

THE EFFECT OF LEADERSHIP STYLE, ORGANIZATIONAL CLIMATE, AND ACADEMIC SUPERVISION ON THE PERFORMANCE OF STATE ELEMENTARY SCHOOL TEACHERS IN SUMOWONO DISTRICT, SEMARANG REGENCY

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Abstract

The purpose of this study is to: 1) determine and analyze the influence of leadership style on teacher performance. 2) determine and analyze the influence of organizational climate on teacher performance. 3) determine and analyze academic supervision on teacher performance. 4) determine and analyze the influence of leadership style, organizational climate, and academic supervision on teacher performance. The research approach used is quantitative. This type of research uses correlational research. The population of this study was 202 teachers and the research sample was 134 teachers. Data collection was carried out using a questionnaire. The data analysis technique used in this study was descriptive data analysis, prerequisite tests including normality tests, multicollinearity tests, heteroscedasticity tests, linearity tests and hypothesis tests including simple and multiple linear regression. The results showed that: 1) the correlation between leadership style and teacher performance was 0.938. the influence of leadership style on teacher performance was 88.0%, 2) the correlation between organizational climate and teacher performance was 0.858. the influence of organizational climate on teacher performance is 73.6%, 3) the correlation between academic supervision on teacher performance is 0.798. the influence of academic supervision on teacher performance is 63.8%, 4) the correlation between leadership style, organizational climate, and academic supervision on teacher performance is 0.905. the influence of leadership style, organizational climate, and academic supervision on teacher performance is 90.5%. The conclusion of this study is that leadership style, organizational climate, and academic supervision on teacher performance are 0.905 or 90.5 %. The author suggests that teachers evaluate and develop learning, then teachers can also attend training and seminars in order to improve teacher performance.

Keywords: Leadership Style, Organizational Climate, Academic Supervision, Teacher Performance

Introduction

With the rapid globalization today, competition at the world level is getting tighter, especially in the fields of economics, politics, social, and culture, including education. To compete at the international level, Indonesia must be able to create a quality workforce through education. In this case, teachers play a role as educators who are at the forefront in achieving national education goals. Teachers are one of the key factors in determining the success of a school in achieving its goals. Teachers are also the main factor that is directly related to the teaching and learning process activities in schools.

Educational progress depends on the extent to which teachers fulfill their duties and responsibilities. According to the Decree of the Minister of State Apparatus Empowerment (Menpan) No. 26/Menpan/1989, article 1 paragraph (1) (1989: 9), teachers are Civil Servants who are given duties, authority, and responsibility by authorized officials to carry out educational tasks in schools. This is also stated in Law Number 25 of 2005 concerning the National Development Program which contains the Pioneering Establishment of Teaching Accreditation and Certification Bodies in the regions. The purpose of this law is as an effort to improve the quality of educational personnel nationally through teacher competency standardization.

Therefore, teachers must have the appropriate qualifications and performance in order to carry out teaching and learning activities more effectively. The teacher's mission is not limited to teachers who disseminate knowledge, but teachers have several roles, including the role of leaders who encourage the development of alternatives and motivate students to learn. Prospective teachers have complex tasks and responsibilities to achieve educational goals. Teachers must also demonstrate character that can be role models for their students. Teachers who lead and provide education are the people who are closest to students.

The function and role of teachers in learning activities have an important meaning in achieving educational goals. Therefore, teachers must be able to carry out their work well and carry out the tasks given by the principal well too, especially in teaching practices, namely developing, guiding and training students to achieve better learning outcomes. In the current reality, it is still clear that teachers as the front guard in education have not fulfilled all the roles and functions expected of professional teachers. This is caused by feelings of dissatisfaction in working. One of the important key factors in education in schools is improving teacher performance. Improving teacher performance is reflected in the teacher's attitude towards their work. The most dissatisfied teachers are those who want the most and get the least. Conversely, teachers who ask for more and get more are the most satisfied.

Teacher performance improvement is an interesting and important topic because it has been proven to provide significant benefits for both teachers and the interests of the school organization. According to (Swastha & Handoko, 2002), performance improvement or job satisfaction is a pleasant or unpleasant emotional state felt by employees when viewing their work. Furthermore, according to (Robbins & Judge, 2017) defines "satisfaction with a job as positive work resulting from the evaluation of its

characteristics". The definition is that increasing value is closely related to the teacher's own attitude towards the job, and the higher the degree of increase in a teacher's value, the more positive the teacher's attitude towards the job. (Hasibuan, 2017) has a similar opinion stating that performance improvement is an emotional attitude, comfortable and loving work. Teacher performance improvement is one of the teacher's work attitudes that needs to be built in schools so that teachers can work with high work enthusiasm. According to (Hasibuan, 2017), increasing performance at work is the level of job satisfaction experienced when receiving praise for work results, placement, treatment, facilities, and a good work environment. From the opinions of several experts, it is clear how important it is to improve teacher performance in improving the quality of the performance of the teacher concerned.

