

# Performance of Private Vocational Teacher: A Study on Influencing Factors in Central Java

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**Abstract.** This research investigates the influencing factors of performance of private vocational teacher in Central Java. The influencing factors of performance are Principal Leadership, Organizational Climate, and Job Satisfaction. This study uses descriptive correlational design and multiple regression analysis. There are 60 of 234 respondents were selected from two schools using convenience sampling. The results of this study are the mean score of principal leadership is 95.25, the mean score of organizational climate is 96.43, and the mean score of job satisfaction is 77.90. The results of regression test are (1) principal leadership have significant positive on teacher performance, (2) organizational climate have positive and significant impact on the teacher performance, (3) job satisfaction have positive and significant impact on teacher performance, (4) there are no simultaneous effect between principal leadership, organizational climate, and job satisfaction on the performance of private vocational teachers.

**Keywords:** Principal Leadership, Organizational Climate, Job Satisfaction, Teacher's Performance.

## 1 Introduction

The success of a school is to apply all aspects of school planning that must be supported by the principal leadership. The principal leadership is the driving of school resources, especially teachers and school staff. The principal leadership factor is a factor that concerns to optimize school quality. A strong principal leadership will be able to optimally utilize school facilities and infrastructure efficiently and accountably. The principal leadership is the strongest key in a school to achieve the quality of professional development and educational programs [1]. The principal's job is to lead the school and be responsible for the achievement of the school's goals and to be the school's innovation leader. Principal leadership skills are a distinguishing factor in the educational process at school [2]. Innovation in schools as a differentiating factor can inspire teachers with the support of adequate resource capacity, good working environment, high teacher work motivation and teacher's desire to get good job satisfaction..

Work environment in question is the physical and psychological conditions in schools as safe and pleasant flavor that may cause the urge teachers to work [3]. This good environment

that will affect the perceived teacher behavior such as leadership, policies and management practices that support, task structure, organizational commitment is happening. An organization that is conducive climate will always be associated with a positive work attitude. (Rossow, 1990) in the study mentioned that the climate is pleasant if they can pass something that can lead to feelings of worth, given the responsibility of leadership and the opportunity to succeed [4]. (Hoy, K, & Miskel, 1991), the determining factors of the organizational climate of the school consisting of, disengagement, hindrance, esprit, intimacy, aloofness, production emphasis, thrust and consideration [5]. The first four factors related to teachers' perceptions about their interaction fellow premises, while four other factors relating to teachers' perceptions about their interaction with the principal. Teachers try to improve the mastery of competence of learners so as to obtain a certificate of competence and increase competence.

Educational success make changes can be seen from the level of performance, and demanded to encourage creativity, empathy, motivation strong teachers, and create a conducive working environment. Ginting in (Litwin & Stringer, 1968) states that the role of this organization allows the can improve the competence of teachers work as long as the teachers got the attention of its role in achieving the objectives [6]. This is in line opinion of Litwin and Stringer in (Ali, 2005) that teachers expect school atmosphere characterized in (1) a sense of responsibility, (2) standards or expectations about the quality of work, (3) reward, (4) flavor fraternity, and (5) the spirit of the team. Criteria of a hope it will bring a positive influence to create a good performance [7].

Thomlinson (2004) mentions the teacher continues to be encouraged to learn to be able to work together to be mutual understanding between the teachers [8]. This means teachers who have a strong empathy will have a sense of togetherness and it can be used for a basic build team work in schools. Reform in education is happening in various parts of the world are 1) a change of the management model based on centralized to decentralized, 2) increasing government intervention to improve education outcomes; 3) an emphasis on performance, efficiency and accountability; 3) modification of education; and 4) the influence of society (market) and competition between schools. Such changes would affect the school leadership. The implications of these changes is the high expectations and intense performance of principals to deal with external changes, internal consolidation, resource utilization and public accountability, needed a good performance.

