for the validity test is that if the calculation is $>$ table, it is declared valid.

Table 2
Results of the Principal's Leadership Validity Test

No	Item	rhitung	Simpulan	Keterangan
1	X11	.810	Valid	Karena nilai $r_{hitung} > 0.36$
2	X12	.898	Valid	Karena nilai $r_{hitung} > 0.36$
3	X13	.873	Valid	Karena nilai $r_{hitung} > 0.36$
4	X14	.873	Valid	Karena nilai $r_{hitung} > 0.36$
5	X15	.844	Valid	Karena nilai $r_{hitung} > 0.36$
6	X16	.889	Valid	Karena nilai $r_{hitung} > 0.36$
7	X17	.927	Valid	Karena nilai $r_{hitung} > 0.36$
8	X18	.550	Valid	Karena nilai $r_{hitung} > 0.36$

Table 3
School Climate Validity Test Results

No	Item	rhitung	Simpulan	Keterangan
1	X21	.715	Valid	Karena nilai $r_{hitung} > 0.36$
2	X22	.878	Valid	Karena nilai $r_{hitung} > 0.36$
3	X23	.838	Valid	Karena nilai $r_{hitung} > 0.36$
4	X24	.892	Valid	Karena nilai $r_{hitung} > 0.36$
5	X25	.698	Valid	Karena nilai $r_{hitung} > 0.36$
6	X26	.891	Valid	Karena nilai $r_{hitung} > 0.36$
7	X27	.815	Valid	Karena nilai $r_{hitung} > 0.36$
8	X28	.542	Valid	Karena nilai $r_{hitung} > 0.36$

Table 4
Teacher Performance Validity Test Results

No	Item	r_{hitung}	Simpulan	Keterangan
1	Y11	.613	Valid	Karena nilai $r_{hitung} > 0.36$
2	Y12	.573	Valid	Karena nilai $r_{hitung} > 0.36$
3	Y13	.433	Valid	Karena nilai $r_{hitung} > 0.36$
4	Y14	.539	Valid	Karena nilai $r_{hitung} > 0.36$
5	Y15	.901	Valid	Karena nilai $r_{hitung} > 0.36$
6	Y16	.801	Valid	Karena nilai $r_{hitung} > 0.36$
7	Y17	.801	Valid	Karena nilai $r_{hitung} > 0.36$
8	Y18	.814	Valid	Karena nilai $r_{hitung} > 0.36$
9	Y19	.825	Valid	Karena nilai $r_{hitung} > 0.36$
10	Y20	.825	Valid	Karena nilai $r_{hitung} > 0.36$

The table above shows that all calculated values obtained from the Corrected Item-Total Correlation column on the SPSS output have a value greater than the table value, which is 0.36, so it can be said that all question items in the principal's leadership statement item, school climate, and teacher performance are valid and can be used for further tests.

Reliability Test

Reliability testing aims to see the extent to which a measuring device can be trusted or relied upon if the measuring device is used many times to measure the same symptoms.

Table 5
Reliability Test Results

No	Variabel	Cronbach α	Simpulan	Keterangan
1	Kepemimpinan	.954	Reliabel	Karena Cronbach $\alpha > 0,60$
2	Iklim Sekolah	.954	Reliabel	Karena Cronbach $\alpha > 0,60$
3	Kinerja Guru	.919	Reliabel	Karena Cronbach $\alpha > 0,60$

Based on Table 5. above shows that all variables have a Cronbach Alpha value of > 0.6 , so it can be concluded that all instruments in this study can be reliable and used for further tests.

Classical Assumption Test

Normality Test

The normality test aims to test whether confounding or residual variables have a normal distribution in a regression model.

Table 6
Uji Normalitas Kolmogorov Smirnov

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.46720535
Most Extreme Differences	Absolute	.133
	Positive	.129
	Negative	-.133
Test Statistic		.133
Asymp. Sig. (2-tailed)		.183 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

In Table 6. The normality test results with the Kolmogorov-Smirnov test's approach showed that the significance value was $0.183 > 0.05$, so it can be concluded that in the residual data, it is usually distributed.

Uji Multikolinearitas

The multicollinearity test aims to see whether there is a correlation between independent variables or not. Multicollinearity is done by looking at the Tolerance and Variance Inflation Factor (VIF) value.

Table 7
Multicollinearity Test Results

Variabel	COLLINEARITY STATISTICS			
	Tolerance		VIF	
	Hasil	Simpulan	Hasil	Simpulan
Kepemimpinan	0.849	> 0,10	1.177	< 5
Iklim Sekolah	0.849	> 0,10	1.177	< 5

Table 7 above shows that all tolerance values of all variables have a value of > 0.10 and a VIF value of < 5 , which means that the independent variable does not have multicollinearity problems.

Heteroscedasticity Test

The heteroscedasticity test aims to test whether there is an inequality of variance in the regression model from the residuals of one observation to another.

Table 8
Multicollinearity Test Results

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	.785	1.128		.696
	Kepemimpinan	-.006	.041	-.030	.879
	Iklim Sekolah	.062	.035	.350	.086

a. Dependent Variable: Abs_Res

In Table 8. Above, a significance value of > 0.05 means that the variable does not exhibit symptoms of heteroscedasticity.

