

The Effect of Principal Management Performance and Working Climate on Teacher Performance through Work Motivation of Elementary School Teacher in Aawayan District



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ABSTRACT: Teacher performance is the work accomplished by a teacher in the completion of the specified responsibilities. The purpose of this study was to examine the direct and indirect effects of principal management performance, work climate, and work motivation on the performance of elementary school teachers in the Aawayan District. This study is quantitative correlation research. Using proportional random sampling technique, 112 respondents were selected as research samples from the population of 156 teachers. Data is collected by using a questionnaire instrument and it is analyzed by utilizing descriptive analysis, classical assumption test, multiple linear regression analysis and path analysis. The findings of this study indicate that the variable regression value is a positive number, such as the regression coefficient of principal management performance on teacher performance (X1 - Y) of 0.583, the regression coefficient of principal management performance on teacher work motivation (X1 - Z) of 0.533, the climate regression coefficient of school work on teacher performance (X2 - Y) of 0.412, and the regression coefficient of work climate on work motivation (X2 - Z) of 0.659. This study concludes that principal management performance, work climate, and motivation have direct and indirect effects on the performance of elementary school teachers in the Aawayan District. It is suggested to school principals and teachers to sustain high levels of management performance, climate, and teacher performance. Other researchers may examine other variables that can affect teacher performance.

KEYWORDS: Management Performance, Work Climate, Motivation, Teacher Performance

I. INTRODUCTION

The teacher has a crucial role in molding the personality, character, mentality, and morals of students. The performance of teachers in carrying out their professional responsibilities has a substantial impact on the attainment of educational goals in schools. Teachers are professional educators whose primary responsibilities include educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. Consequently, the teacher is responsible for classroom-based teaching and learning activities. The success or failure of learning activities depends on the teacher's ability to convey learning material, utilize learning media, and employ various teaching skills.

According to preliminary studies conducted through interviews with a number of school principals and preliminary observations in a number of schools regarding the performance of elementary school teachers in the Aawayan District, there are still a number of issues that need to be addressed, such as the teacher's subpar performance in creating lesson plans, implementing active and effective learning activities, and conducting closing activities.

Teachers have an important role in molding the personality, character, mentality, and morals of their students. The performance of teachers in carrying out their professional responsibilities has a substantial impact on the attainment of educational goals in schools. This fact requires teachers to have a high level of performance in carrying out their tasks and responsibilities, as teachers are the primary factor in students' accomplishments. The performance of teachers in carrying out their tasks and responsibilities in schools, particularly in the learning process in the present setting, requires innovation and improvement. Improving the quality of education/learning entails the successful implementation of educational innovations, which is dependent on the innovative performance of teachers.

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Performance is the optimal achievement in accordance with a teacher's potential, and it is always a concern of organizational executives (Robbins, 2015). Therefore, teachers must have teaching skills, regulate learning stages, employ strategies, apply media, and allot time. Teaching skills are a collection of teacher competencies that demonstrate their professional performance.

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The teacher has a very important role and function in shaping the personality, character, mentality and morals of children. Thus, it can be said that the achievement of educational goals in schools is strongly affected by the performance of teachers in carrying out their professional duties. In accordance with Law Number 14 of 2005 concerning teachers and lecturers in article 1 paragraph 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. So, teaching and learning activities carried out in class are the responsibility of the teacher. The success or failure of learning activities is determined by the teacher's ability to convey material, use learning media and various teaching skills.

Based on preliminary studies through interviews with several school principals and preliminary observations in several schools, regarding the performance of SDN teachers in Awayan District, there are still many problems that need to be corrected, such as the teacher's not optimal performance in making lesson plans, implementing active and effective learning activities, and closing activities.

