

THE EFFECT OF ORGANIZATIONAL CLIMATE, TEACHERS' PERCEPTION ABOUT PRINCIPAL LEADERSHIP AND WORK MOTIVATION TOWARD TEACHER PERFORMANCE IN STATE PRIMARY SCHOOL, PANEI DISTRICT, SIMALUNGUN REGENCY

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ABSTRACT: *Education is the basic capital to produce superior and qualified Human Resources. It is inseparable from the role of school stakeholders, including principals, educators, administration, supervisors, school committees and society. One of the problems of teacher performance can be seen from the results of competency tests conducted by the government to teachers. Teacher perception factors about principal leadership also greatly affect teacher performance in schools. Teacher performance motivation also influences the quality of teacher performance. There are still gaps between the performances of teachers who are expected to carry out their responsibilities at school. This study can be formulated as follows 1) Is there a positive influence of Organizational Climate toward Work Motivation of Elementary School Teachers? 2) Is there a positive influence of teacher perceptions about principal leadership toward work motivation in elementary school teachers? 3) is there positive influence of organizational climate toward the performance of public elementary teachers? 4) Is there a positive influence of the teacher's Perception about principal leadership toward the performance of public elementary teachers? 4) Is there a positive influence on teachers' perception about principal leadership toward work motivation of Public Elementary School teacher? 5) Is there a positive effect of work motivation toward the performance of the state primary school teacher?. And the research objectives are 1) to determine the effect of organizational climate on work motivation of public elementary school teachers in Panei District, Simalungun Regency.2) To determine the effect of teacher perceptions about school leadership on work motivation public elementary school teacher in Panei District, Simalungun Regency. 3) To determine the effect of organizational climate on the performance of public elementary school teachers in Panei District, Simalungun Regency. 4) To determine the effect of Teacher's Perception of Principal Leadership toward the performance of public elementary school teachers in Panei District, Simalungun Regency. 5) To find out the effect of teacher work motivation on the performance of public elementary school teachers in Panei District, Simalungun Regency. The research method is carried out by using a purposive sampling approach, it is the considerations of the researcher. The results of the study are: 1). Organizational climates have a significant effect on the work motivation of public elementary teachers which is equal to 5.978 with a determinant coefficient of 54.20%. 2) Teacher's perception of principal leadership has a significant effect on the motivation of work of public elementary schools which is equal to 2,344 with a determinant coefficient of 62.70%. 3) Organizational climate has a significant effect on elementary school teacher performance, which is 3.068 with a determinant coefficient of 51.80%. 4) Teacher's perception of principal leadership has a significant effect on the performance of public elementary school teachers which is equal to 2,344 with a determinant*

coefficient of 62.70%. 5) Teacher motivation has a significant effect on the elementary school teacher performance of 2.586 with a determinant coefficient of 60.50%, and leadership is partially the dominant variable and has a significant effect on the teachers' performance of public elementary schools in Panei District, Simalungun Regency, which is 8,395 with determinant coefficient values at 62.80%,

KEYWORDS: Organizational Climate, Teachers' Perception of Principal Leadership, Work Motivation and Teacher Performance

INTRODUCTION

Education is the basic capital to produce superior and quality Human Resources (HR). Quality resources in the world of education are inseparable from the role of school stakeholders, including principals, educators, administration, supervisors, school committees and the community. Law No. 20 of 2003. (Chapter 17:12), mandates that basic education is the level of education that underlies the level of secondary education.

Basic education is the basis for taking the secondary education level. It prepares graduates to be intelligent, righteous and virtuous. To fulfill it, the Elementary School must have a professional and qualified teacher.

To realize the performance of teachers in schools in accordance with the teacher's code of ethics, the cozy climate of the school organization will influence the behavior and attitudes of teachers in the school, a pleasant atmosphere and a sense of togetherness in work will facilitate the achievement of the desired results.

Teacher perception factors about principal leadership also greatly influence teacher performance in schools. According to Malik, (2010) organizational success can only be achieved through good leadership, which is able to motivate employee performance for organizational purposes.

Motivation of teacher performance also influences the quality of teacher performance, there are nine reasons that affect teacher work motivation is low in carrying out their duties, namely: (1) Provincial and Regional governments do not give incentive, (2) teachers do not get allowance, (3) Principal never motivate and encourage teachers, (5) infrastructure is inadequate in learning process (6) issues of poor living needs, so most teachers carry out activities outside of school, (7) teacher quality training and development does not run properly, (8) Salary of teachers are very alarming not in accordance with the government or regional minimum salary, (9) Some teachers have not received certification fees

Research problems are formulated as follows:

1. Is there an influence of organizational climate on work motivation of public elementary School teachers in Panei District, Simalungun Regency?

