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INFLUENCE OF LEADERSHIP, ORGANIZATIONAL CLIMATE AND JOB SATISFACTION ON TEACHER PERFORMANCE

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Abstract

The purpose of this study was to determine the Influence of leadership on the performance of teachers in the State-Owned High School I Tanah Jawa, Simalungun Regency. To find out the influence of organizational climate on the performance of teachers in the State-Owned High School I Tanah Jawa, Simalungun Regency. To determine the Influence of job satisfaction on teacher performance in the State-Owned High School I Tanah Jawa, Simalungun Regency. To find out the influence of leadership, organizational climate and job satisfaction on the performance of teachers in the State-Owned High School I Tanah Jawa, Simalungun Regency. The sample in this research amounted to 55 teachers. Data analysis techniques in this research used descriptive analysis and multiple linear regression analysis. The results of this research explain that the leadership variable has a positive and significant Influence on teacher performance by 33.27%. Organizational climate variables have a positive and significant Influence on teacher performance by 43.30%. Job satisfaction variable has a positive and significant Influence on teacher performance 42.34%. The variables of leadership, organizational climate and job satisfaction have a positive and significant Influence on teacher performance by 70.00%, while the remaining 30.00% is influenced by other factors not examined.

Keywords: Leadership, Organizational Climate, Job Satisfaction, Teacher Performance.

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh Kepemimpinan terhadap Kinerja Guru di Sekolah Menengah Atas Negeri I Tanah Jawa Kabupaten Simalungun. Untuk mengetahui pengaruh iklim organisasi terhadap kinerja guru di Sekolah Menengah Atas Negeri I Tanah Jawa Kabupaten Simalungun. Untuk mengetahui pengaruh Kepuasan Kerja terhadap Kinerja Guru di Sekolah Menengah Atas Negeri I Tanah Jawa Kabupaten Simalungun. Untuk mengetahui pengaruh kepemimpinan, iklim organisasi dan kepuasan kerja terhadap kinerja guru di Sekolah Menengah Atas Negeri I Tanah Jawa Kabupaten Simalungun. Sampel dalam penelitian ini berjumlah 55 guru. Teknik analisis data dalam penelitian ini menggunakan analisis deskriptif dan analisis regresi linier berganda. Hasil penelitian menjelaskan bahwa variabel kepemimpinan berpengaruh positif dan signifikan terhadap kinerja guru sebesar 33,27%. Variabel iklim organisasi berpengaruh positif dan signifikan terhadap kinerja guru sebesar 43,30%. Variabel kepuasan kerja berpengaruh positif dan signifikan terhadap kinerja guru 42,34%. Variabel kepemimpinan, iklim organisasi dan kepuasan kerja berpengaruh positif dan signifikan terhadap kinerja guru sebesar 70,00%, sedangkan sisanya sebesar 30,00% dipengaruhi oleh faktor lain yang tidak diteliti.

Kata Kunci: *Kepemimpinan, Iklim Organisasi, Kepuasan Kerja, Kinerja Guru.*

INTRODUCTION

Organizational structure defines how tasks are divided, grouped, and coordinated in organizations. Every organization has a structure that clarifies the roles that organizational members perform, so that everyone understands their responsibilities to the group. The structure of an organization tells you the character of an organization and the values it believes in. Understand the impact of leadership and leadership styles on job satisfaction and organizational success is very important when recruiting staff. The purpose of this study was to determine the Influence of leadership on the performance of teachers

The concept of transformational leadership is one of the most significant leadership models put forward in relation to the advancement of the educational field (Baptiste, 2019). Organizational climate is a set of characteristics that define an organization and differentiate that particular organization with other organizations (Suandi, Ismail, & Othman, 2014). Job satisfaction is defined as the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values (Balyer et al., 2017). Phenomena that occur in the field in the State-Owned High School I Tanah Jawa, Simalungun Regency there are still teacher placements that are not in accordance background of the teacher, the ability to manage and use media and learning resourse is not optimal, the teacher's responsibility for the subjects has not met expectation, the school atmosphere has not shown a conductive climate in the teaching and learning process, the ability of teachers to use technology based learning media is not good.

Research related to this research is research Organizational Climate and Job Satisfaction among Academic Staff: Experience from Selected Private Universities in Southeast Nigeria (Okoli, 2018). The focus of this research is to determine the influence of leadership, organizational climate and job satisfaction on teacher performance of teachers in the State-Owned High School I Tanah Jawa, Simalungun Regency.

Application of information technology deemed necessary to be implemented so as to use technology will provide a lot ease and profit in business development (Suhendro, 2017). In educational institutions or schools, the teacher is a true leader, guide and wise director, giving birth to leaders and prospective leaders. The task of the teacher as a professional educator educate, teach, guide, train and improve starting from basic education. Student learning goals reflect the desire to increase exposure to this style teaching and understanding conference error (Leraas et al., 2019). For this reason, there are several things that need to be considered by teachers as educators related to performance, including leadership, organizational climate and job satisfaction. The leader as a personality has a motivation that may not be the same as the motivation of his group members, both in realizing the desire to join and unite in a group and in carrying out activities that become their respective duties and responsibilities.