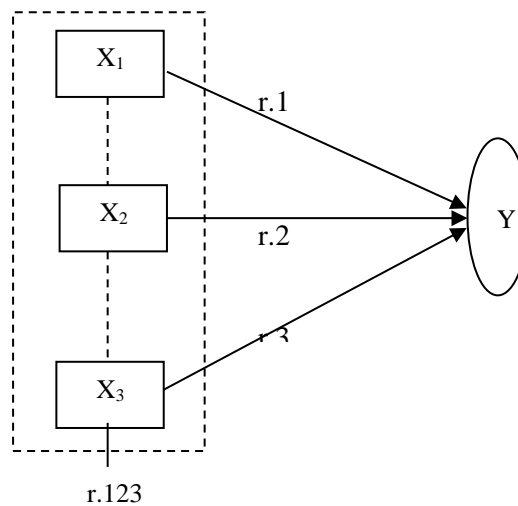
Various studies have shown that if the job someone has the autonomy to act, there are variations, providing an important contribution to the success of the organization and obtain feedback on the results of the work performed, the question will be satisfied [9]. With regard to job satisfaction of teachers, teachers' involvement in decision-making in schools, recognition of the perceived teacher, teacher expectations, the relationship between personnel that occurred in the work environment, and the authority received by teachers De Roche in [10]. By knowing the level of these factors, it can be seen satisfaction levels teachers. Teacher job satisfaction to note are (1) Recognition and awards are very valuable for teachers. Basically teachers expect their basic needs are met. If the profession and his achievements are recognized, then one of the teachers feel their basic needs are met.

Based on the above description, it can be seen that there is a relationship between school leadership, organizational climate, job satisfaction on the performance of teachers at private vocational school Regency in Tegal. But how they affect and how LE research needs to be done, by placing the issue is one of the factors determining the quality of education is the teacher's performance. There are quite a lot of factors that affect the performance of teachers made possible infrastructure such as education, students, curriculum, motivation, management of human resource development (teacher), school leadership, organizational climate, job

satisfaction of teachers; Teacher job satisfaction contributed to the creation of a teacher's performance; School leadership to be one of the determinants of good or poor performance of teachers. School organizational climate contribute to the creation of teacher performance and student academic achievement; School leadership, school organizational climate and job satisfaction affect the possibility of the teacher's performance.

## 2 Method

This research is trying to find a relationship between the variables of the study. This study includes quantitative research ex post factors search design in a correlational study (correlation design). Research by the ex post factors method is finding empirical systematic where research her scan not directly control the independent variable (X) because the event has occurred, researchers are not prosecuted provide treatment to the independent variables, but examine the facts that have occurred or been done by the study subjects, then measure the effect of these independent variables on the dependent variable specified [11].



**Fig. 1.** Research Model.

Description:

- r.1 : The contribution of principal leadership( $X_1$ ) on teacher's performance( $Y$ )
- r.2 : The contribution of organizational climate( $X_2$ ) on teacher's performance( $Y$ )
- r.3 : The contribution of job satisfaction( $X_3$ ) on teacher's performance( $Y$ )
- r.123 : The simultaneous contribution of principal leadership( $X_1$ ),  
organizational climate( $X_2$ ), job satisfaction( $X_3$ ) on teacher's performance( $Y$ )

The population in this study is vocational teachers in Tegal, Central Java. Principal leadership ( $X_1$ ), organizational climate ( $X_2$ ), job satisfaction ( $X_3$ ), are the independent variable and the dependent variable ( $Y$ ) is the teacher's performance. The development of all the instruments carried by researcher. As for the questions in the questionnaire drawn up in the

form of positive and negative statements. Each of the questions that are positive is given a score ranging from five to one, while the questions that were negative were scored from one to five. Alternative answers item can be measured with a Likert scale customized and alternative answers given by weighting.

### 3 Results And Discussion

The research was conducted on 60 teachers of private vocational school Regency in Tegal, is the result of field studies are taken with a questionnaire to uncover the variables of school leadership, organizational climate, job satisfaction and teacher performance as perceived by the respondents.

