

THE EFFECT OF LEADERSHIP OF SCHOOL AND SCHOOL CLIMATE LEADERSHIP ON TEACHER PERFORMANCE IN MADRASAH TSANAWIYAH IN INDONESIA

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ABSTRACT

This study aims to examine the effect of Principal Leadership Style and School Climate on Teacher Performance of Public Madrasah Tsanawiyah in West Jakarta. The study was conducted on State MTs Teachers in West Jakarta, with a survey method using a questionnaire. The population amounted to 166 people, 30 respondents tested and 117 people as samples. Teacher performance (X3) as a dependent variable and Principal's leadership style (X1), School Climate (X2) as an independent variable. The results showed (1): there was a direct / positive and significant effect, X1 against X3 with a correlation coefficient = 0.407, regression equation $X3 = 91.747 + 0.325 X1$, the coefficient of determination = 0.165. The contribution of X1 to X3 is 16.5%. (2) there is a direct / positive and significant effect, X2 towards X3 with a correlation coefficient = 0.352, the regression equation $X3 = 95.272 + 0.268 X2$, the coefficient of determination = 0.124. The contribution of X2 to X3 is 12.4%. (3): there is a direct / positive and significant effect, X1 against X2 with a correlation coefficient = 0.574, the regression equation $X1 = 54.388 + 0.603 X2$, the coefficient of determination = 0.329. The contribution of X1 to X2 is 32.9%. Based on the research, it was concluded that the principal's leadership style and school climate had a positive and significant direct influence on teacher performance.

Keywords: Principal Leadership Style, School Climate, and Teacher Performance

INTRODUCTION

Education is an act or action that is carried out consciously so that the expected change of attitude occurs, namely the occurrence of humanity that is intelligent, skilled, independent, disciplined and noble. Through the education sector, it is expected to produce human figures as formulated in the National Education System Law Number 20 of 2003 namely: National education functions to develop capabilities and shape dignified national character and civilization in order to educate the nation's life, aiming at developing potential students to become humans who believe and fear the Almighty God, have noble character, are healthy, knowledgeable, capable, creative, independent, and are democratic and responsible citizens. The teacher is one of the determining factors, the high and low quality of education outcomes has a strategic position, so every effort to improve the quality of education needs to give great attention to the improvement of teachers both in terms of quantity and quality. Educators or teachers are professionals who are tasked with planning and carrying out the learning process, assessing learning outcomes, conducting guidance and training. This cannot be denied because formal education institutions are the world of the teacher's life. Factors that influence teacher performance are deemed necessary to be studied, explored and studied in depth so as to provide a clear picture of factors that are more important and urgent that affect teacher performance. Because the teacher has a very important role in improving the quality of education, through education it is hoped that the nation's children will produce quality, proactive, productive, creative, competitive, partitionative, so that they are ready to implement and receive the results of development by developing their potential. Thus, the success of a school in achieving graduate quality is closely related to teacher performance and the leadership style of the principal. Teacher's performance and the principal's style of leadership in carrying out their duties are determined by internal and external factors. The internal factors of teacher performance include interpersonal communication, ability to work together, work discipline, organizing classes, class actions, mastery of material, and educational qualifications. The principal is a person who is responsible for carrying out educational activities in schools and carrying out activities in an effort to influence other people in the environment in certain situations so that other people can work with a sense of responsibility to achieve the stated goals. Republic of Indonesia Minister of National Education Regulation No. 13 of 2007 concerning Principal Standards stipulates that principals must have competency standards including: "(1) personality competencies, (2) managerial competencies, (3) entrepreneurial competencies, (4) supervisory competence and (5) social competence." Based on these provisions, it is expected that the principal is able to realize leadership in the whole process of education in school. The success of education in schools is determined by its ability to influence, guide, mobilize, and motivate individuals (teachers) involved in agreed educational goals. Besides being influenced by teacher performance, it is also influenced by the school climate. School climate is a situation or atmosphere that arises because of the relationship between the principal and the teachers with the teacher, the teacher with the students or the relationship between students who are characteristic of the school which also influences the teaching and learning process in school. School climate is a personal feeling about the teacher's experience of the situation and the environment of a comfortable and supportive school environment for teaching and learning activities, regular guidance and security felt by each school personnel. The school climate also includes a number of variables that are perceived by students, colleagues, principals, administrative staff, and other personnel as well as parents' concern for the school. Besides that, the school climate also includes the feelings of the teacher as part of the school and the feeling of having a school. The school climate also concerns prevailing norms and expectations held and communicated by school members. A conducive school climate will have an impact on teacher

