

The Influence of School Leadership, Work Environment and Teacher Work Commitment on the Performance of High School Teachers in Pringsewu District

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Abstract: This study aims to determine whether there is a positive influence between the leadership of the principal, the school environment, and the work commitment of teachers to teacher performance. The subjects of this study were high school teachers in Pringsewu Regency. From a population of 131 teachers, 98 samples were taken with a proportional random sampling technique. The hypothesis was tested using the Spearman correlation. The results showed that: 1) there was no influence between principal leadership on teacher performance (Spearman's rho = 0.008; sig (2-tailed) = 0.854 > $\alpha = 0.01$); 2) there is no relationship between the school environment and teacher performance (Spearman's rho = -0.009; sig value (2-tailed) = 0.882 > $\alpha = 0.013$) there is no influence between principal leadership on teacher performance (Spearman's rho = -0.033; sig value (2-tailed) = 0.589 > $\alpha = 0.01$).

Keywords: Principal leadership, school environment, teacher work commitment, teacher performance

I. INTRODUCTION

School as an institution that is complex and unique is complex because the school as an organization has various dimensions that are interrelated and mutually determine. The characteristics that place the school have their own characteristics, where there is a learning process, a place for the cultivation of human life. Teacher independence will be reflected in the manifestation of teacher performance as individuals, as citizens, as employees and as positions of professional teacher positions (Akhwan, 2003), the quality of national life is largely determined by educational factors. Education has a very important role in improving the quality, progress and development of a country in general and the younger generation in particular. The success of education in schools is largely determined by the success of the principal in managing the education personnel available at the school. The principal is one of the components of education that is influential in improving teacher performance. The principal is responsible for the implementation of educational activities, school administration, coaching other educational personnel and the utilization and maintenance of facilities and infrastructure. Mulyasa (2004). One of the factors that affect teacher performance in carrying out teaching assignments is the teacher behavior factor, where the teacher greatly

determines the process of student learning success, including teacher commitment as an internal factor of teacher behavior (Purwoko, 2018). Teacher commitment is very important to schools and has a positive effect on student achievement in school. Thus, a teacher's commitment can affect teacher performance in schools and this can directly improve student achievement in schools. The success of an organization in achieving goals is also inseparable from work environment factors. According to (Sirna, 2017) although these factors are very important, there are still many organizations that pay less attention to this. The work environment is everything that is around the workers and can affect him / her in carrying out the assigned tasks.

Research Methods

The type of research used is quantitative research, namely research that is focused on the study of objective phenomena to be studied quantitatively (Muhammad & Nurdyansyah, 2015). In this study, data collection and analysis were obtained to reveal events that had occurred. Data were collected using a questionnaire, then data analysis was carried out quantitatively using SPSS.

II. LITERATURE REVIEW

Teacher performance is influenced by many factors, namely the level of teacher discipline in carrying out tasks, the school environment is less conducive, inadequate facilities and infrastructure, low commitment to teacher work and ineffective leadership of the principal. From these factors the researcher chose three independent variables, namely the influence of the principal's leadership, teacher work commitment and the work environment. In connection with this problem Peliti was interested in researching "The Effect of Principal Leadership, Teacher Work Commitment and Work Environment on High School Teacher Performance in Pringsewu District".

Principal Leadership: Leadership is the driving force for human resources and tools and other tools within an organization. Thus the importance of the role of leadership in

an effort to achieve the goals of an organization so that it can be said that the success or failure experienced by the organization is largely determined by the quality of leadership possessed by people who are assigned the task of leading in that organization. Leadership in this study is the ability to influence others, whether they are subordinates, co-workers, to work together in carrying out activities that are directed at common goals.

