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Relationships Between Principal Leadership Style and Organization Climate With Teacher Performance at Madrasah Tsanawiyah Al Husna Depok West Java

H. Ali Nurdin
Ali010655@yahoo.com
1Dosen UIN Syarif Hidayatullah Jakarta

Abstract. This study aims to find out about the relationship of principal leadership style and organizational climate in the school to the improvement of teacher performance. This research uses quantitative method, the questionnaire used as a tool of collecting research data in the analysis using descriptive analysis, correlation analysis and regression analysis, this research was conducted at Madrasah Tsanawiyah Al-Husna Depok West Java, from the results of the study found that the leadership style of the principal has a relationship With the performance of teachers, as well as the organizational climate that has a relationship to the performance of teachers, together headmaster leadership style and organizational climate have a high and positive relationship to the performance of teachers, for that in an effort to improve teacher performance in school then expected attention And concurrent policies towards the improvement and improvement of the quality of principal leadership style and organizational climate in achieving teacher performance.

Keywords: leadership style, organizational climate, teacher performance, principal.

Introduction

Education is a dynamic process, therefore every activity or educational action is part of the teacher's success in the performance achieved by teachers in running the teaching and learning process effectively and accurately in educational institutions. Teachers as controlling the success of students are required to play an active role in pursuing the goals of National education. School as an educational institution requires individuals who have high performance to be able to realize and achieve the goals of educational institutions that have been set. Therefore, teachers as a personal component of the school are expected to always improve their ability in performing their duties optimally to achieve the expected outcomes of their duties as teachers or teachers in schools supported by appropriate principal leadership styles and higher teacher work competencies.

As a central point in the world of education, a teacher is often used as role models of students. Therefore, teachers should have high behaviors and performance to develop students in a plenary. Where performance is often viewed as a work that can be achieved by a person or group of people within an organization, in accordance with their respective authorities and responsibilities, in an effort to achieve the objectives of the organization concerned legally, not violating the law and in accordance with the norms and ethics (Santoso, 2000). Performance becomes the appearance of the work of both quantitative and qualitative personnel in an organization (Ilyas, 1999).

In an effort to create qualified human resources, the role of the school and all the components that are in it is a formal education provider who entrusted the community
participate have a share in preparing and delivering the young generation of the nation to be able to face the global competition both the development of communication and transformation of the increasingly feels in the life of the community thoroughly, the existence of the principal figure is required to pay more attention and follow all the developments that occur in the school environment as well as the responsibility of his profession.

Effective and accurate leadership style of headmaster felt able to organize all subordinates to want to run teaching and learning activities with all the ability to achieve the goals of educational institutions that have been established and mutually agreed. With an accurate leadership style and method, the principal can handle the problems of the learners and in order to support the quality and quality of teaching materials, the existence of teacher performance is also a reflection of the success of a principal's managerial

The performance of teachers is also influenced by climatic factors of the organizations of educational institutions in which they work. The condition of an organizational climate will greatly affect one's work (French 1978), the organizational climate stems from the feelings and movements of the hearts of employees and represents the working atmosphere of the organization, this will affect the motivation and behavior within the organization (Cushway and Lodge 1999). Valenz and Hodgetts (1985) argue that organizational climate deals with matters within the work environment that employees feel and this will affect their work behavior.

The principal as a person who is responsible for the success of the teaching and learning process in the educational institution he leads, should also head the school trying to create a more conducive organizational climate. The ability of teachers to create a comfortable organizational climate in the educational space will also determine the level of performance that will be achieved by the teacher. Therefore, in this study, the researcher wanted to study the performance of teachers influenced by the principal's leadership style and organizational climate. This research specifically examined about: 1) the relationship between principal leadership style and teacher performance; 2) the relationship between organizational climate and Teacher performance 3) the relationship between principal leadership style and organizational climate together with teacher performance.