Teacher performance is often associated with the declining quality of education. As with other social beings, various aspects can have an impact on teacher performance. Teacher performance can basically be influenced by internal and external factors. Internal factors are factors from within the teacher which include work motivation, competence, expertise, commitment, integrity, teacher competence, and others (Siahaan, 2017). External factors include aspects of the environment, leadership (leadership style), interaction between teachers and the principal, the relationship between school residents and the school committee and other related parties, academic supervision of the principal (Hartono & Rahadi, 2021), (see also Rodliyah 2016).

Teacher performance basically includes aspects: 1) planning learning, 2) implementing learning, 3) assessing learning, and 4) following up on learning. The implementation of supervision by the principal as a factor that can theoretically affect teacher performance also has its own notes in the field. That the principal carries out academic supervision is something that does happen, but the question is whether its implementation is as it should be or not. This problem is the background to this research. Based on various aspects that have an impact on optimizing teacher performance, breakthroughs need to be made related to this problem. Strengthening the instrument is the most basic aspect that must be done so that its implementation is right on target and provides a positive contribution in order to improve teacher performance. Optimizing the implementation of academic supervision activities as a real form of the principal's main task must be realized as an effort to foster and assist teachers. Through this, it is hoped that there will be an increase in learning management by teachers which begins with compiling programs, implementing the teaching and learning process, assessing and following up on the assessment results. The principal plays a central role and for improving teacher performance. One of these efforts is to realize one of the three main tasks of the principal that directly touches teachers, namely implementing academic supervision. The main focus of the implementation of this supervision is on the principal. However, expectations are not always in line with reality. The implementation of ideal academic supervision is an essential job that must be done by the principal but has not been in accordance with its ideals. It is not uncommon that the implementation of supervision has not touched on essential aspects related to maximizing learning.

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Supervision of infrastructure such as buildings and efforts to add other physical facilities are also an attraction for the principal.

From the explanation above, the researcher looks at the performance of teachers in public elementary schools in Sumowono District, Semarang Regency. The following researcher presents data on teacher performance based on educational report cards based on the dimensions of learning quality at Public Elementary Schools in Sumowono District, Semarang Regency in 2023.

Table 1 Teacher performance based on education report cards based on learning quality dimensions

No.	School name	Teacher performance based on education report cards based on learning quality dimensions
		(%)
1.	SDN Bumen	72.23
2.	SDN Candigaron 01	63.59
3.	SDN Candigaron 02	80.05
4.	SDN Candigaron 03	66.02
5.	SDN Candigaron 04	78.68
6.	Duren Elementary School	73.24
7.	SDN Jubelan 01	73.96
8.	SDN Jubelan 02	60.67
9.	Kebonagung Elementary School 01	62.12
10.	Kebonagung Elementary School 03	78.91
11.	Kemawi Elementary School	72.11
12.	SDN Kemitir 01	75.56
13.	SDN Kemitir 02	61.79
14.	Happy Elementary School	72.83
15.	SDN Lanjan 01	80.11
16.	SDN Lanjan 02	67.22

No.	School name	Teacher performance based on education report cards based on learning quality dimensions	
			(%)
17.	Losari Elementary School		66.51
18.	Mendongan Elementary School		67.81
19.	SDN Ngadikerso 01		69.66
20.	SDN Ngadikerso 02		64.52
21.	SDN Piyanggang 01		59.57
22.	SDN Piyanggang 02		62.99
23.	Pledokan Elementary School		56.15
24.	SDN Sumowono		62.99
25	Trayu Elementary School		58.76
Average			68.32

Based on the data in table 1 above, it can be seen that the performance of elementary school teachers in Sumowono District, Semarang Regency shows an average percentage of 68.32 % . This shows that the implementation of the performance of elementary school teachers in Sumowono District, Semarang Regency is still relatively low. However, based on preliminary research, namely initial observations at elementary schools in Sumowono District, symptoms were still found that led to low performance improvements:

- a. There are still many teachers who have many jobs, but are only paid for one job.
- b. Unfavorable work environments still exist, such as uncooperative coworkers.
- c. There are still teachers who are often absent or late to class.
- d. The condition of facilities and infrastructure is still inadequate.
- e. The classroom atmosphere is still not comfortable.
- f. Lack of principal management skills.
- g. The amount of administration that teachers have to do

Based on the explanation above, the researcher identified that the improvement of teacher performance at SD Negeri Sumowono District was caused by various factors such as leadership style, organizational climate, academic supervision, teacher motivation, teacher performance, organizational environment, and organizational culture, work experience, workload, and others. Of all the factors mentioned above, the researcher only

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focused on three factors, namely the principal's leadership style , organizational climate, and academic supervision because the researcher estimated that these factors had a significant impact on improving teacher performance.

As a result of the principal's leadership style, organizational climate, and the implementation of academic supervision that is not well structured, this will affect teacher performance. The high and low performance of teachers cannot be separated from the quality of the principal's leadership. The principal acts as a leader or motivator for teachers to help achieve improvements in the quality of education. Quoted from Pavlovic, et al. (2016: 44), namely "An effective principal with leadership skills has a great influence on teachers". Soetopo (2017: 210) concluded that leadership is the process of influencing, controlling and coordinating all activities of an organization or group in order to achieve the goals of the organization or group. According to Sudarwan Danim (2018: 204), leadership is defined as all actions taken by both individuals and groups to coordinate and direct other individuals or groups to achieve a certain goal. According to Wiles (Burhanuddin, 1994: 62), "Leadership is any form of support that can be given by someone in setting and achieving group goals". According to Siagian (Edy, 2016), leadership is the ability of an individual to influence others by ordering subordinates to do what their leader wants, even though the subordinates personally do not like it. J. Canon (Syaiful, 2012) states that leadership is "the ability of a superior to influence the behavior of subordinates and group behavior in an organization". Karteno, (2014: 57) states that leadership is "the activity of influencing people in such a way that those they lead are willing to work together to achieve the desired goals". (Muttaqijn, Umary, Wahyudi, & Yulistiyono, 2022) is a person's ability to move, direct, and influence the way each member thinks and works so that each member can act independently in the workplace with the benefit of facilitating the achievement of predetermined goals. Leadership style is defined as a form of behavior of a leader related to the leader's ability to lead his subordinates. This manifestation usually forms a certain pattern or form.

Based on research conducted by Aissah (2019) that there is a relationship between the variables of the principal's leadership style and teacher performance has a fairly good or moderate relationship. Research conducted by Raudhatul (2020) shows a more specific influence between variables, namely organizational climate has a direct positive effect on teacher performance, meaning that a conducive organizational climate results in increased teacher performance in Early Childhood Education in Depok City, especially in the Gandul Village area, Cinere District. In addition, according to (Khoeriyah, 2015) in his research, academic supervision has a positive and significant effect on the performance of teachers at SMP IT YASPIDA Sukabumi.

In this study, organizational climate refers to the school atmosphere and represents the level of comfort and safety of the school as a workplace. A school environment that is not managed well will certainly cause low teacher performance improvement. The actions of teachers from various school organizational backgrounds form an organizational culture that represents the characteristics and atmosphere of the organization. Organizational climate is an effective environment that influences

performance through the attitudes and behaviors of each teacher. The leadership style of a principal is supported by utilizing the role and function of leadership and organizational culture to provide good service to the community. Improving teacher performance is reflected in the best attitude when teaching. If the teacher is satisfied with the situation, then the teacher will be satisfied with the school situation, good interpersonal communication will be established, and academic achievement will increase.

Through the authority of the principal's supervisory duties, it is expected that he will be able to provide advice and guidance to teachers in dealing with the curriculum which contains major changes in the objectives, content, methods and evaluation of teaching. Supervision carried out in accordance with the correct rules and principles is ultimately expected to improve teacher professionalism. The existence of professional teachers will certainly be better able to carry out quality learning activities as the core of the entire series of national education programs. When the quality of learning in the classroom increases, it is hoped that the quality of national education will also increase. This is where the importance of the role and duties of the principal lies in carrying out educational supervision activities.

Based on the background description above and the problems found in Public Elementary Schools in Sumowono District, Semarang Regency, the researcher is interested in conducting research on what influences the improvement of teacher performance with the title "The Influence of Leadership Style and Organizational Climate on Teacher Performance in Public Elementary Schools in Sumowono District, Semarang Regency".

