

THE EDUCATION FUNCTION OF EFFECTIVENESS ON LEADERSHIP BEHAVIOR, SCHOOL CLIMATE, AND TEACHER PERFORMANCE

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ABSTRACT:

The cause of the decrease quality of education is the problem of school effectiveness. This study examines the variable model of school effectiveness on leadership behavior, school environment climate, and teacher performance. The research approach uses quantitative and correlational types. The population of this research is the teachers of Madrasah Ibtidaiyah Negeri in Malang City. The sampling technique is a saturated sample or census. The data collection tool is a questionnaire. Questionnaire statements assess on a Likert scale. Validity compares with calculated r-value with r table for Degree of Freedom (df) = n-k at Alpha 0.05. The reliability test carries with using the Cronbach Alpha test. Data analysis uses Partial Least Square (PLS) to analyze Outer Model and Inner Model data along with Bootstrapping. In the research findings, leadership behavior has a significant effect on teacher performance, and school climate has no impact on teacher performance. Principal leadership behavior and teacher performance affect the effectiveness of madrasah. Another finding is that an indirect effect between leadership behavior through teacher performance. There is no direct influence between school climate through teacher performance. School effectiveness is determined by teacher performance.

ARTICLE HISTORY:

Received: 26 November 2020

Accepted: 29 April 2021

Published: 31 May 2021

KEYWORDS:

Effective School, Leadership Behaviour, School Climate.

ABSTRAK:

Penyebab kualitas pendidikan rendah adalah masalah efektifitas sekolah. Penelitian ini menguji model variabel keefektifitasan sekolah pada perilaku kepemimpinan, iklim lingkungan sekolah, dan kinerja guru. Pendekatan penelitian menggunakan kuantitatif dan Jenis korelasional. Populasi penelitian adalah guru-guru Madrasah Ibtidaiyah Negeri di Kota Malang. Teknik sample adalah contoh jenuh atau sensus. Alat pengumpul data merupakan kuesioner. Pernyataan kuesioner dinilai dari skala Likert. Validitas diukur dengan perbandingan nilai r hitung dengan r tabel untuk Degree of Freedom (df)=n-k pada Alpha 0,05. Uji Reliabilitas dilakukan dengan uji Cronbach Alpha. Data analisis menggunakan Partial Least Square (PLS) pada analisis data Outer Model dan Inner Model beserta Bootstrapping. Pada temuan penelitian, perilaku kepemimpinan memiliki pengaruh signifikan terhadap kinerja guru dan iklim sekolah tidak memiliki pengaruh pada kinerja guru. Perilaku kepemimpinan kepala sekolah dan kinerja guru mempengaruhi keefektifan madrasah. Temuan lain adanya pengaruh ketidak langsung antara perilaku kepemimpinan melalui kinerja guru. Hal ini tidak ada pengaruh langsung antara iklim sekolah melalui kinerja guru. Efektivitas sekolah ditentukan pada kinerja guru.

Kata Kunci: *Budaya Kepemimpinan, Iklim Sekolah, Keefektifan Sekolah.*

INTRODUCTION

The tighter competitive climate in education, which is supported by such environmental changes, makes schools as actors of education are required to improve the quality of their education further. It cannot be denied that education managers must strive to provide the best service for their students. If this is not done, educational institutions will quickly lose their customers by looking for similar educational institutions if they feel more qualified (Jin Yang, 2015).

To answer these challenges, schools must always pay attention to the effectiveness of education in schools. Because by realizing an effective school, schools can show a maximum level of performance in implementing the learning process by delivering quality learning outcomes (J. Sergiovanni, Martin Burlingame, Fred D. Coombs, and Paul W. Thurston, 1987). It is because the condition of education has not yet entirely produced satisfactory results. This condition can be seen from the low quality of graduates and the lack of graduates with the relevance of schooling regarding society's needs. As is well known, education in Indonesia still has problems related to the quality and access, and equity of professional teachers (Sukasni & Efendy, 2017). A



significant challenge for the needs of education in Indonesia is the need to improve the quality of teaching (Heyward & Sopantini, 2011).