Research methods

The method used in this study is quantitative method, McMillan and Scumacher (2001) Quantitative research is a form of research that examines objects, symptoms, events or data that can be measured numerically (scale, index, formula and so on) and analysis using statistics. This study was conducted on teachers in Madrasah Tsanawiyah Al Husna Depok, West Java, where the selection of places was based on consideration of ease, limited funds and personnel available in the implementation of this research.

The target population in this study was all teachers at Madrasah Tsanawiyah Al Husna Depok West Java. From the survey results conducted there are as many as 40 teachers, the sample used in this study is the number of population samples of 40 teachers. The data collection tool used is questionnaire in the form of questionnaire, which is arranged according to Likert scale model. Instruments are arranged in the form of positive and negative statement sentences related to the three research variables.

The data collected in this study were analyzed using statistical techniques, both descriptive statistics and inferential statistics. Descriptive statistics are used to present the data of each research variable singly, or together that is the teacher performance variable,
leadership style of headmaster and organizational climate. Descriptive research is intended to describe or describe the phenomena that exist, whether natural phenomena or human engineering (Sukmadinata, 2011). Descriptive statistics are statistics that only serve to organize, analyze and provide understanding of the data (circumstances, symptoms, problems) in the form of numbers in order to be given a picture regularly, concisely and clearly (Shah, Supardi and Hasibuan, 2006).

While inferential statistics are used to test the research hypotheses, inferential statistics also provide certain rules in the context of concluding, prediction, estimation, etc. (Sudijono, 2004). Inferential statistics were used to analyze the research hypotheses, inferential statistics using correlation tests, regression tests. Interpretation of descriptive analysis are: score Mean 1.01-2.00 (low); 2.01-3.00 (simple low); 3.01-4.00 (simple height); 4.01-5.00 (high) (Nunally, 1978). According Sugiyono (2007) interpretation of correlation coefficient is 0.00-0.199 (very low), 0.20-0.399 (low), 0.40-0.599 (medium), 0.60-0.799 (strong), 0.80-1000 (very strong).

**Research result**

**Descriptive Analysis**

Descriptive statistical methods are more related to the collection and summary of data, as well as the presentation of the results of the pruning. Descriptive analysis is used to determine the level of principal leadership style, organizational climate and teacher performance in madrasah, descriptive analysis of the three variables can be seen in table 1.

**Table 1. Descriptive analysis of the three research variables**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Leadership Style</td>
<td>74.55</td>
<td>7.261</td>
</tr>
<tr>
<td>Climate Organization</td>
<td>79.05</td>
<td>9.787</td>
</tr>
<tr>
<td>Teacher Performance</td>
<td>91.28</td>
<td>8.846</td>
</tr>
</tbody>
</table>

Table 1 above shows that the overall variable in the study has a high mean value that is above the mean score of 4.00, thus it can be seen that research variables are principal leadership style, organizational climate and teacher performance in madrasah in high condition. The above figures show that generally the principal leadership style score, organizational climate and teacher performance in school are in good category.

**Inferential Analysis**

Inferential analysis is used to determine the relationship between principal leadership style and organizational climate on teacher performance, inferential analysis used is correlation analysis and regression analysis.

**Relationship between Principal Leadership Style on Teacher Performance**

From the calculation result of simple regression analysis on headmaster style data variable data toward teacher performance obtained regression b as big as = 0.858 and a constant of 27.312. Thus the form of the two relations (X with Y) can be illustrated by the regression equation Ŷ = 27.312 + 0.858X₁. The regression equation of leadership headmaster style variables on teacher performance can be seen in table 2.
Based on result of simple linear regression analysis between pair of leadership style variable of headmaster with teacher performance obtained equation of regression line direction $\hat{Y} = 27.312 + 0.858X_1$. To know whether the regression line equation model is significant or not, it can be done by using variance analysis (F test) with assessment criteria F count > F table (0.05). From result of calculation is known value of F count equal to 37.381 while F table equal to 4.10. This result indicates that F count > F table so that it can be stated that the regression coefficient of Y over X1 is very significant or significant at significance level $\alpha = 0.05$. Thus the equation is $\hat{Y} = 27.312 + 0.858X_1$; Can be used to explain and draw further conclusions about the relationship between the principal's leadership style and teacher performance. Furthermore, to know whether the equation of linear regression line or not, can use regression linearity test. The criterion of assessment is F count < F table. From the calculation results obtained value of F count of 1.191; While the F table value at $\alpha = 0.05$ is 2.19, this shows that the value of F count < F table or 1.191 < 2.19.

