

THE FUNCTION LEADERSHIP BEHAVIOR, SCHOOL CLIMATE, AND TEACHER PERFORMANCE ON EFFECTIVENESS PACKAGE C EDUCATIONAL INSTITUTION

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INTRODUCTION

Education is one of the important pillars that must be held in order to educate the nation's life (Nadziroh, 2010). With education, it is hoped that all potential human resources in Indonesia can increase and develop so that they become better, more cultured and more humane human beings.

Education occupies an important position in the development of a nation (Muhardi, 2004). Education is the backbone towards which the development of a nation. Education in the long term has a very large contribution as a solution to various human problems (Widiansyah, 2017).

In Indonesia, there are three educational pathways consisting of informal, formal and non-formal education which can complement and enrich each other. Non-formal education is an educational path outside of formal education that can be carried out in a structured and tiered manner. Non-formal education is held for community members who need educational services that function as substitutes, additions, and/or complements to formal education in order to support lifelong education (Siswanto, 2013).

The law number 20 of 2003 concerning the National Education System states explicitly and unequivocally that non-formal education will continue to be developed in the context of realizing community-based education. The existence of non-formal education is also an effort to complete the 12-year compulsory education which has been established as one of the priority agendas for education development in Indonesia. One of the non-formal education units whose existence is urgently needed by the government, the community and other related parties is the package C equivalence educational institution.

However, in its implementation, package C non-formal education is still experiencing various problems, namely government policies that are still one-sided, formal education is prioritized. This is what causes services in package C non-formal education can not be implemented in an equitable, quality, fair, and accountable manner. Meanwhile, the community's ability to access non-formal and informal education services has not been optimally realized as a result of low community participation in education (Kamil, 2011).

To answer these challenges, package C equivalency educational institutions must always pay attention to the effectiveness of their institutions. Because by realizing effective schools, schools are able to show the maximum level of performance in the implementation of the learning process by showing quality learning outcomes (J. Sergiovanni, Martin Burlingame, Fred D. Coombs, and Paul W. Thurston, 1987). So it is necessary to study the effectiveness of schools.

One of the factors that support the success of a school being an effective school is the leadership behavior of the principal. Effective schools have at least one thing in common, namely having strong principal leadership behaviors (Hallinger, 2009). A study states that there is a high correlation between leadership and school effectiveness. This shows that increasing school effectiveness can be done by increasing the leadership role of the principal (Bootery, 2001).

Furthermore, teacher performance is also an element that affects school effectiveness. Because the teacher is a human element that really determines the success of education (Bafadal, 2003). Examining the factors that determine school effectiveness, it appears that the school climate is a determining factor. This is supported by Denison's opinion which states that the climate of an organization affects the effectiveness of the organization itself (Sutrisno, 2015).

Package C equivalence non-formal education institutions as providers of educational services are currently required to also think about the right way to provide the best service in meeting the needs of their users by improving the quality of their education. The high and low quality of education is one of the factors of effectiveness in educational institutions. This is because the effectiveness of an educational institution is closely related to the requirements of the components of the quality system (Rahayu et al., 2018).

The problem of school effectiveness is a fundamental and enduring challenge to the package C equivalence education practice. School effectiveness is a complex concept, it does not rely on simple solutions, various measures of school effectiveness should be used in evaluating school performance. (Wayne K. Hoy, 2012). So for the managers of non-formal educational institutions, the equivalence of package C, the goal of creating an effective school is dynamic, not static.

Finally, based on the description above, it appears that there are many factors that determine school effectiveness. The purpose of this study is to focus on examining a variable model that is limited to leadership behavior, school climate and teacher performance, its influence on the effectiveness of package C equivalency educational institutions. Apart from that, strategies can also be determined to foster school effectiveness and are also expected to solve problems that arise. faced by teachers at school. Scientific studies of these variables need to be done in depth.

METHOD

This study uses a quantitative research approach with the type of correlational research. The aim is to test the relationship or influence between variables and make predictions based on the correlation value. The activities carried out in this study are a) compiling research instruments in the form of questionnaires by referring to theoretical studies, b) determining research respondents, c) data collected are perceptual in nature with the teacher's perception of the problems studied, d) data that has been collected is then processed and analyzed by using statistical tools, e) draw research conclusions to determine the effect between variables and their significance level.

The research was carried out on teachers at the Package C Equality Education Institute Sabilun Najjah Malang City. Determination of the sample is carried out by means of a census or saturated sampling, meaning that all members of the population are used as research samples. The following table presents the results of determining the population and research samples.

Table 1. Research Sample

No.	The Name of School	Number of Teacher
1.	Package C Equality Education Institute Sabilun Najjah Malang	13
Total		13 Orang

The data collection technique in this study was carried out through an instrument that was developed into a questionnaire or questionnaire in the form of a list of written statements about the principal's leadership behavior, school climate, teacher performance, and the effectiveness of the package C equivalency institution. Respondents were asked to provide answers by ticking one of the the answers provided.

