THE EFFECT OF HEADMASTERS' LEADERSHIP STYLE, SUPERVISION ABILITY AND WORK CLIMATE ON THE PERFORMANCE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN PRABUMULIH CITY

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Abstract: This research was motivated by the fact that there were several principals at SMPN Prabumulih, sometimes in certain aspects of leadership they still rely too much on their subordinates, including waiting for ideas from their subordinates. Then, teacher performance is required to plan, implement and assess learning programs and train students during the learning process. This study aims to analyze the influence of the Principal's Leadership Style, Supervision Ability, and Work Climate, on the Performance of Islamic Religious Education (PAI) Teachers in Junior High Schools in Prabumulih City. The method used in this study was a quantitative method. This research is a causal-comparative research. Data was collected by distributing questionnaires. Data wasanalyzed by using data normality test, autocorrelation test, linearity test, multicollinearity test and path analysis. From the results of data analysis, the following findings were obtained; 1) There is a positive influence between the principal's leadership style and academic supervision ability; 2) There is a positive influence between the principal's leadership style on the work climate; 3) There is a positive influence between the ability of academic supervision on the work climate; 4) There is a positive influence between the principal's leadership style on teacher performance; 5) There is a positive influence between academic supervision ability on teacher performance and 6) There is a positive influence between work climate on teacher performance.

Keywords: Leadership; Supervision; Work Climate; PAI Teacher Performance.

INTRODUCTION

In the government system of the Republic of Indonesia, education plays a very important role. This is evidenced by the various regulations issued by the government that always support the implementation of education. The government believes that education that is managed properly and regularly will accelerate the process of changing culture and civilization which leads to general welfare and the intelligence of the nation's life (Muhammad Rifai, 2011).

If education refers to one of the keys to success for the development of national civilization, the success of educational goals as mandated by law will never be realized if it is not supported by good school institutions (Gaol, 2017). It means that if the social structure of the school consists of principals, teachers, education staff, and students, then these four elements will determine the success of education. Without the principal as the leader who regulates the educational and administrative processes, the teacher as the person in charge of the learning process in

the classroom, the education staff who assists in the administration and the students who receive lessons from the teacher, will havedifficulties inmeasuring the quality and success of education.

Talking about the progress of students, the community as users hopes that the success of schools and students will be in the hands of the principal as a leader and a teacher as an educator. (Mulyasa, 2012; Muhibbin, 2010). This reason is quite rational because ideally, as a person who is seen as having the ability to teach, a teacher is required to have a number of abilities or competencies.

There are four competencies that must be possessed by a teacher, namely pedagogic, social, personality and professional competencies. Sumardi explained that pedagogic competence is the ability of a teacher with a teacher's understanding of the characteristics of his students and how to manage learning in the classroom. Social competence is the ability of teachers to interact and communicate with fellow teachers, education staff, students and the community. Personal competence is the ability of a teacher to be a mature, wise, wise person and able to be an example for others. While professional competence is the ability of a teacher to master the subject matter in depth and broadly (Sumardi, 2016). Supardi explained that these four competencies are a measure of the success of teacher performance (Supardi, 2012).

However in the midst of public expectations about the responsibility for the quality of education that is in the hands of teachers, empirical facts actually state the opposite. Objectively, it is still found that teachers have not shown their optimal

performances. Another fact revealed that teachers tend to teach using a monotonous method, means that they do not use creative and interesting learning methods to stimulate students' enthusiasm for learning in class. Another thing revealed, teachers tend not to use learning objectives as the basis for designing learning strategies, teaching materials, and also designing learning evaluation and assessment tools (Leonard, 2016). The implication is, based on UNESCO data in the 2016 Global Education Monitoring (GEM) Report, Indonesia ranks 10th out of 14 developing countries, while the quality of Indonesian teachers ranks 14th out of 14 developing countries (Utami, 2019).

Sulisworo, Nasir and Maryani mention that there are several problematic aspects of teachers in Indonesia, namely: 1) from the quality aspect, teachers still find that it is difficult to meet all the demands of the four competencies required by the government, 2) teachers only have academic qualifications at the subject level, and 3) the level of welfare, especially private teachers, is still low (Sulisworo et al., 2017). It is not surprising if the data shows that around 1.2 million SD/MI teachers only 13.8% have a D2 and above, 38.8% of SMP/MTS teachers have a D3 and above, and only 57 at the upper secondary level. ,8% have S1 education and above (Maryam B. Gainau, Dorce Bu Tu, Julianus Labobar, 2016).

Turi et al. (2017) in his writingalso revealed that teachers in Indonesia experience many obstacles: 1) the teachers have not been able to carry out learning activitiesin the class 2) lack of mastery of information technology, 3) low awareness of teachers to use learning facilities such as computers/laptops/notebooks, 4) low

creativity of teachers to research in order to improve the quality of learning and 5) the quality of teachers who are still low in developing learning models.

Mulyadi and Fahriana (2018) again emphasized that there are several factors that cause low performance for a teacher; 1) individual variables, including abilities, skills, mentality, family background, social level, experience, demographic factors (age, origin, gender), 2) organizational variables, including sources power, leadership, reward, job design structure, and 3) psychological variables, including perception, attitude, personality, and motivation. If you look at these factors, it is clear and clear that one of the factors that influence teacher performance in schools is the organizational variable factor where one of the dimensions is the principal's leadership factor.

Regarding to the principal's leadership, educational theories stated that there is a positive influence between leadership and improving the quality and performance of teachers. That is, a good principal will bring school quality and teacher performance to be good as well. This statement is linear with the opinion of Igwe and Odike (2016) that just like other organizations, the success and failure of school institutions is largely determined by the leadership quality of the principal.

In line with Igwe and Odike (2016), the importance of school leadership is also expressed by Borhanudin (2017) which revealed: 1) the teaching and learning process will be good if it is supported by the principal's leadership factor and 2) the principal as an administrator must have the ability to influence, guide , coordinate, communicate and mobilize others.

But unfortunately the importance of the principal's role has not been directly proportional to the quality of the principal's performance itself. Likewise, the objective conditions of teacher performance are still relatively low. This is revealed from the results of a survey conducted by Ratmawati et al. (2020) which states, the average ability dimension of personality competence is 68%, managerial competence is 72%, academic supervision competence is 61%, entrepreneurial competence is only 53%, and social dimension is 61% (Ratmawati et al., 2020).