In the school environment, every leader is a central person who has a great influence on the teacher that is seen in the attitudes and behavior when carrying out their duties and responsibilities. In order to improve the image, work and performance of teachers towards professionalism, it is necessary to unite the directions and views of all ranks of teachers that can be used as guidelines or references in carrying out tasks both managerial and operational in all fields of tasks and school units in an integrated manner.

The change that is always faced by every one who is outside and inside can be an obstacle for the achievement of effective and efficient goals. Based on the background of the introduction above, the problem formulations in this study are: 1) How does leadership influence the performance of teachers in State-Owned High School 1, located in Tanah Jawa, Simalungun Regency? 2) How does the influence of the organizational climate the performance of teachers in State-Owned High School 1, located in Tanah Jawa, Simalungun Regency? 3) How does the influence of job satisfaction the performance of teachers in State-Owned High School 1, located in Tanah Jawa, Simalungun Regency? 4) How does the influence of leadership, organizational climate and job satisfaction in State-Owned High School 1, located in Tanah Jawa, Simalungun

Regency?

LITERATURE REVIEW

People who are working in public and private organizations are discussing the issue of future leadership, whose focus would not be the merits of public or private sector but the scarcity of moral leadership today. Leaders create a culture where their subordinates strive for goal attainment for the success of their organizations. Leadership is an important variable for the quality of education; excellent colleges have leaders who positively influence their stakeholders resulting in high level of students' achievement.

Leadership in the educational institutions such as school is a key factor for the improvement and effectiveness of school climate and job satisfaction of its staff. Educational leaders perform multi-dimensional roles in schools and enhance job satisfaction of their colleague (Munir & Iqbal, 2018).

Leadership, as one of most widely discussed and researched issues, has been characterized by a variety of definitions, frameworks, and meaning. Such definitions and notions provide a foundation for developing effective leadership in various organizational environments (Almaki, Silong, Idris, & Abd. Wahat, 2016). Distributed leadership has been operationalized focusing on the perception of favorable conditions that lure leadership distribution, staff empowerment, and shared decision making, etc (Liu & Werblow, 2019). Leadership is another important organizational condition since leaders have great impact on the direction of, and decision making within, their organizations (Porter, Michael E., 2010). When a communication leader demonstrates great leadership in practice, it helps in the organization increase work engagement and trust in organization. In other words, excellent leader performance in public relations has a direct Influence on professionals' engagement and trust (Meng & Berger, 2019). From the description above, it can be concluded that a leader in order to get what he wants must have the ability to exert constructive influence on others to achieve predetermined goals. And from some of the above understanding, it can be seen that in leadership there are elements - elements: a) Leadership influences others, b) The ability to move the behavior of subordinates, c) To achieve school or group goals.

Currently, high schools are increasing in number. The large number of schools makes schools'stakeholders need to have a strategy in doing renewal in education. Schools need to have an update in order to stay up and grow, thus, innovation is always required. Innovation can be grown through teachers working in school education organizations. That organizational climate is important in creating conditions to ensure high performance teachers and encouraging them to demonstrate innovative behavior both in class and in school (Izzati, 2017).

Assumption organizational climate that organizational climate interacts with such individual differences variables as needs or values in influencing behavior (Pritchard & Karasick, 1973). Given the apparent significance of organizational climate with respect to job satisfaction and performance, it would seem to be important to identify the determinants of organizational climate. Organizational climate facilitating such learning behaviours is crucial for enhancing the quality of all the aspects of the innovation process – encompassing the invention, development and implementation of new ideas (Andersson, Moen, & Brett, 2020). Organizational climate into fairness, innovativeness, and affiliation. Fairness refers to an employee's perception that organizational practices are just and fair. This builds trust among employees and can motivate employees to share knowledge. Innovativeness concerns employees' perceptions that the organization highly regards creativity and innovation (Al-Kurdi, El-Haddadeh, & Eldabi, 2020).