performance. The creation of a conducive school climate, the teacher will be comfortable in working and encouraged to work better. Performance is the output produced by functions or indicators of a professional monitor within a certain time." (Wirawan, 2009), in his book entitled *Evaluation of Human Resource Performance, Theory, Applications and Research* So as to achieve strategic goals, the ability to manage employee performance is appropriate. In management, it must be consistent with the needs of the organization. Performance is the action or process of carrying out or accomplishing an action, task, or function. Work performance on the basis of is the work of a person in a certain period of time with various sizes, for example: predetermined standards, targets or criteria. (Jhon Soeprianto, 2002) Soeprianto, in his book entitled *Research on Performance and Employee Development* states that A.A Anwar Prabu Mangkunagara limits performance, performance is a translation of English: performance or job performance but in English it is often abbreviated as performance. Performance in Indonesian is also called work performance. Performance or work performance (performance) is interpreted as an expression of ability based on knowledge, attitudes, skills and motivation in producing something. Work performance (performance) is defined as an achievement of certain job requirements which ultimately can be directly reflected in the output produced both in quantity and quality. (A.A Anwar Prabu, 2006) Performance can be seen from several criteria, according to Castetter in Mulyasa, "Expressing there are four performance criteria, namely: (1). Individual characteristics, (2). Process, (3). Results and (4) A combination of individual characters, processes and results" (Yudrick Yahya, 2004). Teacher performance is very important to be considered and evaluated because the teacher carries out professional assignments, meaning that tasks can only be done with special competencies obtained through educational programs. The teacher has responsibilities that can be broadly grouped, namely: (1). Teacher as teacher, (2). The teacher as a guide and (3). Teacher as class administrator.

Danim S, From the description above, it can be concluded that teacher performance indicators include: 1. Ability to make planning and preparation for teaching. 2. Mastery of the material to be taught to students, 3) Giving assignments to students. 4) Ability to manage classes and Ability to carry out assessments and evaluations. This is reinforced by the opinion of As'ad and Robbins stating that: In evaluating a person's performance can be done using three types of criteria, namely: (1). Task results, (2). Behavior and (3). Individual characteristics. "Evaluation of the results of the task is to evaluate the results of the implementation of individual work with several criteria (indicators) that can be measured" (Suharsimi Arikunto, 2007). Behavior evaluation can be done by comparing behavior with other colleagues and evaluating individual characteristics is to observe the characteristics of individuals in behaving and working, how to communicate with other people so that they can be characterized of others. Evaluation or performance evaluation is important as a feed back for further performance improvements. Social skills include the ability of the teacher to communicate, work together, be sympathetic, and have a pleasant spirit. The criteria for teacher performance in relation to social competence are presented below: 1. Acting objectively and not discriminating because of gender, religion, race, physical condition, family background, and socio-economic status. 2. Communicate effectively, empathically, and politely with fellow educators, education staff, parents and the community. 3. Adapting in place of duty throughout the Republic of Indonesia that has socio-cultural diversity. 4. Communicate with the professional community itself and other professions verbally and in writing or other forms.