In this study, the data collection tool (instrument) used was non-test, namely in the form of a questionnaire or questionnaire. The statement items in the adoption are developed based on the management theory that is relevant to each research variable. Statements in the questionnaire were measured using a Likert Scale. The instruments in this study are described in the following table.

Table 2. Research Instrument

Variable	Measurement Dimension
Leadership Behavior (Andrew W Halpin, 1957)	<i>Initiating Structure</i> <i>Struktur/Struktur</i> <i>Consideration</i> <i>Institutional Integrity</i>
School Climate (Hoy & Fieldman, 1987)	<i>Leadership Influence</i> <i>Resource Support</i> <i>Moral</i> <i>Academic Emphasis</i>
Teacher Performance (Permendikas No. 16 Th, 2007)	<i>Pedagogic</i> <i>Personality</i> <i>Social</i> <i>Professional</i> <i>Clarity of Vision and Mission</i>
School Effectiveness (Koster, 1999)	<i>Positive School Climate</i> <i>High Hope</i> <i>Monitoring</i> <i>Learning Opportunities</i> <i>Parent Involvement</i>

The data analysis carried out in this study used path analysis while the research model carried out was as follows.

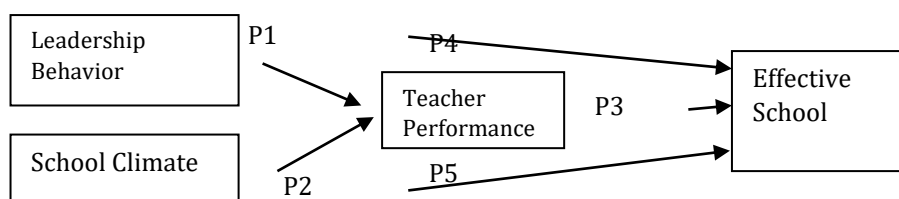


Figure 1. Path Analysis Model

DISCUSSION

Description of the research respondents totaling 13 teachers distributed in 8 male teachers and 5 female teachers. Based on the data that has been collected through a questionnaire that has been filled out by the teacher as research respondents and the results of data analysis using SPSS version 20, the regression results between the variables of principal leadership behavior (X_1), school climate (X_2) and teacher performance (Y) on effectiveness Package C (Z) equivalence educational institutions are as follows.

Table 3. Result Analysis

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.882	3.848		-.229	.824
X_1	.165	.226	.140	.729	.485
X_2	-.343	.283	-.369	-1.211	.257
Y	.824	.146	1.188	5.648	.000

a. Dependent Variable: Z

From the regression results obtained, the following equation can be made as $Z = 0.140 X_1 + 0.369 X_2 + 1.188 Y$. The regression equation has the following meaning.

- Regression coefficients of all independent variables (leadership behavior, school climate and teacher performance) have no positive and significant effect on the dependent variable (school effectiveness). This means that if the variables of leadership behavior, school climate and teacher performance increase, then the school effectiveness variable does not increase.
- From the results of the regression coefficients obtained, it shows that the teacher performance factor ($Y = 1.188$) is the dominant factor affecting the effectiveness of the Package C equivalence educational institution.

The results of the coefficient of determination test between the variables of the principal's leadership behavior (X_1), school climate (X_2) and teacher performance (Y) on school effectiveness (Z) the results are in the following table.

Table 4. Coefficient of Determination Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.963 ^a	.927	.903	.904

a. Predictors: (Constant), Y, X_1 , X_2

The Adjust R Square value of 0.927 means that the variables of the principal's leadership, school climate and teacher performance are able to explain the school effectiveness variable of 92.7% while the remaining 7.3% of the school effectiveness variable is explained by other variables not examined in this study.

Proof of the hypothesis proposed in this study will be carried out from the results of a partial test by looking at the significance value < 0.05 . The results of hypothesis testing can be presented in the following table.

Table 5. Hypothesis Test Results

Model	Coefficients ^a				
	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
	B	Std. Error			
(Constant)	-.882	3.848	-.229	.824	
X1	.165	.226	.140	.729	.485
X2	-.343	.283	-.369	-1.211	.257
Y	.824	.146	1.188	5.648	.000

a. Dependent Variable: Z

To examine the effect of the mediating variable (intervening) in this study, the path analysis method was used. The results of the path analysis in this study can be seen in the following figure.

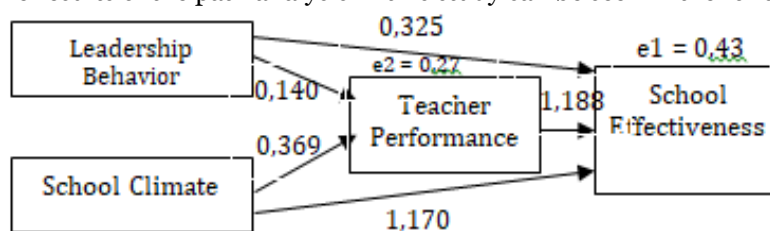


Figure 2. Path Structure Model

Based on the output of the path structure model in the figure above, it is known that the value of X_1 to Z is 0.325 while the value of X_2 to Z is 1.170. The value of Y against Z is 1.188. The value of R^2 or R Square contained in the Model Summary table is 0.927. Meanwhile, for the value of e_1 can be searched with the formula $\sqrt{(1 - 0.927)} = 0.43$. So the results of hypothesis testing in this study are as follows.