Job satisfaction is a kind of positive or cheerful emotional state that employees show in their work resulting from an evaluation of their jobs (Chu, Fu, & Liu, 2019). Increase in job satisfaction is obtained when the individual's wage change exceeds the average wage change for his reference group (Diriwaechter & Shvartsman, 2018). Job satisfaction and quality of life as indicators of well-being among teachers. In particular, the well being of teachers has been recently emphasized since it affects not only teacher

retention but also negative outcomes . In the review of the literature on teachers well-being, emotional and physical health were suggested topics for future research. Job satisfaction was assessed via the internal job satisfaction subscale from the teacher job satisfaction questionnaire developed (Yuh & Choi, 2017). The researcher made observations at State-Owned High School 1, located in Tanah Jawa, Simalungun Regency, that the role of Human Resources in this case the attention of the leadership was very influential in supporting the achievement of various targets to be achieved. Human Resources is the main resource that determines the success or failure of something. In this effort to utilize and mobilize Human Resources, an effective activity is needed so that in the end the teacher is creative with his ideas. The second variable that affects the performance of teachers of State-Owned High School 1, located in Tanah Jawa, Simalungun Regency is the influence of the organization. A good organizational climate can include the availability of public facilities, a clean, spacious and neat workspace, adequate air circulation and lighting, and the creation of a harmonious work atmosphere that can be seen from active interactions between teachers. One of the things that can improve teacher performance is a good organizational environment or a good organizational climate. Interaction between teacher and student can lead to a positive school atmosphere and can also lead to a negative school atmosphere. A positive school atmosphere will occur when interactions in schools occur between students and teachers, where in these interactions communication occurs in the form of cooperation, please help, tolerance between smart and less clever children, between the rich and the underprivileged, norms the association of life and the discipline of the school and the school are adhered to with flexible discipline, and open communication occurs. Organizational climate conducted by researchers at the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency, has not really been realized and work skills still need to be improved, causing teacher performance is not optimal in carrying out their work.

The third variable that influences the performance of teachers in State-Owned High School 1, located in Tanah Jawa, Simalungun Regency is job satisfaction. Low job satisfaction in organizations is a series of decreased task performance, increased absenteeism, and decreased organizational morale. Whereas at the individual level, work dissatisfaction is related to a great desire to leave the workplace, increased work stress, and the emergence of various psychological and physical problems.

Based on this theory, the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency must try to improve the quantity and quality of teachers. The role of the teacher as the main actor in working is very large, especially to support other sectors. With quality resources, high quality can be owned by the State High School I Tanah Jawa Simalungun Regency, so as to produce a quality output in accordance with the demands that continue to grow at this time.

RESEARCH METHODS

The location of this research is in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency. The object of this research is the teacher of the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency, where this research is a causal study, that is the research which aims to analyze the influence of three independent variables on one dependent variable. The independent variables referred to in this study are leadership as a variable (X1), organizational climate as a variable (X2), job satisfaction as a variable (X3) and teacher performance as a variable (Y) which is a dependent variable. The research framework is :

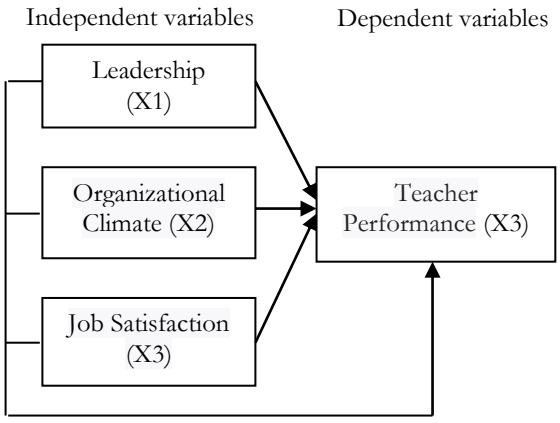

Figure 1. Framework

The hypotheses in this research are:

1. Leadership influence the performance of teachers in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency.
2. Organizational climate influence the performance of teachers in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency.
3. Job satisfaction influence the performance of teachers in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency.
4. Leadership, organizational climate and job satisfaction influence in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency.

Data analysis techniques in this research uses the form of distribution to respondents to the overall concept being measured. From the distribution of the respondents' answers, then a trend will be obtained from all available answers. To get the tendency of respondents' answers to each variable. Correct and accurate grouping of answer data, then calculated and summed until it is tangible in a useful form. Based on the results of the table, the results were agreed to make table data in order to get a relationship or influence between the existing variables.

Quantitative analysis is a form of analysis that uses numbers and calculations using statistical methods, then the data must be clarified in certain categories using certain tables, to make it easier to analyze using the SPSS program, which aims to determine the effect of independent variables on the dependent variable by using multiple linear regression analysis.

The population of research subjects where the individual who will be subject to behavior or can be said to be the total object of research to be studied. There are 55 teachers in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency.

Table 1. Population Framework of Public State-Owned High School 1, Tanah Jawa Simalungun Regency

No	Information	Amount
1	Civil Servant Teacher	53
2	Honor Teacher	2
		55

Taking samples for less than 100 subjects, it is better to take all of them so that the research is a population study. Furthermore, if the number of subjects is large, it can be taken between 10-15%, or 20-25% or more. With total sampling technique, the sample in this study amounted to 55 people or the entire population. Base on teacher data, the population of this study were 55 teachers at State-Owned High School 1 Tanah Jawa, Simalungun Regency. To analyze using the SPSS program, which aims to determine the Influence of independent variables on the dependent variable using multiple linear regression analysis.