Teachers have a very important role and function in shaping the personality, morals, mentality and morals of children. Thus, it can be said that the achievement of educational goals in schools is strongly affected by the performance of teachers in carrying out their professional duties. This fact requires teachers to have high performance in carrying out their duties and functions, because teachers are figures who are the main key in achieving achievements for students. The performance of teachers in carrying out their roles and duties in schools, especially in the learning process in the current context, requires development and changes in a more innovative direction. Innovative performance of teachers is important for the successful implementation of educational innovations in order to improve the quality of education/learning.

Performance is an optimal achievement in accordance with the potential of a teacher which is always a concern of organizational leaders (Robbins, 2014). Therefore, teachers must have teaching skills, manage learning stages, utilize methods, use media, and allocate time. Teaching skills are a number of teacher competencies that display their performance in a professional manner. This skill shows how the teacher shows his behavior.

Improving teacher performance is difficult since teacher performance is heavily affected by a number of factors. teacher performance is affected by both internal and external factors. Internal elements such as morale includes workplace motivation. Meanwhile, external elements such as the principal's leadership include an excellent leader, the principal's managerial performance, and a work climate that facilitates the implementation of work activities (Rivai, 2017). Performance is affected by three factors: 1) individual factors, such as abilities, expertise, and background; 2) psychological factors, such as perception, attitude, learning, and motivation; and 3) organizational factors, which include resources, structure, rewards, and leadership. Good and poor teacher performance will affect the achievement of educational goals and objectives. In light of this, it is vital to regularly and periodically evaluate instructor performance.

The goal of teacher performance assessment is to evaluate the level of teacher performance in relation to work performance or achievement in order to maximize school performance, which has a positive effect on student achievement. This is a crucial assessment for measuring teacher performance in carrying out their work as a form of school accountability. There are five indicators to measure teacher performance namely aspects of work quality determined by the teachers' perception of work quality, task completion, and teaching skills, the quantity aspect of the amount and quality of work completed, aspects of optimizing the available time at work, aspects of the effectiveness of the use of facilities and the skill of teachers, and aspects of independence in the workplace, including commitment and responsibility (Robbins, 2015). Leadership with good management will be able to inspire teacher motivation, resulting in increased performance, productivity, loyalty, and satisfaction. With appropriate leadership management, a leader can exert effect on his subordinates, thereby inspiring their motivation. Principals can encourage teachers to be willing and able to boost their job motivation by implementing the following principles: The activities conducted are enjoyable and interesting. 2) The objectives of the activities must be clearly explained and guided by the outcomes of each task. Gifts are preferable to punishment, yet punishment is also necessary. Paying attention to their physical condition, a sense of safety, demonstrates that the principal cares about them to ensure that each employee receives appreciation and satisfaction (Siagian, 2015). According to Kartini (2021), the work climate of a school can affect teacher performance. If the work climate is conducive and the atmosphere is comfortable, the teacher will be motivated, so he is able to increase the quality of his performance. In contrast, if the work climate is not favorable, teachers will be less motivated to work, which will have a negative effect on teacher performance.

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By developing a hospitable school climate, the teacher will feel at ease at work and be more motivated to work better. This indicates that a favorable school environment substantially enhances the improvement of the teacher's work climate. School leaders (principals) must establish the school's climate so that the school's environment is cohesive and conducive to a pleasant working climate. A teacher's work environment and a favorable work climate are required for teachers to do their duties with excitement and passion so that their work can be accomplished effectively.

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Climate in the organization plays a crucial role in accomplishing the desired organizational objectives. A pleasant working climate will make employees feel at ease. Feeling comfortable and happy will affect employee performance to be more active, industrious, and enthusiastic at work. However, if the working environment is unfavorable, employee performance will decline. The correlation of familiarity and intimacy between employees and competent leaders is more important so that employees feel comfortable at work, and a conducive working climate is expected to always generate harmony for employees. Hence, the employees can increase their performance.