2. Is there any influence of teachers' perception of principal leadership on work motivation in public elementary school teachers in Panei District, Simalungun Regency?
3. Is there an organizational climate influence on the performance of public elementary school teachers in Panei District, Simalungun Regency?
4. Is there any influence of Teachers' perception of principal leadership on the performance of public elementary school teachers in Panei District, Simalungun Regency?
5. Is there an effect of the motivation of teachers' work on the performance of public elementary school teachers in Panei District, Simalungun Regency?

While the research objectives are:

1. To find out the effect of organizational climate on work motivation of public elementary school teachers in Panei District, Simalungun regency.
2. To find out the effect of teachers' perception of principal leadership on work motivation of public elementary school teachers in Panei District, Simalungun Regency.
3. To find out the influence of organizational climate on the performance of public elementary school teachers in Panei District, Simalungun Regency.
4. To invent the effect of teachers' perception of principal leadership on the performance of public elementary school teachers in Panei District, Simalungun Regency.
5. To find out the effect of teacher work motivation on the performance of public elementary school teachers in Panei District, Simalungun Regency.

REVIEW LITERATURES

Teacher Performance

Performance means an action or the implementation of duties and responsibilities. In Indonesian Dictionary (2001: 122) the word performance has several meanings namely, (1) something that is achieved, (2) the achievements obtained, and (3) the appearance of work. Novitasari, et al (2012) teachers' performance is the result of work achieved by them in carrying out their duties in accordance with the responsibilities given to them.

Sagala (2007: 180) argues that performance is a manifestation of the work achieved by an institution. The measure of success of an agency or institution includes all activities after an assessment is carried out to see the success of the objectives of the agency that has been determined and implemented. And the impact size on the performance results achieved depends on the tasks done by someone. (Robbins, 2006: 341)

Based on the above opinion, it can be concluded that performance can be done if: (1) there is institutions such as community organizations and school organizations, (2) there is predetermined goals, (3) there is instrument to measure the performance assessment and (4) special time should be available in the implementation of the activity.

Organizational Climate

Formal educational institutions have characteristics and backgrounds that are different from others. It forms patterns and frequencies according to the atmosphere and conditions of the organization within it, these conditions can be said to be an organizational climate.

Gibson, (1994: 45) organizational climate is a set of characteristics of the work environment that is felt directly or indirectly by employees, and it is thought to have a major influence on their behavior in the work. And the behavior of each member of the organization reflects the contents of the strengths of general values such as: norms, attitudes and feelings of members towards the work that has been given. (Sanusi, 2012: 27) is line with with Luthans, (2008) argues that the organizational climate is the traits that are felt in organizations. There are work environments that carry out tasks that tend to affect everyone in the organization. Likewise with the opinion of Usman, (2008: 197) organizational climate is an atmosphere of work experienced by members of the organization for example through a pleasant work space, a sense of security in work, adequate lighting, adequate facilities and infrastructure, adequate social security, promotion, position, adequate supervision. While Tagiuri (1996: 152) states that the organizational climate is the quality of the organization's internal environment which is relatively ongoing, experienced by all members of the organization and affect their behavior. From this description, it can be said that the organizational climate is the quality of the organization's environment which can affect all elements in the organization. The quality of the environment such as: comfort, mutual respect, fun and mutual care. It can motivate teachers to carry out their duties and responsibilities

Unlike the opinion of Salusu (2008: 353) there are two organizational climates that must be considered that are closely related to the atmosphere of the organizational environment, namely: (1) the dimension of resources availability, the availability of service resources is needed by the organization, and (2) the dimensions of complexity, to see the extent to which the level of homogeneity and contradiction of the organization's environment in behaving .

Lussier (2009) explains that there are seven dimensions of organizational climate that can motivate performance both in corporate organizations and in schools, namely:

- 1) Structure. It is the level of coercion felt by employees because of the rules and procedures that are structured.
- 2) Responsibility. It is the level of supervision carried out by the organization and felt by employees.
- 3) Rewards. It is the level of appreciation given to employees who try their best.