The regression equation $\hat{Y} = 27.312 + 0.858X_1$ Interpreted that the principal style of leadership variables with teacher performance measured by the instrument that has been tested the validity and reliability, then any change in the score of leadership style variables of principals of 1 unit can be estimated change in teacher performance score of 0.858 in the same direction with the constant of 27.312.

The strength of the relationship between the principal's leadership style and teacher performance is shown by the correlation coefficient ry1 = 0.704. Furthermore in the table above also shows the coefficient of determination relationship between principal leadership style with teacher performance of 0.496. This statistically means that 49.6% of variations in teacher performance can be explained and influenced by the principal's leadership style through regression $\hat{Y} = 27.312 + 0.858X_1$. In other words, principal leadership style contributes 49.6% to teacher performance.

The relationship between organizational climate to Teacher Performance

From the calculation result of simple regression analysis on organizational climate variable data on teacher performance obtained regression direction b equal to = 0.698 and constant a equal to 36.060. Thus the form of the two relations (X with Y) can be illustrated by the regression equation $\hat{Y} = 36.060 + 0.698X_2$. Regression equation of organizational climate variable on teacher performance can be seen in table 3.
Based on result of simple linear regression analysis between organizational climate variable pair with teacher performance obtained equation of regression line direction $\hat{Y} = 36.060 + 0.698X_2$. To find out whether the regression line equation model is significant or not, it can be done by using variance analysis (F-test) with the scoring criterion is $F_{count} > F_{table}$ (0.05). From the calculation results obtained $F_{count}$ value of 59.340 while $F_{table}$ of 4.10. This result indicates that $F_{count} > F_{table}$ so it can be stated that the regression direction coefficient $Y$ over $X_2$ significant or significant at the level $\alpha = 0.05$. Thus the equation $\hat{Y} = 36.060 + 0.698X_2$ can be used to explain and draw further conclusions about the relationship between organizational climate and teacher performance. Next find out whether the equation of linear regression line or not, can use regression liniertes test. The rating criterion is $F_{count}$ smaller than $F_{table}$. From the calculation results obtained value $F_{count}$ 0.874; While the $F_{table}$ value at $\alpha = 0.05$ of 2.13. The result shows that the value of $F_{count} < F_{table}$ (0.05) Therefore modeling the linear regression equation.

The strength of the relationship between organizational climate and teacher performance is shown by the correlation coefficient $r_2 = 0.773$. Furthermore, based on the above table obtained coefficient determination relationship between climate organization with teacher performance of 0.597. This means that 59.7% variation in teacher performance tendency is influenced by organizational climate, or it can be said that organizational climate contributes 59.7% to teacher performance improvement. The relationship between the principal's leadership style and the organizational climate on teacher performance.

From the result of calculation of multiple regression analysis on data of leadership style variable of headmaster and organizational climate together to teacher performance obtained regression direction b1 equal to $= 0.413$ for leadership style variable of principal head and regression direction b2 equal to $= 0.494$, and value of constant a equal to 21.457. Thus the form of the three relationships ($X_1$, $X_2$ with $Y$) can be illustrated by the regression equation $\hat{Y} = 21.457 + 0.413X_1 + 0.494X_2$. Regression equation of leadership style of head of principal and organizational climate together on teacher performance can be seen in table 4.

<table>
<thead>
<tr>
<th>Table 4. Regression Analysis of Principal Leadership Style and Organizational Climate with Teacher Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Model</strong></td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>1 (Constant)</td>
</tr>
<tr>
<td>Principal Leadership Style</td>
</tr>
<tr>
<td>Climate Organization</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Teacher Performance

Based on the result of multiple regression analysis between pair of principal leadership style data and organizational climate together with teacher performance, it is known that the plural regression value $b_1 = 0.413$ and $b_2 = 0.494$. While the value of a constant of 21.457. Thus the form of relationship between the leadership style variable of the principal and the organizational climate together with the teacher's performance is described by the regression equation $\hat{Y} = 21.457 + 0.413X_1 + 0.494X_2$.