Motivation is internal and external encouragement to perform one's obligations. Motivation is affected by a person's needs, abilities, and perceptions of tasks. According to Setiawan (2016), the role of teacher motivation in the workplace is crucial due to the tight correlation between motivation and performance; if motivation is high, so is teacher performance. In contrast, when teacher motivation is low, teacher performance is similarly poor. In accordance with the opinion of Danim (2014), the qualities of motivated workers include 1) adherence to standards; 2) happiness at work; 3) a sense of worth; 4) hard labor; and 5) less oversight.

Work motivation also has a close correlation with performance as revealed by Maslow, McGrigor, McClelland, and Robbins who asserted that someone with a high level of motivation will be able to perform his work to the fullest extent, and those who work optimally demonstrate a high level of performance in which high enough that it affects the desired outcomes. There are two elements of motivation: the passive aspect, in which motivation appears as a necessity and a driver, and the static perspective, in which motivation appears as an active endeavor to mobilize the strength and potential of the workforce in order to achieve predefined goal (Danim, 2014).

This study indicator conforms to the theory proposed by Wagiran and Masrum (2021). Motivation indicators can be measured through motivational variables related to job content (intrinsic), which have intrinsic factors from work and maintenance factors (Hygiene Factors). Relates to elements outside of work that are intrinsic to work.

II. METHOD

This study aimed to examine the direct and indirect effects of principal management performance, work climate, and work motivation on the performance of elementary school teachers in the Awayan District. This study is quantitative correlation research. In this study, the population consisted of all public elementary school teachers in the Awayan sub-district with a total of 156 teachers from 21 elementary schools, and 112 participants was drawn from the population using proportional random sampling and the proportional allocation formula by Sugiyono (2018). Four questionnaire tools were used to gather data based on the research variables, with scoring based on a five-point Likert scale and documentation regarding data on the number of teachers at each school. After passing validity and reliability tests, questionnaires were distributed. The obtained data was then subjected to standard regression requirements tests, such as testing for normality, linearity, and multicollinearity. Then, the analysis of the hypotheses was conducted using multiple regression tests, partial testing (T-Test), termination tests, and path analysis.

III. RESEARCH RESULTS AND DISCUSSION

On the basis of the results of the SPSS data analysis, direct and indirect correlation coefficients were determined. After passing the prerequisite test, testing the hypothesis via path analysis is conducted.

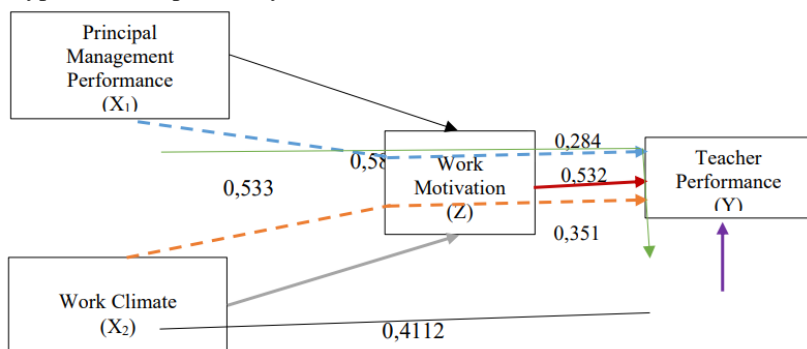


Figure 1. Path Analysis Model X₁, X₂ Z and Y

Based on Figure 1 above, the hypotheses in this study can be seen in Tables 1 and 2

Table 1. Summary of Hypothesis Testing Decisions H₁, H₂, H₃, H₄ & H₅

Hypothesis	p	Decision
H1 There is a direct effect of the principal's management performance on teacher performance	0,000	Accepted

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H2	There is a direct effect of the principal's management performance on the teacher's work motivation	0,008	Accepted
H3	There is a direct effect of the teacher's work climate on teacher performance	0,000	Accepted
H4	There is a direct effect of the teacher's work climate on the teacher's work motivation	0,004	Accepted
H5	There is a direct effect of teacher work motivation on teacher performance	0,000	Accepted