- 4) Satisfaction. It is related to the level of employee satisfaction at work.
- 5) Support. It is related to support for employees in carrying out their duties and responsibilities in the organization.
- 6) Organizational identity and loyalty. It is related to be proud of existence in the organization and the loyalty should be shown during his tenure.
- 7) Risk. It deals with employees who given space to carry out or take risks in challenge.

Teachers' Perception of Principal Leadership

The term headmaster derives from "Head" and "School". The head means the chairman or leader in an organization or institution while the school is a institution where people receive and give learning. Thus, it can be concluded that the principal is a professional teacher who is given the task of leading an educational institution where there is a learning process (Wahjosumidjo, 1999: 88).

According to Ambarita, et al. (2013: 89) a leader is a person who is able to influence others through the communication process so that other people act to achieve their goals, where leader activities usually include: (1) Making decisions; (2) Hold communication; (3) Provide motivation; (4) Select people who will be needed; (5) Develop those people. The process for influencing members of a school organization is a strength of a leader that comes from within him so that members of the organization determine competencies in their duties, (Mutohar. 2013: 236). While Yukl (2009) leadership is: (1) Individual behavior that directs group activities to achieve common goals, (2) Additional influences that exceed and are above the mechanical requirements in routinely directing the organization, (3) Resource mobilization capabilities institutional, political, psychological, and other sources to generate, involve and fulfill the motivation of followers, (4) Processes that influence group activities to achieve goals, (5) The process of giving meaningful direction so that collective efforts arise to achieve goals, (6) Ability to act outside the culture (habits) to begin the process of change, (7) Process to make others understand the benefits of working with others, so that they understand and want to do it, (8) How to articulate a vision, realize values and create an environment in order to achieve a goal, (9) the ability of individuals to influence, motivate and make others able to contribute to the effectiveness and success of the organization.

Mulyasa (2003: 90) describes that the principal is one of the factors that can encourage schools to realize the vision, mission and goals and objectives of the school through programs that are implemented in a planned and gradual manner. To broaden the understanding of the essence of leadership relates to the performance of teachers in schools, Wahjosumidjo (1999: 4-5) argues that the essence of teacher perception of principal leadership must be able to: (1) Generate strong will with enthusiasm and confidence from teachers and employees in carrying out their respective duties, (2) Providing guidance, directing, and inspiring and encouraging to stand in front of teachers and employees for progress and in achieving goals.

From several definitions of the principal, it can be concluded that the teachers perception of principal leadership is the ability of the principal as a limitation to be able to influence the teacher in terms of carrying out all the duties and obligations, showing the behavior that is suitable for the

teacher and employee achieved school goals, such as: leading, directing, motivating, guiding, helping, and overseeing the performance of teachers and employees

Work Motivation

Etymologically, motivation comes from Latin words, *movere* which means move or encouragement. Motivation comes from the word motif as a driving force that greatly influences the behavior of a person to work and try to fulfill their life needs (Winardi, 2002: 1). According to Luthans (2008: 158) argues that motivation is a process that starts with a lack of life activities or needs of the soul or needs that activate behavior that leads to a goal

Furthermore Colquit, lePine, and Wesson (2009) motivation is defined as a set of energetic forces that originate from within and outside the worker, start work related to the business, and determine direction, intensity, and perseverance ...

In contrast to the opinion of Akpan, (2013: 11) who suggested that the way to motivate teachers is to increase salaries, provide incentives and opportunities to get training to achieve with the aim of: (1) improving teacher welfare, (2) increasing teacher morale in their work. (3) to develop of teacher skills. (4) by training teachers, they are able to carry out modern and good techniques or methods.

Based on the definitions stated above, it can be concluded that motivation is an impulse to act and behave to fulfill all the needs of physical life. Motivation of teachers to carry out the learning process in schools such as: educating, teaching and guiding students are a profession, but these activities cannot be separated from the demands of responsibility for the needs that must be met by the teacher.

