

The Effect of Headmaster Leadership, Pedagogic Competence, Teacher Performance on School Climate in Senior High Schools in the Regency, Sangihe Island.

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Abstract - This study aims to analyze in a descriptive and inferential manner the influence of headmasters' leadership, teacher pedagogic competencies, teacher performance, on the school climate in senior high schools in the Sangihe archipelago, North Sulawesi Province, with the objects being teachers, headmasters and the deputy headmaster, a sample of 130 people consisting of 100 teachers, 30 headmaster's and deputy headmaster's in 15 high schools in the sangihe island district.

The method of data collection used is to use a questionnaire with a Likert scale model tested validity and reliability with valid and relealible results, for processing descriptive analysis using SPSS 20 while path analysis using the Amos 24 program.

The results of the analysis show. 1) Headmaster leadership towards teacher work has a small and insignificant influence, 2) There is a direct effect between pedagogic competence and high performance, 3) There is a direct influence between the headmaster's leadership on the school climate, 4) there is no direct influence between competency pedagogic on school climate 5) Teacher's performance has a positive direct influence on the school climate, 6) headmasters' leadership does not affect the school climate if through teacher performance, 7) pedagogic competence influences the school climate if through teacher performance. to improve the performance of teachers, headmaster Leadership, Pedagogic Competence, Teacher's Performance, School Climate

Index Terms- Headmaster Leadership, Pedagogic Competence, Teacher Performance, School Climate

CHAPTER I INTRODUCTION

A. Background

Education is essentially a conscious effort to develop personality and students abilities, so that the education sector becomes a national development priority scale. The national education system is based on Law No. 20 of 2003 concerning education aimed at developing students' potential participants, to become human believers, and cautious to the Almighty God who has a noble character

in order to realize the development of potential students, the Headmaster and the teacher are required to be professional in their fields, because the teacher's main task is to teach, direct, assess and evaluate, so that teacher quality improvement should be carried out continuously. However, with limited funding and geographical location in the Sangihe Islands Regency which is very difficult, causing the development of teacher potential is still inadequate, and teachers and headmaster's have not mastered pedagogical competencies, causing the performance of headmaster's and teachers not to be optimal, thus affecting the school climate environment is not conducive

An effective school climate is inseparable from the role of the headmaster, encouraging teachers and employees in the school environment, working diligently to advance school in improving achievement Through acceleration, moderation, management of learning, utilizing the environment around the school and developing entrepreneurship (Mulyasa 2008 91), the obstacle encountered in high school in Sangihe Islands Regency is that innovation from

masters is lacking, even though innovation is very important, changing schools that are not good to become good schools (conducive schools) according to Mulyasa (2008:90) conducive schools do not occur automatically, two conditions are needed, namely, a positive attitude towards renewal, for example, to develop agriculture, an agricultural machine is needed, to advance education not to use such machines, but research and experiment assistance, so that education reform activities can be carried out widely quickly and precisely, which is an obstacle in the high school environment in the Sangihe Islands Regency, headmaster's and teachers lack innovation in conducting research in connection with the lessons taught, and the application of pedagogical competencies has not been fully implemented so as to affect teacher performance, in creating a good and conducive school climate.

B. FORMULATION OF THE PROBLEM:

This is as follows:

1. Does the headmaster's leadership have a direct positive effect on
2. Does pedagogical competence directly influence the climate
3. School climate (X, with Y) school (X2 with Y)
4. What is teacher performance (X) direct positive effect on the school climate
5. Does the teacher's pedagogical competence (X2) affect teacher performance (%)
6. Does the leadership of the headmaster (X) affect the kinena of the teacher performance (%)
7. Does pedagogical competence (X) have a positive effect on school climate (Y) through teacher performance (X) as an intermediate variable

CHAPTER II

Theoretical review

A. School climate

Study The school operational definitions are more structured by Stringer (1984:1), namely, "asset measurable properties of the work environment based on the collective perception of the people who live and work in the environment and demonstrated to influence their behavior," or with other words another school organizational climate is a perception of people living and working in an environment and influencing their role.