Table 2. Summary of Hypothesis Testing Decisions H₆ and H₇

		Direct	Indirect	Decision
H6	There is an indirect effect of the principal's management performance through teacher work motivation on teacher performance.	0,583	0,284	Accepted
H7	There is a direct effect of the teacher's work climate through the teacher's work motivation on teacher performance	0,412	0,351	Accepted

HYPOTHESIS

The correlation between variables was found which can be explained as follows:

A. The Direct Effect of the Principal's Management Performance on Teacher Performance at SDN Awayan District

According to the results of the multiple regression test in line 1, the Principal Management Performance variable (X1) has a significant effect on the performance (Y) of elementary school teachers in the Awayan District. The Standardized Coefficients Beta value of 0.583 with a significance value of 0.000 0.05 indicates that the performance of the principal's management has a direct effect on the performance of the elementary school teachers in the Awayan District, indicating that there is a direct correlation between the two variables. The findings of this study are corroborated by the findings of Suriansyah and Ferdiana (2019), which revealed the correlation between the management activities of this school principal and teacher performance with 57% determination closeness. In accordance with this, Aslamiah and Chairiani (2021) stated that the higher the managerial ability of the school principal, the higher the teacher's performance is produced. In addition, Rinawati and Suriansyah's research reveals that the coefficient of determination between school administrators' managerial skills and teacher performance characteristics is 79.7%. According to Rivai (2018), school principals' managerial leadership is one of the decisive aspects in the development and sustainability of educational organizations. Achieving school goals is not an easy task because a leader's effectiveness is measured by the performance and development of the organization he leads as well as teacher satisfaction with his leadership. Therefore, a leader must be able to persuade his subordinates to carry out assigned responsibilities without force, so subordinates will act and perform voluntarily in accordance with organizational requirements.

The results of this study strengthen (Norlatipah, Norlatipah, Muhammad Saled, 2022) that found the correlation between main transformational leadership, work enthusiasm, work commitment and teacher performance in public middle schools in Balangan Regency.

The results of this study strengthen research from (Normaini, Aslamiah, 2022) that found the effect of main transformational leadership, job satisfaction and work motivation on the performance of elementary school teachers in Halong District. The results of this study strengthen the research of (Jarminto, Aslamiah, 2022) which concluded that there is a correlation between the head of school leadership transformation, organizational climate, and teacher performance is through the motivation of private vocational achievement for high school teachers in Banjarbaru.

B. The Direct Effect of the Performance of the Principal's Management on Teacher Work Motivation at SDN Awayan Sub-district

Based on the findings of the second hypothesis test, it shows that there is a substantial effect of the principal's management variable on the motivation of elementary school teachers in Awayan District, as evidenced by the Standardized Coefficients Beta value of 0.533 with a significance value of 0.008 0.05. Therefore, Ho4 is rejected, indicating the direct effect of the principal's Management performance on the work motivation of elementary school teachers in Awayan District. This result is relevant to previous research such as Aslamiah and Huda's study (2022), concludes that the performance of school principals has a significant effect on teacher motivation. The findings of this study support the findings of (Dudy Rachmat, Aslamiah, 2022) which reveals a correlation between leadership behavior, work stress, and work motivation for teacher performance at SMPN Balangan Regency.

Teachers can be motivated through a variety of means, including positive motivation such as presenting gifts or awards and negative motivation such as giving punishments or warnings given to employees as a form of direction to achieve predetermined goals. Motivation is viewed as a motor that generates energy within a person, and with this energy, a person is able to accomplish something. Therefore, the more optimal the leadership motivates in an organization, the more it affects the performance of it

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employees. The findings of this study corroborate (Karyadi et al., 2022), which states that the effects of primary instructional leadership, work climate, and work motivation on teacher organization civic behavior in MTsN across the Hulu Sungai, South District.