The results of this survey are parallel with Fitrah's (2017) statement in her statement that there are many factors that hinder the achievement of the leadership quality of a principal such as the appointment process is not transparent, the headmaster's low mentality is marked by a lack of motivation and enthusiasm and lack of discipline when doing assignments and often arriving late, The principal's insight is still narrow and there are many other factors that hinder the performance of a principal to improve the quality of education at the institution he leads. This implies low work productivity of the principal which also has implications for quality.

Sofo et al. (2012), also revealed the problems of changing school principals and teachers. The problem lies in the quality of teacher learning. This statement reinforces the previous opinion that there are problems with the principal recruitment process where the principals who are recruited do not have the experience and ability to lead.

Mulyasa (2003) asserted that there are 10 inhibiting factors for school

principals, namely: 1) an unstable political system, 2) a low mental attitude, 3) a principal's insight that is still narrow, 4) the appointment of a principal who has not been transparent, 5) lack of facilities and infrastructure, 6) graduates who are less able to compete, 7) low public trust, 8) bureaucracy, 9) low work productivity, and 10) the lack of a quality culture.

Leadership is an important aspect in the organization which drives for the organization through its handling and management, so that the existence of a leader is not only as a symbol, but its existence has a positive impact on organizational development (Fahmi, 2017; Mutohar, 2013). In other words, the character of a good principal as a symbol of the school will not be realized if the principal only leads without having a leadership spirit.

A school principal must be able to play his role in order to create a conducive, quality and healthy work climate. A conducive work climate at school is very important because it can create a comfortsituation at work. Convenience of work can increase the productivity of teachers' work and vice versa, the inconvenience factor of working can also reduce work productivity for teachers. Eventhough theuncomfortable feeling at work can be a trigger factor for stress. (Suryani et al., 2020).

Several research results strengthen the above statement regarding the relationship of a conducive work climate to performance. Raja et al (2019) stated that there is an influence between organizational climate and employee performance. Likewise, Lai and Crispina (2020) stated that there is a close relationship between a conducive and good

school climate and positive teacher performance. This finding implies that if teacher leadership and teacher interaction are high, it will increase the productivity of teacher performance.

Based on the problems above and the theories that supported it, the variables of the Principal's Leadership Style, Academic Supervision Ability and Work Climate on Teacher Performance are interesting variables to study for their relationship and influence with each other.

There is a rational reason why this research was conducted in the city of Prabumulih with a sample of PAI teachers. Based on the results of interviews about the work climate, it was obtained data that teachers were less satisfied with their work because the principal did not pay attention to his physical condition, did not provide a sense of security and paid less attention to teacher performance. Another interview result stated that every teacher is more motivated to show superior performance, which is accompanied by efforts to show competence if the principal creates a conducive work culture and climate (Teacher, 2021).

Regarding to the principal's leadership style, the results of the interview stated that teachers felt insecure, easily emotional because they felt insecure, stressed at work or given too many additional tasks. The principal is too self-absorbed and tends to be authoritarian. Likewise, the supervisory ability of school principals, teachers said that they had obstacles in managing the learning process because the supervision carried out by the principal in one school year was only once. Then, supervision is also carried out by the vice principal and senior teachers appointed by the principal. For some

teachers, principals do not have good skills when teaching. This is indicated when schools carry out supervision, only providing input without demonstrating good teaching methods (Teachers, 2021).

The research on how the Influence of Principal Supervision Ability, Leadership Style and Work Climate on Teacher Performance is important to do because leadership is the key or main factor in organizational life (Bahri & SE, 2018; Mulyasa, 2003).

METHODS
Research Design

The method in this research was quantitative research. This research is a type of causal-comparative research. (Gall et al., 2007; Sugiyono, 2020). The variables in this study consisted of independent variables, intervening and dependent variables. Principal's Leadership Style (X1), Academic Supervision Ability (X2) as independent variable, School Climate (X3) as intervening variable and Work Climate as dependent variable or variable (Y).

Population and Sample

In this study, the population were all teachers of Islamic Religious Education at State Junior High Schools in the city of Prabumulih, amounting to 48 people. Total sampling was used in determining the research sample where all teachers in the population are used as samples. However, after being confirmed, only 32 teachers were willing to become research participants (Sugiyono, 2020).

Data collection technique

The data needed in this study were collected by distributing questionnaires.

Data collection techniques using questionnaires are data collection techniques carried out by giving a set of questions or written statements to respondents to answer (Kurniawan, 2018; Sugiyono, 2020).

Data analysis technique
Test Requirements

Test requirements including: a. data normality test, b. autocorrelation test, c. linearity test, and d. multicollinearity test (Priyastama, 2020).

Data normality test

The data normality test was used to test whether the residual values used in the regression were normally distributed or not.

Autocorrelation test

The autocorrelation test is a test to see whether there is a correlation between the residuals in the "t" period and the residuals in the previous period.

Linearity test

Linearity test is used to test and find out whether two or more variables have a linear relationship or not.

Multicollinearity test

The multicollinearity test aimed to test whether the regression model in the research data has a correlation between the independent variables or not.

Heteroscedasticity Test

Heteroscedasticity test is a test to see whether in a regression model in the study there is an inequality of variance from the observed residuals.

Hypothesis testing

Hypothesis testing in this study using path analysis assisted by the SPSS version 24 program was carried out in the following stages:

RESULT

A. Test Requirements

Before analyzing the data using path analysis for the purpose of testing hypotheses,the requirements test were carried out including: 1. normality test, 2. autocorrelation test, 3. multicollinearity, and 4. linearity.
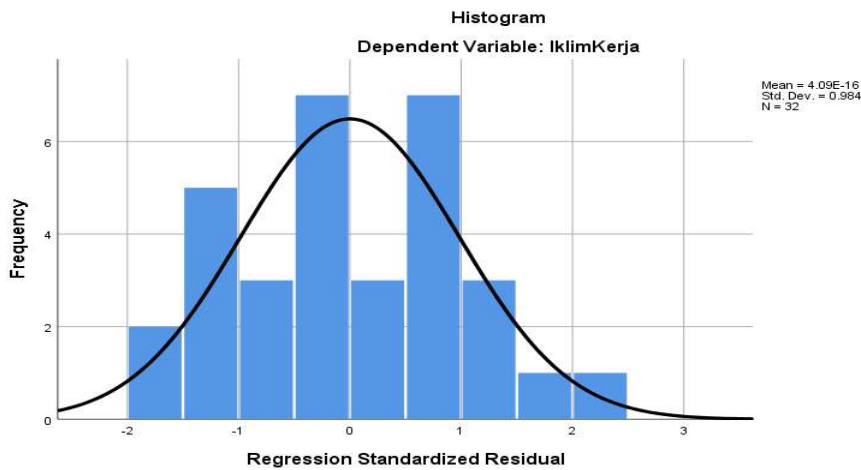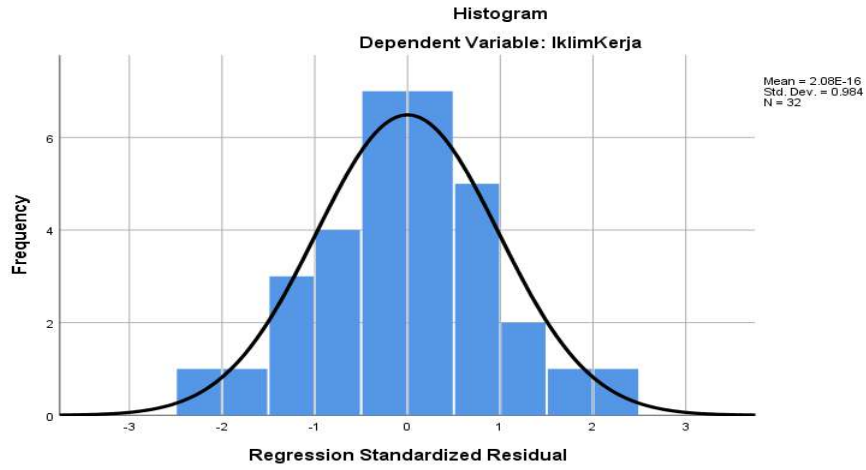
1. Normality test

From the results of the normality test of each connection between variables can seen from existing curves _ that although the curve is not perfectly shaped, but the tendency of the curve to form a bell. This thing could concluded that all data are normally distributed . Result histograms analysis normality of data can be seen under this:
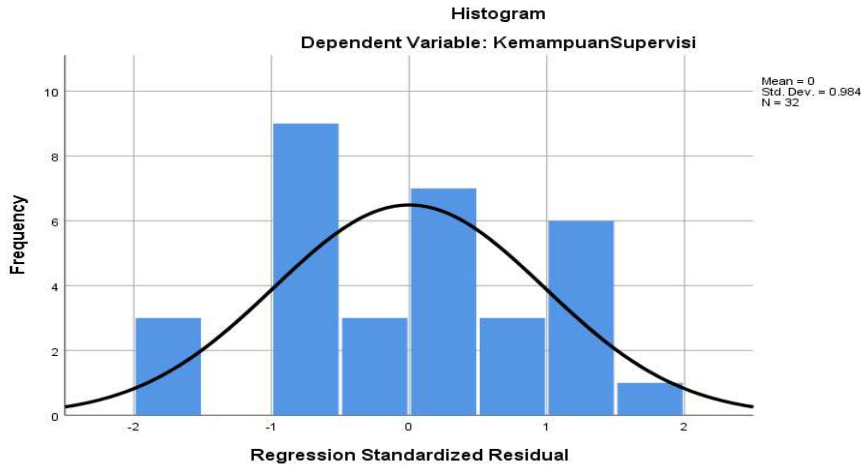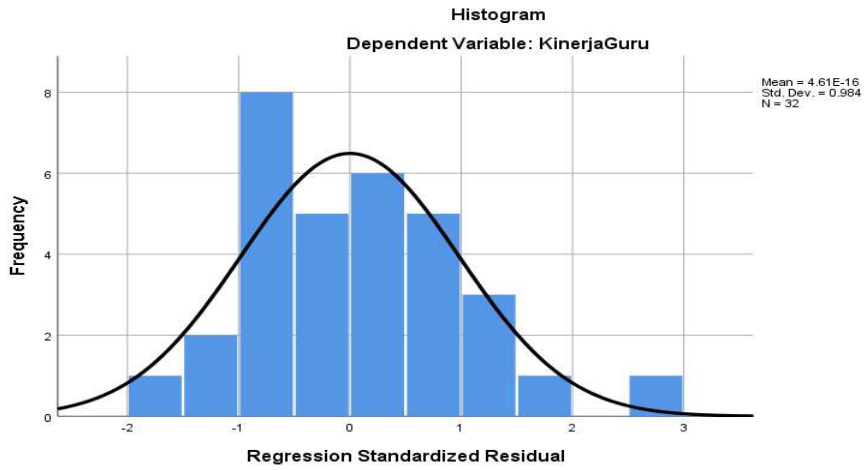

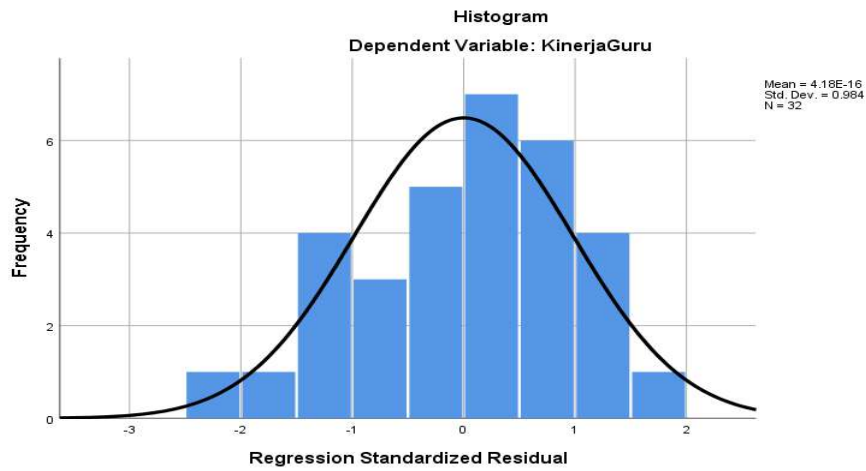**Figure 1. Normality Principal's Leadership Style on Supervision Ability**