Research methods

The approach in this study uses a quantitative approach with a survey method. The survey research method is a quantitative research method used to obtain data that occurs in the past or present, about beliefs, opinions, characteristics, behaviors, variable relationships and to test several hypotheses about sociological and psychological variables from samples taken from a particular population, data collection techniques with in-depth observations, and research results tend to be generalized (Sugiyono, 2018).

This type of research is correlation. The correlation approach is a study conducted by researchers to determine the level of relationship between two or more variables, without making changes, additions, or manipulations to existing data (Arikunto, 2017). This research design is called correlation research because researchers want to know the level of relationship between different variables in a population. This study was conducted to examine the influence between independent variables and dependent variables measured in the form of numbers.

Population is a generalization area consisting of: objects/subjects that have certain quantities and characteristics determined by researchers to be studied and then conclusions drawn. According to (Sugiyono, 2018). So the population is not only people, but also objects and other natural objects. The population is also not just the number of

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objects/subjects being studied, but includes all the characteristics/properties possessed by the subject or object. This study population is 202 teachers.

Table 2 Number of Teacher Population

No	School name	Number of Teachers
1	SDN Bumen	8
2	SDN Candigaron 01	11
3	SDN Candigaron 02	7
4	SDN Candigaron 03	8
5	SDN Candigaron 04	9
6	Duren Elementary School	8
7	SDN Jubelan 01	8
8	SDN Jubelan 02	8
9	Kebonagung Elementary School 01	8
10	Kebonagung Elementary School 03	9
11	Kemawi Elementary School	9
12	SDN Kemitir 01	7
13	SDN Kemitir 02	9
14	Happy Elementary School	7
15	SDN Lanjan 01	8
16	SDN Lanjan 02	8
17	Losari Elementary School	6
18	Mendongan Elementary School	8
19	SDN Ngadikerso 01	8
20	SDN Ngadikerso 02	8
21	SDN Piyanggang 01	7
22	SDN Piyanggang 02	8
23	Pledokan Elementary School	8
24	SDN Sumowono	9

No	School name	Number of Teachers
25	Trayu Elementary School	8
Amount		202

A sample is a part of the number and characteristics possessed by the population. According to (Sugiyono, 2019) With a large population, this study uses samples. A sample is a part or representative of the population being studied. To determine a sample from a population, the Slovin formula is used as follows:



Information:

n : Number of samples

N : Population size

e : Error tolerance limit

This sampling was carried out at a 95% confidence level or a critical value of 5% so that the sample size can be calculated as follows:

$$= \frac{202}{(1 + (202 \times 0,05^2))}$$

n = 134.21 rounded to 134 people

n = 134

So the number of samples used in this study was 134 respondents.

Table 3 Number of Research Samples

No	School name	Number of Teachers	Number of Samples	Rounding
1	SDN Bumen	8	8/202X134 = 5.31	5
2	SDN Candigaron 01	11	11/202X134= 7.30	7
3	SDN Candigaron 02	7	7/202X134= 4.64	5
4	SDN Candigaron 03	8	8/202X134= 5.31	5
5	SDN Candigaron 04	9	9/202X134= 5.97	7
6	Duren Elementary School	8	8/202X134= 5.31	5
7	SDN Jubelan 01	8	8/202X134= 5.31	5
8	SDN Jubelan 02	8	8/202X134= 5.31	5

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9	Kebonagung Elementary School 01	8	8/202X134= 5.31	5
10	Kebonagung Elementary School 03	9	9/202X134= 5.97	7
11	Kemawi Elementary School	9	9/202X134= 5.97	7
2	SDN Kemitir 01	7	7/202X134= 4.64	5
13	SDN Kemitir 02	9	9/202X134= 5.97	6
14	Happy Elementary School	7	7/202X134= 4.64	5
15	SDN Lanjan 01	8	8/202X134= 5.31	5
16	SDN Lanjan 02	8	8/202X134= 5.31	5
17	Losari Elementary School	6	6/202X134= 3.98	4
18	Mendongan Elementary School	8	8/202X134= 5.31	5
19	SDN Ngadikerso 01	8	8/202X134= 5.31	5
20	SDN Ngadikerso 02	8	8/202X134= 5.31	5
21	SDN Piyanggang 01	7	7/202X134= 4.64	5
22	SDN Piyanggang 02	8	8/202X134= 5.31	5
23	Pledokan Elementary School	8	8/202X134= 5.31	5
24	SDN Sumowono	9	9/202X134= 5.97	6
25	Trayu Elementary School	8	8/202X134= 5.31	5
Amount		202		134