Conceptual Framework

Based on the description above, it can be concluded that alleged motivation directly affects the performance of teachers in schools. Other words, the higher the motivation of teacher work provided by the school, the higher the performance produced by the teacher. Based on the descriptions of the theoretical framework and the framework of thinking above, the research paradigm is described as shown in Figure 2.1

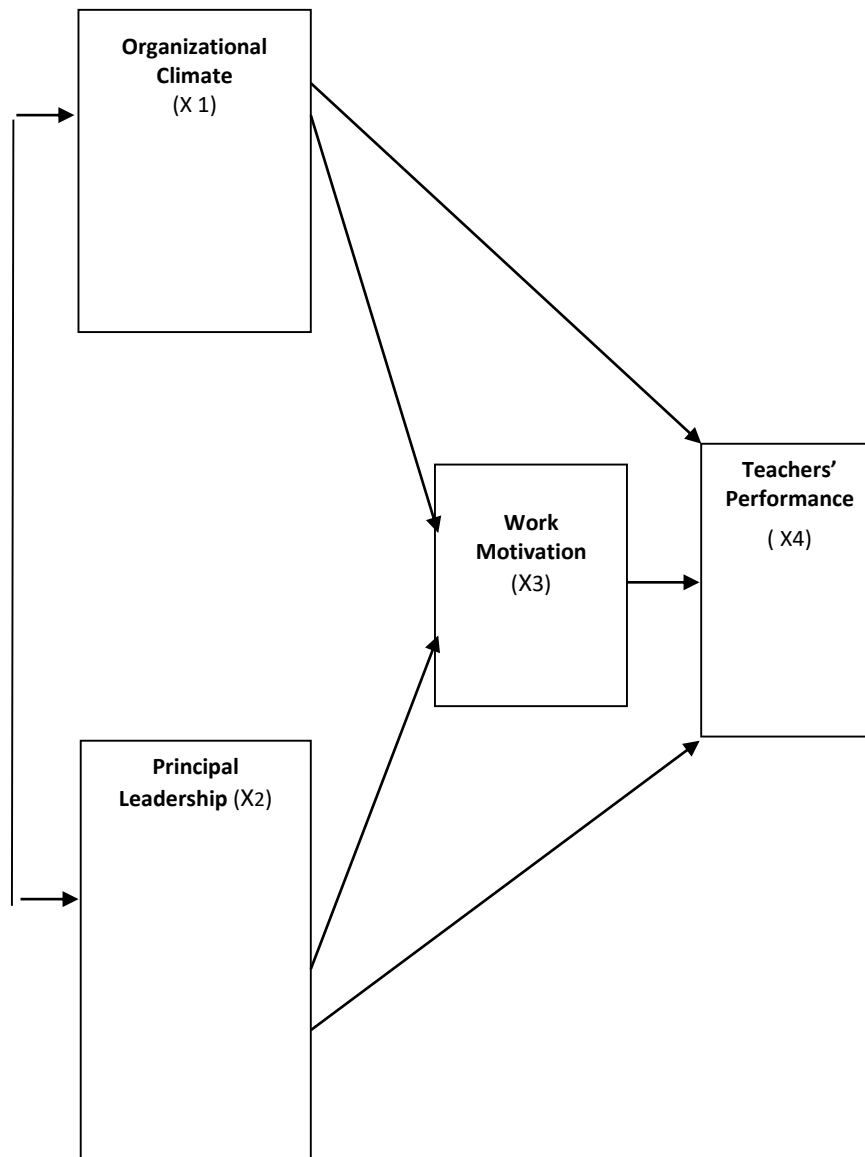


Figure 2.1. Conceptual Mode

Research Hypothesis

Several research hypotheses can be formulated as follows:

1. There is a positive influence of the organizational climate on work motivation of public elementary school teachers in Panei District, Simalungun Regency.

2. There is a positive influence of teachers' perception of principal leadership on teacher performance of public elementary schools in Panei District, Simalungun Regency.
3. There is a positive influence on the organizational climate on the teachers' performance of public elementary schools in Panei District, Simalungun Regency.
4. There is a positive influence of Teacher's Perception of Principal Leadership on Teacher Performance of Public Elementary Schools in Panei District, Simalungun Regency.
5. There is a positive effect of work motivation on the performance of state elementary school teachers in Panei District, Simalungun Regency

RESEARCH METHODS

This research is carried out by using a purposive sampling approach. It is the considerations of the researcher. According to Sugiyono (2014: 7) that research uses an ex post facto approach, it is carried out to examine events that have occurred and then sequel the background to find out the factors that can cause these events.

Quantitative research methods are intended as research methods based on positivism philosophy, meaning that it is used to examine certain populations or samples, sample collection techniques are generally done randomly, data collection uses research instruments that aim to test hypotheses determined by researchers.