Hypothesis test

To test the research hypothesis using multiple linear regression analysis that is looking at the influence of the independent variable (independent variable) on the dependent variable (the dependent variable), by using a mathematical equation that is multiple linear regression analysis with the formula:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Y	=	Teacher Performance
α	=	Constant
X1	=	Leadership
X2	=	Organizational Climate
X3	=	Job satisfaction
$\beta_1, \beta_2, \beta_3$	=	Regression Coefficient
ε	=	Standard Error

Multiple linear regression analysis includes the Coefficient of Determination (R2) test aimed at finding out the effective contribution X1; X2; X3 variable to explain the variable Y, F test aims to see the Influence simultaneously of variable X1; X2; X3 on the Y variable and t test to see the partial Influence of each variable

X1; X2; X3 with respect to the variable Y, and for more details, see the following explanation:

F Test (Simultaneous Testing)

This test is conducted to determine whether all independent variables together (simultaneously) can affect the dependent variable. The method used is to compare the calculated F_{value} with F_{table} with the following conditions:

H0 : β = 0, means that there is no significant influence of the independent variables on the dependent variable simultaneously.

Ha : β > 0, means that there is a significant influence of the independent variables on the dependent variable simultaneously

The confidence level used is 95% or a significant level of 5% (α = 0.05) with the following criteria:

a. If $F_{count} > F_{table}$ and probability (significant value) < significance level of 5% (α = 0.05) then Ha is accepted and H0 is rejected, meaning that there are independent variables together have a significant Influence on the dependent variable.
b. If $F_{count} < F_{table}$ and probability (significance value) > significance level of 5% (α = 0.05) then H0 is accepted and Ha is rejected, meaning that no independent variable together has no significant Influence on the dependent variable.

T Test (Partial Testing)

T test was conducted to determine the Influence of each independent variable partially on the dependent variable. T test is done by comparing t_{count} to t_{table} with the following conditions:

H0 : β = 0, meaning that there is no significant Influence of each independent variable on the dependent variable.

Ha : β > 0, means that there is a significant Influence of each independent variable on the dependent variable partially.

The confidence level used is 95% or a significant level of 5% (α = 0.05) with the following criteria:

a. If $t_{count} > t_{table}$ and probability (significant value) < significance level of 5% (α = 0.05) then Ha is accepted and H0 is rejected, meaning there is a significant Influence of each independent variable on the dependent variable.
b. If $t_{count} < t_{table}$ and probability (significance value) > significance level of 5% (α = 0.05) then H0 is accepted and Ha is rejected, meaning there is no significant Influence of each independent variable on the dependent variable. Where t_{table} is determined by finding the free degrees df = N-k.

Coefficient of Determination (R2)

The coefficient of determination (R2) basically measures how much the ability of the independent variable (X1), (X2) and (X3) in explaining the variation of the dependent variable (Y). The coefficient of determination is between zero (0) to one (1). R2 value below zero means the ability of independent variables in explaining the variation of the dependent variable is very limited. A value close to one means that the independent variables provide almost all the information needed to predict the dependent variation. The fundamental drawback of using the coefficient of determination is the bias towards the number of independent variables entered into the model. Every additional one independent variable, then R2 must increase. Therefore, many researchers recommend using the value of Adjusted R2 (Adjusted R Square) when evaluating where the best regression model. Different from R2, the adjusted R2 value can go up or down if an independent variable is added to the model. For more than two independent variables you should use the Adjusted R2 value.

RESULTS AND DISCUSSION

Results

Data Quality Test

1. Validity Test

Descriptive Analysis of Leadership Variables (X1)

The lowest value and the highest value, in this case the lowest value = number of respondents (number of respondents 55, then the lowest value is 55). While the highest value, the lowest value multiplied by the weight of the highest value is 55 x 5 = 275. Thus the lowest value is 40 and the highest value is 275. Alternative answers there are five choices

(according to the Likert scale), then the assessment category must also be five, for that the next step is to determine the interval of the interval from the lowest value to the highest value to obtain five assessment categories. Interval distance can be done with the following calculation:
Interval Distance = (275 - 55) / 5 = 44. The assessment categories for each item of statement and the assessment of the variables studied are in the table below, which is the category score table.