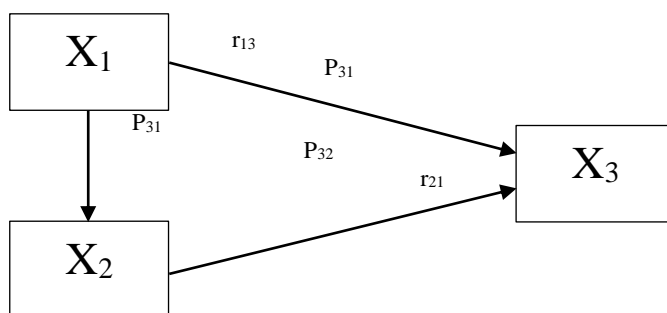
A person's performance can be improved if there is a match between work and his expertise, as well as the placement of teachers in the field of work. Placing the teacher according to his expertise must absolutely be done. If the teacher is given an assignment that is not in accordance with his expertise, it will result in a decrease in the way of working and the results of their work, it will also cause dissatisfaction with themselves. Disappointment will hinder the moral development of the teacher's work. According to Gibson argues, leadership is an effort to use a style of influence and not force to motivate individuals to achieve goals. Where as according to Winardi leadership is a relationship where one person namely the leader influences the other party to work together voluntarily in an effort to do related tasks to achieve the desired thing (Agusti Handayani, 2010) According to Agusti Handayani "Leadership is a form of management that involves most managers directly with subordinates to work together and through others to achieve organizational goals (Agus Subardi, 2001). Leadership is the state of or position of being a leader. Leadership is a noun (noun) derived from a verb (verb) to lead which literally has many meanings including: causing guiding, leading, leading, directing and winning (Siswoyo Haryono, 2010). (Kartini Kartono, 2005) "Leadership is a series of structuring activities in the form of the ability to influence the behavior of others in certain situations so that they are willing to work together to achieve their intended goals" The role of a very fundamental leader is to dream of people doing certain activities. so Payaman Simanjuntak "Leadership is the behavior of an individual who leads the activities of a group towards a goal to be achieved together" (Payaman Simanjuntak, 2006). Sondang. P. Siagian "Leadership or leadership is the ability to move people, especially subordinates to be able to work together and be productive to achieve organizational goals" (Sondang, P. Siagian, 2000). From this definition implied leadership is essentially an effort to optimally mobilize available sources of material. The resources in question can be in the form of energy, funds, time, methods and tools. The school climate when associated with the school organizational climate in the organization is an atmosphere in an organization created by the prevailing pattern of interpersonal relationships. This pattern of relationships originates between teachers or perhaps the leaders and teachers. They form a type of leadership in carrying out its leadership functions. Understanding the school climate as a personality of a school refers to the following opinions. Halpin and Croft explain that the school climate "as an intangible but important for an organization and analogous to the personality of an individual". (Tubbs, JE, & Garner, M, 2008). Litwin and Stringer explain, "the school climate is defined varied by experts as a result of subjective perceptions of the formal system, the informal style of the principal, and other important environmental factors that influence the attitudes, beliefs, values and motivations of individuals in the school" (Gunbayi, Ilhan, 2007). Pretorius and Villiers explained that: School climate refers to the heart and soul of a school, psychological and institutional attributes that make schools have a relatively enduring personality and are experienced by all members who explain the collective perceptions of routine behavior and will influence school attitudes and behavior. (Pretorius, Stephanus and Villiers, 2009). According to Hoy, Smith and Swetlend, the school climate is understood as a manifestation of school personality that can be evaluated in a continuum from open school to a closed school climate. Open school climate is based on respect, trust and honesty, and provides opportunities for teachers, school management and students to engage constructively and cooperatively with each other. (Milner, Karen & Khoza, 2008). According to Sorenson and Goldsmith, looking at "the school climate is the collective personality of the school." (Sorenson

& Ricard D, 2008). Therefore the core of the school climate is how we treat each other. School climate as the quality and character of school life that reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structure. From some of the descriptions above it can be concluded that is the state of the school that describes the conditions / atmosphere between the principal and the teacher, the teacher with the teacher, the teacher with students, students with students, and among other school members, so that conducive learning conditions can be created that can improve student achievement .