Results and Discussion

Based on the research results, the Leadership Style variable affects Teacher Performance. The Organizational Climate variable affects Teacher Performance. The Academic Supervision variable affects Teacher Performance. The Leadership Style, Organizational Climate, and Academic Supervision variables together affect Teacher Performance. The discussion related to the research results is as follows:

1. The Influence of Leadership Style on Teacher Performance

Research data on Leadership Style in Sumowono District shows that respondents' perceptions are moderate. Leadership Style variable data is included in the high category. The data of the Leadership Style indicator shows that the highest influence is the supervisor factor. The lowest factor related to Leadership Style is the innovator factor.

Some problems in leadership style in the field are the lack of innovation from the principal.

The principal has not implemented innovative school management planning. The principal still works according to routine and administrative.

The result of the correlation test of Leadership Style on Teacher Performance is 0.983. This correlation is in the very high category and positive value so that if Leadership Style increases then Teacher Performance will also increase.

To get maximum performance, employees need a leadership style. Leadership style can also be a factor that encourages someone to improve teacher performance .

The results of the regression test obtained Leadership style affects teacher performance by 88.0 % . It can be said that leadership style can have a high influence on teacher performance, this finding also shows that there are still 12.0 % other factors that affect teacher performance. This condition shows that the principal and education office need to pay more attention to leadership style in Sumowono District.

Based on the results of the study, it can be concluded that leadership style has a significant effect on teacher performance. The results of the study above support and are in line with the results of previous research conducted by Agus Wiyanto, Ngurah Ayu Nyoman Murniati in 2022 entitled "The Influence of Leadership Style and Teacher Work Culture on the Professional Competence of Elementary School Teachers in Bogorejo District, Blora Regency".

This situation will have a negative impact on elementary schools in Sumowono District. If the principal does not improve his role, then the teacher's performance will not be able to improve, which will ultimately result in student learning achievement not increasing. The main aspect of leadership style that needs attention is the innovative aspect. The principal needs to receive training in developing school management innovation in order to develop educational units.

2. The Influence of Organizational Climate on Teacher Performance

Based on the results of the data analysis conducted, the Organizational Climate is perceived as moderate. This perception shows that the Organizational Climate in Sumowono District needs to be improved again.

Based on the results of the dimension test, it can be seen that the factor with the lowest contribution is the responsibility factor. Teachers still often leave the classroom for personal reasons. There are also still teachers who arrive late when entering school so that students are neglected. This makes learning less than optimal.

Based on the results of a simple regression test of the influence of Organizational Climate on Teacher Performance, it can be explained that there is a correlation between Organizational Climate and Teacher Performance of 0.858. This correlation value is in the very high category and has a positive effect so that it can be said that a high Organizational Climate will affect Teacher Performance.

The influence of Organizational Climate on Teacher Performance is 73.6 % and the remaining 26.4% is influenced by other variables. The influence of 73.6 % is quite high. So it is necessary to improve the organizational climate. Organizational Climate affects

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teacher performance because competent teachers will have good performance . Competent teachers can also carry out their work according to the rules in force in the school so that teacher performance in planning, implementing and conducting assessments can run as it should.

Based on the research above, it can be concluded that Organizational Climate has a significant effect on Teacher Performance in Sumowono District, Semarang Regency. The results of the study above support previous research conducted by Umami Kulsum, Yovitha Yuliejantiningih, Rasiman which was conducted in 2022 with the title "the influence of academic supervision of the principal, teacher work culture and teacher achievement motivation on the performance of public elementary school teachers in Semarang Tengah District, Semarang City".

3. The influence of academic supervision on teacher performance

Based on the results of the data analysis conducted, academic supervision is perceived as moderate. This perception shows that academic supervision in Sumowono District needs to be improved again.

Based on the results of the dimension test, it can be seen that the factor with the lowest contribution is the supervision planning factor. The principal has not planned academic supervision as a school program. The principal carries out supervision without planning involving teachers.

Based on the results of a simple regression test of the influence of academic supervision on teacher performance, it can be explained that there is a correlation between academic supervision and teacher performance of 0.798. This correlation value is in the high category and has a positive effect so that it can be said that high academic supervision will affect teacher performance.