Table 2. Table Scores Category

No	Category	Score
1	Very Poor	44 – 88
2	Poor	89 – 133
3	Sufficient	134 – 178
4	Good	179 – 223
5	Excellent	224– 268

In this research the ranking sequence using the Likert scale as follows:

1. Strongly Agree = Score 5
2. Agreeable = Score 4
3. Less Agreeable = Score 3
4. Disagree = Score 2
5. Strongly Disagree = Score 1

a. Leadership Variable Validity Test Results (X1)

The validity test is a measure that shows the levels of validity or validity of an instrument. To test the validity of the instrument, it was done by correcting the answer score obtained from each item with the total score of all instrument items. The validity test is used to measure the validity of a questionnaire. A questionnaire is said to be valid if the questions on the questionnaire are able to reveal what should be measured. The assumption used in the validity test is that if r-count (seen in the corrected item-total correlation) is greater than r table (r count> r table) then the item is declared valid. The value of r table used for validity testing is 0.361.

The approach used in the validity test in this study is to compare the calculated r value with the r table so that it can be seen which question items are valid and invalid. Item questions are declared valid if r-count> r-table, in this study as many respondents were 55 teachers, then the value of r table can be obtained through df (degree of freedom), which is the number of respondents minus two. So the df value is 55, then r-table = 0.361. The value can be seen in each table to test the validity of the research variable data.

Table 3. Output validity test of the Leadership variable

Statement Items	r_{count}	r_{table}	Information
Q1	,505	,361	Valid
Q2	,480	,361	Valid
Q3	,615	,361	Valid
Q4	,479	,361	Valid
Q5	,543	,361	Valid
Q6	,415	,361	Valid
Q7	,661	,361	Valid
Q8	,600	,361	Valid
Q9	,415	,361	Valid
Q10	,526	,361	Valid

The results of the validity test shown in table 3 show that all elements of the 10 question item questionnaire from the quality of the system are declared valid, this is proven because r-count is greater than r-table (0.361). All questionnaires can be used as a data collection tool.

b. Organizational Climate Variable Validity Test Results (X2)

Table 4. Output validity test of the Organizational Climate variable

Statement Items	r_{count}	r_{table}	Information
Q1	,672	,361	Valid
Q2	,619	,361	Valid
Q3	,479	,361	Valid
Q4	,556	,361	Valid
Q5	,735	,361	Valid
Q6	,700	,361	Valid
Q7	,709	,361	Valid
Q8	,516	,361	Valid
Q9	,406	,361	Valid
Q10	,770	,361	Valid

The results of the validity test shown in table 4 show that all elements of the 10 question item questionnaire from the quality of the system are declared valid, this is proven because r-count is greater than r-table (0.361). All questionnaires can be used as a data collection tool.

c. Job Satisfaction Variable Validity Test Results (X3)

Table 5. Output validity test of the Job Satisfaction variable

Statement Items	r_{count}	r_{table}	Information
Q1	,684	,361	Valid
Q2	,545	,361	Valid
Q3	,684	,361	Valid
Q4	,608	,361	Valid
Q5	,673	,361	Valid
Q6	,640	,361	Valid
Q7	,481	,361	Valid
Q8	,580	,361	Valid
Q9	,640	,361	Valid
Q10	,481	,361	Valid

The results of the validity test shown in table 3 show that all elements of the 10 question item questionnaire from the quality of the system are declared valid, this is proven because r-count is greater than r-table (0.361). All questionnaires can be used as a data collection tool.

d. Teacher Performance Variable Validity Test Results (Y)

Table 6. Output validity test of the Teacher Performance variable

Statement Items	r_{count}	r_{table}	Information
Q1	,653	,361	Valid
Q2	,535	,361	Valid
Q3	,588	,361	Valid
Q4	,653	,361	Valid
Q5	,599	,361	Valid
Q6	,653	,361	Valid
Q7	,524	,361	Valid
Q8	,653	,361	Valid
Q9	,535	,361	Valid
Q10	,465	,361	Valid

The results of the validity test shown in table 3 show that all elements of the 10 question item questionnaire from the quality of the system are declared valid, this is proven because r-count is greater than r-table (0.361). All questionnaires can be used as a data collection tool.

2. Reliability Test

Leadership Variable Reliability Test Results (X1)

Output Reliability Test Leadership variable

Table 6. Reliability Statistics

Cronbach's Alpha	N of Items
,725	11

Table 7. Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P1	77,1636	92,510	,433	,708
P2	77,5455	92,845	,406	,710
P3	77,9636	87,184	,531	,692
P4	77,5636	91,399	,387	,708
P5	77,5818	90,655	,465	,703
P6	77,5818	94,581	,344	,715
P7	77,5636	88,325	,598	,692
P8	77,4545	91,771	,545	,703
P9	77,5818	94,581	,344	,715
P10	77,2000	92,533	,460	,707
Leadership	40,8000	25,200	1,000	,706

From the results of the above table, it can be seen that the r count value in the Cronbach's alpha column if item deleted is all greater than the r_{table} value, then all question items for the Leadership variable are declared reliable, in the reliability statistics table it is known that the Alpha Cronbach value is 0.725. Because the Alpha Cronbach value > r_{table}, the questionnaire used is reliable.

