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Article Info

Keywords

*Teacher Performance
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Principal Leadership,
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Abstract

The purpose of this study was to analyze the performance of Public Elementary School teachers in Bantul District and the performance of Vocational High School teachers in Semin District. This research is a joint research with students. Analysis of the performance of public ES teachers in terms of conflict management by principals, school culture, and emotional exhaustion. Vocational High School teacher performance is viewed from teacher competence, principal leadership, and work climate. The data analysis to test the hypothesis, both for the performance of elementary school teachers and vocational high school teachers, used multiple linear regression followed by the F test for significance test and partial correlation analysis. The results of the data analysis test, (1) there is a contribution of principal conflict management, school culture, and emotional exhaustion to the performance of elementary school teachers, which is indicated by a value of $R^2 = 0.232$ with a value of $F = 9.944$ and a significance level of 0.00, and (2) there is a contribution of competence teachers, principal leadership, and work climate on the performance of vocational teachers, as indicated by the value of $R^2 = 0.768$ with a value of $F = 34.289$ and a significance level of 0.00. The biggest contribution to elementary school teacher performance was given by school culture at 19.1%, while the biggest contribution to vocational teacher performance was given by the principal's leadership at 30.4 % and the second biggest by the work climate at 29.4%. This shows that the work environment that supports the creation of an academic atmosphere makes a significant contribution to the performance of teachers, both elementary and vocational teachers.

Keywords: *Teacher Performance, School Culture, Principal Leadership, Work Climate*

Introduction

Teacher performance will affect student achievement, the success of achieving educational goals through educational programs in schools. The purpose of education in schools comes from the elaboration of the vision, mission and goals of the school. The achievement of the vision and mission is also supported by the organization and climate that supports the realization of the school's vision. Therefore, the academic atmosphere and school climate will affect teacher performance. The problem that arises in public elementary schools in Bantul sub-district is that there is conflict or a lack of harmonious relationships between teachers. It is necessary to immediately find the cause.

The leadership of the principal contributes to the performance of elementary school teachers (Badrudin, 2020). In addition, motivation, competence, leadership, work environment and work discipline also affect teacher performance in vocational high schools (Choirul Anam, 2018). There is an influence of competence and work compensation on the performance of productive vocational teachers (Parhi, H.A. Wahab Jufri and Muntari, 2017). Another study wrote that there was an effect of the principal's participatory leadership and organizational work climate on junior high school teacher performance (H. Muhamad Ali, Agus Ramdani, and Hamidsyukrie, 2016). Conflict Management in School Organizations in Improving Teacher Performance in MIN (Saat, et al., 2015: 130). Organizational culture has a relationship with teacher performance in elementary schools (Rahayu, 2014: 282). From a severalof literature reviews above, it is necessary to investigate what factors have the strongest contribution to teacher performance.

Semin Gunungkidul Subdistrict has two vocational schools, namely SMK Muhammadiyah Semin and SMK Gotong Royong Semin. Student achievement in SMK in Semin District as seen from the results of the National Examination (UN) for the last three years shows unsatisfactory results. In 2017 the average UN score at SMK Muhammadiyah Semin was 63.59, in 2018 the average UN score was 58.90 and in 2019 the average UN score was 52.31. These results indicate that the UN scores in SMK in Semin District decreased from year to year. The decline in UN results also occurred at SMK Gotong Royong Semin. In 2017 the average UN score was 55.26, in 2018 the average UN score was 50.29 and in 2019 the average UN score was 47.21. (www.kemendikbud.go.id.) The decline in student achievement and less than optimal teacher competence shows that the performance of teachers in SMKs in Semin is still not optimal. Good teacher performance will affect student achievement. The better the teacher's performance, the student's learning achievement will increase. This is in accordance with the results of research by Niswanto (2017) which shows that teacher performance has a positive effect on student achievement. In line with the research results of Putra and Purniadi (2019), it is reported that teacher performance has a positive and significant effect on student achievement.