METHOD

This study uses a causal survey method (cause and effect) with path analysis techniques (Path Analysis), which is collecting data from members of the population, as is without treatment (treatments) to find out the true state of the population, related to the variables studied. For this reason, path analysis was carried out to see the effect on endogenous variables (X_3) by exogenous variables (X_1) and intermediate variables (X_2).

Figure 1: Research Model Design



Information :

X_1 = Principal Leadership

X_2 = School Climate

X_3 = Teacher Performance

P_{31} : Effect of Principal Leadership Style on Teacher Performance

P_{32} : Effects of School Climate on Teacher Performance

P_{21} : Effect of Principal Leadership Style on School Climate

r_{13} = Correlation coefficient between X_1 and X_3 .

r_{23} = Correlation coefficient between X_2 and X_3 .

r_{12} = Correlation coefficient between X_1 and X_2 .

The target population in this study were teachers who taught in West Jakarta State Madrasah Tsanawiyah as many as 166 teachers in 2018. The samples in this study were grouped into two, namely research samples and instrument trial samples. In this study using the Slovin formula was determined as many as 117 people. The sampling technique uses Proportional Random Sampling techniques. that is, taking members of the sample from the population is done randomly regardless of the strata that exist in that population.

In this study using instruments in the form of questionnaires. Scoring from the questionnaire in this study was measured by a Likert model scale with five choices of answers, namely: Always. Often. Sometimes. Ever. Never. The research instrument used was questionnaire. They were closed, meaning that every question that has been asked has been provided with an answer, so the respondent only chooses one of the answers provided in the form of a checklist.

The validity of the test in this study is using the correlation coefficient between the scores of the items with the total score of the instrument. The statistics used are coefficient of Pearson Product Moment correlation, which correlates between (r_{count}) item score and total score using (r_{table}) with $\alpha = 0.05$, meaning that if the r_{count} is greater than r_{table} , then the instrument item is considered valid (valid), whereas if the r_{count} is smaller than r_{table} , the instrument is considered invalid, and then dropped or not used.

Instrument reliability testing using the Cronbach Alpha technique. The limit value used is the value of r product moment at the significance level of 5%. For significance tests with degrees of freedom $\alpha = 0.5$, if the calculation is greater than r_{table} , the questionnaire is declared to be reliable. And if the r_{count} is smaller than r_{table} , the questionnaire is not realistic. With $r_{table} = 0.361$; $db = 30$; $\alpha = 0.05$. Cronbach alpha value $> r_{table}$ then the instrument can be said to be reliable.

Normality Test Data used in compiling regression models must meet the assumption that the data comes from populations that are normally distributed in analyzing a causal test requires statistical prerequisites, namely: Normality Test Error Estimates Data regression for each variable using Kolmogorov-Smirnov (K-S) one sample. The basis of decision making in this test is if the asymp.sig (2-tailed) value above the level of significance is 5% (0.05), it can be concluded that the variable is normally distributed.

Basic Data Linearity Test decision making in linearity test can be done in two ways; the first is to look at the significance value greater than 0.05, the conclusion there is a significantly linear relationship between exogenous variables to endogenous, otherwise if the significance value is smaller than 0.05 then the conclusion is that there is no linear relationship between variables. Second is to look at the value of Fcount and Ftable, if the value of Fcount is smaller than Ftable, the conclusion is that there is a significant linear relationship between exogenous variables to endogenous, otherwise if the value of Fcount is greater than Ftable, the conclusion is there is no linear relationship between these variables.