Organizational Climate Variable Reliability Test Results (X2)

Output Reliability Test Organizational Climate Variable

Table 8. Reliability Statistics

Cronbach's Alpha	N of Items
,752	11

Table 9. Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P1	75,6909	134,292	,622	,727
P2	75,8182	136,485	,568	,732
P3	76,2909	137,692	,402	,739
P4	75,9818	136,166	,489	,734
P5	75,7818	133,877	,696	,725
P6	75,6364	135,125	,659	,728
P7	75,6364	135,569	,671	,728
P8	75,9273	138,624	,454	,738
P9	76,1273	141,854	,343	,746
P10	76,0727	128,846	,726	,714
Organizational Climate	39,9455	37,460	1,000	,815

From the results of the above table it can be seen that the r_{count} value in the Cronbach's alpha column if item deleted is all greater than the r_{table} value, then all question items for the Organizational Climate variable are declared reliable, in the reliability statistics table it is known that the Alpha Cronbach value is 0.752. Because the Alpha Cronbach value > r_{table}, the questionnaire used is reliable.

Job Satisfaction Variable Reliability Test Results (X3)

Output Reliability Test Job Satisfaction Variable

Table 10. Reliability Statistics

Cronbach's Alpha	N of Items
,749	11

Table 11. Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P1	74,8182	74,855	,630	,720
P2	74,8182	78,707	,493	,735
P3	74,8182	74,855	,630	,720
P4	74,8000	77,274	,555	,730
P5	74,7455	76,267	,626	,725
P6	74,8182	76,226	,586	,726
P7	74,8545	78,719	,414	,737
P8	74,9091	77,306	,522	,731
P9	74,8182	76,226	,586	,726
P10	74,8545	78,719	,414	,737
Job Satisfaction	39,3818	21,203	1,000	,805

From the results of the above table, it can be seen that the r count value in the Cronbach's alpha column if item deleted is all greater than the rtable value, then all the questions for the variable Job satisfaction stated reliable, in the reliability statistics table known Alpha Cronbach value of 0.749. Because the Alpha Cronbach value > r_{table}, the questionnaire used is reliable.

Teacher Performance Variable Reliability Test Results (Y)

Output Realibility Test Teacher Performance Variable

Table 12. Reliability Statistics

Cronbach's Alpha	N of Items
,743	11

Table 13. Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P1	79,2545	90,601	,586	,713
P2	79,1455	96,127	,479	,729
P3	79,0182	94,426	,530	,723
P4	78,7818	93,952	,605	,720
P5	78,7091	95,840	,553	,726
P6	78,7818	93,952	,605	,720
P7	79,2182	93,433	,440	,725
P8	79,2545	90,601	,586	,713
P9	79,1455	96,127	,479	,729
P10	79,0909	96,788	,399	,732
Teacher Performance	41,6000	25,948	1,000	,781

From the results of the above table, it can be seen that the r_{count} value in the Cronbach's alpha column if item deleted is all greater than the r_{table} value, then all items for the Teacher Performance variable are declared reliable, in the reliability statistics table it is known that the Alpha Cronbach value is 0.743. Because the Alpha Cronbach value > r_{table}, the questionnaire used is reliable.

3. Classic Assumption Test

a. Normality Test

Normality test is not carried out on each variable but on the residual value. Test the normality of research data is to test whether in the statistical model the research variables are normally or not normally distributed. To test whether the data distribution is normal or not, one of them using the normal drawing method Probability Plots is used to deduce whether the

analysis model meets the normal assumptions, by spreading the data around the diagonal line and following the direction of the diagonal line, the data meets the normal assumptions in the analysis model, which can be seen in the image below:

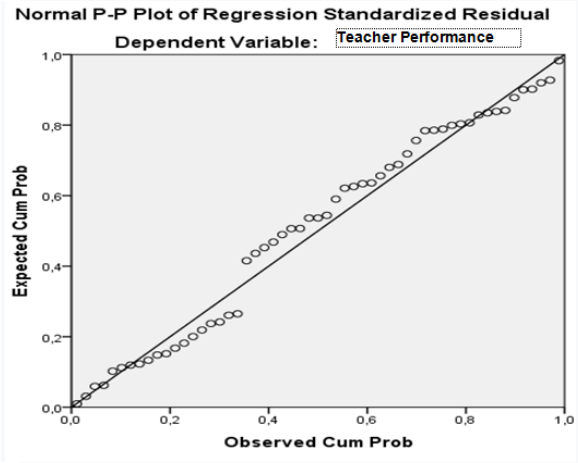

Figure 2. P-Plot Normality Test

b. Multicollinearity Test

If there is multicollinearity, the regression coefficient becomes uncertain, the error rate becomes very large and is usually marked by a very large coefficient of determination but in the partial test of the regression coefficient, there is no or even if there is very little significant regression coefficient. In this reasearch the value of Variance Inflantion Factor (VIF) is used as an indicator of the presence or absence of multicollinearity among the independent variables.