Method

This research is a causal correlational study, which will predict a future condition based on past and present information. The data analysis used was multiple linear regression analysis, then to test the significance it was continued with the F test. Then continued with partial correlation analysis.

To perform the analysis, the analysis prerequisite test was first carried out, which consisted of the distribution normality test, linearity test, and multicollinearity test. The results of data analysis and the results of the analysis prerequisite test are as follows.

Results and Discussion

To perform the analysis, the analysis prerequisite test was first carried out, which consisted of the distribution normality test, linearity test, and multicollinearity test. The results of data analysis and the results of the analysis prerequisite test are as follows.

Analysis Requirements Test

Normality test

Table 1. Normality Test Results Elementary School teachers

Variable	Kolmogorov-Smirnov Z	Asymp. Sig. (2-tailed)	Description
Performance (Y)	0.078	0.137	Distribution of normal data
Principal Conflict Management (X1)	0.077	0.138	Distribution of normal data
School Culture (X2)	0.085	0.063	Distribution of normal data
Emotional Fatigue (X3)	0.065	0.200	Distribution of normal data

All primary school teacher data comes from populations that are normally distributed. Furthermore, the data normality test for SMK with the Asymp Sig value (2-tailed) resulted in a significance value greater than the alpha value of 0.05 (5%). The results of data normality testing obtained an Asymp Sig value of 0.545, so that the data from the population were normally distributed.

Linearity Test

Table 2. Linearity Test Results Elementary School Teachers

Variable	F Result	significance	Explanation
Performance (Y) - Principal Conflict Management (X1)	0.862	0.656	linear relationship
Performance (Y) - School Culture (X2)	1.645	0.051	linear relationship
Performance (Y) - Emotional Fatigue (X3)	1.623	0.054	linear relationship

Table 3. Linearity Test Results Vocational School Teachers

Variable	F Result	significance	Explanation
Performance (Y) - Teachers Competence (X1)	0.825	0.652	linear relationship
Performance (Y) - Principal Leadership (X2)	1.569	0.180	linear relationship
Performance (Y) - Working Climate (X3)	0.684	0.763	linear relationship

From the table above, it can be seen that each independent variable has a linear relationship to the dependent variable

Multicollinearity Test

Table 4 Multicollinearity Test Results Elementary School Teachers

Model		Collinearity Statistics		Description
		Tolerance	VIF	
1	Principal Conflict Management (X1)	0,831	1,204	There is no multicollinearity
	School Culture (X2)	0,671	1,491	There is no multicollinearity
	Emotional Fatigue (X3)	0,661	1,513	There is no multicollinearity

Table 5. Multicollinearity Test Results Vocational School Teachers

Model		Collinearity Statistics		Description
		Tolerance	VIF	
1	Teachers Competence (X1)	0,841	1,189	There is no multicollinearity
	Principal Leadership (X2)	0,307	3.260	There is no multicollinearity
	Working Climate (X3)	0,292	3.428	There is no multicollinearity

From the table above, it can be seen that there is no multicollinearity, because all the requirements were met, it was continued with multiple linear regression data analysis tests

Data analysis

The major hypothesis about elementary school teacher performance is: Principal conflict management, school culture, and emotional exhaustion have a significant positive contribution to the performance of public elementary school teachers in Bantul District, Bantul Regency, 2020/2021 school year. Tested by multiple regression analysis, the regression line equation is obtained $Y = 25,725 + 0,250 X1 + 0,503 X2 - 0,162 X3$ which can be seen in the following table