Figure 2. Normality Principal's Leadership Style on Work Climate
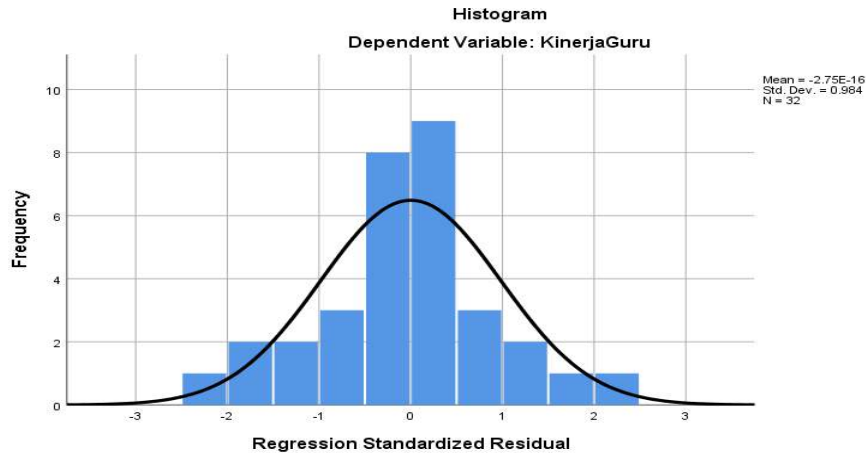
Figure 3. Normality Academic Supervision Ability to Work Climate

Figure 4. Normality Principal's Leadership Style on Teacher Performance

**Figure 5. Academic Supervision Ability on Teacher Performance**

Histogram
Dependent Variable: KinerjaGuru

Figure 6. Normality Work Climate on Teacher Performance

2. Linearity Test

From the results of the linearity test between connection and SPSS version 24 variables on Normal PP Plot of Regression Standardized Residual could seen from the existing regression plot where data from connection between variables form a straight line. Thus the linearity in the regression model has been met . Results test linearity from each connection between variables can seen from Plot regression as following :

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: KemampuanSupervisi
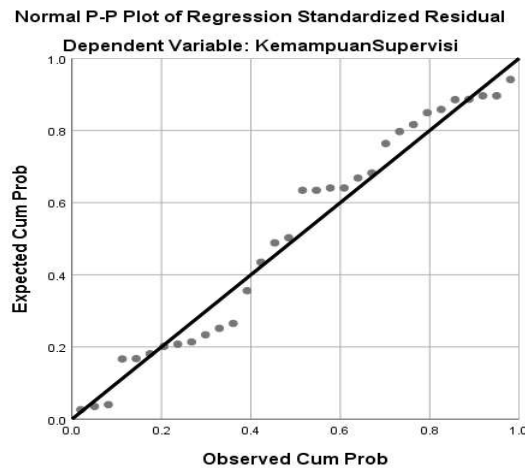
Figure 7. Test Plot linearity Principal's Leadership Style on Supervision Ability

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: IklimKerja
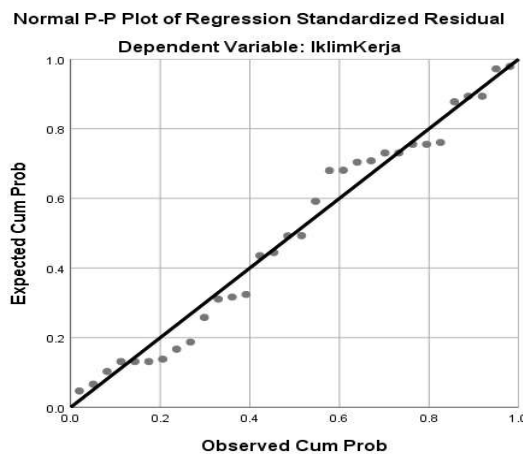
Figure 8. Plot Uji Linearitas Gaya Principle's leadership on the work climate
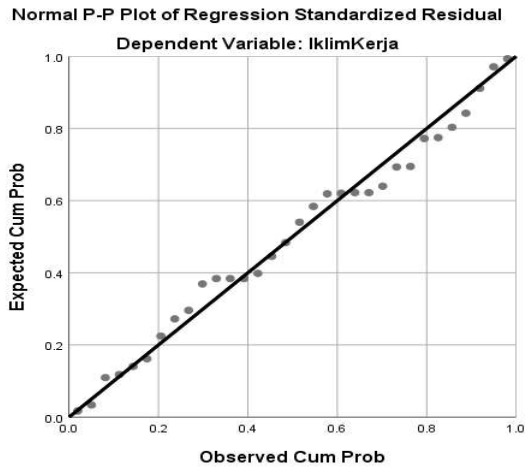
Figure 9. Test Plot linearity Principal's Leadership Style on Work Climate

Figure 10. Test Plot linearity Principal's Leadership Style on Teacher Performance

From the picture above, the linearity in the Principal's Leadership Style regression model as a variable.

Figure 11. Test Plot linearity Academic Supervision Ability on Teacher Performance

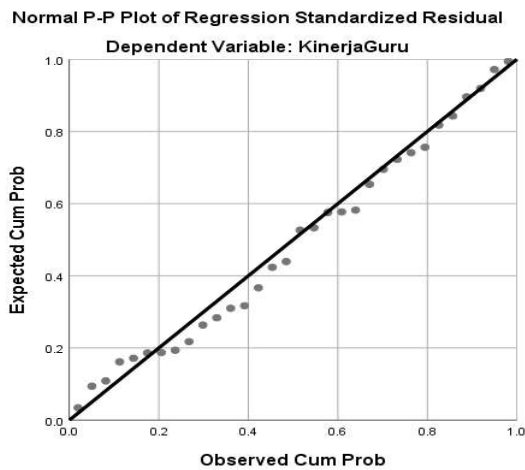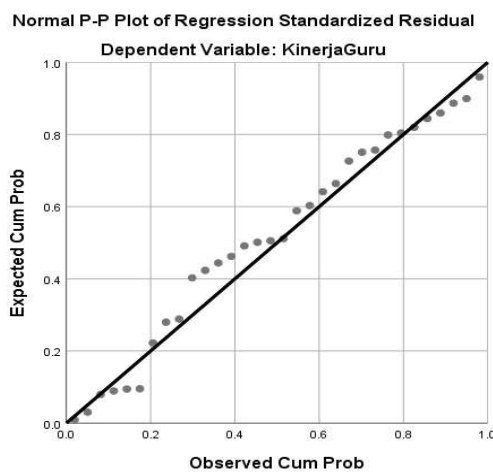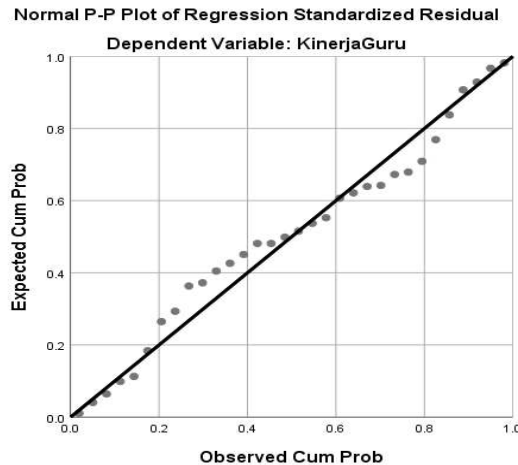**Figure 12 . Test Plot linearity Work Climate on Teacher Performance**