Collaborated by Syafarudin (2005: 296) in his writing that a positive school climate is a school climate that is encroached on noise, hustle and corruption all in conditions, very friendly relations without prominence between occupants starting from headmaster, teachers, students and administrative staff, Leadoan as this causes students to feel safe and secure, free from pressure, threats that can harm learning activities Similar things presented by Mujiarto (2003: 28) the school's positive faith is a condition where the state of the school and environment in a safe, peaceful, pleasant condition in teaching and learning activities related to the positive school climate The opinion according to Sergiovant, quoted Syafarudin (2005: 90). Climate is energy that is exposed in an organization that has an effect on school and this is very dependent on how energy is channeled and directed by the headmaster, the better the energy is directed and channeled, the better the influence on the school.

B. Headmaster's Leadership

According to Lussier, Robert N and Achmad Christopher F about leadership theology, it is argued that (Lussier, Robert N, F achua and Christopher 1997: 131)

The leadership theory is an explanation of several aspects of leadership, theories have practical value because they are used to better understand, predict and control leadership and success. Classification of leadership theories, including nature, behavior, contingency, and integration There are several types of leadership theories, among them are first. The theory of leadership traits the theory that seeks to explain the typical characteristics of accounting for leadership effectiveness. Second, the behavioral leadership theorist is the theory who tries to explain the distinctive style used by effective leaders or to determine their nature and work. Third. Contingency leadership theology is a thèory which seeks to explain the appropriate leadership gava based on followers' leadership and situation Fourth, the integrative leadership theory who seeks to combine characters, behavior, and contingency theory to explain success. leader-follower influences the relationship.

C. Pedagogic Competence

The term teacher competence has many meanings of Broke and Stune as which is quoted by E Mulyasa (2004: 38) suggesting that teacher competence is a descriptive of qualitative nature of reacher's behavior appears to be meaningful Teacher competency is a qualitative description of the essence of the teacher's meaningful meaning. While Charles in Mulyasa (2004: 37) suggested that

"competency as rational performance which satisfactorily meets the objective for a desired condition" (competence is rational behaviour to be required in accordance with the expected conditions). Pedagogic competency is a set of abilities and skills related to teaching and learning interactions between teachers and students in the class. Pedagogic competencies include, the teacher's ability to explain the material, carry out the learning methods, provide the questions, answer the questions, manage the classes and conduct the evaluations. According to the Kamus Besar Bahasa Indonesia explained that pedagogics is educational, punishment to children. In Law number 14 of 2005 concerning Teachers and Lecturers, it was stated that pedagogic competence is the ability to manage learners' learning. Whereas in the explanation of Article 28 of the Republic of Indonesia Government Regulation number 19 of 2005 concerning the national standard of education, what is meant by pedagogic competence is the ability to manage student learning which includes understanding of participants, planning and implementing learning, evaluating learning outcomes, and developing students for actualize the various potentials they have.

D. Teacher's Performance

The definition of performance is almost similar as work performance which is a comparison between the actual work results with the specified work standards. In this case the performance focuses more on work results. Dessler (1997: 513).

E. Research Hypothesis

1. Headmaster's leadership affects directly positively on the school climate (X_1 with Y).
2. Pedagogic competence has a positive direct effect on the school climate.
3. Teacher performance (X_3) has a positive direct effect on the school climate (Y).
4. Leadership (X_1) has a positive effect on performance (X_3).
5. Pedagogic competence (X_2) has a positive direct effect on teacher performance (X_3).
6. Headmaster's leadership (X_1) has a positive indirect effect on the school climate, with the teacher's performance as a variable.
7. Pedagogic competence indirectly affects positively the school climate with the teacher's performance as a variable.

CHAPTER III Research Methodology

A. Method of Research

This research is a type of verification research that aims to test the hypothesis. In accordance with the objectives of the research to be achieved, the method used is Explanatory Survey Method, which is a survey research method that aims to test hypotheses by basing on the effects that occur and looking for causal factors through certain data. To clarify and simplify, this research method requires the operationalization of variables that can be measured quantitatively with a hypothesis test model using statistical methods.