But improving teaching practices is not an easy task, especially in a school system that is so broad and diverse and faces severe management and governance problems. In addition, it also looks at the conditions of improvement and development of competence and academic qualifications of teachers that still have to be faced with various kinds of problems such as the lack of opportunities for teachers to be involved in sustainable professional growth (Khan, 2013).

The results of Fitriyani's report in *The Asian Parent Indonesia* revealed that the level of effectiveness of elementary schools in Indonesia had not provided satisfactory results measured by the students' low reasoning abilities. There are more hours of teaching at the primary school level in Indonesia than in other countries. However, their educational outcomes rank low (Fitriyani, 2016).

Therefore, it is necessary to conduct a study on the effectiveness of schools. Factors that support the success of a school to become an effective school are influenced by many factors. Scheerens & Bosker describes effective school factors including educational leadership, curriculum quality/opportunity to learn, achievement orientation, adequate learning time, feedback and reinforcement, classroom climate, school climate, parental involvement, independent learning, evaluative potential, consensus and cohesion, structured instruction, and adaptive instruction (J Scheerens; R J Bosker, 1997).

Based on the introduction description above, it appears that many factors cause and determine the effectiveness of schools. Specifically, this study will test that limited leadership behavior, school climate, and teacher performance will influence school effectiveness. So will be known how the influence of leadership behavior, school climate, and teachers performance on the point of State Islamic Elementary School in Malang City. Moreover, strategies can also be determined to foster school effectiveness and are also expected to solve problems faced by teachers in schools. Scientific studies of these variables need to be done in-depth.

METHODS

The research approach uses in this study is quantitative and correlational research type. The purpose is to explain an influence between leadership behavior, school climate, and teacher performance on school effectiveness. The population in this research were teachers of State Islamic Elementary School in Malang City. Sample technique used saturation or census sampling, so all overpopulation becomes research sample.

The data collection used a questionnaire. Questionnaire statements measured using the Likert scale. Validity test measured by comparing r value with r table for Degree of Freedom (df)= $n-k$ α 0.05. Reliability test carried out using Cronbach Alpha.

Data analysis used Partial Least Square (PLS) through the Smart PLS version 3.0 program. The data analyzed include verifying the Outer Model, Inner Model, and Bootstrapping. Outer Model testing in this research through reflective measurement and formative measurement. Meanwhile, internal model testing is done through structural model evaluation.

Outer model testing in this research used formative measurement carried out on each item to indicators and indicators to variables consisting of four variables. Those are leadership behavior (X1), school climate (X2), teacher's performance (Y1), and effective school (Y2). Meanwhile, the inner model test is carried out by evaluating the structural model. This model will be analyzed with the path coefficient values and the significance level values of assessing structural model for collinearity (VIF), the coefficient path model structural, coefficient determination (R2), effect size (F2), and predictive relevance (Q2).

FINDINGS

The research respondents are 150 teachers of Public Islamic Elementary School in Malang City, distributed in 63 male teachers and 87 female teachers. Based on the data collected through a questionnaire that has been filled in by teachers as research respondents and found the results of data analysis show that the distribution frequency of the leadership behavior variable (X1) is in the excellent category with a score of 93.33%. Identifying the



indicator that best describes the leadership behavior variable (X_1) is the consideration indicator with a loading factor value of 0.874.

While, the results of the distribution frequency of the school climate variable (X_2) show that most of the respondents, namely 144 teachers or 96%, stated that the school climate was considered very good. The academic emphasis indicator is an indicator that best describes the school climate variable (X_2) with a loading factor value of 0.768. Testing the teacher performance variable (Y_1) shows that the teacher's performance is a high criterion, namely with 54.67%. The academic indicator is the best indicator to describe the teacher performance variable (Y_1) seen from the loading factor value equal to 0.798. Most of the respondents' answers to the school effectiveness variable (Y_2) stated that it was excellent, namely as many as 106 teachers or 70.67%. The indicator of parental involvement is the indicator that best describes the school effectiveness variable (Y_2) seen from the loading factor value of 0.916.