**Table 1.** Descriptive Respondents.

Principal Leadership				
No.	Range Score	Freq.	%	Category
1	25 – 45	0	0	Not good
2	46 – 65	2	3.3	Not good
3	66 – 85	17	28.3	Pretty good
4	86 – 105	23	38.3	Good
5	106 – 125	18	30	Very good
Total		60	100	

Organizational Climate				
No.	Range Score	Freq.	%	Category
1	23 – 41	0	0	Not good
2	42 – 60	1	1.7	Not good
3	61 – 78	3	5	Pretty good
4	79 – 97	24	40	Good
5	98 – 115	32	53.3	Very good
Total		60	100	

Job Satisfaction				
No.	Range Score	Freq.	%	Category
1	21 – 38	0	0	Not good
2	39 – 55	2	3.3	Not good
3	56 – 71	9	15	Pretty good
4	72 – 88	40	66.7	Good
5	89 - 105	9	15	Very good
Total		60	100	

Teacher's Performance				
No.	Range Score	Freq.	%	Category
1	31 – 56	0	0	Not good
2	57 – 81	1	1.7	Not good
3	82 – 105	4	6.7	Pretty good
4	106 – 130	29	48.3	Good
5	131 - 155	26	43.3	Very good
Total		60	100	

From the comparison table the average score of each variable can be seen that the private vocational school teachers Tegal. Good performance seen from the average performance score is 126.23, it is known also that teacher performance is good in general, good school leadership, school organizational climate is also good, so with a high work satisfaction. It can be concluded that the performance of good teachers seem to be influenced by the leadership of the principal good, which is also good organizational climate and teacher job satisfaction is high. However, it must be tested and proven in advance through good relations with the linearity test is simple and multiple regression.

The calculation result of simple regression analysis on the relationship between school leadership and teacher performance as in the table obtained value of  $a = 71\ 152$  and coefficient  $b = 0.574$ , so the regression equation is  $Y = 71\ 152 + 0.574X_1$ . The calculation results of regression analysis of school leadership on teacher performance can be seen in the following table.

**Table 2.** Regression analysis of school leadership on teacher performance.

Model	R	R. Square	Adjusted R Square	Standard Error of the Estimate	Durbin-Watson
1	0.668 <sup>a</sup>	0.446	0.436	10.98	1.869

Informations:

- Predictors : (Constant), Leadership
- Dependent Variable : Performance

The regression equation  $Y = 71\ 152 + 0.574X_1$  can to explain the predictions have indicated that an increase in one unit of the principal's leadership will be followed by improvement of teacher performance amounted to 0.574 units. In order to determine the level of significance/significance of the regression results between school leadership with teacher performance test ANOVA.

### **Influence of Organizational Climate on Teacher Performance**

From the calculation of simple regression analysis on the relationship between organizational climate and teacher performance as shown in Table 3 obtained value of  $a = 27\ 341$  and coefficient  $b = 1.025$ , so the regression equation is  $Y = 27\ 341 + 1.025X_2$ .

**Table 3.** Table regression analysis of organizational climate on teacher performance (Model Summary).

Model	R	R. Square	Adjusted R Square	Standard Error of the Estimate	Durbin-Watson
1	0.715 <sup>a</sup>	0.511	0.502	10.32	2.147

Informations:

- a. Predictors : (Constant), Climate
- b. Dependent Variable : Performance

**Table 4.** Table regression analysis of organizational climate on teacher performance (Coefficients).

Model	Unstandardized Coefficients		Standardized Coefficients beta	T	Sig.
	b	Std. Error			
1	27,34	12,78	0,715	2,13	0,03
(constant)	4	4		9	7
t)	1,025	0,132		7,77	0,00
CLIMA				8	0
TE					

#### Effect of Job Satisfaction on Teacher Performance

From the calculation of simple regression analysis on the relationship between job satisfaction (X3) and teacher performance (Y) as shown in Table 7 obtained value of a = 60 721 and coefficient b = 0.841, so that the regression equation is  $Y = 65\,721 + 0.841X_3$ .