RESEARCH RESULTS AND DISCUSSION

The research data came from a sample of 117 teachers at the Madrasah Tsanawiyah Negeri in West Jakarta using a questionnaire consisting of 5 answer options. It based on calculating of theoretical assessment criteria in the following table:

Table 1. Theoretical Assessment Criteria

Variable	Number of statements	Theoretical Assessment Criteria				
		Very Bad (1)	Bad (2)	Enough (3)	Good (4)	Very Good (5)
Principal Leadership Style (X1)	28	(28-50.4)	(50.4-72.8)	(72.8-95.2)	(95.2-117.6)	(117.6-140)
School Climate (X2)	30	(30-54)	(54-78)	(78-102)	(102-126)	(126-150)
Teacher Performance (X3)	31	(31-55.8)	(55.8-80.6)	(80.6-105.4)	(105.4-130.2)	(130.2-155)

Based on the results of the Teacher Performance instrument given to 117 respondents with a range of scores obtained from the number of items obtained in the research instrument that is 31 statements, it can be seen in the descriptive distribution list and obtained the following data: maximum value = 148, minimum value = 106, average -rata = 127.81, standard deviation = 9,600, mode = 124, and median = 127

Table 2. Descriptive Distribution of X₃ (Teacher Performance): Teacher Performance Statistic

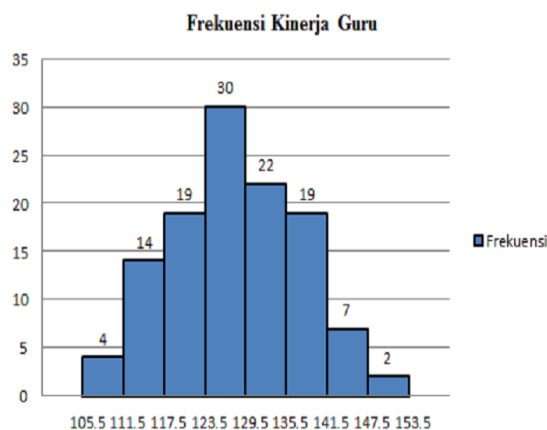
N	Valid	117
	Missing	0
Mean		127,81
Std. Error of Mean		,887
Median		127,00
Mode		124
Std. Deviation		9,600
Variance		92,154
Skewness		,012
Std. Error of Skewness		,224
Kurtosis		-,607
Std. Error of Kurtosis		,444
Range		42
Minimum		106
Maximum		148
Sum		14954

Table 3. X₃ Data Frequency Distribution (Teacher Performance)

Interval	Lower limit	Upper limit	Class Sign	f	fk	fr (%)
106-111	105.5	111.5	108.5	4	4	3.42
112-117	111.5	117.5	114.5	14	18	11.97
118-123	117.5	123.5	120.5	19	37	16.24

124-129	123.5	129.5	126.5	30	67	25.64
130-135	129.5	135.5	132.5	22	89	18.80
136-141	135.5	141.5	138.5	19	108	16.24
142-147	141.5	147.5	144.5	7	115	5.98
148-153	147.5	153.5	150.5	2	117	1.71

Furthermore, the Frequency Distribution of X₃ data (Teacher Performance) is shown by the histogram as follows:



2. Variable Frequency Histogram X₃ (Teacher Performance)

Based on the results of the Principal Leadership Style instrument given to 117 respondents with a range of scores obtained from the number of items obtained in the research instrument, 28 items can be seen in the frequency distribution list and data obtained as follows: maximum value = 138, minimum value = 85, average = 110.61, standard deviation = 11.811, mode = 101, and median = 111.00 through the following calculations:

Table 4. Descriptive Distribution of X₁ (Principal Leadership Style) Statistics: Principal Leadership Style