Teacher Work Environment: the work environment of the teacher is something that is around the workers that affects the assigned tasks, but in general the notion of the work environment is the environment in which teachers carry out their duties and work (Mardiah, 2019). The teacher's work environment is everything that is around the employee at work, both physical and non-physical, which can affect him and his job at work. The work environment is divided into two dimensions, namely the physical work environment and the social work environment'. The physical work environment of the school is everything related to the condition of facilities and infrastructure in the school environment which functions to support the smooth running of education at school which includes: lighting (light), air temperature (air circulation), color, security, cleanliness, school buildings, classrooms, libraries, laboratories, halls, school yards, school gardens, rest areas. Meanwhile, the social environment of the school includes the interaction created and influences each other between the teacher and the principal, the teacher and administration, the teacher and the teacher, the teacher and the student, the teacher and the parents / community that affect the teaching and learning process at school.

Teacher Work Commitment: teacher work commitment is the teacher's desire to maintain membership in the school organization and is willing to strive for the achievement of school organizational goals and a better quality of education, with affective, continuity and normative indicators. The work commitment of the teacher is a connection between himself and the duties he considers himself as a teacher and can give birth to responsibilities that can direct and guide learning activities. A high commitment to teacher work is needed in a school organization, because the creation of a high commitment will affect a professional work situation. There are three components of teacher / organizational commitment, namely: a) Affective commitment, occurs when the teacher wants to be part of the school organization because of an emotional bond. b) Continuance commitment, appears when teachers remain in a school organization because they need a salary and other benefits, or because the teacher does not find another job. c) Normative commitment, arising from the values in the teacher. Teachers survive to become members of school organizations because of the awareness that commitment to school organization is what should be done.

The normality test is intended to determine the normality of the research variable data, namely the principal's leadership variable (X), the teacher's work environment (X), the teacher's

work commitment (X) and the teacher's performance (Y). The research data normality test analysis technique used the SPSS for Windows V.17.0 statistical program. The complete data normality test results are attached and the following is a summary. Diagnostic tests of normality prerequisites for each variable can be seen in the table below:

One-Sample Kolmogorov-Smirnov Test					
		Kepe mimp inan	lingk unga n	komit men	kine rjag uru
N		98	98	98	98
Normal Parameters a,b	Mean	42.30	40.60	34.40	50.1 0
	Std. Deviation	2.983	3.307	2.836	4.55 7
Most Extreme Differen ces	Absolute	.168	.148	.256	.191
	Positive	.168	.092	.256	.098
	Negative	-.134	-.148	-.198	- .191
Kolmogorov-Smirnov Z		.533	.468	.810	.605
Asymp. Sig. (2-tailed)		.939	.981	.528	.858
a. Test distribution is Normal.					
b. Calculated from data.					

III. RESULT AND DISCUSSION

The Effect of Principal Leadership on Teacher Performance

Based on the results of data processing carried out, the results of the study indicate that there is no influence between the leadership of the principal on teacher performance. The absence of this effect was indicated by the Spearman's rho value with the asymp value. Sig (2-tailed) = 0.499 > α 0.01. This value indicates that the relationship between principal leadership and teacher performance is negative with a meaningless category. The negative relationship in question is that the higher the leadership of the principal, the lower the teacher's performance. The relationship in the category is meaningless because it is at a correlation value below 0.00. The Sig (2-tailed) value is 0.499 which indicates that there is no significant relationship between principal leadership and teacher performance, because the Sig (2-tailed) value = 0.499 > α 0.01. It can be interpreted that H_0 is accepted or there is no relationship between principal leadership and teacher performance. Thus, it can be concluded that the influence of principal leadership on teacher performance cannot be generalized to the population. The correlation coefficient value of the principal's leadership on teacher performance shows the degree of positive influence with the insignificant category on teacher performance. The positive influence that is in the insignificant category and the positive relationship that is in the very weak category means that the scores between variables have an insufficient level of sensitivity. The insufficient level of sensitivity means that all respondents when filling out the questionnaire are not consistent in producing scores for the four variables. Based on the results of

hypothesis testing, it shows that there is no significant relationship between principal leadership and teacher performance.