#### Effect of Principal Leadership, Organizational Climate and Job satisfaction to the Teacher Performance

From the calculation of multiple regression analysis on the relationship between school leadership, organizational climate, job satisfaction and teacher performance as shown in Table 7 obtained value of a = 7238 and a coefficient b1 = 0328, b2 = 0686, b3 = 0.278 so that the regression equation is  $Y = 7238 + 0.328X_1 + 0.686X_2 + 0.278X_3$ .

**Table 5.** Regression analysis of school leadership, organizational climate and job satisfaction on the performance of teachers (Anova).

Model	Sun of Squares	df	Mean Square	F	Sig.
Regression	8790,365	3	2930,122	42,838	0,000 <sup>2</sup>
Residual	3830,368	56	68,399		
Total	12620,733	59			

Based on the table above the school leadership, climate and job satisfaction will be followed by improvement of teacher performance.

Based on the table obtained F value of 42 838 and significance 0.000. These results indicate that Ho simultaneously rejected because the value of the significance level of 0.000 < 0.05. With the rejection of Ho meaningful alternative hypothesis (Ha) in this study received, that there is a significant effect of school leadership, organizational climate and job satisfaction on the performance of private vocational school teachers Tegal. Besides contributing to the performance of teachers' job satisfaction by 69.7%, while the remaining 30.3% is determined by other factors.

**Table 6.** Table on the calculation coefficient of determination.

Model	R	R. Square	Adjusted R Square	Standar Error of the Estimate	Durbin-Watson
1	0,835 <sup>a</sup>	0,697	0,680	8,27	1,996

Informations:

- a. Predictors : (Constant), Satisfaction, Climate, Leadership
- b. Dependent Variabel : Performance

Based on the analysis in the description of this research, it is known that private vocational school leadership Tegal generally good. Abilities oriented task structure is the ability to create tasks and emphasis on productivity, and the abilities of subordinates is oriented to the needs of subordinates, tolerance and provide the freedom and ability to unite subordinates. This variable gain total average score of 92.25. The figure includes both because it is between the range of scores 86-105.

From the results of research and testing hypotheses above, it is evident that there is a positive and significant effect of school leadership, organizational climate and job satisfaction on the performance of teachers either partially or together. The correlation coefficient of school leadership on teacher performance ( $r_{xy}$ ) of 0668 so that the magnitude of the effect is 0.446 (44.6%). This shows that if principals are getting better at performing the task leadership, then the teacher's performance will be better, and vice versa if the principal in carrying out the task of leadership has little or no good, then the teacher's performance will also be reduced. The correlation coefficient organizational climate variables on teacher performance ( $r_{xy}$ ) of 0715 so that the magnitude of the effect was 0511 (51.1%). This shows that there is a positive and significant effect of organizational climate on teacher performance that is equal to 0511. Thus, it means if the climate is the organization created a favorable climate/fun, it will provide positive support for teachers in work.

While the correlation coefficient of job satisfaction on teacher performance ( $r_{xy}$ ) of 0552 so that the magnitude of the effect was 0305 (30.5%). This shows that if teachers feel satisfied at work, then the teacher's performance will be better, and vice versa if the low job satisfaction in, then the teacher's performance will also be reduced. When you see the results of simple regression analysis (effect of school leadership on teacher performance, the effect of organizational climate on teacher performance, the effect of job satisfaction on teacher performance), then that gives big influence teacher performance is an organizational climate that is equal to 51.1%, followed by the influence of leadership school that is equal to 44.6% and then the effect of job satisfaction on performance that is equal to 30.5%. Likewise, when seeing the results of regression analysis of the influence along the principal's leadership, organizational climate and job satisfaction on the performance of teachers, organization climate contributed the most affecting teacher performance that is equal to 0.68, followed by school leadership that is 0328, and the job satisfaction that is equal to 0276.

