

THE INFLUENCE OF LEADERSHIP, WORK CLIMATE AND WORK MOTIVATION ON THE PERFORMANCE OF HIGH SCHOOL TEACHERS

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Article history: received 21 January 2025; revised 02 February 2025; accepted 04 March 2025

DOI: <https://doi.org/10.33751/jhss.v9i1.11825>

Abstract. This research aims to find out the influence of leadership, work climate and work motivation on the performance of high school teachers in Malinau Regency. The type of research uses a quantitative research design. The research locations consisted of SMAN 1 Malinau, SMAN 3 Malinau, SMAN 8 Malinau, St. Henricus Leven Catholic High School, Development High School and Darma Bakti High School Malinau. The sampling technique used Isaac and Michael's formula with a margin of error of 5% totaling 130 respondents from the research population of 195 respondents. The instrument used to measure leadership, work climate, work motivation and teacher performance is a questionnaire. The data analysis technique used is multiple regression test. The results of the study showed that: (1) there was a significant influence of leadership on the performance of high school teachers in Malinau Regency, with a significance value of $0.000 < 0.05$, (2) there was no significant influence of work climate on the performance of high school teachers in Malinau Regency, with a significance value of $0.483 > 0.05$, (3) there was a significant influence of work motivation on the performance of high school teachers in Malinau Regency, with a significance value of $0.000 < 0.05$, and (4) there was a significant influence of leadership, work climate, and work motivation on the performance of high school teachers in Malinau Regency, with a significance value of $0.000 < 0.05$.

Keywords: teachers, work climate, leadership, performance, work motivation

I. INTRODUCTION

The low quality of human resources is a fundamental problem that can hinder the development and development of the national economy, the arrangement of human resources needs to be pursued gradually through a quality education system. Good education certainly refers to the systematic and harmonious implementation of educational planning, in achieving the function of education the role in the school is crucial, where educators (teachers) include professionals who have the task of planning and implementing learning series, carrying out coaching and training [1]. The existence of an educator is one of the most important parts of a nation, especially a nation that is developing Human Resources in order to follow a more advanced civilization. Teachers are one of the components in the teaching and learning process, which plays a role in the formation of potential human resources in the field of development. Teachers' Professional Duties according to Law of the Republic of Indonesia No. 14 of 2005 Article 1 examines where teachers are professional educators through the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, primary education, and secondary education.

The success of educators in the process of teaching and learning activities can be seen from the achievement of learning goals well even though there are obstacles during the learning process. This success is determined by how the

teaching and learning process is carried out by students [2]. The importance of a professional teacher is that teachers are also expected to be able to educate and train students, be motivators for their students, and be able to guide and educate students well.

Professional teachers prioritize quality and will produce quality graduates. Teachers are expected to have maximum ability to realize national education goals and it is hoped that teachers can continuously improve their competence [3]. Without good performance from teachers, the learning carried out will not produce something vibrant and useful. Teacher performance means the ability to demonstrate competence, namely behavior that can complete work on time, creative, innovative and responsible for completing work [4].

Teacher performance can be used as a main reference in the success of schools in educating and realizing student characteristics through the Constitution and Pancasila. Teacher performance and discipline will later have participation in learning to support the formation of an effective educational series, especially in the cultivation of discipline attitudes and the quality of student learning outcomes, which can be interpreted as a form of a teacher's efforts achieved through certain abilities and actions.

The scope of teacher performance is characterized by several indicators, namely: (1) the quality of work is assessed through the teacher's view of the feasibility of the job and the perfection of the task on the skills and abilities of

employees, (2) the quantity of teachers, which is the total obtained through the total work obtained, (3) the use of teachers' time, namely the level of absenteeism, tardiness, effective working time/lost working hours, (4) coordination between teachers at work [5]. So that teachers with good performance certainly have accountability in the application of competencies with effort and strong will in teachers through realization. Teachers' efforts and will in achieving educational goals can be formed when teachers can improve their performance. In general, the more teachers meet all their needs at school so that the higher the level of performance, the more they can achieve educational goals. Optimal performance includes the expectations of all schools, but the facts in the field indicate that there are still some teachers whose performance is not optimal.

As for apart from teacher performance, the success of education in schools is also determined by the motivation of the principal to improve the performance and discipline of teachers in managing the school system. The principal as the implementation is responsible for the implementation of education, school administration, the development of other education personnel and the utilization and maintenance of [6]. The empowerment and development of teacher competencies in schools cannot be separated from the conditions or atmosphere of the environment in schools. A comfortable atmosphere will greatly support people to be able to develop their potential. The work climate in schools greatly affects the formation of teacher performance, where these conditions are in the form of relationships between principals and subordinates, relationships between school residents, awards and achievements in various activities. If the work climate is felt positive, then teacher performance will increase. On the other hand, a negative or uncondusive work climate will reduce teacher performance [7].