3. Autocorrelation Test

The results of the autocorrelation test of the Principal's Leadership Style on Supervision Ability were measured using the Durbin and Watson scores. From result analysis connection between variables can seen that all less DW value of 4 and more of 1. This thing could concluded that connection between variables in study that there was no autocorrelation

Table 1. Test Autocorrelation Principal's Leadership Style on Supervision Ability
Model Summary^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | | Durbin-Watson |
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.682^a	.465	.448	7.633	.465	26.123	1	30	.000	2.085

Table 2. Test Autocorrelation of Principal's Leadership Style on Work Climate
Model Summary^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | | Durbin-Watson |
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.720^a	.518	.502	8.204	.518	32.294	1	30	.000	2.110

a. Predictors: (Constant), GayaKepemimpinan

b. Dependent Variable: IklimKerja

Table 3. Test Autocorrelation of Academic Supervision Ability to Work Climate
Model Summary^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | | Durbin-Watson |
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.718^a	.516	.500	8.223	.516	32.013	1	30	.000	3.266

a. Predictors: (Constant), KemampuanSupervisi

b. Dependent Variable: IklimKerja

Table 4. Test Autocorrelation of Principal's Leadership Style on Teacher Performance
Model Summary[b]

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | | Durbin-Watson |
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.796[a]	.634	.622	11.912	.634	52.026	1	30	.000	1.424

a. Predictors: (Constant), GayaKepemimpinan
b. Dependent Variable: KinerjaGuru

Table 5. Test Autocorrelation of Academic Supervision Ability to Teacher Performance
Model Summary[b]

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | | Durbin-Watson |
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.775[a]	.601	.588	12.438	.601	45.235	1	30	.000	2.364

a. Predictors: (Constant), KemampuanSupervisi
b. Dependent Variable: KinerjaGuru

Table 6. Test Autocorrelation of Work Climate on Teacher Performance
Model Summary[b]

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | | Durbin-Watson |
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.803[a]	.646	.634	11.726	.646	54.640	1	30	.000	1.341

a. Predictors: (Constant), IklimKerja
b. Dependent Variable: KinerjaGuru

4. Multicollinearity Test

The results of the multicollinearity test of the relationship between variables in study was measured based on the VIF value. Based on values from the tables obtained _ from test multicollinearity obtained less VIF value of 10,000. then concluded the relationship between variables in study this does not occur multicollinearity .

Table 7. Test Multicollinearity Principal's Leadership Style on Supervision Ability
Coefficients[a]

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	31.073	7.723		4.024	.000		
	GayaKepemimpinan	.541	.106	.682	5.111	.000	1.000	1.000

a. Dependent Variable: KemampuanSupervisi

Table 8. Test Multicollinearity Principal's Leadership Style on Work Climate
Coefficients[a]

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	22.742	8.301		2.740	.010		
	GayaKepemimpinan	.646	.114	.720	5.683	.000	1.000	1.000

Table 9. Test Multicollinearity Supervision Ability to Work Climate

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	12.286	10.161		1.209	.236		
	KemampuanSupervisi	.814	.144	.718	5.658	.000	1.000	1.000

a. Dependent Variable: IklimKerja

Table 10. Test Multicollinearity Principal's Leadership Style on Teacher Performance

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-4.872	12.052		-.404	.689		
	GayaKepemimpinan	1.191	.165	.796	7.213	.000	1.000	1.000

a. Dependent Variable: KinerjaGuru

Table 11. Test Multicollinearity Academic Supervision Ability on Teacher Performance

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-21.591	15.370		-1.405	.170		
	KemampuanSupervisi	1.463	.218	.775	6.726	.000	1.000	1.000

a. Dependent Variable: KinerjaGuru

**Table 12. Test Multicollinearity Work Climate on Teacher Performance**

Coefficients[a]

| Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-11.897	12.700		-.937	.356		
	IklimKerja	1.339	.181	.803	7.392	.000	1.000	1.000

a. Dependent Variable: KinerjaGuru

5. Heteroscedasticity Test

The results of the heteroscedasticity test of the relationship between variables in thisstudy was viewed by over the output on the scatterplot . Of all the scatterplots obtained from results test heteroscedasticity could seen that the dots on the scatterplot do not form a clear pattern. The dots spread above and below the number 0 on the Y axis. This is it can be concluded that there is no heteroscedasticity in all relationship data between variables in study this .
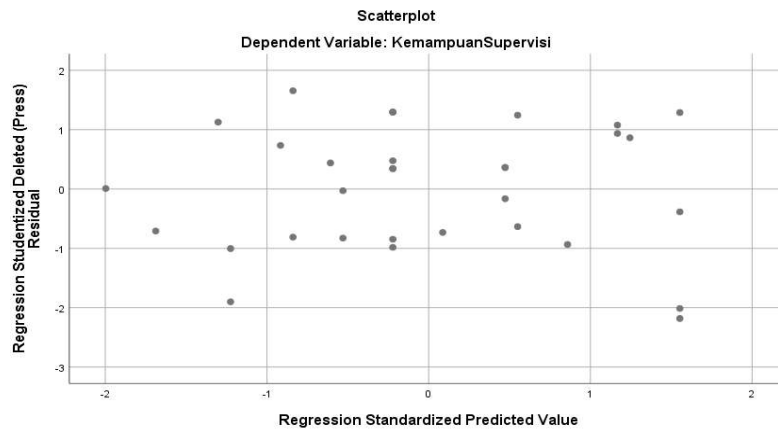
Figure 13. Scatterplot of Principal's Leadership Style on Supervision Ability
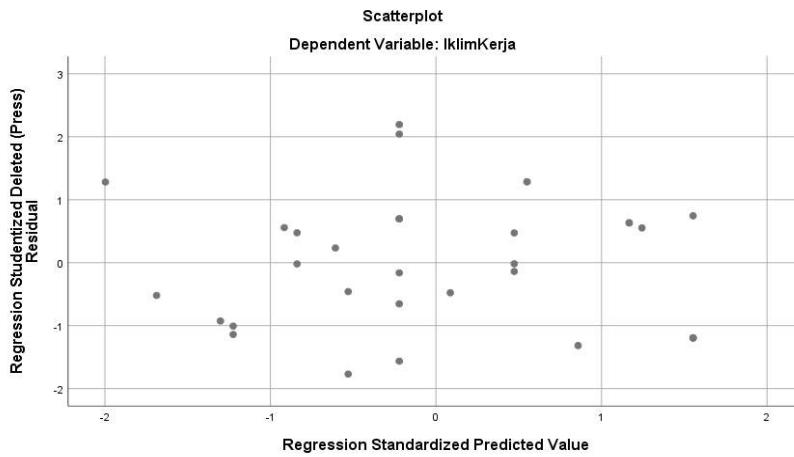
Figure 14. Scatterplot of Principal's Leadership Style on Work Climate
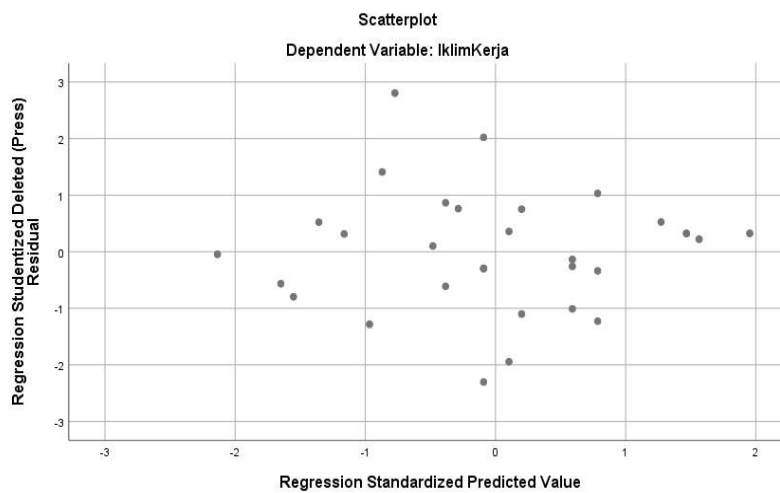
Figure 15. Scatterplot of Academic Supervision Ability to Work Climate