Leaders can also motivate teachers by providing opportunities for teachers to attend various trainings or higher education to increase competency in teachers' careers. Leaders actively motivate teachers in working at least fair and equitable reinforcement and recognition and most significantly a leader is always open in any criticism and ideas or in dealing with any current problems. With these attitudes and leadership traits, it will undoubtedly make the teacher's motivation high.

C. The Direct Effect of the Work Climate on Teacher Performance at SDN Awayan District

According to the results of the regression test, it is found that there is a significant effect of the work climate variable on the performance of elementary school teachers in the Awayan District, as indicated by the Standardized Coefficients Beta value of 0.41 with a significance value of 0.000 0.05.

Employees will be more active, industrious, and enthusiastic at work if they are comfortable and content. However, the employee performance will be decreased if the work climate is poor. The correlation of familiarity and intimacy between employees and competent leaders is more important in order to make employees feel comfortable at work. In addition, a conducive working environment is anticipated to always generate harmony for employees so that they can increase their performance. The findings of this study support the findings about work climate (Jarminto, Aslamiah, 2022; Muhammad Fajar Firdaus, Aslamiah, 2022; Yusrina, Yusrina, Muhammad Saleh, 2022)

D. The Direct Effect of Work Climate on Teacher Work Motivation at SDN Awayan sub-district

The findings of the regression test indicate that work atmosphere variables have a significant effect on the work motivation of elementary school teachers in the Awayan District. Several test findings demonstrate this, including the regression coefficient value of 0.472, which indicates a positive value that may be read as a 0.472% rise in teacher work motivation for every one-unit increase in the work climate variable. Based on the results of the t-test, it can be seen that the value of Sig. is 0.000 0.05 and $6.460 > 1.972$, indicating that the work climate has a positive effect on teacher teacher motivation. This means that the better the work environment environment in the organization, the greater the teacher motivation. The findings of this study support the findings about Teacher Work Motivation (Hepni Albuni, Aslamiah, 2022; Martini, Karyono Ibnu Ahmad, 2022; Solekah, Solekah, Sulaiman, 2022; Widya Pratiwi, Wahyu, 2022).

E. The Direct Effect of Work Motivation on Teacher Performance at SDN Awayan Sub-district

The results of the hypothesis test in this study indicate that motivational variables have a significant effect on the performance of elementary school teachers in the Awayan District. The Standardized Coefficients Beta value of 0.532 with a significance value of 0.000 0.05 rejects H_0 ; thus, the direct effect of work motivation on the performance of elementary school teachers in Awayan District indicates a positive effect. This means that the higher the teacher's motivation at work, the higher the teacher's performance. The findings of this study are backed by Rasyidah's (2019) research, which indicated that teacher performance can be affected by work motivation.

This study's findings support (Martini, Karyono Ibnu Ahmad, 2022) assertion that there is a correlation between teacher professionalism, work motivation, and work discipline and teacher performance. Work motivation is an encouragement that exists within the teacher as a result of an internal or external effect that encourages, leads, and organizes a teacher's behavior in order to carry out his responsibilities.

The findings of this study support the study of (Rudiansyah, Wahyu, 2022) on the role of work culture in mediating the correlation between professional competence and work motivation among high-performing teachers. Work motivation has a significant and positive effect on teacher performance. The findings of this study demonstrate that the implementation of high work motivation can significantly contribute to the enhancement of teacher performance. These demonstrate that the better the implementation of work motivation is, the higher the employee performance will be. High work motivation can support a number of adjustments and has a significant effect on improving teacher performance based on the findings o. Therefore, the teacher always has a high level of work motivation for the implementation of the responsibilities allocated to him by the organization. This study's findings strengthen (Muhammad Fajar Firdaus, Aslamiah, 2022) that there is a correlation between Primary Communication, Organizational Climate, Work Motivation, and Job Satisfaction among high school teachers in Banjarbaru State.

According to the results of Aslamiah and Chairiani's study (2021), work motivation has a positive and statistically significant effect on teacher performance. This indicates that a teacher's performance will increase in proportion to his or her work motivation.