Teacher career improvement can support teachers' feelings for lifelong learning, increasing their competence for school progress. One of the Principal's efforts to advance the school to perform well is to motivate teachers. This motivation is carried out so that teachers carry out their duties honestly, responsibly, effectively and efficiently. This is done to be able to motivate teachers to be more creative and innovative. Teachers who are motivated to work make a job satisfaction appear. Job satisfaction for teachers as educators is required to encourage performance improvement and form a harmonious state in a school.

The involvement and influence of the principal's leadership, the influence of the work climate and the motivation obtained by teachers are considered not optimal, because they have not maximized the potential of teacher resources in improving the performance of teachers. Based on previous research [8], The performance of teachers in Indonesia is still very low in the implementation of their duties, namely the involvement of teachers and the community in improving the quality of education within the school scope. Effective principal leadership can improve the performance of its staff. Teacher performance in learning is related to the teacher's ability to plan lessons, carry out the learning process and evaluate learning outcomes.

The achievement of student achievement is certainly inseparable through the participation of principals and teachers who have responsibility and competence in teachers so that they have a good impact on teacher performance, both outside the teacher, motivation will later affect the teacher's attitude when teaching. The researcher intends to study in detail related to the performance of teachers in high schools in Malinau district related to leadership, work climate, work motivation in improving teacher performance in Malinau Regency. Therefore, this study aims to determine the influence of Leadership Influence, Work Climate and Work Motivation on the Performance of High School Teachers in Malinau Regency.

II. RESEARCH METHODS

This study uses a descriptive quantitative method research design that aims to present the results of the research and explain the relationship between the variables used in the research. The population in this study is all teachers who teach at SMAN 1 Malinau as many as 66 educators, SMAN 3 Malinau as many as 52 educators, SMAN 8 Malinau as many as 40 educators, St. Henricus Leven Catholic High School as many as 13 educators, Development High School as many as 12 educators and Darma Bakti High School as many as 12 educators. The number of research population is 195 educators. The sample of this study is as many as 130 educators as research respondents. The sampling technique is random samples. The data collection instrument in this study is with a questionnaire. The data analysis technique used is multiple regression test.

III. RESULT AND DISCUSSION

All paragraphs Based on the results of the analysis of leadership variables (X1), work climate (X2) and work motivation (X3) and teacher performance (Y). Data on leadership was obtained from a questionnaire consisting of 21 statements that had been filled out by each respondent and included variable indicators such as the principal as an educator, as a manager, as an administrator, as a supervisor, as a leader, as an innovator and as a motivator in his leadership it can be seen in Table 1.

Table 1. Descriptive Statistics of Leadership Variables

Statistik	
N	130
Mean	62,48
Median	63
Std. Deviation	5,991
Minimum	46
Maximum	79

Based on Table 1. The assessment score is determined with a value of 1 to 4, so that in the calculation, the highest score is 79 and the lowest score is 49. Based on the results of the descriptive analysis of leadership variables. Based on the

results of the categorization of leadership variables, which is intended to see the total score obtained by each respondent in the research questionnaire, it can be seen in Table 2.

Table 2. Overview of Leadership Variables

No	Categori	Frequency	Percentage (%)
1	Low	19	14,6
2	Medium	89	68,5
3	High	22	16,9
Total		130	100,0

Based on Table 2, it can be seen that 19 respondents (14.6%) assessed the leadership of school principals with a low leadership category, and 89 respondents (68.5%) assessed leadership with a sufficient category. As for the high leadership assessment, as many as 22 respondents (16.9%). The conclusion of the assessment of the principal's leadership with the most respondents was in the medium category. Data mengenai iklim kerja diperoleh dari kuesioner yang terdiri dari 18 butir pernyataan yang telah diisi oleh masing-masing responden dan meliputi indikator variabel seperti keamanan, proses belajar mengajar, hubungan dan kepercayaan serta lingkungan atau sktruktural kerja dapat dilihat pada Tabel 3.

Table 3. Descriptive Variables of Work Integrity

Statistik	
N	130
Mean	61,84
Median	62
Std. Deviation	5,294
Minimum	50
Maximum	74

Based on Table 3, the work climate assessment score is determined with a value of 1 to 4, so that in the calculation the highest score is 74 and the lowest score is 50. Selanjutnya, Berdasarkan hasil kategorisasi variabel iklim kerja, yang ditujukan untuk melihat skor total yang diperoleh masing-masing responden pada kuesioner penelitian dapat dilihat pada Tabel 4.