The influence of academic supervision on teacher performance is 63.8 % and the remaining 36.2% is influenced by other variables. The influence of 36.2 % is quite high. So there needs to be an increase in academic supervision. Academic supervision affects teacher performance because competent teachers will have good performance. Competent teachers can also carry out their work according to the rules in force in the school so that teacher performance in planning, implementing and conducting assessments can run as it should.

Based on the research above, it can be concluded that academic supervision has a significant effect on teacher performance in Sumowono District, Semarang Regency. The results of the study above support previous research conducted by Umami Kulsum, Yovitha Yuliejantiningih, Rasiman which was conducted in 2022 with the title "The Influence of Principal Academic Supervision, Teacher Work Culture and Teacher Achievement Motivation on the Performance of Public Elementary School Teachers in Semarang Tengah District, Semarang City".

4. The Influence of Leadership Style, Organizational Climate and Academic Supervision on Teacher Performance

Leadership style will be able to improve teacher performance in carrying out activities. Teachers are also required to work by providing the best service to school

consumers such as parents, students, and the community. In addition to leadership style, factors that influence teacher performance to work as well as possible include Organizational Climate and academic supervision.

This study shows that the leadership style of Organizational Climate and academic supervision influence teacher performance together. This is evidenced by the calculated F of $= 422.675 > F \text{ table} = 3.08$. Based on the results of the multiple regression equation, the coefficient value of Leadership Style is 0.770. The coefficient value of Organizational Climate is 0.224. Academic supervision is 0.056. This coefficient value shows that if the leadership style and Organizational Climate increase together, teacher performance will also increase.

The Influence of Leadership Style and Organizational Climate on Teacher Performance obtained Adjusted R-square is 0.905 or 90.5% this value indicates that 90.5% of teacher performance is influenced by Leadership Style Organizational Climate and academic supervision. The remaining 9.5% is influenced by other variables.

Based on the research above, it can be concluded that Leadership Style, Organizational Climate, and academic supervision have a significant effect on the Performance of elementary school teachers in Sumowono District, Semarang Regency. The results of the study above support previous research conducted by Rusneli, Sumadi, Dedy Hermanto Karwan in 2022 with the title "the influence of principal leadership, work discipline and self-concept on teacher professional competence.

Positive and significant relationship between Leadership Style, Organizational Climate, and academic supervision on teacher performance. With a strong leadership style, good organizational climate and good academic supervision. it will produce high teacher performance and vice versa with a weak leadership style, bad organizational climate, and poor supervision will produce low teacher performance. If the principal in Sumowono District can improve his role and the organizational climate also improves, then teacher performance will improve. student learning outcomes will improve and get a lot of trust from parents who will send their children to elementary school.

Conclusion

Based on the results of hypothesis testing and discussion of research results, the following conclusions can be drawn:

1. There is a very high influence of leadership style on teacher performance which is stated in the equation $\hat{Y} = 18,457 + 1.084X_1$ with a correlation strength of 0.938, with a contribution of $0.880 = 88.0\%$, meaning that the magnitude of the influence of variable X_1 on Y is 88.0% and the remaining 12.0% is influenced by other factors. The factor that most strongly influences leadership style is the supervision factor, the lowest contribution is the innovative factor.
2. There is a high influence of organizational climate on performance stated in the equation $\hat{Y} = 47.105 + 0.824X_2$ with a correlation strength of 0.858 with a contribution of $0.736 = 73.6\%$, meaning that the influence of variable X_2 on Y is 73.6% and the remaining 26.4% is influenced by other factors. The small influence is due to the large

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number of variables that influence Teacher Performance. The factor that most strongly influences organizational climate is the support factor, the lowest contribution is responsibility.

3. There is a fairly high influence of academic supervision on performance stated in the equation $\hat{Y} = 68,267 + 0.432X_3$ with a correlation strength of 0.798 with a contribution of $0.638 = 63.8\%$, meaning that the influence of variable X_3 on Y is 63.8% and the remaining 36.2% is influenced by other factors. The small influence is due to the large number of variables that affect Teacher Performance. The factor that most strongly influences academic supervision is the follow-up factor, with the lowest contribution being planning.
4. There is a high influence of leadership style, organizational climate and academic supervision on Teacher Performance which is stated by the equation $Y = 13.624 + 0.770 X_1 + 0.224 X_2 + 0.056 X_3$ with a contribution of 0.905 or 90.5% this value shows that 90.5% of Teacher Performance is influenced by Leadership style, organizational climate, and academic supervision. The remaining 9.5 % is influenced by other variables.

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