From the analysis, it can be stated that the organizational climate perceived pleasant, conducive environment and the importance of teachers to the organizational structure that is open, giving responsibilities, policies and management practices that support, the involvement of teachers in the organization and commitment of teachers in the task, can provide a major influence on the performance of private vocational school teachers Tegal, supported by the

behavior of a good school leadership. This is because the principal as leader figure that contributes also to the success of the school, as well as the direct supervisor of teachers. Surely the principal implementing policies in the lead-oriented tasks while keeping the relationship with the teachers (oriented subordinates). According (Campbell & Southworth, 1993) the characteristics of task-oriented leadership behaviors are as follows [12]: (1) give priority to the achievement of organizational objectives; (2) The production of high importance; (3). prioritizing the completion of a task according to a predetermined schedule; (4) do a lot of guidance; (7) an assessment of the subordinate solely based on the work. While behavioral traits leadership oriented principals subordinates are as follows: (1) pay attention to the needs of subordinates; (2) try to create an atmosphere of mutual trust; (3) sought to create an atmosphere of mutual respect; (4) sympathy for the feelings of subordinates; (5) have a friendly attitude; (6) foster the participation of subordinates in decision-making and other activities.

With the behavior that promotes a balance that is oriented and task-oriented at the same time subordinates, can provide a good influence on teacher performance.

The third factor that influence the performance of teachers is job satisfaction. Teacher job satisfaction of teachers themselves need to grow at the extent to which teachers receive and work as expected. Therefore, principals need to foster on the job satisfaction of teachers. The way, as already noted above, namely as follows: the principal should admit and reward teacher performance, putting the teachers according to their ability and willingness of teachers to work itself in accordance with the desired teacher, the school principal should to pay in attention to the promotion of teachers, the principal should consider the implementation of the supervision of a technical nature, concerned with the welfare of teachers either regular salary welfare and well-being of other support. If the job satisfaction of the teachers can be improved, it will also increase the performance of teachers.

Based on the above, it can be concluded that the better the behavior of the leadership of the principal, the climate of good organization and job satisfaction is high, then the teacher's performance will be better, and vice versa if the principal's leadership lacking/not good organizational climate is not conducive and the absence job satisfaction, the teacher's performance will also be reduced/low.

The coefficient of determination together influence school leadership, organizational of climate and the job satisfaction on the performance of the teachers by 0.697, indicates that private vocational teacher performance Tegal can be affected by school leadership, organizational of climate and the job on satisfaction are 69.7%. The rest/residue amounted to 30.3% of teacher performance is influenced by other variables outside the regression model in this study. This evidence is consistent with research (Gibson, Ivancevich, & Donnelly, 1992) influenced by three variables: individual variables consisting of abilities and skills (mental and physical), background (family, social level, experience, demographic (age, origin, gender), variable organization of resources, leadership, rewards, and psychological variables that consists of perception, attitude, personality, learning motivation [13]. While according Ravianto in (Mantja & Willem, 2005) performance is influenced by education, skills, discipline, motivation, income, climate work, work experience, health and so on. This means that the performance of teachers is not only influenced by school leadership, organizational climate and job satisfaction, but there are other factors beyond the study were not examined also determine [14].



## 4 Conclusions

Based on the results of research and discussion about the results, the conclusion can be drawn as follows:

1. Principal leadership are categorized good (the mean score = 95.25), Organizational climate are categorized also good (the mean score = 96.43), and Job satisfaction including high category with an average score of 77.90, as well as teacher performance with an average score of 126.23, including both categories, while the effects of school leadership on teacher performance with a correlation coefficient of 0.668 so the influence is 44.6%.
2. There is the influence of organizational climate on teacher performance of Private Vocational teacher in Central Java with a correlation coefficient of 0.715 so the influence is 51.1%.
3. There is the influence of job satisfaction on the Performance of Private Vocational Teacher in Central Java with a correlation coefficient = 0.552 so the influence is 30.5%.
4. There is a mutual influence between school leadership, organizational climate, job satisfaction on the performance of private vocational school teachers with a correlation coefficient of 0.835 so the influence is 69.7%. the remaining 30.3% is influenced by other variables outside the regression model in this study.

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