Scatterplot
Dependent Variable: KinerjaGuru
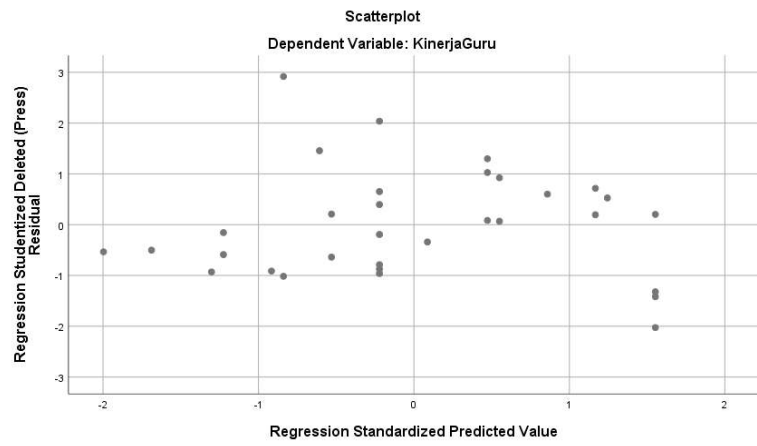
Figure 16. Scatterplot of Principal's Leadership Style on Teacher Performance

Scatterplot
Dependent Variable: KemampuanSupervisi
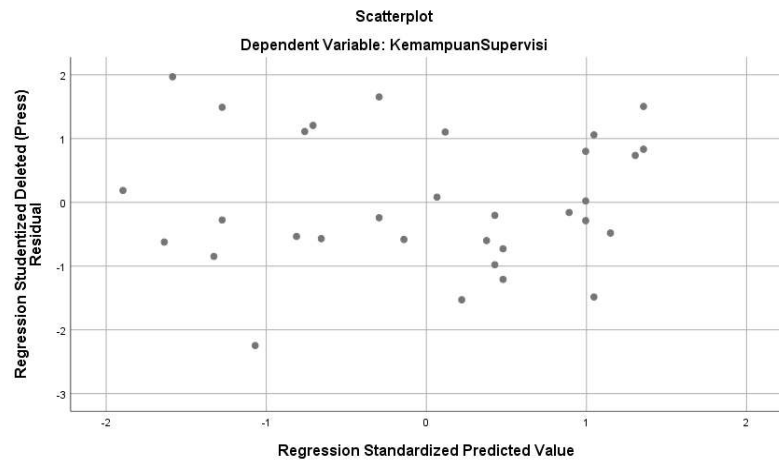
Figure 17. Scatterplot of Academic Supervision Ability on Teacher Performance

Scatterplot
Dependent Variable: KinerjaGuru
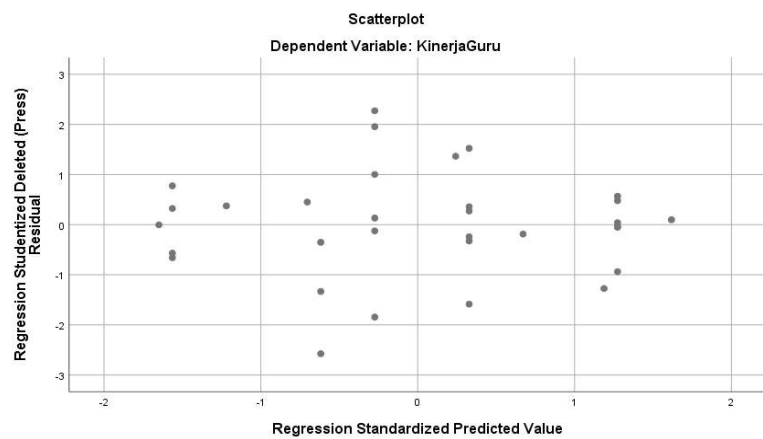
Figure 18. Scatterplot of Work Climate on Teacher Performance

B. Hypothesis Testing

a. The Influence of Principal's Leadership Style on Academic Supervision Ability

Hypothesis testing in this study was conducted to determine the direct effect of the Principal's Leadership Style on Supervision Ability by using SPSS software. O output coefficient can be see the table below:

Table 13
Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	31.073	7.723		4.024	.000
	GayaKepemimpinan	.541	.106	.682	5.111	.000

a. Dependent Variable: KemampuanSupervisi

From the SPSS output, the price was = 5.11 and sig = 0.000. Because the results of the calculation of the sig level are 0.000 while 0.000 <0.05 and = 5.11 > = 1.96 , then it can be concluded that the Principal's Leadership Style has a direct positive effect on Academic Supervision Ability.