Testing the research hypotheses, namely as many as seven hypotheses that state the effect of exogenous variables on endogenous variables, was carried out through structural measurement models. If the P-Value < 0.05 , the relationship is significant, and vice versa. The results of the structural model coefficient analysis can be seen in the following table.

Table 1. The Result of Research Model Hypotheses Testing

Hypotheses	Influence Between Variable	Coefficient	P-Values	Information
H1	Leadership Behavior (X_1) -> Teacher Performance (Y_1)	6.208	0.000	Influence
H2	School Climate (X_2) -> Teacher Performance (Y_1)	0.585	0.559	Does not Influence
H3	Leadership Behavior (X_1) -> Effective School (Y_2)	2.374	0.018	Influence
H4	School Climate (X_2) -> Effective School (Y_2)	1.233	0.218	Does not Influence
H5	Teacher Performance (Y_1) -> Effective School (Y_2)	7.371	0.000	Influence
H6	Leadership Behavior (X_1) -> Teacher Performance (Y_1) -> Effective School (Y_2)	3.895	0.000	Influence
H7	School Climate (X_2) -> Teacher Performance (Y_1) -> Effective School (Y_2)	0.678	0.498	Does not Influence

Hypothesis testing of the erratic leadership behavior (X1) on teacher performance (Y1) shows a significant positive relationship with the path coefficient value of 6.208. Hypothesis testing of school climate variables (X2) on teacher performance (Y2) does not have a significant positive relationship with the path coefficient value of 0.585. Hypothesis testing of leadership behavior variables (X2) on school effectiveness (Y2) shows a meaningful positive relationship with the path coefficient value of 2.374.

Hypothesis testing of the school climate variable (X2) on school effectiveness (Y2) did not significantly correlate with the path coefficient value of 1.233. Hypothesis testing of teacher performance variables (Y1) on school effectiveness (Y2) shows a significant positive relationship with the path coefficient value of 7.371. Hypothesis testing of the indirect influence of the erratic leadership behavior (X1) through teacher performance (Y1) on school effectiveness (Y2) shows a significant positive relationship with the path coefficient value of 3,895. Hypothesis testing of the indirect effect of school climate variables (X2) through teacher performance (Y1) on school effectiveness (Y2) does not have a significant positive impact, namely with a path coefficient value of 0.687.

The test on the coefficient of determination (R²) was also carried out in this study. It was used to measure the accuracy of the endogenous variable estimation caused by all the exogenous variables connected to it. This study's teacher performance model (Y1) formation can explain the leadership behavior and school climate variables of 23.2%. In comparison, 76.8% is explained by other variables outside those studied. Meanwhile, the formation of models from madrasah effectiveness research (Y2) can be explained by the leadership behavior and school climate variables by 40%, while other variables outside the study explained 60%.

DISCUSSION

One factor to support a school to succeed in becoming an effective school is the principal's leadership behavior. The American School Leaders Stand report states that effective schools have at least one thing in common: school principals' vital leadership behaviors (Hallinger, 2009). In their research, Niaz Ali et al. stated that all principals' behavior creates an s school



culture behavioral effectiveness (Ali, Sharma, & Zaman, 2016). However, Hallinger & Heck said an indirect relationship between leadership and school effectiveness through intervening variables such as people, events, and organizational factors such as teacher commitment, instructional practices, or school culture (Hallinger & Heck, 2011).

It is undeniable that the positive influence in schools effectively affects student achievement (K. Leithwood & Levin, 2004). The study of school success should be the basis for all parties that educational leadership behavior influences student learning outcomes because leadership is a significant characteristic in forming an effective school (Kenneth Leithwood, 2007). Research on effective schools has shown the importance of influencing leadership, educational methods, monitoring student progress, and high expectations for learning (Ken Leithwood & McAdie, 2007).