Model	Coefficientsa									
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
(Constant)	25,725	9,042		2,845	,005					
X1	,250	,116	,208	2,150	,034	,312	,211	,189	,831	1,204
X2	,503	,123	,438	4,073	,000	,437	,379	,359	,671	1,491
X3	-,162	,130	-,136	-1,251	,214	,183	-,125	-,110	,661	1,513

from the regression equation the value is obtained $R = 0,481$ dan $R^2 = 0,232$

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,481 ^a	,232	,208	7,84541

a. Predictors: (Constant), X3, X1, X2

By testing the significance with the F test, the value of $F = 9.944$ was obtained with a significance of 0.00. This means that teacher performance (Y) can be predicted by the principal's conflict management (X1), school culture (X2), and emotional error (X3) as shown by the regression line equation above is significant. The value of the closeness of the relationship between X1, X2, and X3 with Y of 0.481 obtained from the equation of the regression line is significant. The magnitude of the influence of principal conflict management, school culture, and emotional fatigue on the performance of elementary school teachers was 23.2%.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1836,178	3	612,059	9,944	,000 ^b
	Residual	6093,492	99	61,550		
	Total	7929,670	102			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X1, X2

Minor hypothesis will see the closeness of the relationship of each independent variable to the dependent variable. The statistical analysis used was partial correlation which was tested for its significance with the t test. KS conflict management partial correlation coefficient with teacher performance, $r_{1y-2,3} = 0.211$ with a significance level of 0.034, Partial correlation coefficient of school culture with teacher performance, $r_{2y-1,3} = 0.379$ with a significance level of 0.000, and the correlation coefficient of emotional fatigue with teacher performance, $r_{1y-2,3} = -0,125$ with a significance level of 0.214. From this calculation, the KS conflict management and school culture partially have a positive and significant closeness relationship, while emotional fatigue has a negative, but not significant, relationship.

The effective contribution of the three independent variables is as in the following table.

Table 6. Predictor Contributions

Variable	Predictor Contributions	
	E Contribution	R Contribution
Principal Conflict Management (X1)	6,5%	28,0%
School Culture (X2)	19,1%	82,7%
Emotional Fatigue (X3)	-2,5%	-10,7%
Total	23,2%	100,00%

Source: processed data (2020)

The table shows that the biggest contribution is school culture, amounting to 19.1%

Vocational school teacher performance analysis is shown as follows.

The major hypothesis for the analysis of the performance of SMK teachers is obtained by the following regression

equation $Y = 46,261 + 0,119 X1 + 0,159 X2 + 0,154 X3$

Table 7 Summary of Multiple Regression Analysis Results

Variable	Coefficient
X1	0,119
X2	0,159
X3	0,154
constant	34,289
$R_{y(1,2,3)}$	0,877
$R^2_{y(1,2,3)}$	0,768

Source: Primary data processed

The equation above shows that the value of the X1 coefficient is 0.119 and is positive, this indicates that an increase in Teacher Competence by one unit will increase Teacher Performance by 0.119 assuming other variables remain. The X2 coefficient of 0.159 indicates that each one-unit increase in the Principal's Leadership will increase Teacher Performance by 0.159 assuming other variables remain. The X3 coefficient of 0.154 indicates that each increase in the Work Climate by one unit will increase Teacher Performance by 0.154 assuming other variables remain. From the above equation, we can predict the value of Y which is influenced by the values of X1, X2, and X3. This prediction only applies to the domain. Outside the domain does not apply, because outside the domain a linear relationship is not guaranteed.

The results of the multiple regression analysis with three predictors also show the multiple correlation coefficient $R_y (1,2,3)$ of 0.877. This means that between Teacher Competence, Principal Leadership and Work Climate together on Teacher Performance have a close positive relationship. Furthermore, for the level of significance obtained F count of 34.289 is greater than F table of 2.90, then the influence between Teacher Competence, Principal Leadership and Work Climate together on Teacher Performance is significant. So it can be concluded that the first hypothesis which says there is a positive and significant influence between Teacher Competence, Principal Leadership and Work Climate are mutually accepted on the Performance of Vocational School Teachers in Semin District is accepted.

Based on the results of data analysis with SPSS IBM 25, the coefficient of determination $R^2_{y(1,2,3)}$ is 0.768. This means that the effect of Teacher Competence, Principal Leadership and Work Climate together on Teacher Performance is 76.8% while the rest is influenced by other factors that are not discussed in this study. Thus it can be concluded that there is a positive and significant influence between Teacher Competence, Principal Leadership and Working Climate together on Teacher Performance.