b. Principal's Leadership Style on Work Climate

Hypothesis Testing was done to find out the direct influence of the Principal's Leadership Style on the Work Climate by using SPSS software . Results output coefficient could seen from the table below:

Tabel 14
Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.783	9.366		.831	.413
	GayaKepemimpinan	.386	.141	.430	2.728	.011
	KemampuanSupervisi	.481	.178	.425	2.698	.012

a. Dependent Variable: IklimKerja

From the output of SPSP version 24, the price = 2.728 and sig. 0.0011. Because the level of sig. 0.011< 0.05 and = 2.728> = 1.96 it can be concluded that the Principal's Leadership Style has a direct positive effect on the work climate.

c. Academic Supervision Ability to Work Climate

Hypothesis testing to determine the direct effect of Supervision Ability on Work Climate by using SPSS software can seen from the table below:

Tabel 15

Coefficients^a

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	7.783	9.366		.831	.413
	GayaKepemimpinan	.386	.141	.430	2.728	.011
	KemampuanSupervisi	.481	.178	.425	2.698	.012

a. Dependent Variable: IklimKerja

From SPSS output obtained price = 2,698 and sig. = 0.012. Because the significance level is 0.012 < 0.05 or = 2.698 > = 1.96 , it can be concluded that Supervision Ability has a direct positive effect on Work Climate.

d. Principal's Leadership Style on Teacher Performance

Hypothesis testing to determine the direct effect of Leadership Style on Teacher Performance by using SPSS software can seen from the table below:

Tabel 16

Coefficients^a

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	-34.747	12.152		-2.859	.008
	GayaKepemimpinan	.529	.203	.353	2.600	.015
	KemampuanSupervisi	.545	.256	.289	2.131	.042
	IklimKerja	.569	.238	.341	2.388	.024

a. Dependent Variable: KinerjaGuru

From the SPSS version 24 output in the coefficient table , the price = 2,600 and sig = 0.012. Because the significance level is 0.012 < 0.05 or = 2.600 > = 1.96, it can be concluded that the Principal's Leadership Style has a direct positive effect on teacher performance.

e. Academic Supervision Ability on Teacher Performance

Hypothesis testing to determine the direct effect of Supervision Ability on Teacher Performance by using SPSS software can seen from the table below:

Tabel 17

Coefficients^a

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	-34.747	12.152		-2.859	.008
	GayaKepemimpinan	.529	.203	.353	2.600	.015
	KemampuanSupervisi	.545	.256	.289	2.131	.042
	IklimKerja	.569	.238	.341	2.388	.024

a. Dependent Variable: KinerjaGuru

From the output of SPSS version 24 in the coefficient table , the price = 2.131 and sig. 0.042. Because the significance level is 0.042 < 0.05 or = 2.131 > = 1.96, it can be concluded that the Academic Supervision Ability variable has a direct positive effect on teacher performance .

**f. Work Climate on Teacher Performance**

Hypothesis testing to determine the direct effect of work climate on teacher performance using SPSS software can seen from the table below:

Tabel 18
Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	-34.747	12.152		-2.859	.008
	GayaKepemimpinan	.529	.203	.353	2.600	.015
	KemampuanSupervisi	.545	.256	.289	2.131	.042
	IklimKerja	.569	.238	.341	2.388	.024

From the SPSS output in the coefficient table , the price = 2.388 and sig = 0.024. Because the significance level is 0.024 <0.05 or = 2.388 > = 1.96, it can be concluded that the work climate has a direct positive effect on teacher performance.

Based on the results of calculations and hypothesis testing, the causal model of path analysis between the variables of the Principal's Leadership Style , Supervision Ability and Work Climate on the Teacher Performance variable , is described as follows:
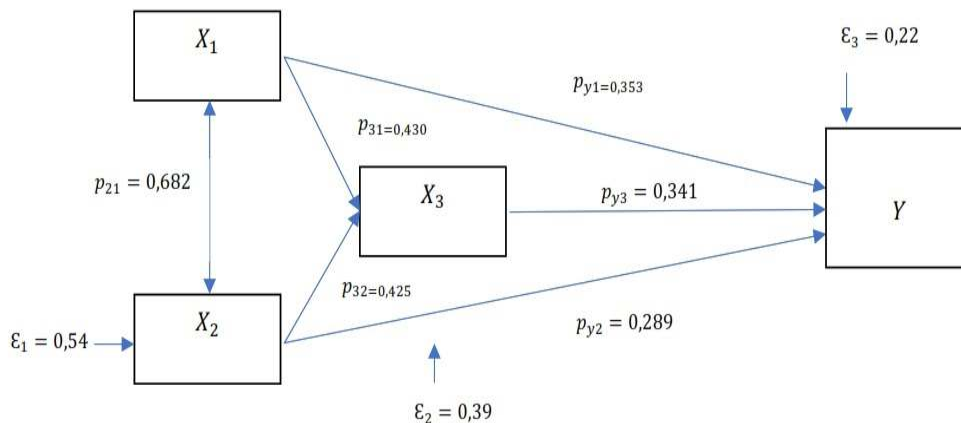
Figure 19. Analysis Diagram Track

Thus, the structural equation based on the results of hypothesis testing and the picture above is:

$$X_2 = 0{,}682X_1 + 0{,}54$$
$$X_3 = 0{,}430X_1 + 0{,}425X_2 + 0{,}39$$
$$Y = 0{,}353X_1 + 0{,}289X_2 + 0{,}341X_3 + 0{,}22$$

3. Direct, Indirect and Total Effect

The direct effect in path analysis was the effect of exogenous variables to endogenous variables directly without going through other variables. Indirect influence was the independent influence that affects the dependent variable through

other variables. While the total effect is the combined effect of direct and indirect variables. Each of these effects can be explained as follows:

a. Direct Influence

The direct influence of exogenous and indogen variables in this study is as follows:

1) The Principal's Leadership Style variable has a direct positive effect on Academic Supervision Ability. Thus, the level of Supervision Ability can be explained through the Principal's Leadership Style. The coefficient of direct influence of the Principal's Leadership Style on Supervision Ability is 0.682.

2) The principal's leadership style variable has a direct positive effect on the work climate. Thus, the high and low work climate can be explained through the principal's leadership style. The coefficient of the direct influence of the Principal's Leadership Style on the Work Climate is 0.430.

3) The Supervision Ability variable has a direct positive effect on the Work Climate. Thus, the high and low work climate can be explained through the ability of supervision. The coefficient of direct influence of Supervision Ability on Work Climate is 0.425.