B. Technique of Data Collection

According to Sugyono, there are two main things that affect the quality of the research data, namely the quality of research instruments and the quality of data collection. Data collection in this study uses a tool in the form of a research instrument using sample data to be obtained through a questionnaire with a scale model of Likert. The research variable consisted of one dependent variable (Endogen) and three independent variables (Exogenous), namely :

1. School Climate (Y).
2. Headmaster's Leadership X_1 .
3. Pedagogic Competence X_2 .
4. Performance X_3 .
5. Teacher's

C. Population and Sample

The population studied were all high schools in the district of Sangihe island which numbered 15 schools, with a total of 188 teaching teachers, using Isaac and Michael's formulations, the samples studied were 130 teachers.

Chapter IV

Results and Discussion

- Description of Research Variable

Table 4. 1. NUMBER OF HEADMASTERS AND TEACHERS

	Frequency	Percent	Valid Percent	Cumulative Percent
Guru	100	76.9	76.9	76.9
Valid Kepala Sekolah/Wakil	30	23.1	23.1	100.0
Total	130	100.0	100.0	

Source: Research Results

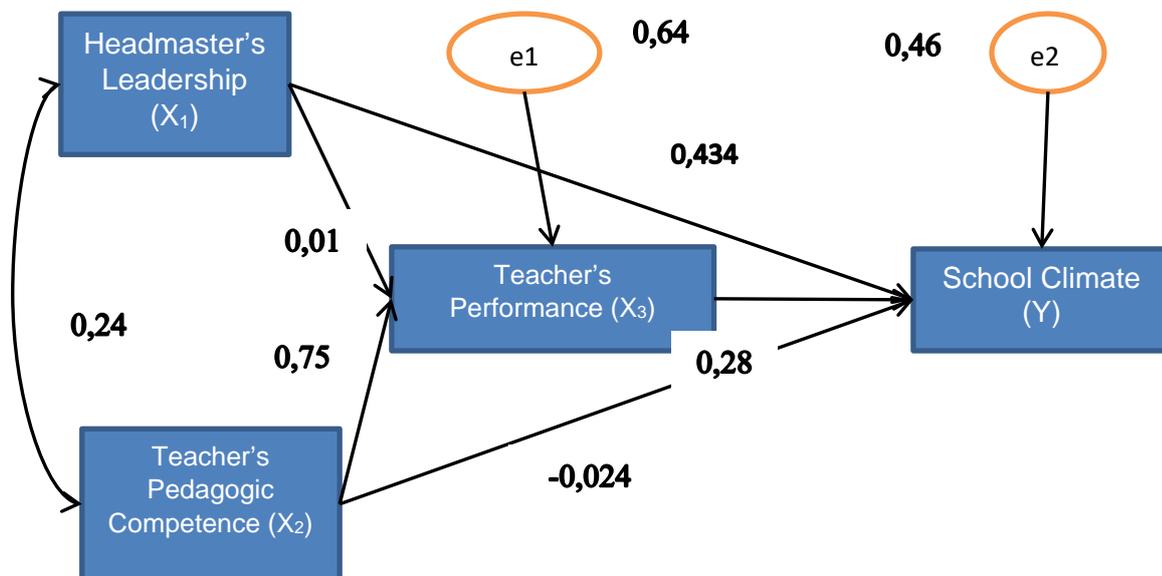
Educational progress is determined by the number of Teachers who teach and the education of the Teachers who are completed, based on the table 4.1 of 130 respondents, who studied 100 Teachers and 30 Headmasters/Representatives.

Table 4.2. Teacher’s Education Level.

	Frequency	Percent	Valid Percent	Cumulative Percent
D4/S1	120	92.3	92.3	92.3
Valid S2	10	7.7	7.7	100.0
Total	130	100.0	100.0	

According to the results of research from 130 respondents in Table 4.2 those who were educated D4/S1 (92.3%) and S2 or Post-graduate as many as 10 people (7.7%), from the available data can illustrate that teachers need to be empowered through improving education status.

- Inferential Analysis.



Picture. 4. 1. Relation between variables X_1 , X_2 , X_3 and Y

The path analysis model (picture 4.1) shows that the variable X_1 has a direct influence on the Y variable which is equal to 0.434, and X_2 to Y has an influence of -0.024, while X_1 to X_3 has the influence of 0.01 and X_2 to X_3

has a considerable influence which is 0.75 and the effect of X_3 to Y is 0.28.