The significance of the predictions given by the independent variable to the dependent variable is indicated by the following F test.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.877 ^a	.768	.746	1.368	1.569

a. Predictors: (Constant), Climate Working (X3), Teachers Competence (X1), Principles leadership (X2)

b. Dependent Variable: Teachers Performance (Y)

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	192.633	3	64.211	34.289	.000
	Residual	58.052	31	1.873		
	Total	250.686	34			

a. Dependent Variable: (Y)

b. Predictors: (Constant), Klim Kerja (X3), Kompetensi Guru (X1), Kepemimpinan Kepala Sekolah (X2)

Based on data from the results of multiple regression analysis and calculations, it can be seen that the Effective Contribution (SE) and Relative Contribution (SR) are as follows.

Table 8. Effective Contribution (EC) and Relative Contribution (RC)

Variabel	Effective Contribution (%)	Relative Contribution (%)
Teacher competence	17,4	22,7
Principal leadership	30,4	39,6
Working climate	29,0	37,7
R Square/ Total	76,8	100,0

Source: Primary data processed

Based on the results of the analysis listed in the table above, it can be seen that the Teacher Competence provides an Effective Contribution of 17.4%, the Leadership of the Principal provides an Effective Contribution of 30.4% and the Work Climate provides an Effective Contribution of 29.0%. 23.2% Relative Contribution for Teacher Competency variable, 39.6% for Principal Leadership variable and 37.7% for Work Climate variable. Together, the teacher competency, principal leadership and work climate variables provide an effective contribution of 76.8% to teacher performance and 22.1% are given by other variables not discussed in this study.

To test the minor hypothesis with partial correlation followed by the t test. The results of the minor hypothesis test are as follows.

The results of the partial correlation analysis between Teacher Competence and Teacher Performance in Vocational High Schools in Semin District were positive 0.499. With the t test, the value of $t = 3.205$ and a significance level of 0.003 was obtained. This means that the effect of teacher competence has a partial positive effect on teacher performance

The result of the partial correlation analysis between Principal Leadership and Teacher Performance in SMKs in Semin District is positive 0.406. Followed by the t test. The t test results obtained by the value of $t = 2.475$ with a significance level of 0.019. This means that the value of r is partially significant.

So it can be concluded "There is a positive and significant influence between the Leadership of the Principal on Teacher Performance in SMKs in Semin District

The results of the partial correlation analysis between the work climate and teacher performance in vocational schools in semin sub-districts were positive 0.375. with the significance test of the value of r with the t test. The results obtained the value of $t = 2.254$ with a significance level of 0.031. There is a positive and significant influence between Work Climate on Teacher Performance in SMKs in Semin District.

Discussion

From the results of the data analysis above, both the performance of elementary school teachers and vocational school teachers showed that teacher performance was influenced by several factors, both internal and external factors. This is consistent with the theory that teacher performance is influenced by internal and external factors. The interesting things from the results of data analysis are as follows.

1. Principal conflict management makes a positive contribution, this shows that the conflict can be an opportunity that can make a positive contribution to teacher performance.
2. Emotional exhaustion contributes negatively to teacher performance, this shows that emotional exhaustion gives a sign that a person must recognize himself to give appreciation, when they have to manage their emotions so that they stay fit and have the spirit to work
3. Another interesting point is that the performance of teachers, both for elementary and vocational teachers, is that teacher performance is influenced by (a) school culture; (b) Principal leadership; and (c) Working climate. This shows that the academic atmosphere is supported by the work climate and school culture, including the leadership of the school principal

Conclusion

Teacher performance, both at SD and SMK is influenced by internal and external factors. School culture, principal leadership and work climate actually have a big influence on teacher performance.

Recommendations

Based on the above conclusions, it is suggested that in order to improve teacher performance, both at the primary and secondary education levels, external factors should be increased which actually contribute positively to teacher performance.

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