Table 4. Overview of Work Climate Variables

No	Category	Frequency	Percentage (%)
1	Less	34	26,2
2	Medium	62	47,7
3	Good	34	26,2
Total		130	100,0

Based on Table 4, it can be seen that 34 respondents (26.2%) had a poor working climate, and 62 respondents (47.7%) had a sufficient working climate. In the category of work climate, 34 respondents (26.2%) felt that the work climate was good. The conclusion of the work climate assessment felt by the most respondents was in the sufficient category.

Data mengenai variabel motivasi kerja diperoleh dari kuesioner yang terdiri dari 15 butir pernyataan yang telah diisi oleh masing-masing responden dan meliputi indikator variabel seperti kebutuhan fisiologis, kebutuhan akan rasa

aman, kebutuhan sosial, kebutuhan penghargaan dan kebutuhan aktualisasi diri pada motivasi dalam bekerja dapat dilihat pada Tabel 5.

Table 5. Descriptive Statistics of Work Motivation Variables

Statistik	
N	130
Mean	50,36
Median	50
Std. Deviation	5,306
Minimum	37
Maximum	60

Based on Table 5, . The work motivation assessment score is determined with a value of 1 to 4, so that in the calculation, the highest score is 60 and the lowest score is 37. Furthermore, the results of the categorization of work motivation variables, which are intended to see the total score obtained by each respondent on the research questionnaire, can be seen in Table 6.

Table 6. Overview of Work Motivation Variables

No	Categori	Frequency	Percentage (%)
1	Rendah	22	16,9
2	Sedang	56	43,1
3	Tinggi	52	40,0
Total		130	100,0

Based on Table 6, it is known that 22 respondents (16.9%) have low work motivation, 56 respondents (43.1%) have medium work motivation and 52 respondents (40.0%) have high work motivation. The conclusion of the work motivation assessment felt by the most respondents was in the medium category.

Data on work motivation variables were obtained from a questionnaire consisting of 15 statements that had been filled in by each respondent and included indicators of teacher performance variables in the ability to prepare lesson plans, the ability to prepare learning implementation, the ability to prepare learning assessments and the ability to follow up on the results of the assessment by teachers can be seen in Table 7.

Table 7. Descriptive Statistics of Teacher Performance Variables

Statistik	
N	130
Mean	48,86
Median	48
Std. Deviation	4,974
Minimum	37
Maximum	60

Based on Table 7, the assessment score is determined with a value of 1 to 4, so that in the calculation, the highest score is 60 and the lowest score is 37. Furthermore, the results of

the categorization of teacher performance variables, which are intended to see the total score obtained by each respondent in the research questionnaire, can be seen in Table 8.

Table 8. Overview of Teacher Performance Variables

No	Categori	Frekuensi	Persentase (%)
1	Low	22	16,9
2	Medium	78	60,0
3	High	30	23,1
	Total	130	100,0

Based on Table 8, it can be seen that respondents with low work performance have 22 respondents (16.9%), respondents with moderate performance as many as 78 respondents (60.0%) and respondents with high performance as many as 30 respondents (23.1%). The conclusion of the performance assessment of the most respondents is in the medium category. Langkah selanjutnya, melakukan uji hipotesis yang dapat dilihat pada Tabel 9.

Table 9. Results of Hypothesis Test Through Regression Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,616 ^a	0,380	0,365	0,3963
Predictors: (Constant), MotivasiKerja_X3, Kepemimpinan_X1, IklimKerja_X2				

Based on Table 9, the value of the coefficient of determination or leadership, work climate and work motivation in explaining the variables of High School Teacher Performance in Malinau Regency is 0.365 or 36.5%. This shows that the variables of Leadership, Work Climate and Work Motivation have a combined effect on the performance of high school teachers in Malinau Regency by 36.5% and the rest is influenced by other factors of 63.5% that are not researched or are outside the ongoing research. Other variables that affect can consist of academic supervision, school culture, teacher professionalism, and others.

Discussion

Teachers in carrying out teaching duties always want to improve their ability to provide services to students, the community and the environment where they work. The existence of teachers in carrying out their duties and obligations cannot be separated from the influence of internal and external factors that have an impact on teacher performance [9]. Teacher performance will have an impact on the success of an organization, if teacher performance is low, the quality of learning is also low [10].

Based on the double linear regression test, the results of the simultaneous F test on the research variable are the Significance value obtained of $0.000 < 0.05$, so it can be concluded that the independent variables, namely leadership (X1), work climate (X2) and work motivation (X3) simultaneously have a significant effect on the variables bound to the performance of high school teachers in Malinau

Regency (Y), thus the results of the study can be generalized to the population.