Table 4. 3. Direct Effects (Group number 1 - Default model)

	KP	KKS	KG
KG	.751	.007	.000
IS	-.024	.432	.276

Path analysis between direct relationship variable can be seen in table 4.10

1. Indirect Effect.

Table 4.4. Indirect Effects (Group number 1- Default model)

	KP	KKS	KG
KG	.000	.000	.000
IS	.207	.002	.000

The results of processing Amos

According to the table 4.4 the indirect effect of the headmaster's leadership variable (X_1) on the school climate through the variable between teacher's performance (X_3) has a very small relationship of 0.002, while the relationship between the pedagogic competency variable on the school climate through teacher performance is 0.21.

2. Total Effect

Table 4.5 Total Effects

	KP	KKS	KG
KG	.751	.007	.000
IS	.183	.434	.276

The result of Amos 21 processing

Total effect is the sum of the direct and indirect effects of both the independent variable and the dependent variable, so based on table 4.5 the total effect of pedagogic competence on the school climate is 0.183, while the principal's leadership in the school climate is 0.434.

Based on table 4.5 Total Effect can be stated that the principal's leadership variable to the school climate If through the intermediate variable teacher performance is 0.002 while the direct relationship is still greater 0.432 so that the variables in (X_3) do not significantly influence the principal leadership variables in (X_1) on the climate climate of schools so that it can be concluded that it is better not through intermediate variables because based on the value of total effect value the direct relationship of leadership of the principal is greater than through the intermediate variable which is only 0.432.

Whereas for pedagogic competence to school climate, it is better through variables because the value of the direct relationship is smaller than the indirect relationship which is minus 0.024 and 0.183.

3. Critical Ratio

Table 4.6 Regression Weights: (Group number 1 – Default model)

	Estimate	S.E.	C.R.	P	Label
KG <--- KKS	.007	.041	.166	.868	par_4
KG <--- KP	.751	.058	12.911	***	par_5
IS <--- KKS	.432	.035	12.401	***	par_1
IS <--- KP	.024	.075	.326	.745	par_2
IS <--- KG	.276	.075	3.688	***	par_3

The result of processing

Regression weight function is to give an understanding of the critical error. Sstandard ratio in (cr) namely the estimated value divided by the standard error then compared with p-value.

Amos processing results if the p value is starred, the effect of the significant variable if the values of the critical ratio (cr) > 1,96 for a significant level of 5% the influence between significant variables, this can be explained based on the regression weight table where the headmaster's direct leadership variable to teacher performance variables in (X3) is not significant because $cr\ 0,166 < 1,96$, thus the variable pedagogical competence in the school climate is not significant because the cr value is $0,32 < 1,96$.

The variable that has a significant relationship is pedagogic competence in (X2) on the performance of teachers with a cr value of 12,911 greater 1,96 leadership of the principal towards the school climate with a value of CR 12,401 > 1.96 and teacher performance on the school climate with a CR value of 3,688 > 1,96.

5. Model Accuracy Test

The accuracy of the path analysis model can be tested by using several statistical tests but the most commonly used test is the Root Mean Square Error Approximation (RMSEA) and Kai-squared value (CMIN), with provisions:

Table 4.7 Model Feasibility Table

Measure of Eligibility	The value expected to be feasible
RMSEA	$\leq 0,08$
CMIN	$P > 0,05$

According to Agus Widarjono Phd

Table 4.8 Root Mean Square Error Approximation (RMSEA) RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Independence model	.325	.290	.360	.000

The result of Amos processing

Based on the feasibility test using RMSEA where the RMSEA value $\leq 0,08$ the right model to see the relationship between variables based on the table 4.8 RMSEA value of 0,325 means that the model is not appropriate to see the relationship between variables.

Table 4.9 CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	14	.000	0		
Saturated model	14	.000	0		
Independence model	4	247.259	10	.000	24.726

The result of Amos processing

Based on the table 4.9 the value of $p = 0,00$ while the CMIN feasibility test requirement is the value of $p > 0,05$ when compared then the model does not correctly see the relationship between variables.