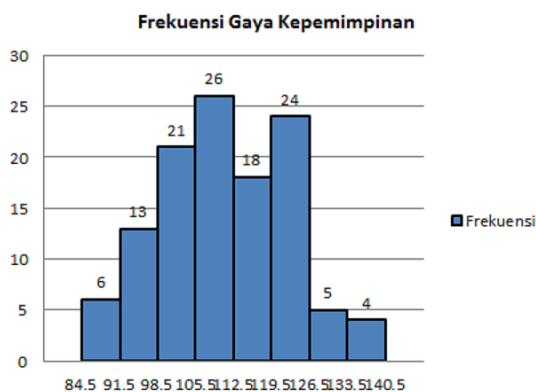
N	Valid	117
	Missing	0
Mean		110,86
Std. Error of Mean		1,109
Median		111,00
Mode		101
Std. Deviation		11,998
Variance		143,947
Skewness		,044
Std. Error of Skewness		,224
Kurtosis		-,611
Std. Error of Kurtosis		,444
Range		53
Minimum		85
Maximum		138
Sum		12971

Table 5. Data Frequency Distribution X₁ (Principal's Leadership Style)

Interval	Lower limit	Upper limit	Class Sign	f	fk	fr (%)
85-91	84.5	91.5	88	6	6	5.13
92-98	91.5	98.5	95	13	19	11.11

99-105	98.5	105.5	102	21	40	17.95
106-112	105.5	112.5	109	26	66	22.22
113-119	112.5	119.5	116	18	84	15.38
120-126	119.5	126.5	123	24	108	20.51
127-133	126.5	133.5	130	5	113	4.27
134-140	133.5	140.5	137	4	117	3.42

Figure 3. Variable Histogram X1 (Principal Leadership Style)



Based on the results of the School Climate instrument given to 117 respondents with a range of scores obtained in the research instrument, 30 items can be seen in the frequency distribution list and the following data are obtained: maximum value = 150, minimum value = 91, average average = 120.85 standard deviation = 13.064, mode = 116a, and median = 121.00 through the following calculations:

Table 6. Descriptive Distribution of X2 (School Climate):
Statistics School Climate

N	Valid	117
	Missing	0
Mean		121,24
Std. Error of Mean		1,165
Median		121,00
Mode		107 ^a
Std. Deviation		12,604
Variance		158,873
Skewness		-,061
Std. Error of Skewness		,224
Kurtosis		-,629
Std. Error of Kurtosis		,444
Range		55
Minimum		95
Maximum		150
Sum		14185

a. Multiple modes exist. The smallest value is shown

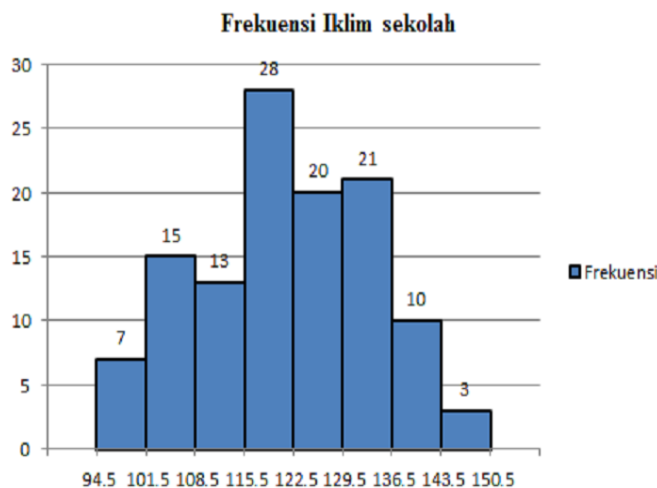
Table 7. X₂ Data Frequency Distribution (School Climate)

Interval	Lower limit	Upper limit	Class Sign	f	fk	fr (%)
95-101	94.5	101.5	98	7	7	5.98
102-108	101.5	108.5	105	15	22	12.82
109-115	108.5	115.5	112	13	35	11.11
116-122	115.5	122.5	119	28	63	23.93

123-129	122.5	129.5	126	20	83	17.09
130-136	129.5	136.5	133	21	104	17.95
137-143	136.5	143.5	140	10	114	8.55
144-150	143.5	150.5	147	3	117	2.56

Furthermore, the Frequency Distribution of data X₂ (School Climate) is shown by the histogram as follows:

Gambar 4. Histogram Variable X₂ (Iklim Sekolah)



