Contribution of Principal Situational Leadership and School Climate to the Implementation of Teacher Task at Public Elementary School

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Abstract— **This research is based on the problems that researchers encountered during the observation at Elementary School in Sub-District Sitinjau Laut, District Kerinci which indicating the lowness teachers job performance. Many factors influence performance of teachers between situational leadership style and school climate. This study aims to know contribution of principal situational leadership style and school climate to teachers job performance. The method used is quantitative. The population of 194 teachers, with sample of 112 teachers. Data obtained using a questionnaire. The results of this study conclude: 1) Situational leadership styles contribute to teachers job performance of 9.1% in enough categories, 2) School climate contribute to teachers job performance of 8.7% in enough categories, and 3) Situational leadership styles and school climate together contribute to teachers job performance of 13% in enough categories. Means better situational leadership style and more conducive school climate and then teachers job performance will be better.**

Keywords— teacher job performance; situational leadership style; school climate

I. INTRODUCTION

Improving the quality of human resources through education cannot be separated from the role of the teacher, because the teacher is one of the keys to the development of the nation into a developed nation in the future. According to Kunandar (2011: 40) the teacher is one of the main factors in determining the quality of education. The role of the teacher in education is as a developer of all the potential that exists in children, because the teacher is a person who directly intersects with students.

Teachers must pay attention to their quality in carrying out their duties, especially in the teaching and learning process, as Usman said (2010: 7) "the more accurate the teachers carry out their duties, the more guaranteed the readiness and reliability of a person as human development". In other words, the portrait and face of the nation's self in the future is reflected in the self-portrait of today's teachers.

Observation data that I found in the Public Elementary School Sitinjau Laut District Kerinci that the implementation of teacher duties there is still low, this can be seen from the phenomena, such as: 1) there are still some teachers who perceive that making learning plans just to complete the class administration, not applied in the teaching and learning process. 2) some teachers in carrying out learning still use the lecture method, so that it is impressed that the teacher is less concerned about the learning interest of his students. 3) some teachers assess student learning outcomes are not objective, the teacher prioritizes the cognitive aspects of students without considering the affective and psychomotor aspects of students. (4) some teachers have not provided maximum guidance to students who are slow to learn.

The low implementation of teacher duties in the SD Negeri Sitinjau Laut District is certainly influenced by several factors. According to Saerozi in Bahri (2010) the success of teachers in carrying out their duties is influenced by several factors, namely: 1) Principal leadership, 2) School climate, 3) Expectations, and 4) Trust of school personnel. Then Barnawi and Arifin (2012: 43) reveal that external factors that influence the implementation of teacher duties are 1) salary; 2) facilities and infrastructure; 3) physical and non-physical work environment; and 4) leadership style. The implementation of teacher duties will experience a significant increase when supported by several other variables. One of the leadership styles used by principals is to improve the implementation of teacher duties. According to Hersey, et al (2008: 132) "..., there no one best way to influence people. the leadership style a person should use with individuals or groups depends on the performance readiness level of the people the leader is attempting to influence".

In addition to leadership style that must be adjusted to the level of maturity of the teacher. The implementation of teacher duties is also influenced by a conducive school climate. Susanto (2016) suggests that a conducive organizational climate is needed for teachers to foster encouragement in the teacher to work more spiritually. Then Dackert, et al (2015) in a study that measures the relationship of leader behavior and organizational climate, shows that building a positive school climate relationship can improve the innovation of teacher work.

Based on the explanation of the experts above, the authors limit this study to two variables, namely situational leadership style variables (X1) and school climate variables (X2). The purpose of this

study, namely: 1) to determine the contribution of situational leadership style to the implementation of teacher duties in the State Elementary School Sitinjau Laut District, Kerinci Regency; 2) to find out the contribution of the school climate to the implementation of teacher duties in the Public Elementary School of Sitinjau Laut District, Kerinci Regency; 3) to find out the contribution together situational leadership style and school climate towards the implementation of teacher duties of the State Elementary School Sitinjau Laut District of Kerinci.

II. METHOD

This research includes quantitative research using correlational methods. According to Sugiyono (2016: 11) the purpose of correlational research is to investigate the relationships and contributions between hypothesized variables. The population in this study were all public elementary school teachers in Sitinjau Laut Subdistrict as many as 194 teachers. Determining the sample size using the provisions stated by Isaac and Micheal the sample size obtained was 112 teachers. Sampling using the Proportionate Stratified Random Sampling technique. The instrument used was a questionnaire using the Likert scale model. Where this questionnaire was tested for validity and reliability through the SPSS computer program (Statistical Program For Social Service). Then do the analysis with the following steps.

Descriptive analysis aims to determine the trend of frequency distribution of variables and determine the level of achievement of respondents in each variable. After that, an analysis requirements test was carried out. There are several testing analysis requirements that must be met, namely: 1) the normality test is intended to check whether the data comes from a normal population; 2) linearity test is intended to find out the shape of the line of relations between independent variables and dependent variables, and 3) multicollinearity test is intended to examine whether there is a linear relationship between independent variables in the regression model. Then hypothesis testing is done, where hypothesis testing is done by correlation and regression techniques. All analyzes are processed using the SPSS computer program

Results and Discussion.