Table 14. Multicollinearity Test Results

Variabel	Collinearity Statistics	
	Tolerance	VIF
Leadership	.426	2.145
Organizational Climate	.428	2.337
Job satisfaction	.883	1.133

a. Dependent Variable: Teacher performance

Based on the obtained VIF values as shown in the table above, 2,145, 2,337, 1,133, there is a high enough correlation between independent variables, where the VIF value of the two independent variables is less than 10 and it can be concluded that there is no multicollinearity between the two independent variables.

c. Heteroscedasticity Test

This heteroscedasticity test is used in the regression model to see the difference in variance from one residual to another observation.The best model is not heteroscedasticity. Analysis of the Scatterplot image states that there is no heteroscedasticity of multiple linear regression models if:

a. Data points spread above and below or around the number 0
b. Data points do not collect only above or below
c. Spread of points should not form a wavy pattern then widened and narrowed again.

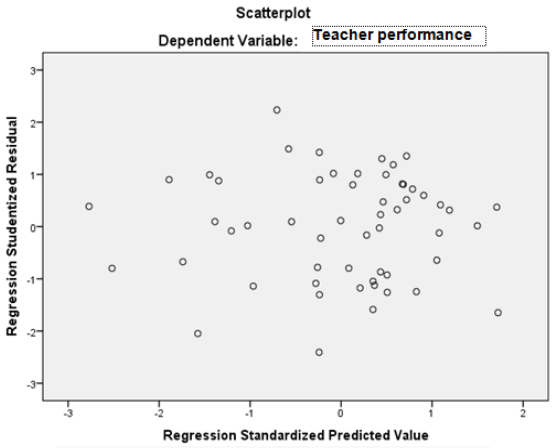

Figure 3. Heteroscedasticity Graph

Regression model is considered not to occur heteroscedasticity if the points spread randomly and do not form a certain pattern that is clear and spread above or below zero on the Y axis. Figure 3 shows that the points spread randomly so there is no heteroscedasticity. The results of the Glejser test processing can be seen in the following table 15:

Table 15. Heteroscedasticity Glejser Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,813	3,762	,161	,748	,458
	Leadership	,064	,081	-,217	,795	,430
	Organizational Climate	-,071	,069	,024	-1,026	,310
	Job satisfaction	,010	,064		,160	,873

a. Dependent Variable: ABS_RES

Table 15 Leadership variables (X1) of 0.430, Organizational Climate (X2) of 0.310 and Job Satisfaction (X3) of 0.873 none of the statistically significant independent variables affect the absolute residual dependent variable (abs_res).

Discussion

This researcher will test the truth of the hypothesis either simultaneously or together, or partially or individually and to facilitate researchers in data processing, the SPSS Program version 20.0 is used.

1. Influence of Leadership on Teacher Performance in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency.

To find out the influence of the Principal's Leadership on Teacher Performance in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency used t-test, while to see the magnitude of the Influence used Beta or Standardized Coefficient numbers.

Table 16. Coeficients[a] influence Principal Leadership on Teacher Performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-2,026	6,899		-,294	,770
Leadership	,049	,149	,048	3,327	,745

a. Dependent Variable: Teacher Performance

From the above table, t_{count} value is 3,327. Obtained t_{table} value of 1.675. With the hypothesis criteria If $t_{count} > t_{table}$, then H0 is rejected and Ha is accepted and if $t_{count} < t_{table}$, then H0 is accepted and Ha is rejected. From the calculation results obtained $t_{count} > t_{table}$ (3,327 > 1,675) and significance value 0,000 < 0.05, so H0 is rejected and Ha is accepted. This means that the Leadership variable has a positive and significant influence on Teacher Performance in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency. The magnitude of the influence of leadership on teacher performance by 0.3327 or 33.27%.

2. Organizational climate influence the performance of teachers in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency.

To find out the influence of Organizational Climate on Teacher Performance in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency used t-test, while to see the magnitude of influence used Beta or Standardized Coefficient numbers.

Table 17. Coeficients[a] influence of Organizational Climate on Teacher Performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-2,026	6,899		-,294	,770
Organizational Climate	,551	,127	,662	4,330	,000

a. Dependent Variable: Teacher Performance

From the above table, the t_{value} of 4.234 is obtained. Under these conditions, a t_{table} value of 1,675 was obtained. With the hypothesis criteria If $t_{count} > t_{table}$, then H0 is rejected and Ha is accepted and if $t_{count} < t_{table}$, then H0 is accepted and Ha is rejected. From the calculation results obtained $t_{count} > t_{table}$ (4,330 > 1,686) and significance value 0,000 < 0.05, so H0 is rejected and Ha is accepted. This means that the Organizational Climate variable has a positive and significant influence on Teacher Performance in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency. The magnitude of the influence of organizational climate on teacher performance by 4,330. or 43.30%.