This research applies path analysis. It is a pattern of causal relationships. And this research also uses correlative studies by placing variables. In accordance with the opinion of Kusnendi (2005: 3) that path analysis is used to analyze the relationship between variables in order to determine the direct or indirect influence of a set of variables (exogenous variables) on variable consequences (endogenous variables).

RESEARCH RESULT

Hypothesis Testing

The results of the study are: 1). Value of coefficients partially value of variable organizational Climate (X1) obtained results namely t_{count} is 3.068 and t_{table} is 1.657 so that the value of $t_{count} > t_{table}$ ($3.068 > 1.657$) and sig value < 0.05 ($0.003 < 0.05$), and the score of *unstandardized coefficient* of the organizational climate (X1) is 0.585. It is the path value or path (p2) and significant at 0,000 which means the organizational climate influences the motivation of public elementary school teachers (X4) in Panei District, Simalungun Regency. The organizational climate provides contribution in explaining the teacher performance of (X4) elementary school in Panei District, Simalungun Regency by 51.80% 2). The value of the coefficients partially, the value of the variable teacher perception of principal leadership (X2) obtained results, t_{count} value is 2,344 and t_{table} is 1,657 so that $t_{count} > t_{table}$ ($2,344 > 1,657$) and sig value $< 0,05$ ($0,001 < 0, 05$), and *unstandardized* values of beta teacher perceptions of principal leadership (X2) of 0.526 is path values or paths (p2) and significant at 0,000 which means teacher perceptions of principal leadership Influence teacher

performance (X4) in Panei District, Simalungun Regency. Perception teachers about principal leadership give contributions in explaining the teacher performance of (X4) public elementary schools in Panei District, Simalungun Regency, at 62.70%. 3) the value of the coefficients partially from the value of the variable organizational climate (X1) obtained results, the t_{count} value is 5.978 and the t_{table} is 1.657 so that the $t_{count} > t$ ($5.978 > 1.657$) and sig value < 0.05 ($0.000 < 0.05$), and the unstandardized values of organizational climates (X1) of 0.448 is path values or paths (p2) and significant at 0,000, which means organizational climate has an effect on Teacher Performance(X4) in Panei District, Simalungun Regency and organizational climate contributes in explaining performance elementary school teacher (X4) in Panei District, Simalungun Regency is 54.20%, 4) value of coefficients partially from value of variable teacher perception of principal leadership (X2) obtained results, t_{count} value is 8.35 and t_{table} is 1.657 so $t_{count} > t_{table}$ ($8,395 > 1,657$) and sig value $< 0,05$ ($0,000 < 0,05$), and unstandardized beta values teacher perception about principal leadership (X2) of 0.545 is the path value or path (p2) and significant at 0,000 which means organizational climate has an effect on teacher performance (X4) in Panei District, Simalungun Regency. Teachers' perception of principal leadership gives contribution or in explaining performance teacher (X4) public elementary school in Panei District, Simalungun Regency

CONCLUSION

Based on the data from the analysis that has been obtained previously, then some conclusions can be drawn as follows:

1. There is a positive direct effect between organizational climate (X1) on work motivation (X3). This shows $p_{31} = 0.237$, obtained $t_{count} = 2.672$, it is consulted with t_{table} with $N = 123$ at level $5\% = 0.176$. This shows that an increase in organizational climate results in an increase in work motivation of elementary school teachers in Panei District, Simalungun Regency.

2. There is a positive direct effect between teachers' perception of principal leadership (X2) on work motivation (X3). This shows that $p_{42} = 0.240$ obtained the $t_{count} = 2.7196$, it is consulted with t_{table} with $N = 123$ at the level of $5\% = 0.176$. This shows that an increase in teachers' perception of principal leadership results in an increase in the motivation of work in public elementary schools in Panei District, Simalungun Regency.

3. There is a positive direct effect between organizational climate (X1) on teacher performance (X4). This shows $p_{41} = 0.314$ obtained $t_{count} = .3,638$, it is consulted with t_{table} with $N = 123$ at level $5\% = 0.176$. This shows that an increase in organizational climate results in an increase in the performance of public elementary school teachers in Panei District, Simalungun Regency

There is a positive direct effect between work motivation (X3) on teacher performance (X4). This shows that $p_{34} = 0.245$ obtained $t_{count} = 2.779$, it is consulted with t_{table} with $N = 123$ at the level of $5\% = 0.176$. This shows that the increase in motivation of teacher work results in an increase in the performance of public elementary school teachers in Panei District, Simalungun Regency.

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