In this study, the indicator considered the best to describe the leadership behavior variable is the consideration dimension. A leader's behavior like this shows characteristics that always pay attention to the needs of its members creates an atmosphere of mutual trust and respect, and sympathy for the ideas and feelings of subordinates (Robbins & Judge, 2013). Effective school principals are more likely to involve teachers in the decision-making process on educational issues to reach a mutual agreement (Robbins & Judge, 2013).

Teachers in an effective school said the importance of a principal's participation in formal discussions about solving teaching problems (Silins & Mulford, 2007). So that teachers can work effectively and efficiently, the role of leaders is significant to be able to influence and mobilize their subordinates to achieve organizational goals. Achmad Sani and Vivin Maharani's research results state that leadership directly and positively affects job performance (Sani & Maharani, 2012).

However, some research results state that leadership has an indirect effect on performance, and organizational citizenship behavior mediated the impact of spiritual leadership on employee performance. Job satisfaction mediated the effect of spiritual leadership on employee performance (Supriyanto, Ekowati, & Maghfuroh, 2020). Organizational citizenship behavior

mediated the effect of administration on job performance (Sani, Ekowati, Wekke, & Idris, 2018).

The indicator that best describes the teacher performance variable in the study is the teacher's pedagogical competence. Pedagogic competence is the teacher's ability to manage the teaching and learning process from planning to evaluation (Emiliasari, 2018). Meanwhile, the indicator that best describes the school climate variable is the academic emphasis—namely, the school climate, which refers to student academic achievement. The learning environment is organized and severe, teachers believe in the ability of students to achieve the goals set, and students work hard and respect academic achievement (Emiliasari, 2018).

The analysis results in this study indicate that the level of teacher performance is not related to whether the school has a good school climate. Performance appraisal requirements must meet specific standards or standards. Performance measures involve three components: quantity, quality, and effectiveness (Neely, Gregory, & Platts, 2005). These three components cannot be separated from one another. The factors that support the success of teacher performance are teacher motivation, teacher work ethic, teacher duties, and responsibilities (Neely et al., 2005).

The high performance of teachers in carrying out educational tasks has a strong influence on school effectiveness. A study has tested the determinants of school effectiveness: leadership and teacher work quality (Loeb, Kalogrides, & Béteille, 2012). The teacher is a determining factor for the success of education in schools. The teacher is a component that influences change and improves the quality of education (Loeb et al., 2012). Fullan stated that educational change depends on what teachers think and do (Loeb et al., 2012).

Several studies stated that the climate of an organization affects the effectiveness of the organization itself (Denison, 1996). This opinion is contradictory or different from this research result. This research result finds that school climate doesn't affect school effectiveness, and school climate has no effect on teacher performance. This statement is supported by Hoy & Miskel, which states that the function of temperature is to guide and make the attitudes and behavior of organizational members. However, it is essential to remember that a strong climate can be functional or dysfunctional. It means



that the environment can increase or inhibit effectiveness. Hoy & Miskel also debate whether most schools have one climate or multiple sub-climates (Wayne K. Hoy, 2012). Deal & Peterson also stated whether the environment could or should be managed appropriately would be a sharp debate (Deal & Peterson, 2016). The most critical factors that support teacher performance according to (Rusyan & Wijaya, 2000) are high motivation, work ethic, and responsibilities that teacher has. So realizing an effective school is not related to school climate. School success to achieve targets that have been planned is strongly influenced by the high motivation of each person involved in achieving the goals and objectives of the school.

CONCLUSION

Leadership behavior and teacher performance influence the school's effectiveness. The school maintains and improves leadership behavior and teacher performance. It is the impact of increasing effectiveness on an ongoing school basis. The school effectiveness must also pay attention to teacher factors such as motivation, work ethic, and responsibilities.

ACKNOWLEDGEMENTS

The author would like to thank all those who have helped prepare this research article until completion.

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