1. Descriptive Analysis

TABLE I.   DATA RESULTS PROCESSED FOR ACHIEVEMENT LEVEL OF EACH VARIABLE

No	Variabel	Skor			%	Kategori
		Ideal	Min	Mean		
1	Pelaksanaan Tugas Guru (Y)	210	42	156,76	74,65%	Cukup
2	Gaya Kepemimpinan Situasional (X₁)	170	34	122,51	72,06%	Cukup
3	Iklim Sekolah (X₂)	195	39	154,11	79,03%	Cukup

The table above is obtained from the calculation using the formula Average Score / Ideal Score maximum x 100%. then the results obtained that the level of achievement of each variable in the category is sufficient, this indicates the need for improvement in each variable for the better.

2. Recapitulation of Normality Test

TABLE II.   TESTING REQUIREMENTS FOR ANALYSIS

No	Variabel	K-S z	asymp.sig	Signifikan	Keterangan
1	Pelaksanaan Tugas Guru (Y)	1,288	0,073	0,05	Normal
2	Gaya Kepemimpinan Situasional (X₁)	1,256	0,085	0,05	Normal
3	Iklim Sekolah (X₂)	0,629	0,824	0,05	Normal

The table above shows that the significance of K-S z for each variable is all greater than the alpha value of 0.05. For the principal's situational leadership style variable the significance value is 0.085, for the school climate variable the significance value is 0.824, and for the teacher task implementation variable the significance value is 0.073. So it can be concluded that the distribution of data is normally distributed.

TABLE III.   RECAPITULATION OF LINEARITY TEST RESULTS DATA

Variabel	Penyimpangan Dari Linearitas				
	Jumlah Kuadrat	Df	Mean Kuadrat	F	sig
1. Gaya Kepemimpinan Situasional	8119,03	35	231,97	1,12	0,338
2. Iklim Sekolah.	5536,80	30	184,57	0,809	0,738

The table above shows that the significance value of each variable is greater than the alpha value of 0.05. For the principal's situational leadership style variable (X1) with the implementation of the teacher's task (Y) the F value is 1.12 with a significance of 0.338> 0.05, which means that the regression equation forms a linear line. As for the school climate (X2) with the implementation of the teacher's task (Y) the F value is 0.809 with a significance of 0.738> 0.05, which means that the regression equation forms a linear line.

TABLE IV.   RECAPITULATION OF MULTICOLLINEARITY TEST DATA

Variabel	Kolinearitas	
	Tolerance	VIF
Gaya Kepemimpinan Situasional (X₁)	0,864	1,158
Iklim Sekolah (X₂)	0,864	1,158

The table above shows that the Tolerance value of the independent variable has a value of more than 0.1 and the value of the Variance Inflantion Factor (VIF) is less than 10. The variable situational leadership style of the principal and the school climate variable tolerance value is 0.864> 0.1 and the value VIF is 1.158 <10, this means that there is no strong correlation between independent variables.

3. Hypothesis Testing

TABLE V.   INGKASAN HASIL ANALISIS DATA UNTUK KONTRIBUSI

No	Variabel	R	R^2	Contribution	Sig
1	$(rx_1 y)$	0,301	0,091	9,1%	0,001
2	$(rx_2 y)$	0,295	0,087	8,7%	0,002
3	$(rx_{12} y)$	0,360	0,130	13%	0,001

The table above shows that the sig value for situational leadership style toward the implementation of teacher assignments is $0.001 < 0.05$, this means that situational leadership style has a relationship with the implementation of teacher duties, with a correlation coefficient (R) of 0.301 and a contribution of 9.1%. For the sig value of the school climate towards the implementation of teacher assignments amounted to $0.02 < 0.05$ this means that the school climate has a relationship with the implementation of teacher duties, with a correlation coefficient (R) of 0.295 and a contribution of 8.7%. And the sig value for situational leadership style and school climate towards teacher work performance is $0.01 < 0.05$, this means that situational leadership style and school climate have a relationship with the implementation of teacher duties with a correlation coefficient (R) of 0.360 and a contribution of 13% .

From the calculation above shows that there is a positive contribution between situational leadership style variables and school climate variables on teacher work performance variables. So, with situational leadership styles and improving the school climate, the implementation of teacher duties will increase as well. Conversely, if the situational leadership style used by the principal is not appropriate and the school climate is not conducive, the lower the implementation of teacher duties in the school.Before you begin to format your paper, first write and save the content as a separate text file. Keep your text and graphic files separate until after the text has been formatted and styled. Do not use hard tabs, and limit use of hard returns to only one return at the end of a paragraph. Do not add any kind of pagination anywhere in the paper. Do not number text heads-the template will do that for you.

III. CONCLUSION

Based on the data and discussion discussed above, conclusions can be drawn as follows: 1) Situational leadership styles contribute positively to the implementation of the tasks of teachers of Public Elementary Schools in Sitinjau Laut District, Kerinci Regency. This means that the better the situational leadership style used by the principal will be the better the implementation of the teacher's duties at the school.

Conversely, if the situational leadership style is used by the school principal is not appropriate, then the lower the implementation of teacher duties in the school; 2) The school climate contributes positively to the implementation of the tasks of teachers in the Public Elementary School in Sitinjau Laut District, Kerinci Regency. This means that the more conducive the school climate is built, the better the implementation of teacher duties at the school. Conversely, if the school climate is not conducive, the lower the implementation of teacher duties at the school; and 3) Situational leadership style and school climate contribute positively together to the implementation of the tasks of teachers of Public Elementary Schools in Sitinjau Laut District, Kerinci Regency. This means that the better the situational leadership style used by the principal and accompanied by a conducive school climate, the better the implementation of the teacher's duties at the school. Conversely, if the situational leadership style used by the school principal is not appropriate and the school climate that is built is not conducive, the implementation of teacher duties at the school will be lower.

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