To find out whether the regression line regression model can be used to draw conclusions or whether the line equation is significant or not, it can be determined using
variance analysis (F-test). From the calculation results obtained Fcount price of 36.039 while Ftable (0.05) (1:38) of 4.10. This result indicates that Fcount > Ftable so it can be stated that the regression direction coefficient Y over X1, X2 significant or significant at the level of significance α = 0.05. Thus the equation \( \hat{Y} = 21.457 + 0.413X_1 + 0.494X_2 \) can be used to explain and draw further conclusions about the relationship between the principal's leadership style and the organizational climate together with the teacher's performance.

Multiple correlation analysis of data pair of principal leadership style and organizational climate with teacher performance resulted in multiple correlation coefficient (ry.12) of 0.813. To know the variable contribution of leadership style of headmaster and organizational climate together with teacher performance can be seen from the correlation of determination. The result obtained is 0.661. Thus it can be concluded that the amount of contribution of principal leadership style and organizational climate together with teacher performance is 66.1%. In the sense that the other 33.9% is influenced by other variables not observed in this study.

Discussion

From the results of hypothesis testing, it turns out that the three proposed alternative hypothesis can be significantly accepted. Both individually and in tandem with teacher performance have a positive relationship. With the acceptance of a hypothesis stating that there is a positive relationship between independent variables of principal leadership style and organizational climate, either individually or collectively with teacher performance variables, implies that the position of the two independent variables as a predictor of teacher performance can be trusted. In other words, the improvement of the principal's leadership style and the improvement of organizational climate is followed by the improvement of teacher performance.

From the two independent variables, it is known that organizational climate variable has a more dominant influence compared with the principal leadership style variable. Leadership style has an important role in influencing the workings of employees and give a positive or negative impact on the performance of employees he leads (Hadi, 2015). Leadership factors have a very important role in improving employee performance because effective leadership provides direction to the efforts of all workers in achieving organizational goals (Robbins and Judge, 2011).

The leadership style that the principal has in leading a school will affect the performance of the teachers. Leadership is an important force in the framework of management, therefore the ability of an effective leader is key as an effective leader (Koontz and O'Donnell, 1968). Performance refers to the level of success in performing the task and ability to achieve the goals set. Performance is declared good and successful if the desired goal can be achieved well (Donnelly, Gibson and Ivancevich, 1994).

Indirectly leadership style also determine the formation of employee performance (Hadi, 2015). Similarly, organizational climate, organizational climate has a positive relationship to teacher performance, this result is in accordance with the results of studies conducted by Rahayu (2007) who found Climate organization has a positive and significant impact on teacher performance. For that with the leadership style of school head and good organizational climate is able to give more role in the effort of improving teacher performance in school, so that will be able to carry out their duties and responsibilities as a good educator, and produce high quality education.
Conclusion

Every organization needs quality human resources and has the ability to achieve organizational goals, as well as schools as educational institutions require quality human resources. The performance of educators and high education personnel is expected, principals and teachers are one of the human resources in the school, so it takes quality and high professionalism in managing the school. Each principal as the highest leader in the school organization should have the provision of skills, skills and skills in running the institution it leads.

The performance of teachers and administrative staff is a very decisive factor for school quality, which will impact on the quality of graduates after completing education. Teachers and employees are required to be able to complete their duties and responsibilities effectively and efficiently. In order to improve performance, it is necessary to know what factors affect performance, so that can be used in decision-making reference to motivate employees to achieve the expected level of performance. The main task of a teacher in the learning process can be started from planning the learning, implementing, evaluating, providing assessment to follow-up in the learning process, to carry out the duties and responsibilities as an educator, the teacher requires high performance.

References