According to Widayati et al. (2020) there is a strong correlation between job satisfaction and teacher performance characteristics. Similarly, Warni et al. (2021), there is a direct correlation between job satisfaction and performance. Abidin et al. (2017), Afifah and Musadieq (2017) state that job satisfaction affects performance. Tampubolon and Hutagaol (2015) found that job satisfaction affects performance. Wote & Patalatu (2019) claims that job satisfaction can affect performance.

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F. There is an indirect effect of the Principal's Management Performance on Teacher Performance through Teacher Work Motivation at SDN Awayan District

The indirect effect of the Principal Management Performance variable on Teacher Performance through Work Motivation which is the multiplication of the beta value of the Principal Management Performance variable on Work Motivation and the beta value of the Work Motivation variable on Teacher Performance is: $0.533 \times 0.532 = 0.284$. This means that there is an indirect effect of the Principal's Management Performance on Teacher Performance through the Work Motivation of SDN teachers in the Awayan District. Motivational variables have an indirect effect on the performance of teachers at SDN in the Awayan District as a result of the principal's management performance. With their Management skills, school principals are also able to provide guidance and examples to their subordinates from a variety of school activities. The majority of respondents tend to rate the principal's Management competence, work motivation, and teacher performance as excellent, so it can be concluded that the principal's Management competence, work motivation, and performance of SDN teachers in the Awayan District are already good and should be maintained. As explained above, the results of the data analysis indicated that there was no effect of the principal's management performance through teacher work motivation on the performance of SDN teachers in Awayan District. This was due to the fact that with good management performance, the principal was able to improve the performance of the teachers in addition to the teacher's work motivation being internally affected by the teacher himself, and only a small amount of teacher work motivation is externally affected by the principal. The above-described existence of cooperative incentive makes it possible for management operations to run smoothly. The existence of the principal's position as a manager who employs the appropriate techniques and approaches both individually and in groups, in conjunction with the teacher's need for cooperation, mutual understanding, and consultation, so that management actions are more meaningful and effective. The findings of this study support the findings about Principal's Management Performance on Teacher Performance (Ato Wartoni, M. Saleh, 2022; Baihaki, A. Muhyani Rizalie, 2022).

G. There is an indirect effect of working climate on teacher performance through teacher work motivation at SDN Awayan district

The indirect effect of the Work Climate variable on Teacher Performance through Work Motivation which is the multiplication of the beta value of Work Climate on Work Motivation and the beta value of the Work Motivation variable on Teacher Performance variables, namely: $0.659 \times 0.532 = 0.3506$. This means that there is an indirect effect of Climate Work on Teacher Performance through the Work Motivation of Elementary School Teachers in the Awayan District.

The results of this study's path analysis indicate that the direct effect of the work climate variable on performance is stronger than its indirect effect on performance through work motivation. This can be construed to suggest that the changeable work climate can directly affect performance, bypassing work motivation.

The findings of this study support the findings of (Rikhe Adriani, Sulaiman, 2022) research, which suggests that there is a correlation between the Main Transformation of Leadership and Teacher Professionalism through Discipline and Work Climate for Public Elementary School Teachers in the Tanjung District.

This study's findings support (Suratman, Wahyu, 2022)'s assertion that there is a correlation between Spiritual Intelligence and Work Motivation with Performance through Work Discipline for State Vocational School Teachers in the Hulu Sungai Utara District.

IV. CONCLUSION

Based on the results of the study's analysis, it can be concluded that the performance of the principal's management has a direct effect on teacher performance, that the performance of the principal's management has an effect on work motivation, and that the work climate has an effect on teacher performance. It is also found that work climate has an effect on work motivation, and work motivation has an effect on teaching performance.

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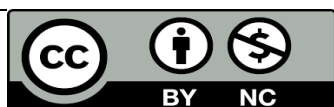
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