3. Job satisfaction influence the performance of teachers in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency.

To find out job satisfaction influence the performance of teachers in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency used the t-test, while to see the amount of influence used Beta or Standardized Coefficient numbers.

Tabel 18. Coeficients[a] influence of Job Satisfaction on Teacher Performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-2,026	6,899		-,294	,770
Kepuasan Kerja	,499	,118	,451	4,234	,000

a. Dependent Variable: Kinerja Guru

From the above table, t_{count} value is 4,234. Obtained t_{table} value of 1.675. With the hypothesis criteria If $t_{count} > t_{table}$, then H0 is rejected and Ha is accepted and if $t_{count} < t_{table}$, then H0 is accepted and Ha is rejected. From the calculation results obtained $t_{count} > t_{table}$ (4,234 > 1,675) and significance value 0,000 < 0.05, so H0 is rejected and Ha is accepted. This means that the Job Satisfaction variable has a positive and significant influence on Teacher Performance in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency. The magnitude of the influence of job satisfaction on teacher performance by 0.4234 or 42.34%.

4. Leadership, Organizational Climate and Job Satisfaction influence in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency.

Influence of Leadership, Organizational Climate and Job Satisfaction on Teacher Performance in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency. simultaneously, it can be seen from the calculation results in the summary model, specifically the R-square figures below:

Organizational Climate and Job Satisfaction is 49.90%, while the remaining 51.00% is caused by other variables not examined or not included in this research model. The F_{count} value is 56.808 and F_{table} value of 2,783. With the hypothesis criteria if $F_{count} > F_{table}$, then H0 is rejected and Ha is accepted and if $F_{count} < F_{table}$, then H0 is accepted and Ha is rejected

The table above shows that the magnitude of R-Square (R2) is 0.490. Influence, Leadership,

Organizational Climate and Job Satisfaction on Teacher Performance in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency by 49.00%, while the remaining 51.00% (100% - 49.00%) is influenced by other factors not examined. Teacher Performance variability can be explained by the variables of Leadership,

Tabel 20. Anova[b] Influence of Leadership, Organizational Climate and Job Satisfaction

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	686,707	3	228,902	16,339	,000[b]
	Residual	714,493	51	14,010		
	Total	1401,200	54			

a. Dependent Variable: Teacher Performance

b.Predictors: (Constant), Leadership, Organizational Climate, Job Satisfaction

5. Multiple Linear Regression Analysis

Multiple linear regression analysis between the variables of Organizational Climate Leadership and Job Satisfaction on Teacher Performance in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency, it can be seen from the regression equation, and from the SPSS output obtained the following data.

Tabel 21. Statistical Test Results of Regression Coefficients Influence of Leadership, Organizational Climate and Job Satisfaction on Teacher Performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2,026	6,899		-,294	,770
	Leadership	,049	,149	,048	3,327	,745
	Organizational Climate	,551	,127	,662	4,330	,000
	Job satisfaction	,499	,118	,451	4,234	,000

a. Dependent Variable: Teacher Performance

The table above can be made a regression equation as follows:

$Y = -2.026+0.049X_1+0.551X_2 + 0.499X_3$

The above equation explains that the regression coefficient X1 (Leadership) has a positive value of 0.049, this shows that the leadership variable has a positive influence on teacher performance in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency. This shows that if the leadership values are positive, the Teacher Performance will increase by 0.049.

Regression coefficient X2 (organizational climate) has a negative value of 0.551, this shows that the organizational climate variable has a positive influence teachers performance in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency. This shows that if the organizational climate is negative, the Teacher Performance will increase by 0.551.

Regression coefficient X3 (Job Satisfaction) also has a positive value of 0.499, this shows that the Job Satisfaction variable has a positive influence on Teacher Performance in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency. This shows that if the teacher's ability is positive, the teacher's performance will increase by 0.49.

CONCLUSION

Based on the analysis and evaluation of the data above, the conclusions of this study are:

1. Leadership Variables have a positive and significant influence on Teacher Performance in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency with a value of $t_{count} > t_{table}$ (3,327 > 1,675).

2. Organizational Climate Variables have a positive and significant influence on Teacher Performance in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency c of $t_{count} > t_{table}$ (4,430 > 1,686).

3. Job Satisfaction Variables have a positive and significant influence on Teacher Performance in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency $t_{count} > t_{table}$ (4,234 > 1,675).

4. Leadership, Organizational Climate and Job Satisfaction Variables have a positive and significant influence on Teacher Performance in the State-Owned High School 1, located in Tanah Jawa, Simalungun Regency with a value of $t_{count} > t_{table}$ (16,339> 2,783).

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