Based on the results of the F test, the value is significant with the determination coefficient (R square) obtained is 0.380. An R square value of 0.380 means that the leadership variables (X1), work climate (X2) and work motivation (X3) together have an influence on the teacher performance variable (Y) by 38%. The remaining percentage, which is 62%, is influenced by other variables including variables that are not studied in this study. The findings of this study are in line with previous research by [11], Namely, there is an influence of the principal's leadership, school climate and motivation for achievement on teachers' work commitment in schools.

Leadership is everything related to the work of leadership, including the science and art of influencing and directing a person by building obedience, loyalty, trust, respect and cooperation to achieve goals [10]. This is reflected in the respondent's answer to the statement "I carry out every job that is my responsibility", namely the teacher by trying to work to complete the task with the existing ability. The success or failure of a school principal is not only determined by himself, but also determined by the accumulation of all involved, namely the principal with his leadership attitude and set of competencies, the cooperation of all school residents and the condition of the environment. The success of the school explains that the implementation of the school organization can run well as expected.

The principal as a leader, must have a strong personality, understand the condition of the school and other education staff, have short-term and long-term programs and have visionary, be able to make the right and wise decisions and be able to communicate with all school residents well [12]. Therefore, with good leadership by the principal, teachers' work motivation will increase and also have an impact on teacher performance.

Teachers' performance is not only in the form of work results but is also shown through teachers' behavior in carrying out their duties [13]. Pada pernyataan mengenai "I try to do my best according to the size of my work" and "I plan and implement my tasks to improve student learning outcomes", the majority of respondents stated that teaching ability is very important, which is outlined in the results of work and shows good teacher performance. The factor of a conducive work climate or school climate can also affect the performance of teachers in the school. The educational environment plays a very important role in increasing teachers' work commitment. The social environment, namely the atmosphere or quality of the school, also helps each teacher feel personally valuable with a positive work climate.

Adapun dalam hasil penelitian ini, pada variabel iklim kerja (X₂) tidak terdapat pengaruh yang signifikan terhadap kinerja guru SMA di Kabupaten Malinau, sehingga pengaruh iklim kerja tidak dapat berdiri sendiri, namun jika digabungkan pengaruhnya secara simultan antara kepemimpinan, iklim kerja dan motivasi kerja terhadap kinerja guru SMA di Kabupaten malinau, maka pengaruhnya menjadi signifikan. Seorang guru sebagai anggota organisasi

sekolah akan mempersepsikan dan merespon setiap keadaan, ucapan, sikap dan atau perilaku yang terjadi di sekitarnya.

Therefore, in creating a positive school organizational climate, it must be the priority of every school principal. The principal and the school environment are expected to be able to form a positive work motivation in order to be able to improve their performance. Leadership style is a pattern of leadership behavior in directing their subordinates to follow their will and achieve the desired common goal. Principals and teachers are expected to be able to create a good school atmosphere to develop performance in schools [14].

The leadership's steps in an effort to improve performance are carried out by increasing motivation to encourage increased organizational commitment. This is in line with the results of previous research by [15], Where together the variables of motivation, job satisfaction and commitment affect performance. The attitude of a worker who will determine the path to be taken to achieve his needs. For example, in the statements "With heavy tasks, I improve my work ability" and "Success in work is the main result for me", showing that teachers use all their abilities to achieve whatever they want. This is called the achievement of self-actualization, where confidence in work is determined by motivation at work which is based on self-regulation, self-control and maturity. The principal can provide internal and external support to his subordinates by providing facilities, examples, and directions optimally. This study specifically focuses on proving the simultaneous influence of leadership, work climate and work motivation on teacher performance whose results are as expected. Good teacher performance will make an optimal contribution to the achievement of national education goals, for this reason teachers are required to carry out their duties responsibly in the learning process [16].

IV. CONCLUSIONS

From the results of this study, it can be concluded that (1) there is a significant influence of leadership on the performance of high school teachers in Malinau Regency, with a significance value of $0.000 < 0.05$, (2) there is no significant influence of the work climate on the performance of high school teachers in Malinau Regency, with a significance value of $0.483 > 0.05$, (3) there is a significant influence of work motivation on the performance of high school teachers in Malinau Regency, with a significance value of $0.000 < 0.05$, and (4) there is a significant influence of leadership, work climate, and work motivation on the performance of high school teachers in Malinau Regency, with a significance value of $0.000 < 0.05$. Effective leadership is able to provide direction, inspiration, and support that increases teachers' morale. A conducive work climate creates a comfortable, collaborative, and productive work environment, thus encouraging teachers to work optimally. Meanwhile, high work motivation, both intrinsic and extrinsic, is the main driving factor in increasing teacher dedication and performance.

Thus, to improve teacher performance, schools and stakeholders in the education sector need to pay attention to strengthening leadership aspects, creating a positive work climate, and building a sustainable work motivation system.

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