4) The principal's leadership style variable has a direct positive effect on teacher performance. Thus, the high and low teacher performance can be explained through the Principal's Leadership Style. The coefficient of the direct influence of the Principal's Leadership Style on Teacher Performance is 0.353.

5) The Supervision Ability variable has a direct positive effect on Teacher Performance. Thus, the high and low teacher performance can be explained through the ability of supervision. The coefficient of direct influence of Supervision Ability on Teacher Performance is 0.289.

6) The work climate variable has a direct positive effect on teacher performance. Thus, the high and low teacher performance can be explained through the work climate. The coefficient of direct influence of work climate on teacher performance is 0.341.

b. Indirect Influence

The indirect effect in this study was the Principal's Leadership Style on Teacher Performance through Work Climate, and Supervision Ability on Teacher Performance through Work Climate. The explanation and the magnitude of the coefficient of indirect influence are explained as follows:

1) The Principal's Leadership Variable has an indirect effect on TeacherPerformance Variables through the Work Climate. The magnitude of the coefficient of indirect influence of the Principal's Leadership Variable on Teacher Performance through Work Climate is: (0.430) x (0.341) = 0.147.

2) The Academic Supervision Ability Variable has an indirect effect on Teacher Performance Variables through the Work Climate. The magnitude of the coefficient of indirect influence of the Supervision Ability Variable on Teacher Performance through Work Climate is: (0.425) x (0.341) = 0.145.

c. Total Influence

The total influence in this study was the variable of the Principal's Leadership Style on Teacher Performance

through Work Climate, and Supervision Ability on Teacher Performance through Work Climate. The explanation and magnitude of the total effect coefficient is explained as follows:

1) The magnitude of the coefficient of the direct influence of the Principal's Leadership Style on the Performance Climate is 0.430. While the coefficient of direct influence of work climate on teacher performance is 0.341. So the magnitude of the coefficient of the total influence of the Principal's Leadership Style on Teacher Performance through School Climate is: (0.430) + (0.341) = 0.771.

2) The magnitude of the coefficient of direct influence of Academic Supervision Ability on Performance Climate is 0.425. While the coefficient of direct influence of work climate on teacher performance is 0.341. Then the magnitude of the coefficient of the total influence of Supervision Ability on Teacher Performance through school climate is: (0.425) + (0.341) = 0.766.

DISCUSSION

The results showed that the Principal's Leadership Style had a direct positive effect on Supervision Ability. Principals who have a good leadership style will be able to do a good job. This is in line with Mutohar (2013) which states that the success or failure of carrying out the activities of a work unit in the organization is largely determined by the quality of leadership both related to personality qualities and mastery of effective leadership concepts and techniques in the field (Mutohar, 2013).

The results of this study also indicate that the Principal's Leadership

Style has a direct positive influence on the work climate. Supardi (2012) said that a conducive work climate is determined by school principals, teachers, and students who have enthusiasm in carrying out.

Even Peters and Austin as quoted by Sallis (2012) said that leadership style can lead schools to a quality revolution. This opinion clearly describes that the principal is an important element in creating a conducive school work climate so that school quality can be improved. Wibowo as quoted by Hasim (2019) also stated that one of the factors that influence the work climate is the leader's behavior factor. In the context of this study, it was found that the better the principal's leadership style, the more conducive the school climate. This is also confirmed by Goleman (2004) who said that there is a clear relationship between work climate and working conditions or salary.

The results of this study also show that Supervision Ability has a direct positive influence on the Work Climate. Several studies have stated that there is a positive influence between Supervision Ability as part of the Principal's competence and there is a Work Climate. (Riyadi and Kusnanto, 2016).

The ability of supervision carried out by the principal to create a performance climate as expressed by Michel in (Wangombe et al., 2014) that the supervision component consisting of mentoring and coaching activities can affect the work climate.

Next, the results of this study indicated that the Principal's Leadership Style has a positive direct influence on Teacher Performance. There are many theories and research results which stated

that there is an influence of Principal's Leadership Style on Teacher Performance. Simamora in Wardana (2013) stated that teacher performance is influenced by three factors, namely individual factors, psychological factors and organizational factors.

Another study was conducted by Wachira and Gitumu (2017). This study concludes that there is an influence between leadership style and teacher performance where principals who have good leadership styles can significantly improve the quality of teacher work.

Similarly, the research conducted by Aziz and Suwatno (2019). They concluded that the Principal's Leadership Style is one of the factors that influence teacher performance. Every improvement in the quality of the principal's leadership style will also significantly improve the quality of teacher performance (Azis & Suwatno, 2019).

Furthermore, the results of this study indicated that Supervision Ability has a positive direct influence on Teacher Performance. Several studies support the results of this study, namely the results of research conducted by Rahabav (2016) who reported that the implementation of academic supervision was quite effective in improving the professional abilities of teachers. Other studies also revealed that there is an influence between supervisory abilities on teacher performance. Research by Irawan et al (2018) also concludes that academic supervision has been shown to moderate the effect of competence on teacher performance at the Kesatrian 67 Education Foundation SMA Semarang.

Likewise the research conducted by Susanti, Wardiah, and Lian which stated that the academic supervision variable has

a significant and positive influence on the quality of teacher teaching (Susanti et al., 2020).

The results of this study also indicated that the work climate has a direct positive influence on teacher performance. The results of this study are in line with the results of other studies. This was revealed by Selamat et al., (2013) who explained that teachers in Klang district had a fairly low performance achievement.

CONCLUSIONS

Based on the results of the research hypothesis testing the Effect of Principal's Leadership Style, Academic Supervision Ability and Work Climate on Teacher Performance, the following conclusions were obtained:

1. There was a direct positive influence between the Principal's Leadership Style and Academic Supervision Ability. The results of this study indicate that the better the Principal's Leadership Style, the better the Academic Supervision Ability.

2. There was a direct positive influence between the Principal's Leadership Style on the Work Climate. p . result This research shows that the better the Principal's Leadership Style, the better the work climate in the school will be.

3. There was a direct positive influence between Academic Supervision Ability on Work Climate. The results of this study indicate that the better the Academic Supervision Ability, the better the work climate in schools.

4. There was a direct positive influence between the Principal's Leadership Style on Teacher Performance. The results show that the better the

Principal's Leadership Style, the better the Teacher's Performance.

5. There was a direct positive effect between Academic Supervision Ability on Teacher Performance. The results of this study indicate that the better the Academic Supervision Ability, the better the teacher's performance

6. There was a direct positive effect of work climate on teacher performance. The results of this study indicate that the better the work climate, the better the work climate.

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