Effect of variable X₁ (Principal Leadership Style) simply on variable X₃ (Teacher Performance)

First, from testing hypothesis 1 see the magnitude of the effect of variable X₁ (Principal Leadership Style) in a simple way on the X₃ variable (Teacher Performance) on the R square value in the summary model table of 0.165 (16.5%). then see the correlation coefficient by looking at the value of R, the value obtained is 0.407, the regression equation $X_3 = 91.747 + 0.325 X_1$ and the significant value of 0.000 is smaller than the level of significance so there is a significant influence variable X₁ (Principal Leadership Style) on X₃ (Teacher's performance). Based on the results of the thesis analysis there is a significant direct effect of the principal's leadership style on teacher performance. This is in line with what is explained (Kartini Kartono, 2005) "Leadership is a series of structuring activities in the form of the ability to influence the behavior of others in certain situations so that they are willing to work together to achieve their intended goals" The role of a very fundamental leader is to lead people to do certain activities. The leadership style as a characteristic that is used by leaders to influence subordinates so that the school vision and mission goals are achieved. In order to create enthusiasm for the work of teachers and employees, leadership that has a great soul is needed, the leadership of a school principal who plays a role as a leader. Of the ten characteristics of superior leaders, there are also some characteristics of the principal in his role as a leader, namely: 1) More directing than telling and forcing, 2) Working together in carrying out tasks and not based on the decree or as a ruler, 3) Instilling trust in the teacher and all employees, not scare, 4) show how to do something and not show that he knows something, 5) create a harmonious atmosphere, not a tedious atmosphere, 6) is correcting mistakes and not blaming other people's mistakes, 7) Work hard with sincerity and not reluctantly, 8) Able to direct others without feeling governed, 9) Trying to achieve school goals (Nursisto, 2006). With this leadership style, the teacher will carry out his duties and responsibilities.

Effect of variable X₂ (School Climate) simply on variable X₃ (Teacher Performance)

Second, from testing hypothesis 2, the magnitude of the effect of variable X₂ (School Climate) is simple on the X₃ variable (Teacher Performance) on the R square value in the summary model table of 0.124 (12.4%). then see the correlation coefficient value by looking at the value of R, the value obtained is 0.352, the regression equation $X_3 = 95.227 + 0.268X_2$ and the significant value of 0.000 is smaller than the significance level so there is a significant effect of variable X₂ (School Climate) on X₃ (Teacher Performance). Based on the results of the analysis it was concluded that there was a simple influence of School Climate to Teacher Performance. The point is that if the school climate is significantly improved (positive), there will be an increase in teacher performance. If the environment where we work is a good and positive climate, there will be comfort in socializing with students, parents and other personnel.

The effect of variable X₁ (Principal Leadership Style) is simple on variable X₂ (School Climate)

Third, from testing hypothesis 3 see the magnitude of the effect of variable X₁ (Principal Leadership Style) in a simple way on variable X₂ (School Climate) on the value of R square in the summary model table of 0.329 (32.9%). then see the correlation coefficient by looking at the value of R, the value obtained is 0.574, the regression equation $X_2 = 54.388 + 0.603 X_1$ and the significant value of 0.000 is smaller than the significance level so there is a significant effect variable X₁ (Principal Leadership Style) on X₂ (School Climate). Based on the results of the analysis it was concluded that there was a significant influence of the

principal's leadership style on the school climate. This means that the better leadership style of school principals will improve the school climate. In an educational institution which certainly cannot be separated from the purpose of education it is the responsibility of the principal and school personnel to make the school comfortable, there is no envy and hostility between school personnel, among students, in a school that should create a comfortable and safe atmosphere with hopes achieving good learning and teaching activities that cannot be separated from good leadership will create a good climate.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on the results of the analysis and discussion, the conclusions can be drawn as follows:

1. The results of testing the first hypothesis which states that there is a positive influence of Principal Leadership Style on Teacher Work Performance in State Madrasah Tsanawiyah in West Jakarta, based on the results of significance and linearity of the regression equation in equation $X_3 = 90,747 + 0,325X_1$, apparently significant and linear, that means that every increase in 1 score of teacher performance is influenced by an increase in the score of 0.325 times the principal leadership style score at the point of constant 90.747. The level of influence of the principal's leadership style on teacher performance can be shown from the correlation coefficient of 0.407. The correlation coefficient matrix in the path analysis of the principal's leadership style towards teacher performance obtains $p_{31} = 0.165 > 0.05$ means that p_{31} is significant at the correlation coefficient of 0.407 this means that hypothesis 1 is tested, meaning that the better the principal's leadership style the better the teacher's performance. The coefficient of determination is as big as explaining that 16.5% variable variance Teacher performance is explained / determined by the principal style leadership variable.
2. The results of testing the second hypothesis which states that there is a positive influence on the school climate on the performance of teachers of public madrasah tsanawiyah in West Jakarta, based on the results of significance test and linearity of the regression equation in equation $X_3 = 95,272 + 0.268 X_2$, are significant and linear, meaning that each the increase in 1 teacher performance score is influenced by the increase in the score of 0.268 times the school climate score at the constant point 95.272. The level of strength of the influence of the school climate on teacher performance can be shown from the correlation coefficient of 0.352. The correlation coefficient matrix in the school climate path analysis of teacher performance obtains $p_{32} = 0.124 > 0.05$ means that p_{32} is significant and the correlation coefficient is 0.352. It means that hypothesis 1 is tested, meaning that the better the school climate, the better the teacher's performance. The coefficient of determination of 0.124 explains that 12.4% of the variable variance in teacher performance is explained / determined by the variable school climate.
3. The results of testing the third hypothesis which states that there is a positive influence of the principal's leadership style on the climate of the madrasa schools in the state of West Jakarta, based on the results of the significance test and linearity of the regression equation in the equation $X_2 = 54,388 + 0,605 X_1$, which is significant and linear, meaning that every increase in 1 school climate score is influenced by a score increase of 0.605 times the principal's leadership style score at the constant point 54,388. The level of influence of the school climate on teacher performance can be shown from the correlation coefficient of 0.574. The correlation coefficient matrix in the analysis of the school climate path towards teacher performance obtains $p_{21} = 0.329 > 0.05$ means that p_{32} is significant and the correlation coefficient is 0.574. It means that hypothesis 1 is tested, meaning that the better the leadership style of the principal, the better the school climate. The coefficient of determination of 0.329 explains that 32.9% of the variable variance in teacher performance is explained / determined by the variable school climate.

Suggestion

Based on the conclusions of the research results, suggestions can be made as follows:

1. Principals can be careful and selective in carrying out actions and actions in the presence of teachers, including in applying leadership styles, not until there is an assumption from the teacher that the principal is too authoritarian, too ignorant, or too democratic.
2. Principals in implementing leadership style should be flexible in accordance with the situation and conditions faced, especially in decision making.
3. Principals should be role models in thinking, behaving, and acting so that they can improve teacher performance to improve self-quality, both attitudes and academics. Therefore, principals should be able to become role models for their subordinates.
4. Teachers should be able to foster harmonious relationships between fellow teachers, and with principals so that they can improve good performance to carry out their duties.
5. Teachers should be able to provide positive input and response to various problems that occur in the school, helping to provide the best solution for the progress of the school.
6. The teacher can realize that a leader or principal is a human who has advantages and disadvantages. Besides that, the leadership style that is applied by the leader or headmaster by paying attention to various aspects of both the individual faced and the situations and conditions that exist and other considerations.
7. Principals can improve management coaching, especially human resources, which are expected to have an impact to exceed teacher performance, such as increasing knowledge, skills through education and training.
8. This research can be developed and expanded by deepening the variables that have been studied and added with other variables so as to provide more comprehensive information to improve teacher performance.

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