The Influence of the School Environment on Teacher Performance

Based on the results of data processing carried out, the results of the study show that there is no influence between the school environment on teacher performance. The absence of this relationship was indicated by the Spearman's rho value and the asymp value. Sig (2-tailed) = 0.854 > α 0.01. This value indicates that the influence of the school environment on teacher performance is positive in the very weak category. The positive relationship in question is that the higher the school environment, the more likely it is to increase teacher performance. The relationship in this category is very weak because it is at a correlation value below 0.20. In the table the value of Sig (2-tailed) is 0.854 which indicates that there is no significant influence of the school environment on teacher performance, because the Sig (2-tailed) value = 0.854 > α 0.01. It can be interpreted that H_0 is accepted or there is no influence between the school environment and teacher performance. Thus, it can be concluded that the influence of the school environment on teacher performance cannot be generalized to the population. The correlation coefficient value of the school environment on teacher performance shows the degree of positive influence with insignificant categories. The positive effect by category does not mean that the score between variables has a less sensitive level. The insufficient level of sensitivity means that all respondents when filling out the questionnaire are consistent in producing less scores for both variables. Based on the results of this test, it shows that there is no positive relationship between the school environment and teacher performance.

The effect of teacher work commitment on teacher performance

Based on the results of data processing carried out, the results of the study show that there is no influence between teacher work commitment to teacher performance. The absence of this effect was indicated by the Spearman's rho value with the asymp value. Sig (2-tailed) = 0.859 > α 0.01. This value shows that the relationship of the school environment to the performance of teachers in the cognitive domain is negative with a meaningless category. The negative relationship in question is that the higher the community environment, the more likely it is to reduce student learning outcomes in the cognitive domain. The relationship in the category is meaningless because it is at a correlation value below 0.00. In table 4.13 the value of Sig (2-tailed) is 0.589 which indicates that there is no significant relationship between the school environment and the performance of teachers in the cognitive domain, because the Sig (2-tailed) value = 0.589 > α 0.01. It can be interpreted that H_0 is accepted or there is no influence between the school environment on the performance of teachers in the cognitive domain. Thus it can be concluded

that the relationship of the school environment to the performance of teachers in the cognitive domain cannot be generalized to the population. The correlation coefficient value of teacher work commitment to teacher performance shows the degree of positive influence with insignificant categories on teacher performance. The positive relationship that is in the meaningless category and the positive influence that is in the very weak category means that the scores between variables have insufficient sensitivity. The insufficient level of sensitivity means that all respondents when filling out the questionnaire are not consistent in producing scores for both variables. Based on the results of hypothesis testing, it shows that there is no significant relationship between teacher work commitment to teacher performance.

IV. CONCLUSION

From the results of the analysis and discussion in the previous chapter regarding the influence of school principal leadership, the school environment and teacher work commitment to teacher performance, the following conclusions can be drawn:

1. There is no influence between the principal's leadership on teacher performance. The results of this study were evidenced by the results of the teacher's performance, the score of Spearman's rho = 0.008; sig value (2-tailed) = 0.854 > α = 0.01. The absence of this relationship can mean that if the principal's leadership increases, the teacher's performance decreases, and if the principal's leadership decreases, the teacher's performance increases.
2. There is no relationship between the school environment and teacher performance. The results of this study were proven in the results of the teacher's performance, the score of Spearman's rho = -0.009; sig value (2-tailed) = 0.882 > α = 0.01. The absence of this relationship means that if the school environment increases, the teacher's performance decreases, and if the school environment decreases, the teacher's performance increases.
3. There is no relationship between the community environment and student learning outcomes. The results of this study were proven in the cognitive learning outcomes of Spearman's rho = -0.033; sig value (2-tailed) = 0.589 > α = 0.01. The absence of this relationship means that if the teacher's work commitment increases, the teacher's performance decreases, and if the teacher's work commitment decreases, the teacher's performance increases.

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