Multiple Linear Regression Equations

Based on the results of data processing using SPSS, there is an equation model produced as follows:

Table 9
Multiple Linear Regression Equations

Coefficients ^a							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics
		B	Std. Error	Beta			
1	(Constant)	18.157	2.004		9.059	.000	
	Kepemimpinan	.227	.072	.388	3.138	.004	.849
	Iklim Sekolah	.285	.062	.571	4.614	.000	.849

a. Dependent Variable: Kinerja

Based on Table 9 above of the multiple linear regression equation model, the regression equation can be created as follows:

$$\text{Teacher Performance} = 18.157 + 0.227 \text{ KS} + 0.285 \text{ IS}$$

Information:

KS : Principal's Leadership

IS : Iklim Sekolah

The constant is 18,157, meaning if the principal's leadership and school climate variables are considered zero, then the teacher's performance is 18,157.

The regression coefficient of the leadership variable obtained a value of 0.227, which means that if the leadership variable increases. In contrast, the school climate variable is assumed to remain; teacher performance will increase by 0.227.

The regression coefficient of the school climate variable obtained a value of 0.285, which means that if the school climate variable increases. In contrast, the leadership variable is assumed to remain; teacher performance will increase by 0.285.

Uji Hipotesis

Simultaneous Hypothesis Test (F-Test)

The simultaneous hypothesis test examines whether principal leadership and school climate affect teacher performance. The results of Test F in this study can be seen in the Anova Table below.

Table 10
Simultaneous Hypothesis Test Results (F-Test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	326.141	2	163.070	24.942	.000 ^b
	Residual	176.526	27	6.538		
	Total	502.667	29			

a. Dependent Variable: Kinerja

b. Predictors: (Constant), Iklim Sekolah, Kepemimpinan

Table 10 above shows that the $F_{\text{calculate}}$ value is 24.942, the F_{table} value is 2.70, and the Sig value is $0.000 < 0.05$. So, it can be concluded that the variables of principal leadership and school climate have a positive and significant effect on teacher performance at SMPIT ANNUR Cikarang Timur.

Partial Hypothesis Test (t-Test)

The partial hypothesis test aims to see the partial influence of each independent variable consisting of the principal's leadership and school climate on teacher performance. The partial results of the hypothesis test are presented in the table below.

Table 11
Partial Test Results (t-Test)

Variabel	t		Sig.		Kesimpulan
	t_{hitung}	t_{tabel}	Hasil	$\alpha = 5\%$	
Kepemimpinan	3.138	2.04	.004	< 0.05	Berpengaruh Signifikan
Iklim Sekolah	4.614	2.04	.000	< 0.05	Berpengaruh Signifikan

Partially, the principal's leadership positively and significantly affects teacher performance at SMPIT ANNUR Cikarang Timur because the calculation value is $3,138 > \text{table}$ is 2.04 and the significance value is $0.004 < 0.05$.

Partially, the school climate has a positive and significant effect on teacher performance at SMPIT ANNUR Cikarang Timur because the calculated value is $4,614 > \text{table}$ is 2.04 and the significance value is $0.004 < 0.05$.

Coefficient of Determination (R^2)

The coefficient of determination, often referred to as R-squared (R^2), is a statistical measure used in regression analysis to measure the extent to which variability in the dependent variable can be explained by the independent variable present in the regression model. In other words, R-squared measures how well the regression model matches the existing data.

Table 12
Coefficient of Determination Test Results

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.805 ^a	.649	.623	2.557

a. Predictors: (Constant), Iklim Sekolah, Kepemimpinan

b. Dependent Variable: Kinerja

Table 12 above shows that the Adjusted R Square value is 0.623 or 62.3%. This means that the variables of principal leadership and school climate influence teacher performance at SMPIT ANNUR Cikarang Timur by 62.3%. In comparison, the remaining 37.7% is influenced by other variables not included in this study.

The results of this study revealed that the principal's leadership style and school climate had a positive and significant influence on teacher performance at SMPIT Annur Cikarang Timur. These findings have important implications for developing school management and improving these institutions' education quality.

First of all, the positive influence of the principal's leadership on teacher performance shows that the principal plays a vital role in shaping the motivation and quality of teacher teaching. Principals who practice inclusive, supportive, and motivating leadership create a positive and productive work environment for teachers. This creates an impetus for teachers to improve teacher performance, which can ultimately improve the quality of education provided to students.

Second, results showing the positive influence of school climate on teacher performance emphasize the importance of creating a school atmosphere conducive to teachers' professional development. A positive school climate includes staff cooperation, administrative support, and effective communication. These findings indicate that schools that can create a supportive climate tend to have more motivated teachers who are better at carrying out their duties as teachers.

In addition, the simultaneous influence of both variables, namely principal leadership and school climate, underscores the importance of comprehensiveness in understanding the factors that influence teacher performance. These two variables do not work separately but rather complement each other. In this context, the headmaster can be an agent of change who can positively influence the school climate through his leadership practices.

However, it is essential to note that although these findings provide valuable insights, teacher performance can be influenced by factors beyond the principal's leadership style and school climate, such as personal motivation, teaching experience, and social environment. Therefore, it is essential to consider these additional factors and implement holistic school management strategies to improve teacher performance.

Conclusion

In conclusion, the results of this study provide evidence that the principal's leadership and school climate contribute positively to teacher performance at SMPIT Annur Cikarang Timur. These findings can lay the foundation for developing more effective school management strategies and creating an environment supporting teachers' professional development. Thus, this research has positive implications for improving the quality of education in these schools and may also be applicable more broadly in the context of Islamic education in Indonesia.

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