1. Analysis of the influence of the variable Leadership Behavior (X_1) on Teacher Performance (Y). From the results of the above analysis obtained a significance value of $0.258 > 0.05$. so that it is said that there is no direct effect between the X_1 variables on Y.
2. Analysis of the influence of the school climate variable (X_2) on teacher performance (Y). From the results of the analysis obtained a significance value of 0.02. So it can be said that there is directly a significant positive effect between the variables X_2 on Y.
3. Analysis of the influence of the variable Leadership Behavior (X_1) on School Effectiveness (Z). From the results of the above analysis obtained a significance value of $0.485 > 0.05$. So it can be said that directly there is no significant positive effect between the variables X_1 on Z.
4. Analysis of the influence of the School Climate variable (X_2) on School Effectiveness (Z). From the results of the above analysis obtained a significance value of $0.257 > 0.05$. So it can be said that directly there is no significant positive effect between the variables X_2 on Z.
5. Analysis of the influence of the Teacher Performance variable (Y) on School Effectiveness (Z). From the results of the analysis above, a significance value of $0.00 < 0.05$ was obtained. So it can be said that there is a significant positive effect between the Y variables on Z.
6. Analysis of the influence of the variable Leadership Behavior (X_1) through Teacher Performance (Y) on School Effectiveness (Z). It is known that the direct effect given by X_1 to Z is 0.325. While the indirect effect of X_1 through Y on Z is the multiplication between the value of X_1 on Y with the value of Y on Z which is $0.325 \times 1.188 = 0.386$. Then the total effect given by X_1 to Z is the direct effect plus the indirect effect, namely $0.325 + 0.386 = 0.711$. Based on the results of the above calculations, it is known that the direct influence value is 0.325 and the indirect effect is 0.386, which means that the indirect effect value is greater than the direct influence value. These results indicate that X_1 through Y indirectly has a significant positive effect.
7. Analysis of the influence of school climate variables (X_2) through teacher performance (Y) on school effectiveness (Z). It is known that the direct effect given by X_2 to Z is 1.170. While the indirect effect of X_2 through Y on Z is the multiplication between the value of X_2 on Y with the value of Y on Z, which is $1.170 \times 1.188 = 1.389$. Then the total effect given by X_2 to Z is the direct effect plus the indirect effect, namely $1.170 + 1.389 = 2.559$. Based on the results of the above calculation, it is known that the direct influence value is 1.170 and the indirect effect is 1.389,

which means that the indirect effect value is greater than the direct influence value. These results indicate that indirectly X_2 through Y to Z has a significant positive effect.

One of the factors that support the success of the school being an effective school is the attitude of the principal's leadership behavior (Hallinger, 2009). Niaz Ali, et al in their research stated that the behavior of principals creates school culture and thereby school effectiveness. However, Hallinger & Heck stated that there is an indirect relationship between leadership and school effectiveness through intervening variables such as people, events, and organizational factors such as teacher commitment, instructional practices, or school culture. (Hallinger & Heck, 2011).

The positive influence given by a leader at school will also affect student achievement (K. Leithwood & Levin, 2004). Leadership is a significant characteristic in shaping an effective school (Kenneth Leithwood, 2007). The influence of leadership plays an important role in the effectiveness of an institution (Daniel U. Levine, 1995).

Achmad Sani and Vivin Maharani stated that leadership had a direct and positive effect on the job performance (Sani & Maharani, 2012). In addition, the high performance of teachers in carrying out educational tasks has a strong influence on school effectiveness. A study has examined the factors that shape school effectiveness, namely leadership and the quality of teacher work (Loeb et al., 2012). Teachers are the determining factor for the success of education in schools. The teacher is a component that influences the change and improvement of the quality of education (Vandenberghe, 2006). Fullan stated that educational change depends on what teachers think and do (Fullan, 2001).

The climate of an organization is also a factor that affects the effectiveness of an organization itself (Denison, 1996). Climate serves to guide and shape the attitudes and behavior of organizational members. But it's important to remember that a strong climate can be functional or dysfunctional (Wayne K. Hoy, 2012). Climate can or should be managed intentionally will certainly be a sharp debate (Deal & Peterson, 2016). However, this contradicts the results of the study (Pristyowati et al., 2021) which states that school climate on organizational effectiveness does not have a significant positive relationship or influence.

CONCLUSION

Based on the results of data analysis, it was concluded that directly the role of principal leadership behavior, school climate and teacher performance did not have a significant positive effect on the effectiveness of package C equality educational institutions. However, indirectly, principal leadership behavior, school climate and teacher performance had an effect on effectiveness package C equivalence education institutions through teacher performance. The analysis of the effectiveness of the package C equivalence educational institution can be a recommendation for further research and it is recommended to examine other variables that affect the effectiveness of the package C equivalence educational institution.

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