D. Model Development Based on Feasibility Testing

Based on Agus Widarjono in his applied multivariate analysis (2015:236) path analysis does not only see the influence between variables because the model determines the accuracy of a study to test the feasibility of the model, can be calculated from several ways including through GFI and trough CMIN and with the RMSEA. But from many feasibility tests the RMSEA and CMIN tests are the most widely used. So that trough the processed results of the Amos 24 program, the results of path analysis showed a relationship between variables but after being tested for model feasibility, the model was not very feasible. Therefore another feasible model has been shown like the model in figure 4.2.

If seen from the results of path analysis from figure 4.1, the indirect relationship between the leadership of the principal to the school climate trough teacher performance results is not significant and direct pedagogical competence to the school climate does not show a significant relationship, causing the model to be inappropriate to see the relationships between variables. Seen from table 4.1 the intended model is as follows:

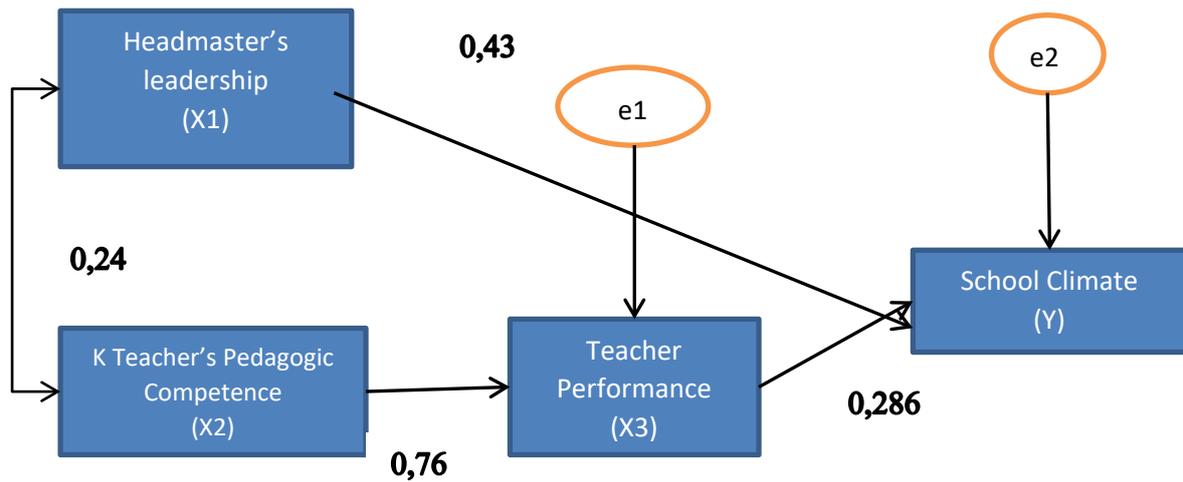


Figure 4.2 Decent model based on the results of path analysis

Table 4.10. CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	12	.134	2	.935	.067
Saturated model	14	.000	0		
Independence model	4	247.259	10	.000	24.726

Based on the table 4.10 shows that the value of P is 0,935 when compared to the terms of the eligibility test model where the $P > 0,05$ then the model in figure 4.2 is worth to see the effect between variables.

Table 4.11 RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.000	.000	.034	.962
Independence model	.325	.290	.360	.000

In table 4.11 of the AMOS processing results with RMSEA is 0,00 this value when compared to the terms of the formation feasibility $RMSEA < 0,08$ then the model in figure 4.2 appropriate to use to see the effect between variables.

CHAPTER V CONCLUSION

1. Variable leadership of the principal, has a positive direct effect and is significant for the high school climate in the Sangihe Islands Regency
2. Variable pedagogic competence against the school climate is not influential.
3. Teacher performance has a direct and positive influence on the school climate.
4. Leadership of the school towards teacher's performance failure is very small and insignificant.
5. Pedagogical competency has a positive and significant effect on teacher performance.
6. Principal leadership through teacher performance does not affect climates.
7. Pedagogical competition indirectly affects school climate through teacher performance as a variable between.

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